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## **LONELINESS FROM THE ADOLESCENTS PERSPECTIVE: METHODS OF PSYCHOLOGICAL SUPPORT**

**Abstract.** *The problem of adolescents' loneliness is constantly of concern to all mankind in the society, so the problem of loneliness in society (or the desire to be alone) became one of not decided yet problems of many sciences, including pedagogy and psychology. The last years this issue is devoted to new works on the study of the state and characteristic manifestations of adolescents who have experienced a state of loneliness. The relevance of the article is concluded in practical importance for studying the state of loneliness of adolescents, since the experience of this study affects the formation and adaptation of the personality in society.*

*The proposed article deals with the issues of psychological support of adolescents who have experienced a state of loneliness, reveals the essence and content of "loneliness" in adolescence, shows ways to provide psychological support to adolescents who have experienced a state of loneliness.*

**Keywords:** *loneliness, adolescence, psychological support, methods, psychological counseling, methodology.*

**Introduction.** Personality's loneliness is a social and psychological phenomenon. Nowadays, the problem of loneliness of teenage children is one of the most actual one in our society. Loneliness is understood as a difficult emotional experience that acquires human feelings, thoughts, and actions and arises because of communication with important to him people.

The phenomenon of loneliness can be considered from adolescence at different age stages of development, since the problem of loneliness shows that there is a peculiarity at each stage of development. The following indicators characterize the state of loneliness: they are often separated

from other people, do not try to share their problems, isolate themselves.

What is loneliness in general: happiness or misfortune, norm or pathology? Various philosophical directions and psychological schools consider loneliness as the only possibility of human life, on the contrary for humanity in general is an unnatural state, that is, a manifestation of pathology and weak adaptation of the personality, and then as a consequence of the development of modern social forces. Some people believe that loneliness is when a person is in isolation and loses hope for the future; others consider that it is favorable for an active creative climate and communication with oneself [1, p. 110].

Adolescence occupies an important place in the overall development of ontogenesis. This age period should be considered as a special stage of mental development and as a stage of transition from childhood to adulthood. Qualitatively new formations of the psyche are formed in all directions during adolescence period. Entering a new stage of life and activity, teenage children acquire a new social approach, at this stage of development, an attitude towards their "I" is formed, an attitude towards peers, people around them and society. The formation of the social attitude of adolescents, the likelihood and depth of the state of loneliness at this stage depends on the basis of social orientation. In addition, feelings of loneliness arise in teenage children when they try to prove to themselves and others their uniqueness. This helps him to feel the state of introspection, internal development and communication with himself [2, p. 232].

The topic of research is currently very relevant, since the state of loneliness in adolescents can become a persistent negative mental state, leaving a shadow on all other feelings and actions, and even impede personal development.

The study of loneliness as a psychological phenomenon in psychology is associated with the names of K.A.Abulkhanova-Slavskaya, Zh.V.Puzanova, L.I.Starovoitova, G.M.Tikhonov, S.G.Trubnikova; the problem of loneliness of teenagers was comprehensively studied by such foreign scientists as U.A.Sadler, T.B. ohnson, R.S.Vays, L.E. Peplo, K. Rubinstein, I.S.Kon, T.V. Dragunova.

The issue of psychological support and its various aspects has been reflected in many studies: A.I.Volkova, N.I. Mizina, T.I. Shulga, L.Ya. Oliferenko, A.B. Bykov, I.V. Dubrovina and other scientists consider psychological support as an activity aimed at positive aspects of the personality,

domestic scientists V.G. Shulga, BAZhenov, A. Zhumabaev, K.A. Zhukenova, A.M. Karabaeva, A.T.Akazhanova, I.F.Nazarov, V.A.Parfenov, V.A.Trifonov, J.Namazbaeva, G.A.U ManOV, L.K. Kerimov, K.M.Argymbaeva and others analyzed in detail the issues of teaching teenagers to fight negative emotions and maintain calm. In addition, textbooks by L.K. Kumekbaeva "Organization of psychological service", T.R. Nurmukhambetova and Sh. E. Rsmakhanbetova "Practical psychology" helped to identify and prevent deviations in adolescents

Nowadays the issue of providing psychological support to teenagers who are in a state of loneliness is becoming one of the most pressing topics in psychological science and practice of society. The complexity of this issue indicates the inconsistency of research work and the lack of methodological developments. Therefore, since at present the issue of providing psychological support to teenagers who have experienced a state of loneliness in psychological science is still one of the pressing issues that require full study, the topic of the study became the basis for the choice "Methods of providing psychological support to teenagers who have experienced a state of loneliness".

