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Age Features of Aggressive Behavior

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ABSTRACT

Aggression and aggressive behavior in modern life are almost one of the most important problems discussed in the world. In modern science, various aspects of the phenomenon of aggression have been studied and described, but the problem has been and remains very important - a number of issues have not yet been developed.

Keywords:

Aggression, anxiety, need, behavior, borderline violations, upbringing, child

The problem of the perception of aggressive behavior and aggressiveness, in our opinion, is quite complex, but almost unexplored. And often, when perceiving aggressive behavior, an attribution error occurs - attributing hostile qualities to a person who may not be one. After all, the concepts of "aggression" and "aggressiveness" are not synonymous, which means that not all aggressive behavior is driven by aggressiveness as a property of a person, and aggressiveness as a property of a person is not always manifested in clearly aggressive actions. Although aggression is a natural attribute of growing up, it is customary to understand this word as behavior aimed at infringing on the rights of other people, causing harm to others. Aggression is the opposite of regression, i.e. "moving forward" versus "moving backward".

The appearance of aggression is associated with the age of the formation of the self, i.e. 2-3 years. At the age of 2 years, the child absorbs a lot of information from the outside world, accepting it as it is, because. Criticality does not yet exist at this age.

Together with her, the child receives a lot of energy, which at some point becomes too much, and he begins to feel the need to return energy to the outside world. Communication is built on the principle: "He is like that." Now he is showing legitimate aggression, returning the energy associated with excess excitement to the world. It is important for him that a close adult withstand his legitimate aggression. If the environment does not withstand aggression, the child loses confidence in him, remains depressed and lonely.

If close people hold his energy, then the child feels omnipotent. From the moment the child begins to trust the environment, he begins to trust himself. Personality appears at the age of three. At this time, the child separates himself and the world around him. He knows to whom the anger belongs: to himself or to another person. Boundary violations are the result of over-repression or over-protection of the child by adults, in response to which he develops a need to preserve the basic essence of himself, and he develops behavior where he cannot be

captured. Normally, the child develops an attitude of basic trust in the world, otherwise - a state of basic anxiety. If basic trust is not formed, a person needs to search for states of emotional acceptance by significant others (at any cost) and search for states free from basic anxiety, i.e. a state of basic psychological comfort and relaxation. This need can be seen as the starting point for the formation of addictions, especially chemical ones.

Having fixed on the behavior dictated by the need to test the outside world in order to restrain its aggression, the child acquires the skill of aggressive behavior. But natural aggressive impulses can be controlled through training and education. The child learns to control his aggression by meeting the approval or disapproval of his parents. At the same time, his anxiety is twofold: on the one hand, it is the fear of punishment, on the other, the fear of offending, irritating parents and depriving them of support.

If pedagogical neglect is superimposed on physiological causes, external control may remain leading for life. Then obedience to laws and social requirements is carried out only because of the fear of punishment and material losses. The development of internal control comes through the process of identification - the desire to act like a significant person. At an early age, this is an imitation of parental behavior. A vicious circle emerges. An adult achieves the "correct" behavior by evaluation, criticism, pressure, punishment. These measures cause negative emotions in the child. The adult is irritated, increases the pressure. The child develops feelings of resentment and hatred, develops indifference, laziness, aversion to parental influence and, finally, open resistance.

The formation of a teenager's aggressive behavior is largely influenced by the style of family education, the degree of family cohesion, closeness with the child, the nature of the relationship between brothers and sisters, films, games, TV shows that the child watches. After all, many of them, in addition to examples of aggressive behavior, are also examples of a cynical attitude towards a person. An aggressive child opposes his parents, he is

looking for his authorities on the side, which is typical of adolescence. He wants to be left behind. And parents, tired of resistance, eventually fall behind. This leads to the fact that such a child, not assimilating the experience of adults, socializes worse. His aggressiveness takes on different forms depending on his characteristics. In the future, these forms become character traits. Any form of aggressive behavior is aimed at the stubborn upholding by a teenager of his self. Since the basic needs of the child is freedom and self-determination. an educator who deprives a child of freedom of action kills the natural forces of his development.

In adolescence, the aggressiveness in the behavior of a teenager increases. There are a number of substantiations of an objective nature, biological and psychological. The stage of puberty comes, and along with it restlessness, touchiness, tearfulness, irritability appear. A teenager often does not understand what is happening to him. His body changes, his voice becomes rougher, primary and secondary sexual characteristics appear. He is, as it were, a marginal - a person at the junction of two subcultures, children's and adults. Physically disproportionate body changes give rise to various inferiority complexes. Some people have "too" long arms, some have very thin or thick legs. Girls at this age often resort to debilitating diets, which in itself is auto-aggressive and is a kind of negativism as a denial of one's own physiology.

