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## TABLE OF CONTENTS

1.	Остряніна Л. В., Ничипорук С. С. EVALUATION OF FACTORS OF INFLUENCE ON ESTABLISHMENT OF THE ASSESSMENT SYSTEM AND MOTIVATION OF PERSONNEL AT THE ENTERPRISE	15
2.	Шимко О. В., Сенчук Л. О. УПРАВЛІННЯ ЯКІСЮ МЕДИЧНОЇ ДОПОМОГИ: ТЕОРЕТИКО-МЕТОДОЛОГІЧНИЙ ТА ПРАКТИЧНИЙ АСПЕКТ	18
3.	Литвишко Л. О., Компанець К. А., Артемчук В. О. ОСОБЛИВОСТІ КОНЦЕПЦІЇ ПЕРСОНАЛІЗАЦІЇ НА ПІДПРИЄМСТВІ	22
4.	Лисачок А. В., Котик О. В. ІНВЕСТИЦІЙНА БЕЗПЕКА ЯК КЛЮЧОВИЙ ФАКТОР КОНКУРЕНТОСПРОМОЖНОСТІ ЕКОНОМІКИ УКРАЇНИ	26
5.	Барабаш Л. В. ЕКОНОМІЧНА СУТНІСТЬ ТА ОСОБЛИВОСТІ ФУНКЦІОНУВАННЯ ПОДАТКУ НА МАЙНО В УКРАЇНІ	31
6.	Павлішина Н. М. СПОЖИВЧІ ОСЕРЕДКИ У ОНЛАЙН-СЕРЕДОВИЩІ	36
7.	Осіпова А. А. ФОРМИ РЕАЛІЗАЦІЇ ДЕРЖАВНОЇ ПІДТРИМКИ СІЛЬСЬКОГОСПОДАРСЬКОГО ВИРОБНИЦТВА В УКРАЇНІ	40
8.	Кесарь Я. П., Ломачинська І. А. КОНЦЕПТУАЛЬНІ ОСНОВИ РОЗВИТКУ ПОВЕДІНКОВОГО БАНКІНГУ	45
9.	Cherednichenko Olena TO THE QUESTION OF EFFICIENCY OF TECHNICAL RE-EQUIPMENT OF THE FOOD INDUSTRY	48
10.	Бондаренко Н. В., Власюк С. А. МЕХАНІЗМІВ КРЕДИТУВАННЯ МАЛОГО БІЗНЕСУ	53

50.	Уханова А. І. ГЕНДЕРНІ ОСОБЛИВОСТІ ПРОСОЦІАЛЬНОЇ ПОВЕДІНКИ СТАРШИХ ШКОЛЯРІВ	195
51.	Ткачишина О. Р. АДАПТАЦІЙНІ РЕСУРСИ ОСОБИСТОСТІ В УМОВАХ КРИЗОВИХ СИТУАЦІЙ	200
52.	Prudka L. N. FEATURES OF THE INTERACTION OF THE MEDIA AND THE NATIONAL POLICE	204
53.	Новікова Ж. М. ПРЕВАЛЮВАННЯ ЕМОЦІЙ У ПСИХОЛОГІЧНІЙ АДАПТАЦІЇ СТУДЕНТІВ ПЕРШОГО КУРСУ	209
54.	Матієнко Т. В. ПРОФЕСІЙНЕ САМОСТАВЛЕННЯ ОСОБИСТОСТІ: ГЕНДЕРНИЙ АСПЕКТ	213
55.	KORSAK K., Korsak Y. WHEN HUMANITY SEES THAT NOOERA IS ALREADY COMING ?	219
56.	Bulgak E. D. SOCIO-PSYCHOLOGICAL ASSISTANCE TO THE ELDERLY IN MODERN UKRAINE	224
57.	Vavilova A. S. CORRECTIVE METHODS OF ADOLESCENT'S AGGRESSIVE BEHAVIOR	226
58.	Pishchevskaia E. Progress of social networks trends in XXI century and their influence on psychological prosperity of person	229
59.	Merkulova J. V., Danich M. A. CRIMINAL PROFILING: FOREIGN EXPERIENCE	231
60.	Chopchik V., Orlova N. UNIVERSITY CLINIC ON THE BASIS OF STATE - PRIVATE PARTNERSHIP (METHODOLOGY FOR FORMATION)	233
61.	Yurtsenyuk O. S. FEATURES OF DIAGNOSIS AND TREATMENT OF DEPRESSIVE AND ANXIETY DISORDERS AMONG UNIVERSITY STUDENTS	236

need great efforts, patience to awaken the elderly person's self-esteem, to teach him to think of himself as a person. [2]

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### **CORRECTIVE METHODS OF ADOLESCENT'S AGGRESSIVE BEHAVIOR**

Aggression is a specific form of behavior that is interpreted as a process that has a specific function and organization. Aggressiveness is also seen as a mental quality of personality [4]. The term «aggression» refers to a situational or personal tendency to disruptive behavior. N. Levitov described the state of aggression as an experience of anger with a loss of self-control [1].

