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## CAUSES OF AGGRESSION THAT OCCURS IN ADOLESCENCE AND WAYS TO ELIMINATE IT

### *Abstract*

This article discusses the causes of aggression that occurs in adolescence and ways to eliminate it. When establishing the problem of aggression in adolescents, it is necessary to distinguish between the concepts of «aggression» and «aggressiveness»: the first concept deepens within the framework of a biological pattern, in connection with which the socio-historical situation of aggressiveness of one person or group of persons is determined. The study and study of the essence and content of the directions of interpretation of aggression characteristic of this period is one of the most important problems of our modern society. The causes of aggression arising in adolescence are described in detail, and ways to eliminate it are specified. In childhood, an intense behavioural consciousness of the individual is formed, the mastery of moral and ethical norms of behaviour begins to guide the system of value judgments that has arisen in his behaviour. Therefore, the situations of self-esteem that arise in the process of forming behaviour depend on the structure of the child's personality.

*Keywords:* adolescence, stage, aggression, behaviour, personality, person, society.

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## ПРИЧИНЫ АГРЕССИИ, ВОЗНИКАЮЩЕЙ В ПОДРОСТКОВОМ ВОЗРАСТЕ И СПОСОБЫ ЕЕ УСТРАНЕНИЯ

### *Аннотация*

В данной статье рассматривается вопрос о причинах агрессии, возникающей в подростковом возрасте, и способах ее устранения. При установлении проблемы агрессии у подростков необходимо различать понятия «агрессия» и «агрессивность»: первое понятие углубляется в рамках биологической закономерности, в связи с чем определяется социально-историческая ситуация агрессивности одного человека или группы лиц. Изучение и изучение сущности и содержания направлений интерпретации агрессии, характерных для данного периода, – одна из важнейших проблем современного нашего общества. Подробно описываются причины возникновения агрессии, возникающей в подростковом возрасте, и уточняются пути ее устранения. В детском возрасте происходит формирование интенсивного поведенческого сознания личности, овладение морально-этическими нормами поведения, начинает руководить возникшей в его поведении системой оценочных суждений. Поэтому ситуации самооценки, возникающие в процессе формирования поведения, зависят от структуры личности ребенка.

*Ключевые слова:* подростковый возраст, стадия, агрессия, поведение, личность, человек, общество.

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## ЖАСӨСПІРІМДІК КЕЗЕҢДЕ ПАЙДА БОЛАТЫН АГРЕССИЯ СЕБЕПТЕРІ ЖӘНЕ ОНЫ ЖОЮДЫҢ ЖОЛДАРЫ

*Аңдатпа*

Бұл мақалада жасөспірімдік кезеңде пайда болатын агрессия себептері және оны жоюдың жолдары мәселесі қарастырылады. Жасөспірімдерде агрессия проблемасының орнауында «агрессия» және «агрессивтілік» түсінігін айырып, ажырата білу қажет: бірінші түсінік биологиялық заңдылық шеңберінде тереңдетіле қалдырылады, осыған орай бір топ адамның болмаса бір адамның агрессивтілік әрекетінің әлеуметтік көпшілік тарихи жағдайы анықталады. Бұл кезеңге тән агрессияны түсіндіру бағыттарының мәні мен мазмұнын зерттеп, зерделеу – қазіргі біздің қоғам үшін ең маңызды мәселелердің бірі. Жасөспірімдік кезеңде пайда болатын агрессияның туындау себептері жан-жақты сипатталады және оны жоюдың жолдары нақтыланады. Бала кезде тұлғаның қарқынды мінез-құлықтық санасының қалыптасуы, моральдық-этикалық мінез-құлық нормаларын игеру, өзінің мінез құлқында пайда болған бағалық пайымдау жүйесіне жетекшілік ете бастайды. Сондықтан мінез-құлықтың қалыптасу процесінде пайда болған өзіндік бағалау жағдайлары баланың тұлғалық құрылымына тәуелді болады.

*Кілт сөздер:* жеткіншек, кезең, агрессия, мінез-құлық, тұлға, адам, қоғам.

