



AGGRESSIVE BEHAVIORS IN ADOLESCENTS PSYCHOLOGICAL ANALYSIS

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ABSTRACT

The article examines the aggressive behavior of adolescents; the characteristic features of adolescent behavior and their emotional instability are determined; A. Bass-Darki, A. Assinger, M. The results of a study of aggressive behaviors in older adolescents on 3 methods are discussed.

KEYWORDS: adolescent aggressive behavior, aggression, aggression, adolescence, verbal aggression, aggression, physical aggression.

In today's globalization, there are many factors that negatively affect the morale of young people. Despite their different forms and appearances, their goal is the same - to change the worldview, thinking, beliefs of young people who are the future owners. Bringing up young people in all respects healthy and spiritually mature has always been important. Because the future of the society, the state, the future depends on the knowledge, upbringing and spirituality of the youth today.

The relevance of the study is related to the increased interest in the problem of aggression and aggression as a personal trait. The question of why people behave aggressively from time to time has been the subject of debate for decades. It is especially noteworthy that in recent times not only adults but also their children have become aggressive. In psychology, the term "aggression" is interpreted differently. Many authors of the study of aggression prefer to evaluate it negatively. But there is also a positive view of aggression. In accordance with the basic psychological theories and concepts of aggression and aggressive behavior, we distinguish the main definitions of aggression:

A. Bandura understands aggression as a strong activity of striving for self-affirmation and distinguishes the following types of aggressive reactions: physical aggression (attack); indirect aggression (bad gossip, jokes, outbursts of anger); irritability (readiness to show negative emotions at the slightest excitement); negativism (from passive resistance to active struggle); protest (envy and hatred for others because of real and fictitious information); from insecurity and carelessness to suspicion that all other people are hurting or planning;



verbal aggression (through form - quarrel, scream - and through content - threat of curse, expression of negative emotions through swearing).

I. Kulagina's aggression means hostile actions, destructive attacks, ie actions that harm another person. Human aggression is a behavioral reaction characterized by the manifestation of force in an attempt to harm or harm an individual or society.

Yu.B. Mozhginsky understands aggression as a reaction, as a result of which the other organism receives painful stimuli.

G. Parens describes aggression as a physical act or threat of such action by one person that reduces the freedom or genetic suitability of another individual.

According to A.A. Rean, aggression is an evil, unpleasant, painful behavior towards others, harming another living being who does not want such treatment. Such physical or mental harm that an aggressive person inflicts or is willing to inflict can be "partial" "local" and sometimes "absolute" when it comes to destroying an object of aggression, whether it is an individual or a group of people or some. lifeless object of aggressive attack ..

The available definitions can be roughly divided into 2 major groups:

1. The idea of aggression is motivated actions that violate rules and regulations that cause pain and suffering. In this regard, intentional and instrumental aggression are distinguished. Instrumental aggression is when a person does not aim to act aggressively, but "needed" or "had to act". In this case, there is a motive, but it is not realized. Intentional aggression - which has a conscious cause - is harm or damage.

2. Aggression as hostile and destructive actions (behavioral component). R. Baron and D. Richardson gives the following definition: aggression is any form of derogatory behavior.

Aggression L.M. "Hostility is a property or personal trait that emphasizes a tendency to harm a problem, an attack, other people, and the world around us," Semenyuk notes.

I.A. Furmanov's aggression [latdan. aggressio - attack] is also defined as a stable stable trait, a trait that reflects a person's tendency to consciously or unconsciously sufficiently consistent aggressive behavior, the purpose of which is to cause physical or mental damage to an object.

In some cases, aggression can be seen not only as a stable feature of the person, but also as a concrete-actual situation and the resulting aggressive behavior as an act performed



in a state of passion. According to the logic of illegal action, in this case a forensic psychological examination report is required to assess it. At the same time, it is important to understand that aggression has played a crucial role in the survival of mankind for thousands of years. The change in the norms of attitude towards the manifestation of aggression, the content of the comments on such behavior, and the degree of rigidity were mainly reflected in what is traditionally considered a process of socialization in the science of psychology. It is clear that aggression as a stable feature of a person is manifested in real contact behaviors. However, it is also clear that the developing individual does not initially have a trait such as aggression. It is in this context that the problems of aggression and aggressive behavior are most fully developed within the framework of the concept of social education described in the works of V.A. Averin.

It is necessary to distinguish between the concepts of "aggression" and "aggression". Aggression is any action that harms or intends to harm another person, group of people or animal. Aggression is a personal trait expressed in readiness for aggression]. Hence, aggression is a specific set of actions that damage another object; and aggression ensures that the person to whom the aggression is directed is willing to perceive and interpret the other person's behavior appropriately. On the one hand, not all aggressive actions of the subject really stand behind the aggression of the individual. On the other hand, a person's aggression does not always manifest itself in explicit aggressive actions. Demonstration is not the manifestation of aggression as personal property, but the result of a complex interaction of trans-situational and situational factors always present in certain behaviors. The situational factor in the aggressive actions of a non-aggressive person is the basis of these actions. Priority in the aggressive actions of an aggressive person belongs to personal qualities. In this way aggression is situational and personality is stable and unstable. Situational aggression manifests itself from time to time, and personal aggression is a stable individual behavioral trait that serves everywhere and always where favorable conditions are created for it. Aggression as a personal trait helps to measure, learn, and psychologically correct when needed.

