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 sociopolitical, 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. Grebinchenko, 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. Sergeyev; 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, O. 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 behavior whose sole purpose is to hurt, harm, destroy (A. Adler, R. Beron, A. Rean, T. Rumiantseva, 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. 342

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 behavior. 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 343.

In the scientific literature, they distinguish «aggression» and «aggressiveness». «Aggression» is a form of behavior 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

342 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.
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