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## **POTENTIAL OF INNOVATIVE METHODS IN WORKING WITH AGGRESSIVE ADOLESCENTS: METHODOLOGICAL ASPECTS**

*The article is devoted to the generalization and systematization of scientific information about adolescent aggression. It is presented the author's interpretation of aggressive adolescent's behavior. There are also highlighted the main positive and negative features. It has been established that adolescent's aggression has specific features. Aggressive adolescents have general individual psychological characteristics and individual traits. Based on the generalization of scientific views, there are highlighted the main causes of aggressive behavior. The main focus is based on the characteristics of preventive and corrective work with aggressive adolescents. There is revealed the innovative methods' content (creating a situation of success; fairy tale therapy; character reconstruction; school mediation) of work with aggressive teenagers.*

**Key words:** *aggression, adolescent aggression, features and causes of aggression, prevention and correction of aggression, innovative methods of correction of aggression.*

**Introduction.** In the modern world there is a significant increase of child aggression. According to statistics, about 90% of children become victims of aggression within the school (Victimology and Aggression, 2010, 98). It was found that there is practically no teenager who has not been aggressive towards himself or has not used aggressive actions towards his peers. These facts require purposeful activity of competent specialists (social pedagogues, practical psychologists, classroom teachers) in order to establish effective preventive and corrective actions. The school is an important institution of socialization for adolescents, because during the educational process there is active communication with peers. There is also an awareness of basic values and patterns of behavior. Taking into account these facts, we believe that modern educational institutions should take a leading place in the organization of systematic and targeted prevention actions with adolescents with the high levels of aggression. We accentuate that prevention and correction should be carried out on the basis of innovative methods. We also emphasize that in the conditions of the Russian-Ukrainian war, which is a challenge for the Ukrainian statehood. Due to this fact, the issues of prevention and correction of aggression in adolescents need innovative rethinking and adaptation to the modern realities.

**Analysis of relevant research.** In the pedagogical dictionary, adolescent aggression is interpreted as “an emotional state and character trait of a child, characterized by” impulsive activity of behavior, affective experiences – anger, rage, attempts to injure others (physically or morally)” (Honcharenko, 1997, 15).

We are in full solidarity with Ukrainian scientists who deal with age and pedagogical psychology (O. Vydra, E. Karpenko, V. Kutishenko, V. Polishchuk) concerning the fact that aggression most often occurs in children during age crisis. It is in adolescence that aggression becomes demonstrative in connection with psychophysiological and sexual changes, loss of authority by adults and gradual reorientation to a group of peers.

M. Alfymova (Alfymova, 2000) studied the theoretical and methodological aspects of adolescent’s aggression; H. Vanakova (Vanakova, 2012); N. Dereklieieva (Dereklieieva, 2002); V. Ivanova (Ivanova, 2002). Practical planes of organization of work with aggressive teenagers were developed by O. Dmitriieva (Dmitriieva, 2009); V. Oliinyk, (Oliinyk, 2017); R. Okhrimchuk (Okhrimchuk, 2003); S. Shebanova (Shebanova, 2002) and others. However, despite the negative consequences of adolescent aggression and its high growth rates, there is still a lack of research that would comprehensively reveal the mechanisms of its prevention and rely on the use of innovative pedagogical technologies. These factors were the basis for writing the article and became the impetus for a comprehensive scientific study.

**Research methods:** The following research methods were used to solve the tasks and achieve the goal: theoretical: system-axiological, structural-comparative analysis of pedagogical, socio-psychological literature, study of materials of periodicals and scientific-metric publications on the research topic; structural and logical analysis and systematization to characterize the aggressive behavior of adolescents and identify promising methods of prevention and correction of aggression; empirical: surveys of participants in the educational process; comparison of different views on the problem and generalization and systematization. In the practical context, our research and experimental activities included the following practical actions: theoretical and methodological analysis of the content of scientific definitions of “aggression”, “causes of aggression”, “features of aggression”, “prevention and correction of aggression”; there is presented the methodical analysis of practical activity in the plane of use of innovative methods of work with aggressive teenagers.

