

Diagnosis of Adolescent Aggression as a Psychological and Pedagogical Problem

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Abstract.

The article analyzes a sufficient number of psychological literature on the problem of aggression. We have identified the prerequisites and causes of aggression in adolescence. The authors identified criteria and indicators that diagnosed the aggression of adolescents in two secondary schools: district and city. We found the levels of aggression in adolescents from both schools based on the interpretation of the data obtained. As a result of correlation measurements, we found a higher level of aggression in adolescents of urban school.

Keywords: adolescents, students, aggression, aggressive behavior, psychological and pedagogical characteristics of adolescents.

Introduction

We characterize the present stage of society's development as a fundamental change in all socio-political and economic structures. The strategic tasks of reforming education in Ukraine are set out in state regulations. Thus, the National Doctrine for the Development of Education of Ukraine in the 21st Century emphasizes that the main goal of Ukrainian education is to create conditions for the personal development and creative self-realization of every citizen of Ukraine, to form generations capable of learning throughout life, to create and develop the values of civil society. The main goal of national and civic education is to acquire social experience for the young generations, inherit the spiritual heritage of the Ukrainian people, achieve a high culture of interethnic relations, and to develop a spirituality, moral, artistic, aesthetic, labor, and ecological culture among young people.

Unfortunately, in the realities of today, moral culture is declining in a large part of our society. We see an increase in negative trends

among young people. Young people show aggression, commit crimes, disregard universal values. The results of psychological and sociological-pedagogical studies show that the majority of schoolchildren value orientations are contrary to the requirements of society, so children are immorally immoral and inhumane manifestations can learn as acceptable and the only correct norm of behavior.

Literature Review

The professional interest of scientists in the different types and levels of changes in the personality of minors and their character traits is quite high and stable for many years. This is evidenced by the focus of the topic and the number of papers devoted to the problem of deviant behavior. In recent years, psychologists and educators have conducted a number of studies to study, diagnose and prevent aggression, pedagogical neglect, and adolescent offenses. Scientists stress that in order to educate a humane, high-moral personality who will become a full-

fledged member of society, it is necessary to monitor the development of negative manifestations in the child's behavior, to prevent and eliminate them in a timely manner. The works of G. Abramova, Y. Antonyan, V. Bekhterev, A. Glotchkin, I. Dubrovina, V. Znakov, K. Igoshev, D. Isaev, A. Kovalev, V. Kondrashenko, G. Minkovsky, V. Pirozhkov, K. Platonov and others are devoted to this problem. Scientists emphasize that in today's context, the educational process must be directed to the formation of ethical-moral, humane relations between people, to prevent and neutralize the manifestations of aggression in children, which lead to destructive consequences.

The essence of aggression, its character, structure and orientation are revealed in the scientific achievements of such scientists as: A. Adler, A. Bass, L. Berkovits, O. Drozdov, O. Zmanovskaya, S. Kravchuk, M. Levitov, U. McCowall, N. Miller, S. Solovyov, A. Rean, D. Richardson, Z. Freud, H. Heckhausen, and others. The causes of aggression were investigated by A. Armenti, A. Bandura, R. Beron, R. Boyatiz, D. Zillmann, K. Lorenz, D. Richardson, Z. Freud, J. Friedman, H. Holdin, S. Taylor, T. Yatsenko et al. The subject of scientific research is A. Bass, L. Balabanova, S. Golovin, D. Dollard, A. Dmitrieva, A. Eremeev, E. Fromm and others. became the types, forms and functions of aggression. In the works of T. Vasilyeva, N. Dubinko, O. Zhilina, N. Samsonova, L. Semenyuk, O. Smirnova, N. Uvarova, D. Feldstein, I. Furmanova, V. Sharikov, and others much attention is paid to identifying features of aggressive behavior.

Recently, problems that have become acute in the current environment have become the focus of scientific research: aggression in the student environment (O. Holina, 2015); aggression as a problem of inclusive education (V. Azaev, 2015); aggressive and auto-aggressive behavior of adolescents with deviant behavior (L. Bohinska, 2016); destructive communication as a factor of aggression (Ya. Volkova, 2012); gender factor of aggressive behavior (L. Mishchenko, O. Sivkova, 2013); the problem of oppression in domestic and foreign science (N. Soshina, 2017); forms of speech aggression and peculiarities of their realization in the process of reconstruction of the investment model in the English-language political discourse of the media (O. Kuzik, 2011) and others.