At the heart of adolescent aggressive behavior are most often the psychological or socio-psychological problems that accompany the puberty period. Among the forms of aggression are the following: physical aggression, indirect aggression, verbal aggression, tendency to irritation, negativism.

There are many theoretical justifications for the occurrence of aggression, its nature and the factors that influence its manifestations. The most common of these are: train theory, environmental approach, frustration theory, and social learning theory.

Adolescence is one of the most difficult periods of human development and largely determines the subsequent life of the individual. It is during adolescence that the formation of character and other basics of personality takes place. It is necessary to take into account the inherent desire of adolescents to be released from the care and control of relatives, teachers. Often, this desire also leads to the

denial of spiritual values and standards of living in general for the older generation. On the other hand, the educational defects with teenagers are becoming more and more apparent. Particularly significant in this regard are the wrong relationships in the family. The parents themselves are very often role models for aggressive behavior. Repeatedly punishing a child becomes aggressive in the end.

Adolescent aggression can be caused by various factors, and may have various manifestations.

Among the forms of aggressive reactions of the teenager occurring in various sources, the following should be noted [1]:

- Physical aggression (assault) - the use of physical force against another person.
- Indirect aggression - actions that are not indirectly directed at another person (gossip, angry jokes), and are not aimed at anyone's outbursts of rage (shouting, kicking, fist banging, door slamming, etc.).
- Verbal aggression - expression of negative feelings both through form (cry, scream, quarrel), and through the content of verbal responses (threats, curse, swearing).
- Tendency to irritation - readiness to manifest with the slightest disturbance of inflammation, sharpness, brutality.
- Negativism - an oppositional behavior usually directed against authority or leadership. It can grow from passive resistance to actively combating established laws and customs.

Forms of hostile reactions include [1]:

- Insults - envy and hatred of others, caused by feelings of bitterness, anger at the whole world for real or imagined suffering.
- Suspicion - Distrust and caution about people based on the belief that others are about to cause harm.

Therefore, teenage aggression can be caused by various and complex causes and may have different manifestations. Since the concept of personality is holistic, the study of its structure and components can shed light on the phenomenon of aggression [2].

The methodological toolkit when working with teenagers corresponds to the requirements for the methods of implementation of corrective measures in general, as well as with the methods that are most appropriate and comfortable for teenagers, stimulating in them the interest and desire to work together with the teacher. The main methods we offer for organizing correctional work with teenagers include: discussions and discussions, pair work, picture work, psychological games, small group work, visualization, interactive games.

A significant impact on the aggressive manifestations of adolescents also has a failure in schooling. Most adolescents experience

difficulties in learning, it is difficult for them to concentrate on learning tasks, which, on the one hand, causes problems with academic performance, and on the other, gives adolescents a sense of isolation from school life. Closeness, some social isolation and, as a consequence, helplessness inherent in educationally unsuccessful adolescents, serve as one of the key factors in the emergence and deployment of aggressive tendencies. It is often possible to observe the phenomenon of "bad" behavior of such students in a lesson, which, however, arises primarily because of the desire to attract attention to the means of asocial behavior [3].

One of the main goals of the corrective program of adolescent's aggressive behaviors is to improve the relationship of adolescents with parents and educators in order to improve the psychological comfort of adolescents at school. Accordingly, work with parents of adolescents is urgent, the orientation of which is determined by the same needs of providing psychological protection of the teenager in the collective and psychological comfort, that is, such states that would eliminate the need for aggressive reactions [2].

Corrective work with aggressive teenagers includes 3 blocks - emotional, cognitive and behavioral. At each of the described stages, activities are carried out to correct the increased level of aggression in the form of exercises, games, discussions, etc [5].

Each area of correction work with adolescents is aimed at correction the specific teenager's psychological traits or characteristics and contains a set of appropriate psychological techniques that allow you to adjust the corresponding traits (personal and individual-typological) personality [5]. A separate area of aggression correction work identified work with parents and educators, aimed at involving adults to assist in correction the factors of aggressive behavior.

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