



# **THEORETICAL AND APPLIED ASPECTS OF SUSTAINABLE DEVELOPMENT**

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### 3.7. AGGRESSIVE BEHAVIOR OF TEENAGERS: CAUSES AND CONSEQUENCES

The problem of aggression and aggressive behaviour in science becomes relevant when society is going through critical periods of development. Transformation of the former socio-political, economic system, high level of protest sentiment, war in the east of Ukraine, cultural changes, which leads to exacerbation of social contradictions, rethinking of values, norms and laws of morality have led to bursts of aggression, increase of violence and crime, cruelty behaviour.

The growth of aggressive tendencies in the teenage environment reflects one of the most pressing social problems in our society, aggressive behaviour, today, more like a routine than an exception. The high level of aggression in the teenage environment is a dangerous factor as it adversely affects not only educational activities, relationships with parents, friends, peers, individual development, but also the success of their future personal and professional activities.

In this regard, it is urgent to find the answer to the question of why people act aggressively and what measures should be taken to control or prevent aggressive behaviour. Teenager is characterized as a turning point, transitional, critical, there is a formation of qualitative neoplasms, transformation of relationships with adults and peers, the development of new ways of social interaction, as well as laying the foundations of conscious behaviour.

The causes of adolescents' aggressive behaviour and factors that absorb its formation have been studied by such scientists as: O. Bilous, N. Grebinichenko, T. Kostyuchenko, I. Malysheva; questions of methods of prevention of aggressive behavior of adolescents in their scientific works are considered by Yu. Andreev, I. Gaidamashko, T. Zhuravel, N. Malikova, K. Sergeev; the problem of correction of aggressive manifestations in different categories of children and adolescents was investigated by L. Galushko, T. Lomova, V. Pavelkov; peculiarities of manifestations of aggressive behaviour of children and adolescents were studied by I. Masokh, O. Mizern, O. Tarasov, I. Feduk; N. Sukhareva was engaged in research of gender peculiarities of manifestation of aggression in children.

Scientific works of foreign and native scientists: K. Dodge, M. Kaplan, K. Lebedynskaya, Y. Mozhinsky, A. Paterson, M. Paradise, A. Statsenko, G. Sukhareva, R. Husman are devoted to the development of the practical side of aggression in the adolescent period.

In scientific works, the term «aggression» is used in a broad context: self-confident and selfish behavior (R. Broun, S. Kravchuk, R. Smith, J. Tedeshi); physical or verbal behaviour whose sole purpose is to hurt, harm, destroy (A. Adler, R. Beron, A. Rean, T. Romyantseva, K. Horney); activity display, pursuit of achievement, tool for self-realization (D. Atkinson, J. Dollard, M. Levitov). According to A. Bass, E. Donchenko, M. Klein, T. Titarenko, at the basis of any manifestation of aggression is the property of personality, as aggressiveness.<sup>342</sup>

The theory of social learning proposed by A. Bandura is unique: aggression is seen here is a specific social behaviour that is assimilated and supported in much the same way as many other forms of social behaviour. According to A. Bandura, the analysis of aggressive behaviour requires taking into account the ways of mastering such actions; factors that provoke their appearance; the conditions under which they are fixed<sup>343</sup>.

In the scientific literature, they distinguish «aggression» and «aggressiveness». «Aggression» is a form of behaviour that is partly social learning (media, peers, family) and partly a consequence of aggression (personality traits) and «aggressiveness» is a conscious or unconscious tendency to aggression.

According to F. Bassin, the distinction between the terms «aggression» and «aggressiveness» leads to important consequences: first, not for any aggressive actions of the subject should see the aggressiveness of the person, secondly, the aggressiveness of the person does not always manifest in manifestly aggressive actions. By itself aggressiveness does not make the subject socially

<sup>342</sup> Lomova T. Psychological peculiarities of the aggressive behavior of high school students and its correction in the process of educational activity: the dissertation author's abstract for obtaining the scientific degree of candidate of psychological sciences in the specialty 19.00.07 – pedagogical and age psychology, 2009. – 23 p.

<sup>343</sup> Bandura A. Teenage aggression. The study of the influence of education and family relationships, 1999. – 512 p.



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*Sekcja 2-b. Edukacja na rzecz zrównoważonego rozwoju: podejście interdyscyplinarne*  
Moderator: TETIANA BUHAIENKO

13:00-14:45	THE ALGORITHM OF SCIENTIFIC CONCEPTS FORMATION IN THE JUNIOR PUPILS IN THE LEARNING PROCESS <b>Oksana Loiuk, Tetyana Gritchenko</b>
	THE CONCEPT OF SUSTAINABLE DEVELOPMENT AS A METHODOLOGICAL BASIS FOR THE ECOLOGICAL OF EDUCATION IN HIGHER PEDAGOGICAL INSTITUTIONS <b>Inna Siaska</b>
	USING OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PRIMARY SCHOOL TEACHER'S PROFESSIONAL ACTIVITY <b>Svitlana Skvortsova, Anastasiia Ishchenko, Tetiana Britskan</b>
	FORMATION OF COMPETENCES IT-PROFESSIONALS DURING PROJECT STUDY <b>Yuriy Slysarchuk, Olha Slysarchuk</b>
	AGGRESSIVE BEHAVIOR OF TEENAGERS: CAUSES AND CONSEQUENCES <b>Tatiana Spirina, Marina Sytnik</b>
	The importance of a interdisciplinary approach in teaching higher mathematics for it specialities НЕОБХІДНІСТЬ ДИСЦИПЛІНАРНОГО ПІДХОДУ ПРИ ВИКЛАДАННІ ВИЩОЇ МАТЕМАТИКИ ДЛЯ ІТ СПЕЦІАЛЬНОСТЕЙ <b>Мар'яна Баран, Леся Угрин</b>
Motivational-value component in the structure of future bachelors' degrees in physical therapy, ergotherapy for the application of fitness and health technologies in professional activity MOTIVATIONAL-VALUE COMPONENT IN THE STRUCTURE OF FUTURE BACHELORS' DEGREES IN PHYSICAL THERAPY, ERGOTHERAPY FOR THE APPLICATION OF FITNESS AND HEALTH TECHNOLOGIES IN PROFESSIONAL ACTIVITY <b>Оксана Беспалова, Юрій Лянной, Тетяна Бугаснко, Надія Авраменко, Юрій Курнишев</b>	
14:45-15:00	Pytania i dyskusja

*Sekcja 3-b. Społeczny i humanitarny wymiar zrównoważonego rozwoju*  
Moderator: HANNA VUSYK