**The research aim** is to summarize information on the nature, features and causes of adolescent aggression, as well as to highlight the potential of innovative methods (creating a situation of success; fairy tale therapy; character reconstruction; school mediation) in the prevention and correction of aggression.

**Results.** From the psychological and pedagogical point of view, adolescent aggression is a sign of internal emotional distress and acts as an inadequate means of protection (Zavrazhets, 1993; Vanakova, 2012; Nastiuk, 2011). Adolescents who have an increased level of aggression are characterized by such traits as irritability, maladaptation, emotional sensitivity, rigidity, conflict and hostility in communication, sensitivity disorders, and internal locus of control. In our view, adolescent aggression is a motivated destructive behavior that contradicts generally accepted social norms and involves harm to others. In the social sphere, aggression reflects the child's inner unhappiness and demonstrates the inability to respond adequately to events.

Based on the interpretation of the works of S. Beliaieva (Beliaieva, 2013), it was found that adolescent aggression has both positive and negative features. The positives include, first of all, the ability to quickly resolve their interpersonal problems and maintain high self-esteem among peers and younger children. Negative traits include deformity of the adolescent's personal development, danger to the physical and mental health of both the adolescent and his close environment.

Adolescent aggression has certain features:

- first, there is a close connection between the value system and the growth of aggression in adolescents (Kiseleva, 2005);
- secondly, it causes various deviations, or provokes delinquent behavior (Dmitriieva, 2009);
- third, aggression for adolescents is often an unexpected effect of reaction to an uncertain situation (Age and Educational Psychology, 2014);
- fourth, individual psychological characteristics (unstable values, hobbies, spiritual needs; lack of cognitive interests) have a significant impact on the growth of aggression (Victimology and Aggression, 2010);
- fifth, gender stereotypes are reflected in the manifestations of aggression in boys and girls in different ways (Zhyznomirska, 2005).

Let's focus on the characteristics of the most important reasons that motivate adolescents to show aggression. Thus, V. Oliinyk names the following reasons: "the general economic, political, moral and spiritual decline of Ukrainian society; growth in the number of disadvantaged

families with a negative microclimate, devaluation of family norms, values and traditions; free uncontrolled propaganda in the media of violent actions or acts of cruelty in behavior.” (Oliinyk, 2017, p. 23). This position of the author on the main causes of aggression in adolescents is quite competent. Consider these reasons more thoroughly.

In our view, the family is a major factor in a child’s socialization and a “source of example” of aggressive behavior for adolescents. Thus, the formation of aggression in adolescents is influenced by:

- family management style;
- the degree of cohesion of family members;
- the closeness between parents and child and the nature of the relationship between siblings.

Negative social environment of peers can cause the development of adolescents’ aggression. This is because by watching their peers, adolescents learn to solve their problems aggressively. That is to say the influence of a group of peers is an important factor in the emergence and development of aggressive behavior in adolescence (Drozдов, 2009). Quite often teenage groups have certain rituals that are supported by aggressive actions. Such group ritual aggression creates a sense of security for the adolescent and becomes the “ideological basis” for justifying aggressive behavior.

The media can also be a source of aggression in adolescence. However, aggression will be developed only when: 1) the plot with aggression will be as realistic and interesting as possible; 2) the hero of the plot with the use of aggressive actions achieves its goal; 3) the adolescent is identified with the aggressor, and the potential victim with the victim of the adolescent. Scientists argue that the emergence of aggression due to the influence of the media has the following form: – reinforcement – aggressive habits – underdeveloped social and educational skills – frustration – excessive viewing of television programs” (Victimology and Aggression, 2010 p. 100).

It has been established that the formation of aggressive actions depends on the influence of computer games on the minds of adolescents. It has been experimentally proven that when teenagers play virtual wars, they have a physiological arousal and a concentration of aggressive thoughts. In particular, an increase in aggression is observed in those adolescents who play games that contain elements of violence and cruelty (Drozдов, 2009, p. 65).