#### **Research conditions and methods.**

To establish the underlying causes of loneliness in adolescents we used the following methods for:

1. Diagnostics: "Loneliness detection questionnaire" recommended by D. Russell, L. Peplo, M. Fergyusonov.

2. Correction-development: a class hour on the topic: " Is Loneliness a grief?"

In this study, we tried to trace the reasons why the important practice of loneliness for adolescents arose. We believe that the characteristics of experiencing a state of loneliness determine the

development prospects of adolescents in different ways, and this in turn depends on the level of awareness and access to their resources and opportunities. On the one hand, the experience of loneliness can contribute to the development of teenagers; stimulate the emergence of reflection about their lives and the prospects for its development. But loneliness can be experienced as a negative emotional state, but in case of complication, it can even lead to suicide.

**Research results and discussion.** We considered that it was not enough to conduct only interviews and external observations within this research topic, so we used the "questionnaire for detecting loneliness" proposed by D. Rasell, L. Peplow, M. Ferguson [3, p. 410].

Our study involved children aged 15 to 16 years from a public utility facility. During the survey, teenagers were advised to consistently consider a number of applications and evaluate them using several answer options. We invited them to answer a number of questions in order to help teenagers learn about the causes of loneliness and thereby help those who feel lonely.

1. *What is loneliness?* Teenagers' responses at 14 are:

- to feel distance from society, collective, people;
- absence of friends and relatives;
- if you are alone, you can think about anything, no one bothers you, but sometimes it is challenging to be alone;
- feeling useless for other people;
- I consider it normal;
- there is no one to talk;
- when no one loves you and you don't need anyone;
- when the inner soul is very free;
- when you don't want to see anyone, when you are very offended by someone;
- when he cannot communicate with the outside world.

- Teenagers' responses at 14 are:
- a person's position when it is difficult to share grief;
  - to desire loneliness;
  - morale situation when no one is around;
  - when there is no interlocutor, when no one understands you;
  - when there are no close people nearby;
  - when a person is constantly left alone;
  - when a person feels lonely all over the world;
  - the absence of friends;
  - a psychological state in which a person struggles with his problems alone;
  - during depression;
  - when a person is alone with himself;
  - when a person wants to be alone;
  - when there is no one to share grief with.

2. *Do you think a person needs loneliness?*

Table 1 - Percentage rate of the question "Do you think a person needs loneliness?"

Response	Do you think a person needs loneliness?	
	14 years old teenagers	15 years old teenagers
Yes	19%	15%
No	43%	52%
Sometimes	38%	33%

3. *What kind of person can be alone?* Responses from 14 years old teenagers.

The following people may feel loneliness:

- silent person;
- uninteresting person;
- an unfortunate person;
- a person with low self-esteem;
- a person's loneliness depends on the social environment and conditions;

- a rude person because other people don't want to talk to him;
- a very simple, shy person, because sometimes he has to take the first step;
- very closed people;
- a person who does not respect others;
- everyone can feel loneliness, because I think that each of us is going through a period of loneliness;
- selfish people;
- people with bad behavior, because they do not think about others;
- any person depending on the situation.

Responses from 15 years old teenagers. The following people may feel loneliness:

- any person;
- a modest person;
- a person with a lot of negative thinking;
- a person who wants to be alone;
- a person evading communication;
- a person with a bad character;
- a person without friends;
- closed, reserved person;
- a person with a special nature;
- dreamer, thinking person;
- intolerant person.

The answers of teenagers aged 14-15 to these questions are markedly different. Teenagers at 14 pay attention to negative signs of human behavior, that is, they believe that only a bad person can be alone. But there are an opposite answer: anyone can be one. We see other sides of 15 years old teenagers answers. 40% of teenagers aged 15 believe that, depending on the situation, anyone can be alone. They also say that one person may have other pluses besides undesirable qualities.

#### 4. How do you feel about loneliness?

Table 2 - Percentage rate of the question "How do you feel about loneliness"?

Responses	How do you feel about loneliness?	
	14 years old teenagers	15 years old teenagers
From a positive perspective	17%	22%
From a negative perspective	39%	40%
Depending on situation	44%	38%

Analyzing the answers of teenagers we can say that they begin to love loneliness by age. It is worth noting that they have very different views on loneliness.

