



Mini-Review

AGGRESSION AND DEPRESSION OF ADOLESCENTS

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ABSTRACT

The aggression and aggressiveness among the individuals like and the depressive state thee are in the basis of the emotional-volitional manifestations of the children. The aggressive behaviour is that behaviour as willful violence upon another individual, or overcoming of obstacles, threats as long as the depressive performances show psychic, condition of sadness, tiredness and oppression. The acquisition on a definite forms through aggressive behaviour influenced by their individual characteristics likewise by different factors of the environment.

The elektronik media with their products create conditions for models of aggression and depressive states. They have negative actions about the communication and the pedagogical process.

The schol can and have to participate in these doings, must to produce new methods against the violence, and to rationalize own prioritys.

Key words: Aggressiveness; threat, rudeness, anger, violence depression; heaviness, fear, desperation.

INTRODUCTION

Lately, in our modern society a number of psychologists and pedagogues focus their attention on children and juveniles with behavioral problems, with aggressive-depressive symptoms. The aggression and aggressiveness among the individuals is not an issue, new for the theory and practice. This is an object of research for many scientific fields, concerning the character of the phenomenon, notions, content, scope and determinants. There is an argument in science for the nature of aggression and whether it is an in-born or acquired characteristic, which is still outstanding.

It is in the basis of the emotional-volitional manifestations of the children, deviations in the character and behaviour as a display of aggressiveness, roughness, anxiety, depressiveness, inclination deviations.

The aggressive behaviour is that behaviour when an individual performs deliberate, willful violence upon another individual or, a group of people on another group of people, accompanied by suffering of pain, by destruction of the system of values and the human dignity.

In our society this issue is actual nowadays. The objective reasons, stimulating the aggressiveness of the individual are

connected with global contradictions between man-technical progress, natural phenomena and society.

Other objective reasons are the class contradictions, the unemployment, delinquency, etc. A micro-environment appears, which both confirms and stimulates the aggression in the attitude between the separate individuals, between the growing children and teens. All this evokes a necessity of overcoming the aggression, of pedagogical approach for searching a technology for handling these processes and re-directing them into prevention of morals.

The theories of aggressiveness concern different aspects of aggression: as an instinct – K. Lorenz, (1996), S. Freud (1933), L. Zegans (1970); as a drive – J. Dollard (1969); as a social learning – Albert Bandura (1973), as an interpersonal phenomenon – J. Leyens (1990), A. Franchek (1990), etc.

These theories treat biogenetic, psychoanalytical, frustration and social aspects of the aggressiveness.

The Socio-biology of Wilson (1950) stresses the fact that the behaviour of the individuals in social environment is genetically predetermined. Here the stress is on theories, discussing the social environment as major and almost determining the development. Thus, although we have an excellent predeterminance, it will be only a possibility. In this case the applying and combining of the necessary tools, determined

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by the environment, is important.

Very often the emotional feelings and experiences are dictated by the satisfaction of biological needs and depend on the psychic processes. The opinion of At. Shishkov (2000) is that the aggression is a social-biological process with a key role in the adaptation of the entire psychic system whereas the social support is important and almost determining. Here the phylogenetic and biological argumentation are interconnected into a unity. The author expresses thoughts for the aggression and explains it as a behavioral reaction of the individual when it is impossible to satisfy his/her needs.

E. Bocker (1977) expresses an opinion and a view on the social impact and the depressive signs of the individuals. He asserts that the basic determinant of depressiveness in the society is the obstructed communication between the people. Initially, it is characterized by the presence of aggressive pulses directed towards recovery of the disturbed connections in the contacts. Very often, when the aggressive behaviour doesn't achieve its purpose, a collapse occurs in loosing the expectations for realization of the wishes.

Berkowitz, L. (1990) maintains the assertion that the feelings, ideas, memories and especially the expressive-motor reactions are connected together associatively in a unified network of emotional conditions.

The activation of any, regardless which, component, by focal attention evidently activates the other components into the same network. In case of anguish it is presumed that it is not of any significance what unpleasant feeling will contribute to the opening of the initial feelings of wrath. Besides, the ideas, memories and the related aggressive expressive-motor reactions are theoretically caused by negativism, connected with biologically determined association, which affects these components.

The research of Craig A. Anderson and Brad J. Bushman on the exposure to television and movie violence suggests that playing violent video games increases aggressive behaviour, especially in children and young adults. Experimental and non-experimental studies with males and females in laboratory and field settings support this conclusion. Analyses also reveal that exposure to violent video games increased psychological arousal and aggression-related thoughts and feelings. Playing violent video games also decreases prosocial behaviour.

During the International Scientific-Practical Conference on Prevention of aggression among children, held from 1 until 7 September at the Creative Home of St. Kliment Ohridski University of Sofia, - Kiten, scientific papers were presented with theoretical opinions and possible practical-applicable solutions. The authors treat the modern measurements and determinants of the aggression among children, the aspects of the preventive-educational work for prevention of the aggressive behaviour among the adolescents.

What is the extent, to which the issue for violence in the media is concerned and their impact on the adolescent people?

In Bulgaria the issue for the negative consequences of this influence has been within the scope of interest by psychologists, media specialists, pedagogues. Its researches focus the attention of society to the audio-visual effect of the TV shows on the children's-juvenile psyche, on their view of life and sensitivity.

