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FEATURES OF AGGRESSIVE BEHAVIOR IN ADOLESCENT AGE

Abstract. The problem of aggression and aggressive behavior in science becomes relevant when society is going through critical periods of development. The article examines problems and peculiarities in the school environment, namely in adolescence. The causes of aggression among teenagers are considered. The study of adolescent aggression has been described. The characteristic influence of relatives on the development of aggression in adolescent children has been analyzed. It has been revealed how an adult's aggression at home can affect a child's life. The topic of the social context that generates aggression has been problematized. The problem of aggression between teenagers has been studied more deeply. The study was aimed at the relationship between reducing the already high level of aggressiveness in the behavior of adolescents, the level of self-esteem and the type of upbringing in the family. In the course of the study, conclusions were drawn, and it turned out that in adolescence, the high level of aggression characteristic of children with emotional vulnerability is directly related to their fragile self-image.

Keywords: aggression; aggressive behavior; teenagers; upbringing; self-esteem.

Introduction

The phenomenon of aggressive human behavior has been one of the urgent scientific problems for several decades. At the same time, being a multifaceted phenomenon, aggression was studied by specialists from various scientific fields, which, in turn, led to different definitions of this phenomenon, theories of its occurrence, etc.

Adolescent aggression is the subject of many scientific disciplines. Psychologists and physiologists consider it a characteristic feature of the transitional age, which occurs as a result of changes in the hormonal background, the development of cognitive processes, intelligence and abilities. Sociologists are interested in what forms adolescent aggression can take in the process of socialization.

The rapid growth of the number of teenagers with aggressive behavior and the high social significance of the problem characterizes the study of this issue as one of the central ones in modern psychological and pedagogical literature.

The purpose of the article is to empirically study the psychological characteristics of the manifestation of aggressive behavior in adolescence, the influence of the type of family upbringing on the level of self-esteem, and therefore on the level of aggression of a teenager.

In accordance with the purpose of the study, the following main tasks were set: to reveal the peculiarities of aggressive behavior in adolescence; conduct an empirical study of the relationship between the increased level of aggressiveness in the behavior of adolescents, the level of self-esteem and the type of upbringing in the family; conduct an analysis of the results obtained during the study of the influence of the type of upbringing on the level of aggression of adolescents.

Research methods: theoretical analysis and systematization of scientific-theoretical and methodical sources; empirical methods - standardized methods: questionnaire for diagnosis of aggressive and hostile human reactions of Bassa-Darka, aggressiveness test, questionnaire of L. Pochebut, diagnostic technique of self-assessment of mental states (according to H. Eysenko), modified technique of A. Budassi and the questionnaire "Questionnaire of parents of teenagers" and the questionnaire of ASV developed by E. Eidemiller, as well as methods of data processing and interpretation.

Social psychologists use the term "violence" to refer to aggression that aims to cause extreme physical harm, such as injury or death. Thus, violence is a subset of aggression. All acts of violence are aggressive, but only acts intended to cause extreme physical harm, such as murder, assault, rape, and robbery, are violent (Mozhova, 1997).

Aggressiveness is a stable personality trait, readiness for aggressive behavior. Its levels are determined both by learning in the process of socialization and by orientation to cultural and social norms, the most important of which are norms of social responsibility and norms of retribution for acts of aggression (Polishchuk, 2007).

Aggressive behavior, according to this theory, is seen as a situational rather than an evolutionary process. The main provisions of this theory are as follows:

- 1) frustration always leads to aggression in any form;
- 2) aggression is always the result of frustration (Barinova, 2006).

Three factors are of decisive importance in terms of incitement to aggression:

- 1) the degree of satisfaction expected by the subject from the future achievement of the goal;
- 2) the strength of the obstacle on the way to achieving the goal;
- 3) number of consecutive frustrations.

Thus, the greater the satisfaction the subject experiences, the stronger the obstacle, the greater the number of blocked reactions, the stronger the impulse to aggressive behavior. If frustrations arise gradually, then their strength can be cumulative and this can cause an aggressive reaction of greater strength (Barinova, 2006).

Scientists have been trying to reveal the nature of human aggressiveness for many decades. This, in particular, is evidenced by the great variety of views, ideas, approaches and theories devoted to the study of the genesis of aggressiveness in the scientific literature. The study of this phenomenon of the human psyche and behavior is now important for various sciences - pedagogy, sociology, medicine, psychology, etc. Today there are various theories of aggressive behavior by Z. Freud, K. Lorenz, E. Fromm; positions of behaviorists, instinctivists, supporters of their integration, etc.