According to G.V. Burmenskaya, aggression as a personal trait may be closely related to cruelty, but it is incompatible with it. If cruelty is always condemned, then aggression often takes socially acceptable forms, for example, in sports. The military is also required to



act aggressively. Aggression is morally neutral as a psychological phenomenon because it can lead to socially acceptable and illegal behaviors. An aggressive person cannot be ruthless unless his actions have a cause that causes suffering and suffering for his own benefit. A ruthless person is always aggressive. Violent aggressive behavior can be carried out not only in the form of action, but also in the form of action, as noted by Al Zakharov, and not in the form of brutal aggressive behavior.

Aggression can vary in the form of violence and manifestation: from hostility and malice to verbal insult ("verbal aggression") and the use of brutal physical force ("physical aggression" is self-directed aggression. Everyone has their own characteristics. A certain level of aggression . Its absence leads to passivity and conformity. Its overdevelopment begins to define the whole image of a person who is incapable of confrontation, partnership and cooperation.

Socialization of Aggression, A. According to Enikeev, "it is the process and result of an individual's acquisition of aggressive behavioral skills and the development of an individual's aggressive readiness in the process of assimilating social experience".

According to V.V. According to Koklyukhin, an individual's aggression can be a way to protect his or her attitude toward himself or herself at the level of social activity. Negative self-esteem can be offset by low self-esteem due to antisocial aggressive behavior by the person. A person who defends his attitude towards himself through aggression is incapable of interacting on an "equal" basis. The explanation for this is his lack of a stable personal position, his infiltration into the 'inferiority' of his 'I'. According to E.V. Zaik, the formation of aggressive behavior is a complex and multifaceted process in which many factors influence. Aggressive behaviors are determined by the influence of peer family and the media.

According to A.E. Lichko, adolescents learn by directly enhancing aggressive behavior, as well as by observing aggressive behavior. As for the family, aggressive behavior is influenced by the degree of family harmony, intimacy between parent and child, the nature of the relationship between brothers and sisters, and the style of family management. Children with a strong family disorder in which their parents are alienated and cold are more prone to aggressive behaviors.

Adolescents also learn about aggression from communication with their peers. Children learn to behave aggressively by observing the behavior of other children. Peer



games allow children to learn aggressive responses (such as punches or insults). A.I. According to Zakharov, noisy games - in which teenagers push, chase, tease, kick and try to hurt each other - can actually be a relatively “safe” way to teach aggressive behavior. However, those who are overly aggressive can probably be rejected by many in their age group. On the other hand, these aggressive teens can make friends with other aggressive peers. Of course, this creates additional problems, because in an aggressive company, the aggression of its members is mutually reinforcing.

One of the main ways to learn aggressive behavior in children is to observe someone else’s aggression. Adolescents who have experienced domestic violence and who have become victims of violence themselves are prone to aggressive behaviors. One of the most controversial sources of aggressive education is the media. After years of research using a variety of methods and techniques, science has not yet been able to determine how much the media influences aggressive behavior.

According to EV Zmanovskaya, during adolescence, both boys and girls have periods of high and low levels of aggressive behavior. Thus, it was found that boys had two peaks of aggression: 12 years and 14-15 years. Girls also show two peaks: the highest rate of manifestation of aggressive behavior is observed at 11 years of age and 13 years of age. A comparison of the severity of the various components of aggressive behavior in boys and girls showed that boys were more prone to direct physical and direct verbal aggression, while girls were more prone to direct verbal and indirect verbal aggression.

It is necessary to distinguish between aggression and aggression. aggression - a certain set of actions that damage another object; and aggression ensures that the person to whom the aggression is directed is willing to perceive and interpret the other person’s behavior appropriately. A person’s aggression can be a way to protect his or her attitude towards himself or herself at the level of social activity. The aggressive behavior of adolescents, according to Al Zakharov, is determined by the influence of peer family and the media.

Thus, considering all the basic theoretical concepts of aggression, we take the following generalized definition of this phenomenon as work:

Aggression is any form of behavior aimed at insulting or harming another living being who does not want such an attitude. This definition emphasizes that aggression is a model



of behavior, not an emotion or motive. Although aggression is often associated with negative emotions such as anger; with motives - such as a desire to hurt or offend. Of course, these factors have a huge impact on aggressive behaviors, but their presence is not a prerequisite for such behaviors.

Aggression is any form of behavior aimed at insulting or harming another living being who does not want such treatment. This definition emphasizes that aggression is a pattern of behavior, not an emotion or motive.

Adolescent aggression is a complex personal education, and the causes of aggressive behavior can be both psychological (violation of motivational emotional will or moral spheres) and socio-psychological factors (disorder of the family, including as a result of his alcoholism, emotional relationship disorder). relationships in the system of child-parent relations, the peculiarities of the style The study of aggression in children from alcohol-dependent families revealed that they have a normal rate of moderate hostility and a high rate of aggression; children from non-alcoholic families have a simple index of hostility and aggression. Children from alcohol-dependent families are more hostile and aggressive. Children with increased aggression are characterized by anger, self-confidence, and indifference. In dealing with them, the teacher must be firm, gentle, calm, patient in showing that he understands the inner state of the aggressive teenager very well: after all, in addition to intimidating others, he often suffers from inability to control himself. Even if it hurts the other and calms his anger, he will continue to experience feelings of discomfort and resentment. The adult needs to help the child feel the inner experiences, to feel loved and appreciated, to see the calm generous who know how to manage themselves, who need to get rid of bad deeds.

A teacher working with adolescents with increased aggression should be careful to anticipate the adolescent's actions, as well as structure his or her work in a way that helps the adolescent to overcome a difficult situation in every way. Attention should be paid to the smallest changes in behaviors in adolescents.



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