Relying on philosophical, sociological and psychological studies, modern science is

increasingly seeking ways of nurturing a moral personality. One of them, according to research results, is the prevention and overcoming of aggression in the younger generation as a factor in the destruction of the core moral and ethical norms and consolidate destructive changes in personality structure.

Object of study: adolescent aggression.

Subject of study: diagnosis of adolescent aggression.

Purpose of the article: to diagnose the presence of aggression in adolescents and to determine its levels.

Methods

Research methods: theoretical: study and analysis of psychological literature in order to identify the state of the problem in science and to determine the conceptual basis of research; empirical: questionnaires, diagnostic methods (questionnaires) A. Bass - A. Darki, V. Smekal - M. Kuchera and projective techniques of S. Rosenzweig "Imagery", "Non-existent animal"; studying of results of activity of pupils; observation; pedagogical experiment; statistical: methods of mathematical processing of experimental data.

Data Analysis Results

There is no single definition of the term "aggression". In the second half of the twentieth century, scientist L. Berkowitz pointed out that in English the term denotes a considerable number of various destructive actions.

Scientists explain the term "aggression" depending on what actions we consider aggressive. Thus, the American psychologist A. Bass argues that aggression is any behavior that threatens or harms others (Bass, 1967). L. Berkowitz emphasizes that human actions can be qualified as aggression if they contain intent to insult, and not only lead to such an effect (Berkowitz, 2009). D. Silman restricts the use of the term aggression to attempting to cause bodily harm to others (Semenyuk, 1996).

Despite considerable controversy over the definition of aggression, many social scientists are inclined to adopt a definition close to L. Berkowitz's interpretation, which contains both intent and actual harm to others. Thus, to date, most scholars have recognized the following interpretation of the term aggression: any form of

behavior aimed at offending or causing harm to another living being who does not want such an attitude. This definition implies that aggression should be seen as a model of behavior, not as an emotion, motive or setting.

The manifestations of aggression in humans are diverse. We limit the study of appropriate behavior to the conceptual framework proposed by A. Bass. According to many scientists, the concept of A. Bass is the most suitable for the classification of varieties of aggressive behavior. The psychologist believes that aggressive actions can be described on the basis of three scales: physical - verbal, active - passive and direct - indirect. Their combination gives eight possible categories into which most acts of aggression fall (Bass, 1967).

Motives and motivations for aggressive behavior must be provided in order to understand in more detail the concept of aggression. Motives are relatively stable traits (manifestations, attributes) of the individual. Motivation is a set of motivating factors that determine an individual's activity; these are all motives, needs, incentives, situational factors that drive a person to act. The motivation for aggressive behavior can be twofold: biological and social. Biological motivation assumes the presence of certain organic data for the detection of aggression. These manifestations are spontaneous and little dependent on any external influences, they have hereditary or organic basis. The manifestation of biological motivation in humans depends on how the body of an individual is constructed and functions from childhood. Scientists (V. Grokhovsky, V. Guryeva, I. Lichko, H. Renschmidt, etc.) believe that the determinants of aggression may be neuro-psychic factors and anomalies of the nervous system development (Grokhovsky, 1980; Guriev, 1994; Lichko, 1981; Renschmidt, 1994).

The social motivation for aggression is closely linked to external influences, based on the belief that the motive, and therefore the person's aggression, is the result of learning.

Many different concepts have emerged that explain aggressive behavior in psychological science. We will look at the most famous trends and theories.

Train theory. Freud introduced into his theory the notion of self-aggressive craving - "the urge to die." He pointed to man's insatiable instinctive desire for destruction. According to the sponsor of psychoanalysis, due to social progress,

this antisocial desire can only be given a more adequate and harmless form of discharge (Freud, 1992).

K. Lorenz adhered to a similar concept. He claimed that the energy of aggressive craving was constantly accumulating in animals and humans. Accumulation occurs until, as a result of the effect of the corresponding trigger stimulus, this energy is discharged (Lorenz, 1994).