The process by which a teenager begins to develop a realistic sense of identity also involves experimenting with different ways of expressing oneself, sounding, and behaving. Each teenager approaches these tasks in one's own unique way. Adolescents who are unable to experiment in any field are sometimes considered more stable, but may actually experience more difficulty than youth who seem to bounce from one interest to another. Adolescence is a time when experimentation with alternatives is developmentally appropriate, except when doing so seriously threatens the health or life of the youth. Although this may seem like a simple strategy, professionals can help adolescents define their identity through a simple process that requires time to ask questions and listen non-judgmentally to the answers (Vasylykivska, 2004).

There is a great deal of psychological growth during adolescence, as children make adjustments to their personality due to the rapid physical and sexual development characteristic of this period of life. Adolescents face constant conflict and difficulties adapting to a sudden rise in sexual and aggressive excitement. These changes cause restlessness and confusion in the adolescent and in the way they perceive the world.

What is puberty? Puberty refers to the physiological changes that an adolescent undergoes in order to reach puberty. It is best characterized as the gradual onset of mature reproductive hormonal activity caused by the central nervous system, mainly the hypothalamus and pituitary gland (Bovt, 1999).

Adolescence is a personal phase of development where children must establish their beliefs, values, and what they want to accomplish in life. Because teenagers constantly and realistically evaluate themselves, they are often characterized as extremely self-conscious. However, the process of self-evaluation leads to the initiation of long-term goals, emotional and social independence, and the formation of a mature adult (Tsap, 1999).

During late adolescence (ages 16 and up), teenagers have a more stable sense of their identity and place in society. At this stage of life, they should feel psychologically integrated and have a fairly coherent view of the outside world. Adolescents should, by

this time, establish a balance between their aspirations, fantasies and reality. In order for them to achieve this balance, they must show concern for others through giving and nurturing, instead of the early childhood model of self-protection. By the end of late adolescence, they should have projected or identified their role in society, set a realistic goal in life, and taken action to achieve it (Ananyev, 1996).

Many factors influence personality development and self-esteem during adolescence. For example, the developing cognitive skills of adolescents allow making abstract generalizations about themselves. The physical changes they experience can have a profound effect, positively or negatively, on global self-esteem. This is especially true in early adolescence, when physical appearance tops the list of factors that determine global self-esteem, especially for girls. Comments from other people, including parents and peers, reflect an assessment of the individual that adolescents can incorporate as part of their identity and sense of self (Kovalyova, Lukiv, 1999).

The process by which a teenager begins to develop a realistic sense of identity also involves experimenting with different ways of expressing oneself, sounding, and behaving. Each teenager approaches these tasks in one's own unique way. Adolescents who are unable to experiment in any field are sometimes considered more stable, but may actually experience more difficulty than youth who seem to bounce from one interest to another. Adolescence is a time when experimentation with alternatives is developmentally appropriate, except when doing so seriously threatens the health or life of the youth. Although this may seem like a simple strategy, professionals can help adolescents define their identity through a simple process that takes time to ask questions and listen nonjudgmentally to the answers (Mozhova, 1997).

Low self-esteem develops when there is a gap between the self-concept and what, according to the adolescent, he/she "should" be. How can a professional know if a teenager has low self-esteem? The following characteristics have been identified by various researchers as being associated with low self-esteem in adolescents:

- Feeling depressed
- Lack of energy
- Self-hatred and rejection of compliments
- Feelings of insecurity or inadequacy in most cases
- Presence of unrealistic expectations for oneself
- Having serious doubts about the future
- Excessive timidity and rarely expressing one's own point of view
- Conformism - susceptibility to the opinion and wishes of others (Feldshtein, 1994).

Among aggressive teenagers, N. Platonova singles out three groups that differ in the frequency and severity of aggressive actions.

The first group consists of children who most often use aggression as a means of attracting the attention of their peers. They usually express their aggressive emotions extremely vividly (shouting, cursing loudly, throwing things); their behavior is aimed at receiving an emotional response from others.

The second group consists of children who use aggression mainly as a norm of behavior in communication with peers. In these children, aggressive actions act as a

means of achieving any specific goal - the object they need or the leading role in the game, or winning from their partners (Ananiev, 1996).

The third group includes children for whom harming another is an end in itself. They feel pleasure from the very actions that bring pain and humiliation to their peers.

So, after analyzing the theoretical aspects of the problem of aggression, we can conclude that aggression is a form of behavior aimed at causing physical or psychological harm to someone. Theories explaining the nature of aggressiveness (biological and social factors) have been considered. Aggressiveness can be not only cruel, but also a normal reaction of an individual in the course of the struggle for survival; aggressive actions can be weakened or directed into socially acceptable frameworks with the help of positive reinforcement of non-aggressive behavior, orienting a person to a positive model of behavior, changing the conditions that contribute to the manifestation of aggression.