Recent research has focused on the fact that the intensive development of self-awareness and self-criticism lead to the fact that a child in adolescence finds contradictions not only in the environment but also in his "I". (Diagnosis and correction of aggression in children, 2014, p. 88). That is to say, the adolescent has a situational negative attitude towards himself, so in his actions there is often an intense manifestation of physical and verbal aggression, while the manifestation of indirect aggression is weakened.

Let's consider the preventive work to correct the aggressive behavior of adolescents. According to A. Kapska, prevention is considered as "a set of preventive measures carried out by organizing publicly available medical, psychological and socio-pedagogical support" (Social Pedagogy, 2006, 189). We believe that the socio-pedagogical prevention of aggressive behavior of adolescents includes a system of practical actions, which is directly based on the purposeful implementation of effective forms, methods and measures to prevent aggression. Correction involves the development and implementation of practical mechanisms aimed at correcting social development. In addition, these mechanisms are developed to overcome certain deviations in the behavior of aggressive adolescents. To organize correctional activities with aggressive adolescents, the specialist must purposefully use a set of traditional educational activities and innovative methods.

The methodological advice of A. Arkhipova, G. Maiboroda and O. Tiutiunnyk (Methods and technologies of social pedagogue, 2013) that the specialist in the organization of preventive and corrective work should, first of all, purposefully use specific principles. Thus, the most promising include the following range of principles: 1) the principle of targeting and complexity; 2) the principle of consistency and systematicity; 3) the principle of accessibility and timeliness.

Let's focus on the characteristics of methods of organizing practical work with adolescents who show increased aggression. We took into account O. Kononko's advice that during practical activities it is necessary to realize that aggression in children will not disappear by itself; purposeful and long-term work should be carried out with such children (Kononko, 2016). In practice, innovative methods should be applied to aggressive adolescents, which will have a positive impact on the formation of skills to prevent and overcome aggression. There identified a range of the most promising methods in the course of generalization and systematization of the scientific literature. These methods will be

purposefully used in the organization of practical activities with adolescents, which are characterized by an increased level of aggression. In our publication, we consider it appropriate to focus on the following innovative methods:

- method of creating a situation of success;
- fairy tale therapy;
- method of character reconstruction;
- active use of school mediation.

Our own practical experience gives grounds to state that such a method as creating a situation of success has a significant positive effect. Thus, experiencing a situation of success, an aggressive adolescent will be able to get satisfaction with their success through the initiation of physical and spiritual strength. In the methodological plane, this method is based on high internal motivation, advancement of successes, pedagogical suggestion. It helps to remove the fear of innovation and stimulate non-aggressive problem solving.

In the course of our research, it was found that fairy tale therapy as “a method that uses a fairy tale form to integrate the individual, develops his creative abilities, expands consciousness, and improves interaction with the environment” (Alekseieva, 2009, 17). Taking into account the fact that younger teenagers are quite interested in fantasizing, it is worth involving them in writing fairy tales. We found that such activities will help adolescents to direct their own negative energy in a positive direction and will allow them to abstract from unpleasant situations that cause them to show aggression.

The method of character reconstruction has an interesting effect in the prevention and correction of adolescents’ aggressive behavior. It involves a change in the consciousness of the adolescent based on positive moral qualities. The teenager needs help in choosing the idol he wants to look like. This method involves the development of individual programs for each child for the prevention and correction of aggressive behavior, which are characterized by cognitive and socially useful activities.

School mediation is an effective method of social and preventive activities with aggressive adolescents. School mediation is an innovative method of resolving disputes between participants in the educational process, which serves as a modern alternative way to prevent aggressive behavior. We have involved in the work of the school mediation service not only qualified specialists (practical psychologist, social pedagogue, class teacher, and, if necessary, parents), but also high school students. A

particularly important aspect of the school mediation service is that it aims to reconcile and eliminate the causes and preconditions for aggressive behavior. Its task also includes the prevention of deviations and the formation of positive, individual traits in students with high levels of aggression.

It is established that school mediation as a method of prevention of adolescent aggression has many advantages, namely:

- students help their peers to solve communication problems on their own, they have the opportunity to see for themselves the superiority of peaceful ways of resolving conflicts over aggressive ones (self-help without adult intervention);

- trust and mutual understanding between representatives of one generation is established much faster than between representatives of different age groups (establishing cooperation with peers).