**Introduction.** According to the Resolution No. 506 of the Government of the Republic of Kazakhstan dated December 21, 2022 (registered as No. 9123 in the State Registration Register of Regulatory Legal Acts). KIK carries out measures to protect and restore the rights and legal interests of the child, to identify and eliminate the causes and conditions that contribute to the commission of offenses among minors, to protect minors from violence and cruel treatment. “On approval of the model regulation on the activity of the commission” was adopted [1]. In this regard, in the present period, it is demanded to intensively study the cruel, aggressive, negative, asocial behaviour of adolescent children as deviant behaviour. Studying the factors contributing to the development of such deviant behaviour is the main problem of psychological science. In modern society, public attitudes are changing day by day. And the removal of all restrictions on the work of the mass media and means of communication, opening a wide path to the freedom of information dissemination, has a negative effect on the consciousness

and spirit of children. Being Kazakh, we will guide our youth, who have forgotten the Kazakh language, separated from the traditions and customs of our ancestors, and indulged in foreign computer games and cruel movies, if we return to the right path? Today, this question worries all people who think about the future of our nation.

Adolescence is characterized by the period between adolescence and adulthood. Scientists give different age boundaries of this period. For example, A.A. Smirnov defines an adult teenager – 16-17 years old, the period between 17-20-23 years old [2, p. 88], R.V. Kozyakov defines the period from adolescence to adulthood (from 15-16 to 21-25 years old) [3, p. 93], L.S. Vygotsky considers (14-17 years) as the period of puberty [4, p. 318].

The main neoplasm during adolescence is self-expression, self-awareness, emergence of life plans, readiness for self-determination, conscious creation of one’s life. Formation of a more stable and independent self-concept, as well as a general worldview, creation of a value system.

During adolescence, motivations related to the future begin to stimulate active learning activities. There is a differentiation of educational subjects into “necessary” and “unnecessary”. In addition, the main motive characterizing such selectivity is the desire to get a specialty. T.M. Urutina notes, thinking at this stage becomes personal and emotional. Many different factors affect the emotional state of a teenager. In particular, experiences about one’s capabilities, abilities and personal qualities contribute [5, p. 558].

**Discussion materials and methodology.**

Many experts believe that adolescence is a period of life when a person has to make a decision about choosing a life path. This period is characterized by the end of puberty, the functional development of tissues and organs, cardiovascular and respiratory systems, musculoskeletal system slows down. Mental processes develop through the cognitive abilities of an individual, and the communication system is created according to the principle of “person - person”. Psychological development of a person is related to the social situation of development. This is due to the fact that the teenager is on the verge of entering the independent life of an adult. He can choose what he wants to do in the future. At the same time, he is developing a conscious understanding that his future life depends on his decisions. In this regard, the demands of the adult generation on the teenager change: he should be ready for work, family life, feel responsible, be responsible for his actions, restrain his emotions and follow the rules and norms established by society [6, p. 105].

Along with the accumulation of experience of interaction with other people, a generalized, independent, true and stable self-concept is formed. The value of this age can be especially noted:

- achieving general social and emotional maturity;
- refusal from parental home (emancipation);
- final choice of profession;
- mastering the way of structuring your free time;
- the formation of the psychology of life, resulting in motivated conscious behaviour [7, p. 108].

Common problems that appear in adolescence:

- increased emotional excitability (mood changes, imbalance, anxiety, aggression);
- insufficient level of independence and responsibility;
- insufficient self-esteem;
- insufficient communication with peers;
- lack of formation of moral standards, principles, worldview;
- lack of real life goals;
- excessive criticism of oneself and (or) others;
- bad habits (habits that do not yet have addiction, but are of great interest) [7, p. 110].

One of the urgent problems in adolescence is the problem of aggressive behaviour. Aggression – (“agressio” (Latin) - attack, attack) - destructive and justified behaviour that violates the norms and rules of society, causes physical harm to the objects of attack (living and inanimate), as well as moral harm to living people (negative experience), depression, tension, fear, etc.) [8, 260 p.].

Aggressive behaviour is a situational, social, psychological condition before or during an aggressive action. Many scientists and teachers of the past years have dealt with the problem of aggression.

*For example, A. Bass and A. Darkie identified 5 types of aggression:*

1. Physical aggression (physical actions against someone).
2. Irritability (anger, rudeness).
3. Verbal aggression (threats, shouting, swearing, etc.).
4. Indirect aggression, directed (gossip, cruel jokes) and undirected (crying from the crowd, kicking, etc.).
5. Negativism (oppositional behaviour) [9, p. 109].

Aggressive behaviour or aggression is considered in the psychological-pedagogical literature as a type of disruptive behaviour that contradicts social and moral norms, harms people (physically or morally), causes them severe psychological discomfort. Deviant behaviour can be caused by an unfavourable environment, communication style and framework, and lifestyle.