#### 5. Have you experienced loneliness?

Table 3 – Percentage rate of the question "Have you experienced loneliness?"

Responses	Have you experienced loneliness?	
	14 years old teenagers	15 years old teenagers
Yes	34%	46%
No	25%	54%
Sometimes	41%	-

6. Were there any situations when you feel lonely?

Table 4 - Percentage rate of the question "Were there any situations when you feel lonely?"

Responses	Were there any situations when you feel lonely?	
	14 years old teenagers	15 years old teenagers
Yes	32%	47%
No	58%	35%

Sometimes	10%	18
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7. Why do you think teenagers feel lonely?

Table 5 - Percentage rate of the question " Why do you think teenagers feel lonely?"

Responses	Why do you think teenagers feel lonely	
	14 years old teenagers	15 years old teenagers
friendless	20%	17%
aware	17%	15%
transition age	12%	20%
lack of support	16%	18%
modesty	11%	14%
afraid of society	9%	5%
does not show mutual sympathy; does not value friends and distance, etc.	15%	11%

8. What is needed not to be alone?

Table 6 - Percentage rate of the question «What is needed not to be alone?"

Responses	What is needed not to be alone?	
	14 years old teenagers	15 years old teenagers
find friends	38%	27%
communicate	16%	14%
be positive	13%	16%

participation in social events; be simple; desire; discover yourself, find your environment; see what someone needs; to love someone for real; helping others; merging with the outside world; initiation, etc.	33%	43%
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9. How to help children who have experienced loneliness?

Table 7 - Percentage rate of the question "How to help teenagers who have experienced loneliness?"

Responses	How to help teenagers who have experienced loneliness?	
	14 years old teenagers	15 years old teenagers
communication with them	25%	18%
friendship with them	21%	14%
can't decide	14%	21%
invitation to walk together	10%	11%
dating and entertainment	11%	15%
supporting them; not leave them; to come to the rescue; reach out, etc.	19%	21%

Moreover we conducted a survey among adults in order to develop optimal recommendations for overcoming loneliness in adolescents. The survey involved teachers, parents, social educators.

10. *How can adolescents overcome feelings of loneliness? The answer was as following:*

1. You have to start with yourself, that is, try to change yourself.
2. Keep yourself open in the environment without any short circuits.
3. Read psychological and classical literature.
4. You need to analyze your actions.
5. You need to want changing yourself.
6. Doing what you love.
7. To have and take care about pets.
8. Need to talk to peers.
9. You need to find a common language with your family.
10. You need to communicate less with the virtual world.
11. It is necessary to increase self-esteem.
12. Participate in the life of the school.
13. You need to be open, look for different ways of communication.
14. You need to talk to people with the common interest.
15. Use the help of an anonymous psychologist, helpline.
16. Do not focus on your own problems.
17. Sign up for various circles.
18. You need to overcome your complexes.
19. Apply communication skills: be able to express your opinion, point of view, thoughts;
20. Look around, maybe someone needs your help - it connects the relationship.

According to the analysis of the results obtained during the survey on the answers of the surveyed adolescents, most teenagers do not feel lonely in life (88%), but almost each of them remained alone at least once. Adults were able to give many recommendations for overcoming loneliness in adolescence.

Furthermore, the results of analyzing the responses of adolescents according to the survey "Determining Loneliness" presented by D. Russell, L. Peplo, M. Ferguson suggest that every third teenager experiences different degrees of loneliness, and 4% of the surveyed adolescents feel loneliness to a sufficient extent.

From the point of view of teenagers, the main reason for loneliness is social rejection: about 20% of the children surveyed answered that they were left alone due to the fault of others (including parents), since others did not understand, did not accept or forgot this child.

In second place are signs of behavior (selfishness, etc.). They were named the cause of loneliness by 25% of teenagers. About 14% see a state of loneliness in behavior and ways of communication. 16% of teenagers believe that shyness, self-doubt, fear of relationships and inability to communicate are the causes of loneliness.

Only 12% of teenagers see a lack of environment and loved ones as a cause of loneliness. Tired of communication - 18% of responders.

Although 58% of teenagers do not like to be alone, they do not consider such a time unusual. 54% in some cases felt lonely, and then quickly got out of this state, but most adolescents (80%) were not afraid to be so alone.