Frustration theory of aggression. Frustration is a mental state that arises as a result of a real or perceived impediment to achieving a goal. Frustration is manifested in a feeling of depressing tension, anxiety, despair, anger. According to S. Rosenzweig, the state of frustration can be manifested in three forms of behavior (reactions) of the person: extrapunitive, intrapunitive and impunitive. Extra-punitive form is associated with the emergence of an internal "instigator" of aggression, with the direction of the reaction outward (externally accusatory reactions). The person blames the events of the circumstances, other people. She has irritability and stubbornness. She wants to achieve her goal, no matter what. Behavior as a result becomes non-plastic, primitive, the previously learned behaviors are used, even though they do not lead to the desired result.

The intrapunitive form of frustration is characterized by autoaggression: a person blames himself for failures, a sense of guilt arises. A person has a depressed mood, anxiety, it becomes closed, silent.

An impulsive response is related to failure as inevitable, fatal, or as a problem that is subsequently resolved. In such cases, the person blames neither himself nor others (Semenyuk, 1996).

D. Dollard and N. Miller, in 1939, put forward the position that an individual who is prevented from acting, the more frustrated and frustrated he is, the more he strives for the goal. His reaction to the obstacles takes the form of aggressive actions against the object (subject) that causes him / her obstacles

According to this theory, aggression is caused by frustration. D. Dollard argued that, first, aggression is always the result of frustration and, second, frustration always causes aggression (Drozdov, 2000). According to S. Zanyuk, although these hypotheses make it possible to explain many facts, it is quite clear that not all respond to aggression through frustration (Semenyuk, 1996).

The theory of social learning. A. Bandura considers teaching to be the main source of aggression. According to him, certain features of our behavior are developed mainly through imitation of models. When the child's caregivers (parents, teachers) show aggression, the child, following them, will become aggressive. If a model (another person who is a model for child) is punished for his aggression, it will reduce the manifestations of aggression in the child. Thus, aggression is a product of ordinary learning. It is maintained, developed or reduced by observing the scenes of aggression and taking into account its obvious consequences for the aggressive person. Even if children do not immediately implement patterns (models) of aggressive behavior into action, they are usually absorbed (Bandura, Walters, 2000).

During the experiments, A. Bandura found that boys were more likely to imitate aggressive behavior than girls. The scientist claims that parents of aggressive children from relatively prosperous families are people who do not tolerate aggression at home but tend to encourage, approve (and thus reinforce) aggressive displays of their children outside the home. Parents can be a model of aggression (Bandura, Walters, 2000).

L. Berkowitz's theory. The scientist denied the claim that the cause of aggression is frustration. It proves two intermediate quantities: - anger (as a motivating component); - trigger stimuli (key attributes that trigger and trigger aggression) (Berkowitz, 2009).

According to the author of this theory, anger arises when the achievement of the goal to which the subject's action is directed is blocked externally. However, by itself it does not cause aggression. For its occurrence, it requires adequate trigger stimuli (weapons, knives, stones, noticed by the person). The strength of an aggressive response to a particular obstacle depends on the intensity of the anger and the relationship between the causative agent and the trigger. Later L. Berkowitz modified his theory somewhat. He stated that the trigger stimulus is not a prerequisite for the transition from anger to aggression. The scientist has suggested that the appearance of appropriate (adequate) aggression of a key stimulus can increase the intensity of aggressive action, but only if its motivation is actualized.

Thus, scientists acknowledge that the development of aggressive behavior is a complex,

multifaceted process that involves various factors (social and biological). The formation of aggression is determined by the influence of family, peers, and the media. Aggression does not occur in a "social vacuum". On the contrary, various aspects of interpersonal relationships cause it to emerge. They determine its shape and orientation. Variational aspects of situations of interpersonal interaction, the so-called "impulses to aggression", can also induce the individual to actualize aggressive reactions.

In many cases, the strong determinants of aggression may be some of the persistent characteristics of potential aggressors - those personal traits, individual attitudes and inclinations that remain the same regardless of the situation. The individual's behavioral responses also depend on his or her attitudes and internal standards.

Various cognitive factors influence aggression. Thus, the nature of an individual's response to other people's provocative actions will largely depend on the attributions made by the individual, that is, what causal explanation the actions qualifying the individual as provocation will receive. Aggression is more likely to occur when other people's provocative behavior is regarded as intentionally malicious.