It is clear that maintaining a normal psychological climate in society is a very important issue. Otherwise, there is a high probability of alienation, rudeness, and dislike of teenagers, which in turn creates prerequisites for the appearance of aggressiveness and destructive actions, demonstrative disobedience [10, p. 155].

Adolescent aggression affects relationships with parents, friends, peers, as well as educational activities, personal development, and future professional success. A.A. In his research, Rean concluded that the level of complexity of aggressive reactions is related to the self-esteem of adolescents [11, p. 143]. The general trend is the existence of a direct relationship: the higher the level of self-esteem, the higher the indicators of general aggression and its various components.

Before developing or choosing a corrective (developmental) program, it is necessary to diagnose the level of aggression in this person at the moment. Examples of such diagnostics: A. Bass-Darkie "aggression research" questionnaire, M. Alvord and P. Baker's criteria for determining aggressiveness (control), A. Romanov survey through the eyes of a child (adult), "Projective method" methodology (projective method), "Personal aggressiveness" survey, "Cactus" graphic methodology, L.G. Pochebut survey and others.

*When choosing and implementing a program, any specialist is recommended to solve certain tasks in order to reduce the level of aggression:*

- teaching relaxation skills, alleviating emotional stress, teaching self-control;
- formation of self-awareness and adequate self-esteem;
- forming the ability to empathize, empathize, trust others;
- developing the ability to communicate with people around [12, p. 84].

Completing these tasks allows adolescents to reduce their aggressiveness to acceptable levels and thus achieve more favourable socialization.

The psychologist should choose the form of work (individual or group) and the duration of the program in accordance with the task of the program and the expected result, as well as

taking into account the psychological characteristics of adolescents. After carrying out the correction (development) program, the psychologist (educator) should conduct a set of diagnostic methods used before the correction (development) program [13, p. 62].

In this regard, the main causes of aggression arising during adolescence are: insufficient self-esteem, low level of social and psychological competence, choleric type of temperament, incorrect assessment of other people's behaviour, insufficient psychological stability, lack of empathic ability, excessive or low level of demands, character emphasis, as well as various contradictions characteristic of this age.

The main contradictions are the contradiction between the developing needs of an individual and the possibilities of their satisfaction. It can be in the form of a conflict between dreams (representations) and reality. At present, the issue of aggressiveness is the most pressing issue. This rudeness is manifested in his profanity, aggressive behaviour, anger, etc. shows. Modern psychologists develop and integrate various corrective and developmental programs to eliminate aggression (or its manifestation), and at the same time use different methods.

With the change in the economic and social stratification of the population in our country, new cases of aggressive behaviour of teenagers have appeared.

Aggression is defined as the proven destructive behaviour of teenagers that violates the accepted norms and rules of people's life in society, causing moral, physical, material or psychological harm to other people [14, p. 230].

In general, aggression appears as a subject's reaction to frustration and is accompanied by an emotional state of anger, hostility and hatred. This is reactive aggression in its various manifestations. Also, hostile aggression appears, which is characterized by a purposeful-conscious intention to harm another. The development of an individual's aggressiveness depends on the level of his socialization, his assimilation of cultural and social norms, the most important of which are the norms of social responsibility and punishment for the shown aggression. In order to curb aggression, proper formation of

individual self-control mechanisms, psychological processes, and empathy play a major role in the development of adolescents, which contributes to understanding others and showing compassion to weak people.

The socio-psychological description of aggression and the pedagogical problems of education of aggressive behaviour in the life of teenagers are reflected in the works of many scientists-researchers: Kosherbayeva A.N., Alipbek A.Z., Bayalieva G., Zhundibayeva T. [15,16].

*In addition, the main values characteristic of group aggression of teenagers can be noted:*

1. Presence of initiators and provocateurs in the group.

2. The readiness of the group to solve its problems at the expense of weak individuals.

3. Anonymity of every participant of aggressive actions in society.

4. Mutual induction of members of the criminal community.

5. Infection processes accompanying them.

6. Publications about the positive and heroic image of the criminal in mass media, fiction, cinema, periodicals [17, 70 p.].

*Next, we will determine what harm to society and the individual, in particular, group and individual aggression:*

1. Insulting an individual, aimed at reducing the socio-psychological status of victims of violence, causes moral damage caused by violence. The purpose of moral violence is to discredit a certain person in the eyes of other people, reduce his human dignity, cause a depressed state of the offended person and suppress his will.