Basically, teenagers believe that loneliness is not scary, that is, for them loneliness is normal. Many 74% of adolescents consider themselves very communicative, sociable and popular among classmates, and also have enough friends.

In addition, many adolescents are not afraid of a negative attitude towards themselves, loss of relationships or rejection of peers.

Portraits of children who have experienced loneliness look like this: closed, reserved, talking little, do not like a

noisy environment (33%). Another part (18%) described the child in the class as sad, unhappy and offended. And many teenagers said they often had quiet, incomprehensible, unable to communicate, unable to be friends. Some children (49%) consider loneliness to be a person who has no friends, whom no one loves and whom everyone refuses.

For some adolescents aged 14-15 years, voluntary loneliness seems natural and does not cause anxiety and fear. In addition, their loneliness is associated with misfortune, grief and resentment.

Our study revealed that from the point of view of teenagers, the main cause of loneliness is social rejection. The attitude of teenagers to loneliness has the same qualities as in philosophical and psychological studies. Teenagers consider loneliness normal if the child's choice is not related to the influence of others, but to internal reasons. That is, if their peers choose loneliness not because of their own uncertainty and inability to communicate, not because of fear of relationships and other people, but because of an inner desire and need to be alone, then this is normal and natural. If he is lonely because he is not accepted by other people, then he is an unhappy and offended person, calm, sad and incomprehensible.

In addition, he believes that the reasons for loneliness in teenagers lie both in a person's close environment and in himself: in his behavior, manner of communication, and including inability to communicate.

Analyzing the results of the survey, we came to the following conclusion:

- Loneliness of teenagers is often due to a lack of friends;
- Teenagers explain the cause of loneliness by external reasons: quarrel with a friend, death or departure of relatives.

Correction of loneliness in adolescents.

Loneliness in the social dimension is a matter of social connection. Loneliness is felt at all stages of human development, for example, from childhood to old age. As a rule, a lonely person is often a carrier of loneliness, which not only worsens their situation, but also forces others to participate in them.

To help children facing loneliness, firstly you need to know the experience inherent in loneliness, and which children experience the state of loneliness. Because loneliness is not the same for all children. For many children, loneliness is a reaction to life changes. For other children, loneliness may be the result of their life course, and not due to the loss or severance of social ties with loved ones. An example of this is shy children who have no friends at school and are socially isolated.

Young, one of the researchers on loneliness, believes that "the chronic nature of loneliness is an important criterion that distinguishes lonely people". According to Young: "chronic loneliness is a consequence of a person's inability to communicate with other people and situational loneliness is a consequence of the fall of the existing model of human social ties. The concept of temporary loneliness means an occasional feeling of loneliness, which is felt from time to time by many people" [4, pp. 239-246].

The chronic nature of loneliness is an important diagnostic parameter because it is directly important for etiology and intervention. For instance, children suffering from chronic loneliness may benefit most from their condition through the development of immunity to social anxiety and the development of social skills. On the contrary, helping children feeling situational loneliness in determining the social context in which new confidence and new connections can be found is of great benefit [5, p. 77-78].

Foreign studies on the correction of loneliness in adolescents usually include two main methods: social skills training and cognitive behavioral therapy. If the first method is aimed at group application, the second method is aimed at an individual approach. Social skills training usually includes the following elements [6, p. 240]:

- role play, control themselves and do homework;
- obtains skills such as engaging clients in conversation, talking on the phone, praise, and reception
- they learn to regulate periods of silence, note the attractiveness of physical data, increase the role of methods of oral communication, physical intimacy.

Cognitive behavioral therapy includes various cognitive methods, among which recognition of automatic thinking is often used, that is, it teaches clients to accept automatic thoughts from the category of facts to the category of hypotheses.

In conclusion, the correction of loneliness in adolescents includes:

- 1) individual correction - work with external and internal emotions of the child;
- 2) social correction - mastering the skills and techniques of effective interaction and creating conditions.

According to many researchers, loneliness of teenagers is an important component of emotional development. Representatives of different psychological directions determine the essence of this phenomenon in different ways. Despite obvious differences in interpretation, most researchers agree that loneliness is a practice, an obvious or specific form of self-knowledge.

Many researchers consider loneliness as a negative experience and some consider loneliness as a purely pathological reaction. Loneliness for many psychologists is a phenomenon characteristic of wide and different segments of the population. Only supporters of the psychodynamic approach

especially note the childhood prerequisites for the emergence of loneliness.