Therefore, aggression as a form of behavior, aimed at the hurt or harm to another living creature and contrary to human norms of moral behavior. Aggressiveness is a relatively established personality trait that expresses readiness for aggression.

The inadequacy of behavior, its deviation from the norm, the manifestation of aggression is most often manifested in adolescence, which is due to age-specific psychological characteristics.

There are several periods of adolescence. We consider the most optimal periodization proposed by D. Elkonin, which is based on the emergence of new mental entities, which is caused by the change and development of leading types of activity. The limits of adolescence in this period are set between 10-11 - 15-16 years (Elkonin, 1971).

Adolescence is a special and responsible stage in the process of personality development, because in all directions there is a formation of qualitatively new formations. L. Vygotsky called these new qualitative changes in the structure of the personality, in the behavior, in the activity of mental neoplasms of the age: "We understand the age-old tumors of the mental and social changes that first occur at this age stage. They determine the

child's consciousness, its relation to the world, its internal and external life, the whole course of its development for the given period ” (Vygotsky, 1984).

Adolescents are characterized as turning, transitional, critical, but more often as puberty. Still L. Vygotsky emphasized that the main feature of adolescence is the mismatch of the processes of puberty, organ-wide development and social formation (Vygotsky, 1984).

The main feature of adolescence is the inconsistency of the processes of puberty, organ-wide development and social formation. Hypersensitivity and irritability, restless and easily excitable state, as well as physical and mental ailment, which is expressed in the irritability and vexation of adolescents, is transmitted to the world and causes aggression (Matsenko, 2007, Podolyak, 2006).

Scientists have identified factors that influence the emergence of abusive behavior of adolescents: family relationships and parenting style, relationships that have developed with teachers, classmates, friends, dissatisfaction with age needs, the flow of aggression that the teenager meets on television screens daily, in computer games (Bandura, Walters, 2000).

Characteristic features of all adolescents who are prone to violent aggression are:

1. Perceive a wide range of situations as threatening, hostile to them.
2. Sensitive to the negative attitude towards oneself from the environment.
3. Do not evaluate your own aggression as aggressive behavior.
4. They always blame the environment for their own destructive behavior.
5. They do not take responsibility for their actions.
6. Have a limited set of reactions to a problematic situation.
7. Relationships show low levels of empathy.
8. Poorly developed control over one's emotions.
9. They are positive about aggression, because through aggression they gain a sense of self-importance and strength (Semenyuk, 1996).

We have developed three main criteria with appropriate metrics to diagnose adolescent aggression. They reveal its essence: cognitive: understanding of the nature of aggression, its types,

the nature of aggression and the nature of their influence on others; motivational: personality orientation; connotative: treat to people.

We selected 7th classes of two remote school districts (rural and urban) to identify and compare adolescent aggression. 20 pupils study in 7 - A class of the district school; 30 pupils are enrolled in 7 - A class of the city school.

We have found out what content modern adolescents put into the concept of "aggression" in the research process. We asked them to answer the questionnaire for this purpose:

1. What is aggression? 2. Are there any differences between them? 3. How does aggression affect others?

No one showed a complete and in-depth understanding of the nature of aggression. Most of the students (95% of district school and 90% of city school) understand the essence of these concepts narrowly, limited: "Aggression is evil", "Aggression is bad", "Aggression is beating of others", "Aggression is throwing at others of everything that comes under your hand, etc.

A small number of pupils (5% of the district secondary school and 10% of the Nikolaev secondary school) did not answer or answer in the following way: "... this is indifference when others are beaten", "... this is hatred of others", "... this is when they shout and swear ", " ..This is when they hit the dishes "and so on.

Teenagers do not see differences between the concepts of aggression and aggressiveness: "...it is the same", "...the same words game" and so on. Some people mistakenly state that "aggression is somewhat greater and more vulnerable to others."

Understanding in this way the essence of the proposed concepts, teenagers also explain the nature of their influence on others: "Get", "Engage", "Want to respond to the same", "Outrage", "Adjust to a warlike manner", "Seeking the ax of war", etc. (there are 80% of students of the district school and there are 90% of students of the Nikolaev school).

