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PREVENTION OF AGGRESSIVE BEHAVIOR IN THE SCHOOL ENVIRONMENT: THEORETICAL AND PRACTICAL ASPECTS

The article reveals the essence of aggression and violent behavior of adolescents, analyzes the types, forms of aggressive behavior. It is substantiated the need for socio-pedagogical activities with students who exhibit aggressive behavior. There is outlined the structure of social and pedagogical preventive activity of aggressive behavior in the school environment.

Key words: *aggression, types and forms of aggressive behavior, social and pedagogical activity, aggression prevention.*

Nowadays, aggressive behavior is on the rise all around the world. In particular, adolescents are experiencing increased violence, cynicism in behavior and communication. The scientific term “aggression” comes from the Latin “*aggressio*”, which means “to attack” [3, p. 11]. This term has long existed in European languages, but it was differently interpreted. By the beginning of the XIX century, *aggressive* was defined as any active behavior, both friendly and hostile [3, p. 12]. Today, aggression is understood as hostile behavior towards others.

In the modern scientific literature, the concept of “aggression” is often identified with the concepts of “anger”, “hostility”, “violence”, “cruelty”. Thus, V. Golovnya believes that cruelty is manifested in behavioral, and hostility – in the thoughts and instructions of acts [5, p. 185]. It means that, anger is local, short-term, and cruelty can be long-term and systematic [5, p. 186]. According to R. Beron, hostility is an attitude that is manifested through words and it is expressed in negative evaluations and judgments; cruelty is accompanied by verbal actions [3, p. 48]. Behavioral cruelty has been found to be a specific human passion for absolute domination over others. At the end of the XX century, the problem of aggression and cruelty began to be considered as an independent science – violence-ology (from the Latin *violence* – violence; *logos* – teaching).

From a psychological and pedagogical point of view, the degree of aggression is assessed by a particular society. It means that, it has a relative nature. In the study, we held the view that cruelty is always a manifestation of aggression. We believe that aggression is aimed at harming others.

Based on the generalization of scientific works [1; 4; 6], aggression is defined as a multifaceted socio-psychological phenomenon, which is a moral and psychological character trait (innate or acquired), form of behavior, self-expression. This trait is characterized by lack of compassion, humanism and tolerance and violation of social norms and values.

Adolescent aggression has its own characteristics. Often, the adolescents' aggressive actions are the result of a personal crisis. Adolescents suffer from social, economic and moral instability. They lose orientation in values and ideals. Adolescent aggression is characterized by the appearance of deviations and antisocial behavior. Signs of aggressive behavior of adolescents include non-compliance with social standards and rules. The reasons are the desire to attract attention, to express oneself, to gain authority. In our opinion, aggressive behavior is determined by the influence of family, peers, and the media.

There are many known approaches to the classification of aggressive behavior in adolescence. The following main *types* of aggressive behavior are:

- *emotional and psychological* (ridicule, humiliation, intimidation with insulting jokes; involves ignoring and isolating from a group of peers, undermining self-esteem);

- *physical* (use of physical force in the form of pushing, hitting, beating; involves gaining authority and proving superiority);

- *sexual* (cues, words and actions of an intimate nature, sexual harassment; involves coercion to pornography, prostitution, intentional exposure of the genitals);

- *economic* (theft, damage to property; extortion, food, clothing, gadgets, coercion to commit theft).

The most common forms of aggressive behavior of modern adolescents include:

- *mobbing* (any negative communicative actions of a student or group of students that are directed against an individual student, occurring over a long period of time);

- *hazing* (bullying, abuse or humiliation of a newcomer to the team;

– *bullying* (includes quite different actions from child mockery to serious abuse, sometimes fatal);

– *cyberbullying* (virtual terror, through the use of e-mail, social networks, cell phones).

Thus, students' aggressive behavior is a kind of reaction to problems. Aggressive adolescents have common features (unstable values, hobbies, spiritual needs; lack of cognitive interests). However, many aggressive adolescents are intellectually and socially developed. An aggression for such adolescents is a mean of raising prestige, demonstrating independence and adulthood.

During adolescence, the school becomes the main social institution of socialization. Here is studying, education and communication. Therefore, the school should take a leading place in the prevention of aggressive behavior. According to A. Kapska, *prevention* is a set of preventive measures that are carried out by organizing public medical, psychological and socio-pedagogical support [7, p. 189]. O. Bezpalko characterizes prevention as a type of socio-pedagogical activity, which is a set of economic, political, legal, medical, psychological and pedagogical measures. The measures that are aimed at preventing, limiting, localizing negative phenomena in the social environment [2, p. 72].

All preventive interventions are divided into primary, secondary and tertiary [8, p. 71-72]. Primary prevention is understood as a set of measures that have an informational and explanatory character and are aimed at raising awareness and forming appropriate personality traits. Secondary prevention involves limiting the negative effects. Tertiary prevention is aimed at restoring personal and social status, as well as preventing recurrence of antisocial behavior.

Socio-pedagogical prevention is associated with the formation of certain personality traits and qualities that promote positive socialization and conflict-free interaction. *Socio-pedagogical prevention of aggressive behavior* of adolescents in the school should be carried out systematically. Adolescents' aggressive behavior Prevention has the following *structure*:

– problem statement; activity planning, organizational and methodological support; impact on the individual and the impact on the environment;

– influence on the personality: increase of person's resources, correction of negative personal qualities; development of qualities that

increase adaptive capabilities, the formation of an adequate attitude to the problem;

– monitoring the problem, analysis of the actions' effectiveness [8, p. 349].

Socio-pedagogical prevention of children's aggressive behavior is *a complex system of actions that requires the implementation of effective measures to prevent aggression*. The prevention's effectiveness depends on the use of methods and tools. The adolescents' aggressive behavior prevention process has a social orientation. Based on the analysis, we define the adolescents' aggressive behavior prevention in secondary schools as a kind of socio-pedagogical work of specialists of a multidisciplinary team. It provides a set of diagnostic, pedagogical, psychological, social and corrective measures aimed at identifying and overcoming destructive aggression and the formation and development of skills of constructive interaction of students with peers and adults in the social environment.

Conclusion. Aggressive behavior is a set of constant, regularly repeated actions in verbal and / or physical form that arise as a result of unmet needs and desires of adolescents, which can cause danger to themselves or others. *Aggressive behavior* of adolescents is a socio-pedagogical problem. Thus, the negative nature of the phenomenon of students' aggressive behavior highlights the need for socio-pedagogical activities. The leading direction of these activities is socio-pedagogical prevention. We consider socio-pedagogical prevention as an effective means of correcting aggressive behavior. Creating a positive educational environment for the child, which will be aimed at solving a common goal. During prevention with the help of various means and methods of activity it is possible to achieve the desired result – to prevent the occurrence of children's aggressive behavior.

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