Teenage clumsiness is masked by feigned swagger, rudeness, carelessness. At the psychological level, a neoplasm develops - a sense of adulthood. Any attempt on his adulthood is a tragedy for a teenager. In response, he gives a sharp aggressive reaction. If internal aggressiveness is great, but its manifestation in the family is strictly punished or simply cannot find a way out, the behavior takes the form of bullying - intentional purposeful harm to living beings. The theme of superiority and power of some over others is eternal. In packs of animals, mobbing is an analogue of human bullying. It is aimed at survival through the seizure of power. For a person, such "animal behavior" is associated

with a disorder of the self. He knows what he is doing is bad, but he still torments the other. Such a teenager acts coolly and consciously - this distinguishes his behavior from the behavior of an animal based on the survival instinct. These processes are triggered in society by children with narcissistic development, i.e. the orientation of love only towards oneself already has a pronounced pathological form in them. If they talk about repentance or ask for forgiveness from their victims, then this is most likely a way to get away with it.

The factors contributing to the growth of aggressiveness among adolescents include the deterioration of the social conditions of children's lives. This does not apply to the financial condition of families. It concerns the isolation of the child from the world of adults and other children outside the school. Yards with their games and easy communication are increasingly disappearing from the lives of children. In the yards, children learned to be friends, to love, to get along and quarrel, to be at enmity and put up. Natural aggressiveness was played out in them with a natural correction by society. The modern child is increasingly stewing in the juice of his own family and mass culture, which brings him up from the TV and computer screens.

The second factor contributing to the growth of aggressiveness among adolescents is the family crisis. Take, for example, the situation with divorce. Although divorce in itself is bad, the selfish unwillingness of the parties to negotiate with each other is even worse. Unfortunately, for the sake of convenience and peace of mind, mothers prefer, if not to deprive the father of parental rights, then at least limit them. The infantile father often agrees with this state of affairs and disappears from the life of the child forever. A person carries in his identity two halves: maternal and paternal. That is, each of the parents is its inner psychological part. A modern parent sometimes lacks the tact to protect this part of the child's soul. He can afford to insult his wife or spouse, especially the former ones, in front of him. Grandparents often do the same. Such a denial of the parent

splits the personality of the child, makes it pathological, reduces self-control in behavior, which leads to the splashing of internal tension into society.

A certain type of family also affects the aggressiveness of the child. For boys, this is a family where he is an idol and grows up without a father, or a family where the father is cruel and the mother is compliant. Then the boy will identify with his father and confront everyone, including his father. Then he will either be broken, or he will become just as cruel. For a girl, this is a family with a tough authoritarian mother and a gentle father. In it, the girl is often identified with her mother. Or a family where a girl, left to herself, is forced to fight her way in life. Aggression in this case acts as a survival mechanism, becomes instrumental.

The third factor is the lack of attention in the family and school to the neuropsychic state of children. According to the monitoring of the upbringing of adolescents, the second place after a negative attitude towards a person as another belongs to a negative attitude towards one's own soul. Hidden neuroses and borderline disorders are pushing teenagers in search of anxiety reduction tobacco smoking, alcohol, drugs, light sexual relationships. The basic distrust of the world, coming from the family, gives rise to distrust between teachers and parents, between family and school. With the disunity of society, triangulation figures disappear in the life of a child. These are those who can be trusted when it is impossible to agree with parents. They can be fathers, grandmothers, class teachers, psychologists.

Such a person is able to impartially and non-judgmentally listen, support, give advice, relieve tension, alleviate anxiety. All children are absolutely individual, therefore, an individual approach must be applied to them. Aggression in adolescence is most often treated in one, but proven way - psychotherapy. Sessions are prescribed for the purpose of psycho-correction of behavior, the child's attitude to the entire life situation. Sometimes one session of therapy is required, during which errors in the child's behavior are explained, his bias is indicated, alternative

methods for solving internal problems are offered.

Psych correctional direction in working with aggressive children:

- consultative work with parents and teachers to eliminate the causes of aggressive behavior;
- reduction of personal anxiety;
- formation of cognition of emotions, one's own and other people, development of empathy;
- teaching constructive behavior in problem situations;
- development of positive self-esteem;
- teaching methods and techniques of self-regulation of anger, etc.

Describing the reasons for the stubbornness of children, which often leads to aggressive behavior, parents can give some recommendations:

- meet all the legitimate demands of the child before they turn into a strong desire, do not promise too much and do not deceive;
- to give him the opportunity to work with minimal assistance and gradual delegation of responsibility;
- remove coercion, let children play enough, provide children with emotional support, approve of everything that they do not like about themselves.

Love for a child is acceptance. The accumulation of anger and hatred are the causes of the general unhappiness of children. It is deeply erroneous that parents believe that they know better what their child needs and have the right to "shape" him. It is necessary to trust the nature of the child and nurture in him the freedom to be responsible for his own deeds and actions. Therefore, it is necessary to take into account the interests of the child, to give him the opportunity to make a choice in many life situations. You can't solve adult problems in front of a child, because in this way he will begin to believe that quarrels are a way to solve problems.

It is necessary to praise children, be proud of even small successes, not scold them for small mistakes and mistakes. A teenager should be helped to find a hobby, be interested in his achievements in his chosen field. Give the teenager the opportunity to learn from their mistakes, help to gain experience even from

unpleasant situations. Build as friendly relations as possible, talk with the child on an equal footing, without positioning yourself higher than him. They will introduce the child to housework, entrust at least minor household issues so that he realizes what benefits he brings to the family, thanks for the work done.

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