It seems that they have focused on their own experience in answering. First, some students justified the aggressiveness of "... on merit", "... it was necessary to study"; second, about half of those surveyed in both the city and district schools state that aggression towards them causes intentions to "take revenge", "to respond with dignity", "face to face", etc.

The findings suggest that the majority of adolescents in both schools explain the substance of

the concepts of aggression and aggressiveness in a one-sided manner, while choosing only one attribute.

The results of the comparative analysis of both terms indicate the inability of adolescents to find common and distinct characteristics of concepts, which is explained by the lack of knowledge about this problem. The pupils' responses about the nature of the influence of aggression on others are alarming: aggression, in their understanding and feelings, promotes its cultivation and new manifestations (as a means of revenge), it leads to destructive behaviors and bringing tension in human relations.

According to the purpose of our research, we are introduced to existing techniques that are aimed at the diagnosis of aggressive behavior that is contrary to conventional standards of morality and humanism. Psychologists use a test developed by A. Bass and A. Darkey. The methodology is designed as a self-report of predisposition to forms of aggressive behavior, it includes 75 points and 8 scales: "Verbal aggression", "Negativism", "Indirect aggression", "Abusiveness", "Irritability", "Physical aggression", "Suspicion", "Feeling guilty". These scales allow us to evaluate not only the tendency to aggression, but also the forms of its manifestation.

Quite common for the diagnosis of aggression is the test "Self-assessment of mental states" (by G. Eysenck). The test consists of four blocks, each of which provides 10 questions about different mental states of a person. The score of the first block diagnoses the state of anxiety; II - a state of frustration; III - the state of aggression; IV - the state of rigidity.

The technique "Diagnosis of tendency to aggressive behavior" A. Assinger aimed at identifying the degree of aggression. The respondent answers the questions that are formed into situational blocks. Score points reveal the levels of aggression: too aggressive, moderately aggressive, peaceful. In addition, this questionnaire can detect or suppress the respondent's aggression.

Scientists E. Ilyin and P. Kovalev developed methods of "Personal aggression and conflict" and "Aggressive behavior". The first technique is designed to identify the subject's tendency to conflict and aggression as a personal trait. The second is to identify restraint / unrestraint and to identify the type of aggressive behavior.

Psychologists point out that questions put to the test give rise to a tendency to give socially accepted answers. This leads to distortion or falsification of the information obtained through these questionnaires. They find it more appropriate to use projective tests.

There is no uniformly accepted recommendation on how to determine aggression and interpret the results. We opted for A. Bass - A. Darke's Aggressiveness Questionnaire and S. Rosenzweig's Projective Methods "Insults" and "Non-existent Animal".

We calculated the data obtained in points for individual questions that reveal the following forms of aggressive behavior and its level: physical aggression; indirect aggression; irritability; suspicion; negativism; insult; verbal aggression; feeling guilty. The summary is presented in the table.

Table 1
The dominant forms of adolescent aggressive behavior

Types of aggression in%															
7 - A class of district school								7-A class of the Nikolaev secondary school							
PA	IA	IR	N	IN	S	VA	SG	PA	IA	IR	N	IN	S	VA	SG
5	30	10	5	10	10	15	15	20	10	20	10	10	10	10	10

PA is physical aggression (the use of physical aggression against another person).

IA - indirect aggression (aggression that is directed at another person in the form of jokes, as well as aggression that is not directed at anyone - kicks, broken dishes, etc.).

IR - irritability (readiness for aggression in the rudeness, inflammation).

N - negativism (opposition reactions are directed against the leadership, to actively fight against stable rules and laws).

IN - insults (envy and hatred when feeling angry at the whole world).

S - suspicion (distrust of people based on intent to cause harm).

VA - verbal aggression (expression of negative feelings in the form of quarrels, screams).

SG - sense of guilt (the degree of conviction of a person that she is bad).

Thus, it can be argued that the results obtained in both schools are different and indicate that teenagers in Grade 7-A of the district secondary school are dominated by indirect aggression, tendency to verbal aggression and guilt. Instead, physical aggression and irritability dominate the students of 7-A class of the Nikolaev secondary

school. City school adolescents have a slightly higher percentage of children prone to negativism.