S.V. Malysheva and N.A. Rozhdestvenskaya argue that adolescents have four causes of loneliness [7, pp. 63-68]:

The first reason is the recognition of oneself as a unique, unlike anyone else;

The second reason is the lack of interpersonal relationships with peers;

The third reason is the existential crisis of the "essence of life";

The fourth reason is the forced persuasion of adolescents in any group.

Taking into account these reasons, corrective and developmental work should be carried out in a timely manner to work with teenage children experiencing a state of loneliness.

Leo Tolstoy once said in his diary: "Do not forget what you know in your personal life, living with people. Think about what you know in your personal life from communicating with people".

Since loneliness is a subjective practice, it is impossible to come up with a single way to overcome it. Therefore, when helping teenagers, it is necessary to adhere to the principle of a "golden environment". Consequently, it is necessary to pay enough attention and understand these children, express their readiness to provide assistance in difficult situations and also encourage independence and activity in overcoming the negative experience of loneliness.

Sharing loneliness means listening to a person when they want to talk about themselves; understanding and perceiving his feelings. The most effective methods of overcoming adolescent loneliness in adults and children [8, Article 364]:

1. Anxiety through mental activity (watching TV, reading books, listening to music).
2. Take some steps to succeed and do a challenging job.
3. Do homework.



4. Sports, creativity, etc. in order to get rid of negative emotions.

5. Shop to change your image.

6. Search for new ways to meet (dances, evenings, various circles).

7. Analysis of the causes of loneliness.

8. Walks in the fresh air, access to nature.

9. Contacting a psychologist or psychotherapist to solve problems.

10. Find your hobby. Sign up for a circle or art school where the child can find new friends with common interests.

11. You need to develop, be free, be interesting and then you will have more people.

It should be remembered that on the one hand, the feeling of loneliness can be used as a positive factor: self-knowledge, finding a hobby, self-development, doing a new thing.

How to get rid of loneliness:

- spend more time with friends, family;
- self-confidence;
- find new friends or renew relationships with old people;
- do not take everything close to you;
- communicate on social networks;
- visiting theaters, circuses, museums;
- find more friends, watch every day;
- be open, positive and joyful;
- change attitudes towards life;
- be open, kind to people;
- find the cause of the loneliness.

**Conclusion.** The researches of foreign and domestic scientists and psychologists on the problem of teenagers who have undergone a state of loneliness are comprehensively analyzed and the following types of loneliness of teenagers are distinguished: temporary, chronic, emotional and behavioral. Theoretical analysis of the scientific literature made it possible to determine the need for psychological support at various stages of the formation and development of adolescents. Consequently, the main reasons

why adolescents experience a state of loneliness - lack of relationships with others and deep emotional anxiety as the main signs of a growth crisis; lack of social connections; predominance of individualization, adaptation.

To provide effective psychological support to teenagers who have undergone a state of loneliness, it is necessary to understand its essence and content, determine goals and objectives and choose effective methods and approaches for diagnosing and correcting children. In general, psychological support in life is provided by persons: during a period of acute psychological crisis (regardless of the cause of its occurrence); depression; aggression; in a state of fear and anxiety; loss of meaning and interest in life; revealed that the psychological state of a person continues to deteriorate without any reason.

In the course of an empirical study, we used the "questionnaire for detecting loneliness" proposed by D. Russell, L. Peplo, M. Fergusons, as a result of which we found that teenagers experiencing loneliness are characterized by the following features compared to children who do not feel the state of loneliness. Thus, they mostly have very low self-esteem, emotionally unstable, restless, shy, seeking help from others, dreamy, more inner-world oriented, insecure, prevailing fear, demanding, untenable, communicative and organizational abilities.

On the one hand, for teenagers, voluntary loneliness seems natural and does not cause anxiety and fear, the loneliness of which is associated with misfortune, grief and resentment. That is, if their peers choose loneliness not because of their own uncertainty and inability to communicate, not because of fear of relationships and other people, but because of their inner desire and need to be alone, then this is a normal and natural phenomenon. If he is

lonely because other people do not accept him, then he is unhappy and offended, restless, sad and incomprehensible.

A class hour on the theme "Is Loneliness a grief?", organized to provide psychological support to teenagers who have experienced loneliness, showed the importance of working together to regulate the relationship between teachers and parents and children. The main ways of psychological support are: psychological diagnosis, psychohygiene of communication of the child; special psychological training of teachers, psychoprophylaxis of the family and the teaching staff; improving the inner world of the child, correcting behavior and relationships; promoting self-education and self-development.