S. Bozhilova and V. Gerasimova (Violence and Media, 1997) stress on the missing ready criteria of adolescents, on the absence of own sensitive experience in order to be able, participating in the audio-visual communication of the surrounding world, to grow and develop without any deviations.

The Bulgarian literature in this field finds support in research, conclusions, own analyses. The Bulgarian analyzers alarm for the dangers and threats before the adolescent generation in our country.

With computer and video games and programs, the children grow with suppressed imagination in a surrounding world, full of ready patterns of imaginary heroism in a total violence.

Yana Ivanova (Prevention of children's aggression, S., 2004) alone conducts an inquiry among the teens and finds out that half of the 12-13 year's old children give answers, revealing an imitative behaviour under the influence of screen heroes and their imitation.

Our research shows that the violence and aggression shown in TV films and computer games, specially directed and designed for children and teens, is very widely spread. Children and juveniles from all age groups every day spent a lot of time before the TV sets and play computer games, thus spending much of their time with this occupation. The research on the impact of the aggression, presented by the mass media, confirms that it aggravates the aggressive signs in life.

At. Shishkov (2000) expresses the opinion that the unfulfilled longing for support by the society can push to hopelessness with signs of depression.

The aggression as a type of behaviour is directed towards elimination or overcoming of obstacles, threats; on the other side, the depressive signs show psychic condition of sadness, tiredness and suppression. When the depressive state continues longer, accompanied by sleeping disorders, difficulties in taking food and very often, intensified thoughts for despair and hopelessness, the condition is close to the depressive disorder.

The depressive disorders lead to changes of the volitional characteristics of the individual, to decreased or missing activity and initiative.

According to A. Bandura, S. Feshbach, Ross & Ross, etc. the common experience is very often the reason for aggressive psychic conditions.

According to the authors, the learning through observation is in the basis of certain modeling effects, such as family, sub-cultural and symbolic. Taking these influences as principal, we can analyze the following:

- Which child hits his mates? Where did he acquire his aggressive behaviour? Usually, this is acquired by observation of the parents who physically punish and hit their children.

Modeling sub-cultural effects for appearance of aggression, depression and anxiety are the conditions expressed after observation of classmates and friends.

The symbol modeling appears a basis for learning the aggression and depression through common experience. The media products, the newspapers, etc. have the strongest impact.

The research was directed towards examination of the effect of some environmental factors (family, sub-cultural, symbolic) and individual characteristics of children and teens in cases of displayed aggression and depression as behavioral signs and mental condition.

In this research we used the psychometric polarization method for determination of the aggression and depression of adolescents by At. Shishkov and D. Terziev (see At. Shishkov, 2000).

The method has been classified as an invention.

We have found out that the peculiarities provoking aggressive acts and depressive

conditions of the adolescents are:

Conditions of increased anxiety. The questions asked from the polarization scale "Are you sad?", "Do you want to cry?", receive from a large part of the girls a positive answer "Yes", and a smaller part of the boys reply with "Yes". These answers convince us that the depressive condition is evident. Some of the reasons are connected with the gender identity, instability of the emotional experiences and conditions. It is characteristic for children with aggression when they harm their classmates, friends and adults and very often they are emotionally unstable. With this behaviour the growing children create difficulties in the entire pedagogical process.

With their aggressive signs and experiences with motivation for aggression (excitement, rage, anger) they are trying to justify their acts and give reasons for their aggression to the others, thus finding excuses for being not guilty for what had happened.

- Fear experiences, caused by the feeling of guilt and constant expectation of punishment. Many of the children feel fear. Yet, this feeling is intensified by the threats and violence of the older pupils. They tell about insults, anxieties and bitterness that they are incapable of coping with this.
- Desire and willingness to act aggressively as the aggressive desires – to tease the others, to order to them, are expressed in the behaviour of boys and girls. Almost half of the girls and a substantial part of the boys like to tease the others. They are willing to make quarrels, to hit their friends, schoolmates or other children by expressing challenges. That is why the method of the self-estimation polarization scale for aggression and depressiveness affords the possibility to analyze the aggressive signs, created by the modeling sub-cultural effects.

Almost all adolescents tell that they hit back if they are insulted or hit. Almost 100% of the boys and girls are ready to respond with a blow. The boys express their indignation and tell that they are angry (more than (85%) if someone takes any of their belongings. This is almost the same with the girls. The conclusion is imposed that when they are bad with them, the boys (100%) and the girls (70%) become bad on their turn.

The data of the polarization self-assessment scale show the existence of:

- Depressive conditions, more expressed with the girls;
- In all examined and observed children the verbal aggression is strongly expressed and especially underlined for the girls;
- The boys display physical aggression to a larger extent.

This is explained also by the gender identification (especially in proving their authority). The most important here is to be noticed and to become leaders.

CONCLUSION

The adolescents develop aggressive-depressive signs and possibilities to behave aggressively and to acquire certain forms, influenced by their individual characteristics as well as by the environmental factors.

A large number of children show verbal and physical aggression to friends, classmates and other children of their age. We find out that the closest people, the family are the factor for social learning.

The aggressive and depressive conditions influence negatively the communication and the pedagogical process.

The electronic media with their products create conditions for common experience of models of aggression and depressive signs. The youths indicate as their favourite films those with violence, murders, assaults, pornographic acts, etc.

According to the social study the school

can assist:

- the harmonization of the family, sub-cultural and modeling impacts in the prevention of youth aggression.
- in positive aspect the influence on the aggressive behaviour and the depressive conditions and experiences.

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