We paid special attention to identifying the frequency of adolescent aggression, its orientation and motivation in the research process. Therefore, after the appropriate enlightenment of the students, we asked them to answer the questions:

1. How often do you show aggression?
2. Are you aggressive towards whom?
3. For what reasons do you become aggressive?

Table 2

Frequency, motives and orientation of adolescent aggression

Motives and direction of aggression	7-A class of district school			7-A class of the Nikolaev secondary school		
	sometimes low level	rarely average	often high level	sometimes low level	rarely average	often high level
in response to the image, the aggression towards himself (the subject of the insult, aggression)	7 – 35%	–	–	9 – 30 %	–	–
in response to aggression towards oneself, family, friends (subject of aggression)	–	9 – 45%	–	–	12 – 40%	–
for the purpose of insult, revenge, humiliation of others (anyone can become the object of aggression)	–	–	2 – 10%	–	–	8 – 2,7%

The interpretation of the results revealed a greater degree of aggression of the adolescents of the city school compared to its status in the district secondary school.

As noted earlier, the main indicator of the motivational criterion is the personality orientation.

There is no single approach to the study of personality orientation in psychology. Despite various aspects (the theory of the installation of D. Uznadze; the relations of personality - V. Myasishchev, B. Lomov; the theory of significance - M. Dobrynin; needs and motives - S. Rubinstein, O. Leontiev), all these theories in varying degrees related and have many common features, namely: orientation - is the leading characteristic of the individual, which determines the specifics of its manifestations in activity, behavior, character, in relation to themselves and to the world, which determines its social and moral value. The main components of the focus are sustainable needs,

interests, outlook, including beliefs and ideals. Orientation is the driving force behind the selective activity of human behavior. The basis of personality orientation is the system of motives, in which the leading motives, subordinating themselves to others, characterize the structure of the motivational sphere of man. Scientists distinguish the focus of the individual on themselves, on other people, on activity depending on the leading motives. The dominant system of motives determines the humanistic or selfish-pragmatic orientation of the individual (Leont'ev , 1975, Rubinstein, 1989, Uznadze, 2004).

Directional diagnostics were performed according to the questionnaire of V. Smekal - M. Kucher (Table 3).

Table 3
Orientation of personality

Types of orientation	Class	
	7-A class of district school	7-A class of the Nikolaev secondary school
Personal orientation	10 – 50 %	20 – 66,7 %
Collectivist orientation	5 – 25 %	5 – 16,7 %
Business orientation	5 – 25 %	5 – 16,7 %

The results show that personal orientation prevails in most adolescents of both classes because the motives of their own well-being prevail. They are more concerned about their feelings, experiences, and they are less concerned with the needs and problems of others.

A small number of adolescents of both classes showed a collectivist orientation (5 students each). They are characterized by the need to communicate with people, in recognition, mutual support, mutual assistance, the desire to establish good relationships, a focus on mutual action.

Business orientation reflects the advantage of the motives generated by the activity itself: enthusiasm for the process of activity, desire for cognition, mastering new skills. It is prevalent in 25% of students of the 7-A class of the district school and in 16,7% of the interviewed city school.

The analysis of psychological literature gives grounds to state that the basic types of orientation contain the basic needs of adolescents: in the positive evaluation of their adults; in self-respect; in communication with peers and the need to gain a favorable status in the system of interpersonal relations in the class staff.

We determined the extent to which the basic needs were met using a questionnaire:

1. How often are your affairs, behavior, attitudes positively evaluated by adults?
2. Do you respect yourself?
3. Does it bring you joy in communicating with peers?
4. Do they respect you in the team?

The answers are systematized in the table (Table 4).

Table 4
Meeting the basic needs of adolescents

Basic needs	7-A class of district school			7-A class of the Nikolaev secondary school		
	a measure of satisfaction of needs					
	never low level	rarely average	always high level	never low level	rarely average	always high level
in recognition by adults	–	16 - 80%	4 - 20%	–	20 - 66,7%	10 - 33,3%
in self-respect	–	10 - 50%	10 - 50%	–	10 - 33,3%	20 - 66,7%
in communication with peers	–	12 - 60%	8 - 40%	–	24 - 80%	6 - 20%
in obtaining favorable status in the team	4 - 20%	11-55%	5 - 25%	5 - 16,7%	20 - 66,7%	5 - 16,7%

Most adolescents in both classes found an average level of satisfaction with basic age requirements. Dissatisfaction, or satisfaction of needs does not fully lead to disruption of students' psycho-emotional states, which can contribute to the appearance of frustration, anxiety, rigidity and often - various forms of aggression.