2. Physical damage caused by physical injuries to other people that cause health problems.

3. Material damage. It is manifested in the possession by the criminal group of the material assets of the victims of crime by making the property unusable as a result of robbery, extortion or mischief.

4. Psychological damage is a consequence of moral, physical or material damage, as a result of which the internal status of the victim is violated. The established way of life is disrupted. The consequences of such damage lead an individual to think about suicide [17, p.71].

This grouping is conditional. All types of harm are interconnected and interrelated. All this, in the end, depends on the degree of physical, moral and psychological resistance of a person to this type of aggression.

*We decided to comprehensively consider the main reasons contributing to this phenomenon. For example,*

1. Negative influence of the family on the psychology of the adolescent. The lack of family upbringing is the main reason for the formation of an individual against society and later going on a criminal path. This is shown in the example of parents and other extended family members. This includes drunkenness, promiscuity, rudeness and cruelty in relationships with others and family members. Many teenagers cannot stand cruelty and sadism, violence in the family, so they run away from their home to the street. Such children add to the ranks of street children. He lives among street children abandoned by their parents. Such teenagers fall into aggressive groups, where strict rules of life rule. Also, the increase in the flow of refugees and emigrants from near and far abroad contributes to the growth of the share of children with difficult behaviour. Poverty, hopelessness, energy, and alcohol are accompanied by excessive consumption. Families of alcoholics are not engaged in raising teenagers, sometimes they push them to criminal path. Such families, if they can be called families, do not have a very favorable socio-psychological climate. Family disputes are resolved in uncivilized ways, which leads to an increase in domestic crimes (serious bodily injuries, suicide of adolescents, wedding of adolescents).

After being exposed to alcohol in the family, such teenagers join groups to satisfy their need for alcohol. Money is needed to buy alcohol, and to get it, teenagers commit crimes (robberies, robberies, burglaries). Cruelty in the family causes the cruelty of street gangs of teenagers.

Hooligan groups made up of girls are particularly cruel. They commit particularly heinous and heinous crimes involving violence against the individual.

2. Families with low social status are characterized by their genetic disadvantage. Children

born in such families suffer from various congenital mental and somatic diseases. They lag behind their peers in mental development, do not go to pre-school institutions, do not go to school. They become anti-social introverts and aggressive. Such children, like teenagers, are directly involved in the criminal environment. Often in criminal circles, they are used as brute physical force against disadvantaged people.

It can be seen from the above that the negative influence of the family on the criminal behaviour of adolescents can be of two types: direct and indirect. All types of family difficulties must be overcome to prevent family influence on juvenile delinquency.

*This requires the will of the state and society as a whole. First of all, you need:*

1. Identify and monitor all failed families.
2. Development of measures to prevent the birth of genetically disadvantaged children.
3. Timely removal of parental rights of parents who lead an immoral and criminal lifestyle.
4. Implementation of the housing construction program for large families.
5. Training of social workers in educational institutions to work with low-income families.
6. Creation of family councils for prevention and resolution of family conflicts in low-income families.
7. Creation of special centers to provide social assistance to people who have been subjected to violence in the family while staying in the center temporarily.
8. Conducting classes with parents of failed families in special centers.
9. Organization of the work of social pedagogues focused on working with families with low social status [17, p. 74].

Often, in successful full families, teenagers are given to themselves. Parents satisfy the material needs and demands of teenagers. As a result, teenagers develop selfishness, disrespect for other people, irresponsibility, aggressiveness, cruelty. A teenager becomes a social outcast and goes on a criminal path.

All of the measures mentioned above help to prevent and reduce crime among teenagers from disadvantaged families. The problem, in general, is solved. For this, a state program for

rehabilitation of families with low social status is needed.

Thus, analysing various methods to the problem of the emergence of aggressive behaviour in teenagers, we can conclude that the reason for the emergence of aggression is multifactorial. While preventing aggressive behaviour among teenagers, the natural factor (presence of aggressiveness, individual tendency to aggressive actions) and the microsocial factor (interaction in the family, reference group, school class), as well as the macrosocial factor (accepted by the society, propagated by the mass media) behaviour model) should be taken into account.

**Conclusion and results.** In conclusion, during the study of personal characteristics of teenagers, we divide the work process into four stages in order to determine their accentuation, anxiety, aggression and other characteristics that affect intragroup relations.