Physiological and hormonal changes in a teenager's body have a significant impact on his/her aggressive behavior. For the most part, this is facilitated by the increased emotionality characteristic of the specified age. It is also clearly reflected in the behavioral stereotypes of teenagers and young men.

Manifestation of aggression can be divided into two main types: the first - motivational aggression, as self-worth, the second - instrumental, as a means (keeping in mind that both can be manifested both under the control of consciousness and outside of it, and associated with emotional experiences - anger, hostility). Practical psychologists should be more interested in motivational aggression as a direct manifestation of the realization of destructive tendencies characteristic of a person. Having determined the level of such destructive tendencies, it is possible to predict with a high degree of probability the possibility of manifestation of open motivational aggression.

In accordance with the relevance of our topic, we conducted a study and analysis of the characteristics of high school students' manifestation of an increased level of aggressive behavior. Our work was aimed at determining the level of manifestation of aggression among teenagers, identifying the connection between the level of aggression and the level of self-esteem of the studied students, as well as verifying the statement about the influence of the type of upbringing in the family on the level of manifestation of aggression by teenagers. We have analyzed the peculiarities of parenting in the families of high school students, investigated their influence on the peculiarities of the behavior of these teenagers, their level of aggressiveness, conformity, anxiety, the peculiarities of social relations of these teenagers, the level of their self-esteem.

Psychodiagnostic techniques were conducted face-to-face in the classroom during scheduled lessons with a psychologist. The survey of parents was conducted during parent meetings organized by a psychologist and a class teacher.

To study the level of students' aggressiveness, the following methods were used: the Bass-Darki questionnaire for diagnosing aggressive and hostile reactions of a person, the aggressiveness test, the questionnaire of L. Pochebut, to study the mental state of adolescents, the method of diagnosing self-esteem of mental states (according to Eysenck) was used, a modified method of A. Budassi was used to diagnose the level

of self-esteem, and to determine the type of upbringing - a questionnaire for parents "Analysis of family relationships".

To confirm the qualitative analysis, the method "Analysis of family relationships" by E. Eidemiller and V. Yustickis, the modified method by A. Budassi and the aggressiveness test questionnaire by L. Pochebut were used. These methods were carried out in the families of high school students, the total number of the sample is 60 families ("Mother/or/Father - Child").

Table 1: Correlational analysis of the methods "Analysis of family relationships", the modified method of A. Budassi and the aggressiveness questionnaire of L. Pochebut.

Scales 1	Scales 2	R	
Verbal aggression	"P+" Uncritical satisfaction of the child's needs	.349**	0,01
	"B-" Insufficiency of requirements-obligations	.263*	0,05
	"PFQ" Predominance of feminine qualities	.267*	0,05
Physical aggression	"B-" Insufficiency of requirements-obligations	.289*	0,05
Subjective aggression	"B-" Insufficiency of requirements-obligations	.473**	0,01
Emotional aggression	"B-" Insufficiency of requirements-obligations	.347**	0,01
	"Z+" Excessive requirements-prohibitions	.306*	0,05
	"PFQ" Predominance of feminine qualities	.330**	0,01
Self-aggression	"H+" Hyperprotection	.274*	0,05
	"B-" Insufficiency of requirements-obligations	.297*	0,05
	"PFQ" Predominance of feminine qualities	.271*	0,05
Self-esteem	"B-" Insufficiency of requirements-obligations	.306*	0,05
	"C+" Excess of sanctions	.324*	0,05
	"PCQ" Predominance of children's qualities	.321*	0,05
	"VN" Educational insecurity	.385**	0,01
	"PFQ" Predominance of feminine qualities	.399**	0,01

The methods reflect the psychological features of family relationships, which have an impact on the formation of the level of aggressiveness and the level of self-esteem of teenagers. For statistical data processing, we used the IBM SPSS Statistics V23.0 application package, a mathematical and statistical method, namely Pearson's correlation analysis.

Correlational analysis of "Analysis of family relationships" methods and L. Pochebut aggressiveness questionnaire. The research carried out among 60 families showed the following indicators of the mutual influence of symptom complexes and the psychological state of family relationships in their families given by parents, which affects the level of aggression of adolescents.