In accordance with the interpretation of the results of the conducted methods and projective techniques of S. Rosenzweig, we have distinguished three levels of aggression:

1 - low includes 9 (45%) students of grade 7-A of the district secondary school and 9 students (30%) of grade 7-A of the Nikolaev secondary school. Aggressive behavior is rare and only in

response to a significant stimulus to yourself. Children are not inclined to participate in conflict situations.

2 - the average includes 7 students (35%) of the 7th class of the district secondary school and 12 (40%) students of the 7th class of the Nikolaev secondary school. Aggressive behavior is rarely manifested in response to aggression towards oneself, relatives, friends, but there is a tendency to be irritable, an image where teenagers are involved in conflict situations.

3 - high includes 4 students (20%) of the 7th class of the district secondary school and 9 (30%)

students of the 7th class of the Nikolaev secondary school. Aggression (mostly physical) is manifested frequently for the purpose of insult, humiliation, revenge; in order to normalize one's emotional state. Teens are prone to conflict situations. There is increased excitability and negativity towards others. Rating scale:

1 point - manifestations of low aggressiveness characteristics;

2 points - manifestations of middle level characteristics;

3 points - manifestations of high aggressiveness characteristics.

Table 5
Levels of aggression in adolescents

Levels	7-A class of district school		7-A class of the Nikolaev secondary school	
	number of adolescents	in %	number of adolescents	in %
Low	9	45%	9	30%
Average	7	35%	12	40%
High	4	20%	9	30%

Thus, most students in the 7th grade of both schools, territorially distant from each other, have low and medium levels of aggression, but high levels of aggressive behavior in urban school students are quite significant. This indicates that children tend to be aggressive, often neglecting moral and ethical standards in relation to others.

The purpose of the mathematical study was to identify, determine the closeness and statistical significance of the correlation between two quantitative indicators: the analysis of the level of adolescent aggression (X) and the percentage of presence of adolescent aggression according to the total number of students (Y) of both classes.

The Pearson correlation coefficient for primary and secondary school students was 1, which corresponds to a sufficiently high correlation between the level of adolescent aggression and the percentage of adolescent aggression in relation to the total number of pupils. This correlation is statistically significant ($p < 0.01$).

Conclusion

In the process of monitoring adolescent aggression in two schools, we paid considerable attention to identifying the causes of lower aggression among district school adolescents. We have found that the students of the district school (there are conditions close to the countryside)

mainly live in private homes. There are fewer negative stimuli of the nervous system (music, noise of different origins, quarrels, etc.), which is characteristic of multi-storey buildings in the city. We find a more humane relationship between residents, where virtually many of them are familiar, welcoming (mutual assistance, support, revenue, etc.) as an example for children. They are healthier physically, because they are more in nature, breathing in fresh air, eating healthy products grown on their own gardens. In addition, adults involve children in manual labor (assistance to adults on the farm: digging, planting, groping, etc.). There is a corresponding sublimation: negative energy comes out in the process of physical work, which is aimed at well-being. But these or other forms of aggression are still characteristic of these adolescents.

We have identified the essence of aggression as a motivated destructive behavior that contravenes the moral standards and rules of human life and harms the objects of aggression of physical and psychological nature in the article. Aggressiveness is a personality trait, a personality trait characterized by destructive tendencies in the sphere of interpersonal relationships. Aggressive behavior is a form of response to life-threatening physical and mental health.

Diagnosis of aggression of adolescents of district and urban school showed in both classes of dominance of low and average levels, though by other indicators the greater tendency to aggression was shown by urban teenagers.

We need to study the age and individual characteristics of children, the social environment and the home, the natural environment (social developmental situation), relationships with parents, educators, friends, classmates, other people, to prevent and counteract aggression when it has already arisen. We need to find out the needs and motivation of students. Knowledge of basic and dominating needs and measures of their satisfaction will allow to predict, to understand, to effectively influence children and to correct them.

The obtained results actualize the task of finding and implementing effective ways and conditions of prevention and correction of adolescent behavior in general and aggressive behavior in particular at the level of a formative experiment.

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