As a result, we emphasize that the pedagogical aspects of prevention and correction of aggressive behavior in adolescents are closely related to the formation of a stable emotional sphere. It also has an influence on mastering effective ways to establish constructive interaction in society without the use of aggression. To establish effective preventive and corrective activities with aggressive adolescents, innovative methods have a significant positive effect compared to traditional ones. When purposefully organizing prevention and correction through the purposeful use of innovative methods, the desired result can be achieved – prevention or significant reduction of aggressive behavior in adolescents.

**Conclusions and prospects for further research.** Adolescent aggression has been found to be motivated destructive behavior that is contrary to social norms and involves harm to others; it testifies to the inability of the adolescent to respond adequately to events. There is a significant narrowing of the spectrum of interpersonal communication and there is a significant deformation of personal development in aggressive adolescents. Peculiarities of adolescent aggression include demonstrative nature and the appearance of deviations. The most important causes of aggression in adolescents are the negative influences of such factors as family, peers, environment, media and computer games.

The study analyzed the potential of innovative methods (creating a situation of success; fairy tale therapy; character reconstruction; school mediation) in the prevention and correction of aggressive behavior in adolescents. We actively used these methods during the organization of the formative stage of experimental research.

In the further developments, we will consider the statistical results that we received during introduction of innovative methods in preventive and corrective work with aggressive teenagers. We will also check them on the basis of use of methods of mathematical statistics.

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## АНОТАЦІЯ

**Сорока Ольга, Сега Семі.** Потенциал инновационных методов в работе с агрессивными подростками: методические аспекты

Головна мета статті передбачала узагальнення інформації про сутність, особливості та причини виникнення підліткової агресії, а також методологічний аналіз потенціалу інноваційних методів у профілактиці та корекції агресії. Для написання статті використано системно-аксіологічний, структурно-порівняльний аналіз педагогічної, соціально-психологічної літератури; проведено; структурно-логічний аналіз та систематизацію інформації, а також зіставлення різних поглядів й узагальнення. У методичні площині були проведені такі практичні дії: теоретико-методологічний аналіз змісту наукових дефініцій «агресія», «причини агресії», «особливості агресії», «профілактика та корекція агресії»; представлено науковий аналіз практичної діяльності щодо використання інноваційних методів роботи з агресивними підлітками.

*У статті підліткову агресію розуміємо як мотивовану деструктивну поведінку, яка суперечить загальноприйнятим соціальним нормам та виступає безпосереднім відображенням внутрішнього неблагополуччя дитини. З'ясовано що підліткова агресія має як позитивне так і негативне значення. На основі узагальнення інформації виокремлено основні ознаки підліткової агресії. Встановлено, що підліткова агресія має конкретні особливості, а саме: носить виражений демонстративний характер; виступає наслідком особистої кризи; характеризується появою різного роду девіацій; проявляється доволі часто спонтанно; для агресивних підлітків притаманні загальні індивідуально-психологічні характеристики та індивідуальні риси, виражені гендерні відмінності у прояві агресивних дій. Визначено основні мотиви агресивної поведінки підлітків. Шляхом систематизації наукової інформації виокремлено найвагоміші причини прояву агресивної поведінки у підлітковому віці.*

*Профілактика агресивної поведінки підлітків охоплює таку систему практичних дій, яка безпосередньо базується на цілеспрямованому впровадженні дієвих заходів із її попередження. Корекція передбачає розробку і впровадження практичних заходів, які мають на меті виправлення соціального розвитку та подолання певних відхилень у поведінці. Для організації корекційної діяльності з агресивними підлітками фахівець повинен цілеспрямовано використовувати комплекс традиційних навчально-виховних заходів та інноваційних методів. До спектру інноваційних методів відносимо: створення ситуації успіху; казко терапію, реконструкцію характеру, застосування шкільної медіації.*

**Ключові слова:** *агресія, підліткова агресія, особливості та причини агресії, профілактика і корекція агресивності, інноваційні методи корекції агресії.*