During the analysis, a positive correlation was found between the indulgence scale and a high level of verbal aggression among adolescents. Verbal aggression is an expression of negative emotions, both in the form of quarrels and shouts, and in the content of verbal expressions (threats, curses, swearing). Verbal aggression is the expression of rude, mocking or caustic words to anyone as a result of dissatisfaction, hidden resentment, mistrust, rage, hatred and resentment.

The positive correlation of these scales indicates that with an increase in the permissive parenting style and under its influence, the child's level of aggression will increase.

Physical aggression, object aggression, emotional aggression, and self-aggression also showed a positive correlation with the "B-" scale, which indicates that with the increase in the lack of responsibilities in the family, the level of aggressive behavior among adolescents increases. (Physical aggression – $+0.289^*/0.05/$ probability 95%+; Object aggression – $+0.473^{**}/0.05/$ probability 95%+; Emotional aggression – $+0.347^{**}/0.01/$ probability 99%+; Self-aggression – $+0.297^*/0.05/$ probability 95%+).

Scale of predominance of female qualities - PFQ. Disturbances in upbringing are caused by indulgent hyperprotection, emotional rejection.

Often, the attitude of parents to a child is determined not by the actual characteristics of the child, but by such features that the father attributes to his gender, that is, "Generally male" or "generally female." Thus, in the presence of a predominance of female qualities, there is an unconscious rejection of a male child. In this case, you have to face stereotypical judgments about men in general: "Men are mostly rude, slovenly. They are easily succumbed to animal urges, aggressive and overly sexual, prone to alcoholism. Any person, be it a man or a woman, should strive for opposite qualities - to be gentle, delicate, neat, restrained in feelings." These are the qualities that fathers with PFQ see in women. A father who sees a lot of shortcomings in his son and believes that all his peers are the same can serve as an example of the manifestation of the PFQ attitude. At the same time, this father is "crazy" about the boy's younger sister, as he finds only virtues in her. In this case, the type of upbringing "emotional rejection" is formed under the influence of the PFQ in relation to the male child. This scale demonstrates a relationship with increased aggressiveness of teenagers ($+0.267^*/0.01/$ probability 95%+).

A positive correlation was found between the scales "PFQ" and Emotional aggression ($+0.330^{**}/0.001/$ probability 99%+); between "PFQ" and Self-aggression ($+0.271^*/0.05/$ 95%+ probability).

Demands-prohibitions, that is, instructions on what the child cannot do, primarily determine the degree of his/her independence, the ability to choose the way of behavior. And here two degrees of deviation are possible: excess and insufficiency of requirements-prohibitions.

In our case - an excess of requirements-prohibitions (scale Z +). This approach can be the basis of a type of inharmonious upbringing - "dominant hyperprotection". In this situation, "everything is possible" for the child. The child faces a huge number of demands that limit freedom and independence. In strong-willed teenagers, such upbringing forces reactions of opposition and emancipation, in less strong-willed ones it leads to the development of features of sensitive and anxious-distrustful (psychasthenic) accentuation. Typical expressions of parents reflect their fear of any manifestation of the child's independence. This fear is manifested in a sharp exaggeration of the consequences that can lead to even a minor violation of prohibitions; and also in the desire to suppress the independence of the child's thought.

The correlation of this scale with emotional aggression is $+0.306^*/0.05/$ with a probability of 95%+. The correlation is positive, which suggests that as this type of upbringing increases, adolescent aggression will also increase.

Finally, the self-aggression scale demonstrated a positive relationship with the "H+" scale ($+0.274^*/0.05/$ 95%+).

"H+" - hyperprotection. It is about how much effort, attention, and time parents devote to raising a child. With hyperprotection, parents devote a lot of time, energy and attention to the child, and its upbringing has become the central business of their lives. Typical statements of such parents reflect the important place that a teenager occupies in their lives, and contain fearful ideas about what will happen if they do not give him/her all their strength and time.

Predominance of childlike qualities in a teenager (PCQ scale). Predisposing disorder of upbringing - indulgent hyperprotection. In this case, there is a tendency among parents to ignore the growing up of their children, to encourage them to preserve such childlike qualities as immediacy, naivety, and playfulness. For such parents, a teenager is still a small child. Often they openly admit that they generally like small children more, which is not so interesting with big ones. Children's fear or reluctance to grow up may be related to the characteristics of the biography of the parents themselves (he/she had a younger brother or sister, on whom at one time the love of the parents was transferred, in connection with which older age was perceived as a misfortune).

Considering the teenager as "still small", parents reduce the level of requirements for him/her, creating a condescending hyperprotection, thereby stimulating the development of mental infantilism.