Teenagers, teachers, parents - all participants in educational relations need psychological and pedagogical support. Therefore, along with taking care of the physical condition of children, it is necessary to pay attention to their psychological health. Based on the above, the following conclusion can be drawn: the negative aspects of the state of loneliness of teenagers are associated primarily with the insufficient development of its value

component and the lack of relationships with peers.

In our research, unfortunately, there were children aged 14 to 15 who experienced a state of loneliness. Therefore, for teenagers who have undergone a state of loneliness, the teacher-psychologist assumes the use of methods of emergency psychological assistance in order to timely psychological correction, educational measures, psychological prevention, psychological counseling and reduce possible negative consequences (anxiety, fear, fear, isolation).

The results of the study make it possible to develop several recommendations on the provision of psychological support to teenagers who have undergone a state of loneliness:

- try to change his mood, play in a positive direction, establishing as comfortable a relationship as possible with teenagers who have experienced loneliness.

- Psychological trainings, exercises, correctional and developmental work, developing the qualities of trust in a person through psychological support for adolescents who have undergone a state of loneliness.

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### **ЖАЛҒЫЗДЫҚ КҮЙІН КЕШКЕН ЖЕТКІНШЕК ЖАСТАҒЫ БАЛАЛАРҒА ПСИХОЛОГИЯЛЫҚ ҚОЛДАУ КӨРСЕТУ ӘДІСТЕРІ**

**Аңдатпа.** Ұсынылып отырған мақала «Жалғыздық күйін кешкен жеткіншек жастағы балаларға психологиялық қолдау көрсету әдістері» тақырыбы бойынша орындалды. Мақалада жалғыздықты сезінген жасөспірім жастағы балаларды психологиялық қолдау мәселелері қозғалады, «жалғыздық» ұғымының мәні мен мазмұны ашылады, жалғыздықты сезінген жасөспірім жастағы балаларға психологиялық қолдау көрсету жолдары көрсетіледі.

Жеткіншек жас кезіндегі балалардың жалғыздық мәселесі қоғамдағы адамзаттың барлығын үнемі алаңдатып отырды, сондықтан қоғамдағы жалғыздық мәселесі (немесе бір өзінің болуын қалау) көптеген ғылымдардың соның ішінде педагогика және психология ғылымындағы әлі де шешімі табылмаған өзекті мәселелерінің бірі болды. Соңғы жылдары жалғыздық күйін кешкен жеткіншек жастағы балалардың жағдайын және оған тән көріністерін зерттейтін жаңа жұмыстар осы мәселеге арналады. Мақаланың өзектілігі жеткіншек жастағы балалардың жалғыздық күйін зерттеудің практикалық маңызы бар, өйткені бұл зерттеу тәжірибелері оның жеке басының қоғамдағы қалыптасуы мен бейімделуіне әсер етеді.

**Тірек сөздер:** жалғыздық, жасөспірімдік жас, психологиялық қолдау, әдістер, психологиялық кеңес.

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### **ОДИНОЧЕСТВО С ТОЧКИ ЗРЕНИЯ ПОДРОСТКОВ: МЕТОДЫ ПСИХОЛОГИЧЕСКОЙ ПОДДЕРЖКИ**

**Аннотация.** Проблема детского одиночества в подростковом возрасте постоянно вызывала озабоченность всего человечества в обществе, поэтому проблема одиночества в обществе (или желание быть одиноким) стала одной из актуальных проблем многих наук, в том числе педагогической и психологической. Этому вопросу посвящены новые работы по изучению состояния и характерных проявлений детей подросткового возраста, переживших в последние годы состояние одиночества. Актуальность статьи имеет практическое значение для изучения состояния одиночества детей подросткового возраста, так как опыт этого исследования влияет на формирование и адаптацию ее личности в обществе.

Предлагаемая статья выполнена по теме «Методы психологической поддержки детей подросткового возраста, переживших состояние одиночества». В статье

затрагиваются вопросы психологической поддержки детей подросткового возраста, переживших состояние одиночества, раскрывается сущность и содержание понятия «одиночество». В подростковом возрасте, показаны пути оказания психологической поддержки детям подросткового возраста, пережившим состояние одиночества.

**Ключевые слова:** одиночество, подростковый возраст, психологическая поддержка, методы, психологическая консультация.

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