*The first stage.* To determine the connection between the causes of accentuation of character, aggression, anxiety in the period of adolescence;

*The second stage.* Select and systematize psychodiagnostics methods used by the school psychologist to study the characteristics of aggressive behaviour of adolescents;

*The third stage.* Conducting psycho-corrective work for children with character deviations by studying the individual psychological qualities of their students;

*The fourth stage.* Creating a set of psychotechniques and exercises as a basis for psychocorrection and determining the forms of its use.

Question-and-answer during the experiment, control methods, Shmishek test for accentuation expression, aggression with the Bassa-Darkey tester, A. Assinger test for assessing aggressiveness in communication, E. Wagner's hand test for predicting open aggressive behaviour, Freiburg's personality questionnaire, anxiety level We determine the communication culture using the Philips test, the Leary and Moreno method, the pictogram and other methods.

*Based on the results of the conducted research, correctional work for students whose aggressive behaviour of adolescents is above the norm is carried out in the following directions:*

- conducting the work of educating them to self-awareness by organizing psychological trainings including «Psychological self-development of an individual»;

- Organization of game corrections to regulate the child's relationship between family and peers;

- Explaining and correcting the need to work on some of the child's personal qualities that hinder his relationship with teachers.

- Organizational forms and methods of psycho-diagnostic and psycho-corrective activities are recommended for use in the work of providing psychological assistance to adolescents so that behavioural abnormalities of adolescents do not become a permanent indicator of behaviour in the future.

- Character deviations of adolescents are a problem that occurs due to the psychophysi-

ological development of this age period, so it is necessary to timely diagnose these characteristics and clearly determine the causes of deviations and the types of deviations that have occurred.

- Introduction of optional self-improvement for teenagers into school practice.

The proposed psychodiagnostics and psycho-corrective methods can be widely used in the course of providing psychological services to adolescents, and the effectiveness of these methods in strengthening the orientation of individual personality traits to benevolence has been proven during the research. The purpose of the school is to reduce and protect children from negative social influences. This issue can be concluded that by cooperating with parents, we can help maintain the mental health of our children.

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## ИССЛЕДОВАНИЕ ПСИХОЛОГИЧЕСКИХ ПРИЧИН ДЕЗАДАПТАЦИИ ДЕТЕЙ РАННЕГО ВОЗРАСТА К УСЛОВИЯМ ДОШКОЛЬНОЙ ОРГАНИЗАЦИИ

### Аннотация

Статья посвящена исследованию проблемы дезадаптации детей раннего возраста к условиям детского сада, так как резкий переход ребенка в новую социальную среду нередко является причиной появлению у него эмоциональных расстройств или задержки темпа психофизического развития. В этой связи целью исследования являлось: исследование психологических причин дезадаптации детей раннего возраста к условиям ДО. В качестве показателей психологических причин дезадаптации были определены: уровень развития познавательных процессов, степень выраженности индивидуально-психологических особенностей личности и межличностные отношения. Для достижения поставленной цели исследования, применялись следующие методы: анализ научной литературы по проблеме исследования, тестирование, экспертная оценка, математические методы статистической обработки (t-критерий Стьюдента). Результаты исследования показали, что трудности в адаптации у ребенка раннего возраста не вызываются одной психологической причиной, а сопровождаются взаимосвязанных и взаимообусловленных факторов.

*Ключевые слова:* процессы адаптации и дезадаптации, дети раннего возраста, дошкольная организация, развитие познавательных процессов, межличностные отношения, индивидуально-психологические особенности личности.

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## ЕРТЕ ЖАСТАҒЫ БАЛАЛАРДЫҢ МЕКТЕПКЕ ДЕЙІНГІ ҰЙЫМ ЖАҒДАЙЫНА ДЗАДАПТАЦИЯЛАУЫНЫҢ ПСИХОЛОГИЯЛЫҚ СЕБЕПТЕРІН ЗЕРТТЕУ

### Аңдатпа

Мақала ерте жастағы балалардың мектепке дейінгі ұйым жағдайына бейімделу мәселесін зерттеуге арналған, өйткені баланың жаңа әлеуметтік ортаға күрт ауысуы оның эмоционалды бұзылыстарын немесе психофизикалық даму қарқынының кешігуін жиі тудырады. Осыған байланысты зерттеудің мақсаты: мектепке дейінгі ұйым жағдайына ерте жастағы балалардың бейімделуінің психологиялық себептерін зерттеу. Дезадаптацияның психологиялық себептерінің көрсеткіштері ретінде мыналар