This article deals with the problem of aggression as a psychological and pedagogical phenomenon. The mechanisms of occurrence, the principles of the functioning of aggression have been clarified, the specifics of aggression in adolescence have been revealed. It has been substantiated and proven that aggressiveness is a manifestation of personality deformation, as an individual-psychological invariant of a person's overall personal desire for self-development and self-improvement.

Having studied the peculiarities of the development of adolescence, it has been found that adolescents face constant conflict and difficulties in adapting to a sudden rise in sexual and aggressive excitement.

The analysis of the methods confirmed that the family is a determining factor in the formation of aggressive behavior of teenagers. Among the studied families, in which no deviations in upbringing were found, no pronounced aggregates or separate symptom complexes were found, teenagers did not show an increased level of aggressiveness, anxiety, hostility or frustration. The self-esteem of such teenagers is within the norm.

Diagnostics of families of high school students highlights the most significant problematic issues affecting the level of manifestation of aggression in the behavior of teenagers due to the style of parenting. Dysfunctional symptom complexes are among the indicators that should be focused on during psychocorrective work.

Correlation analysis of the methods "Analysis of family relationships" by E.H. Eidemiller and V.V. Yustickis, modified method by A. Budassi and aggressiveness test questionnaire by L.H. Pochebut reflected the following indicators of adolescent symptom complexes and the psychological state of family relationships: the increased level of adolescent aggression shows a positive correlation relationship with such symptom complexes as indulgence, insufficient demands-obligations, excessive demands-prohibitions, advantages of feminine qualities and hyperprotection. In addition to the listed symptom complexes, a correlation was found between excessive sanctions, educational insecurity and the level of self-esteem of teenagers.

The qualitative analysis of the results of the methods confirmed the hypotheses that the parenting style affects the level of aggression by teenagers and the level of their self-esteem.

Conclusion

So, summarizing, we can say that the high level of adolescent aggression, characteristic of people with emotional vulnerability, is directly related to their fragile self-image, which corresponds to their age. Therefore, there is evidence of a high level of aggressive self-defense behavior. Identity crisis has created psychological weaknesses due to many changes in this day and age, which undoubtedly contributes to the accumulation of aggressive tension. This tension is released without too much restraint as aggressive behavior. The need for research in this area is more pronounced when we discuss how aggressive behavior can be reduced to ensure appropriate social reintegration of adolescents. Managing aggressive behavior in institutionalized adolescent units is a challenge that will always be a priority.

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ОСОБЛИВОСТІ АГРЕСИВНОЇ ПОВЕДІНКИ У ПІДЛІТКОВОМУ ВІЦІ

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***Анотація.** Проблема агресії і агресивної поведінки в науці стає актуальною, коли суспільство переживає критичні періоди розвитку. У статті розглядаються проблеми та особливості агресивності в шкільному середовищі, а саме в підлітковому віці. Розглянуто причини агресії серед підлітків. Підліткова агресія є предметом вивчення багатьох наукових дисциплін. Її рівні визначаються як навчанням в процесі соціалізації, так і орієнтацією на культурно-соціальні норми. Психологи і фізіологи вважають її характерною рисою перехідного віку, що виникає в результаті зміни гормонального фону, розвитку когнітивних процесів, інтелекту і здібностей. Для соціологів цікаво те, яких форм може набути підліткова агресія в процесі соціалізації.*

Серед агресивних підлітків виділяють три групи, які розрізняються по частоті і жорсткості агресивних дій. Першу групу складають діти, які найчастіше використовують агресію як засіб залучення уваги однолітків. Другу групу складають діти, які використовують агресію в основному як норму поведінки в спілкуванні з однолітками. У третю групу входять діти, для яких нанесення шкоди іншій виступає як самоціль. Вони відчують задоволення від самих дій, що приносять біль і приниження одноліткам.

Отже, проаналізувавши теоретичні аспекти проблеми агресії, можемо зробити висновки, що агресія – це форма поведінки, націлена на заподіяння кому-небудь фізичної або психологічної шкоди.

Проаналізовано характерний вплив рідних на розвиток агресії в дітей-підлітків. Розкрито як саме агресія дорослого вдома може вплинути на життя дитини. Окреслено тематику соціального контексту, який саме і породжує агресію в цьому віці. Дослідження спрямоване на зниження підвищеного рівня агресивності у поведінці підлітків, впливу типу виховання в сім'ї на рівень самооцінки. У ході дослідження виявлено, що в підлітковому віці високий рівень агресії, характерний для дітей з емоційною вразливістю, безпосередньо пов'язаний з їх тендітним самообразенням.

Ключові слова: агресія; агресивна поведінка; підлітки; виховання; самооцінка.

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