

METHODS OF TEACHING OF AGGRESSION THEORIES

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ABSTRACT

The article presents a brief overview of the theoretical study of aggression and methods of teaching the fundamental theories of aggression. It is shown that the problem of studying the phenomenon of aggression in modern society is widely widespread. Different teaching methods are characterized, with the help of which an empirical study was conducted. The general purpose of the study is presenting the idea of the need to study teaching methods in the psychology of aggression. The study's main result was that the process of teaching the theories of aggression is accompanied by a significant emotional load. Students tend to perceive the subject of learning through the prism of personal experience and emotional experiences. The article emphasizes the need for further research in order to develop an optimal teaching method. The scientific innovation of this study is a manifestation of the trends of aggression theories interpretations.

Keywords: *aggression theories, teaching methods, comparative analysis, game-based learning, frustration, social learning*

INTRODUCTION

The issue of aggression theories is one of the relevant topics in theoretical and experimental psychology. Studies in this area have a long history and were implemented in various theories regarding several aspects of the manifestation of aggression. The root of the word "aggression" is formed by "adgradi" ("ad" means "on the something", "gradus" - a "step"), that is, it means walking, moving on something. From this, it follows that in its original sense, aggression means to move to the goal without delay. Later, the word began to reflect also a hostile attitude toward someone (Lojkin, 1989). Because the concept of aggression was certainly changed in understanding the phenomenon itself, the development of relevant teaching methods becomes a priority.

From the standpoint of teaching methods, let us dwell on a comparative analysis of

various theories exploring the phenomenon of aggression. In the study of the history of aggression, three main theories are distinguished, representing the essence and dynamics of the manifestation of this phenomenon. These are theories of instinctive behaviour, frustration theory and social learning theory. In the meaning of learning process organization, it is emphasized that the research question concerns the issue of choosing the most optimal teaching methodology.

LITERATURE REVIEW

Aggression is one of the main forms of instinctive behaviour Z. Freud began to study. At first, in his early works, he considered aggression the result of suppressing the sexual instinct of Eros, whose energy-libido is aimed at maintaining life and breeding. In this case, Z. Freud did not consider aggression a constant and inevitable part of people's lives but considered it as a response to dissatisfaction (Freud, 1923). However, during the First World War, having survived the experience of violence, Z. Freud gradually changed his opinion on the essence and source of aggression. He suggested that, along with the main sexual instinct, there is revealed the instinct Tanatos (a tendency to death), which is associated with aggression and whose energy is aimed at violation and decomposition. Z. Freud insisted that the behaviour of all mankind is the result of the complex interaction of Tanatos and Eros, and there is a constant tension between them. "In fact," Z. Freud wrote, "it seems that in order not to harm another person, we must destroy ourselves" (Freud, 1999, 76).

However, according to his theory, aggressive impulses can be weakened (due to a change in their direction or sublimation), performing the transformation of aggression, which is not associated with violence against other people or self-destruction. The transformation of aggression allows you to find more constructive outputs on the way to overcoming difficulties. At the same time, Z. Freud noted that, despite the fact that the tendency to destroy and destruction can be weakened, it is impossible to completely exclude.

Aggression was also considered by K. Lorenz (1966) as a form of instinctive behaviour, who characterized aggression as one of the main congenital instincts (sexual instinct, hunger, aggression, transmission). According to him, the main function of aggression is to adapt to the environment. According to K. Lorenz, aggression is initially specific for both animals and people. This opinion is also partially recognized by other authors who describe aggression as individual or collective behaviour which is aimed at providing direct or indirect damage to anyone. In the process of aggression, the psychophysiological activity of a person is determined by social determinants (Bushman & Huesmann, 2010; Arinin, 2019).

Thus, despite the fact that K. Lorenz was in some respects with the point of view of Z.

Freud, he associated aggression with the instinct of the struggle for existence (Freud, 1999). This instinct is the result of long-term evolution, which indicates three important functions of aggressive behaviour:

1. The struggle for survival leads to the adaptation of a wide range of geographical space and, thus, ensures the maximum use of existing food resources.
2. Aggression helps to improve the genetic fund, thanks to which the most powerful survives
3. Strong animals are better protected and are able to ensure the continuation of their species.

So, K. Lorenz and Z. Freud noted the instinctive origin of aggressive energy, but K. Lorenz considered aggression as adaptive behaviour, and Z. Freud interpreted aggression most as self-destructive (Bushman & Huesmann, 2010).

Other famous aggression researchers, A. Taylor and M. Jose (Taylor & Jose, 2014), proposed a frustration theory of aggression, according to which aggression is not an automatic tendency but the result of frustration, that is, the barriers found on the path of targeted activity (Oproiu, 2013; Mazur et al., 1992). In this case, the mechanism that leads to aggression will become a certain psychological state of the personality - frustration, which occurs as a result of violation of plans or hopes. This theory claims that aggression is always the result of frustration. The frustration theory of aggression was developed by Henry and Short (1954), who suggested that a person's victimization could strengthen the tendency to commit suicide (Buss & Duntley, 2006; Chester, 2017). In other words, the state of frustration, the impossibility of overcoming difficult periods of life or the inability to reset liability from themselves to survivors leads to strengthening frustration and aggressive behaviour (Lebedev, 1989; Menninger, 2000; Dubow et al., 2003).

Taking into account the above-mentioned theories, Bandura (1979, 1983) puts forward the idea of social learning, according to which we learn to show aggressive behaviour not only because it can be profitable but because we often notice aggressive behaviour among other people. Like most social skills, we master the forms of aggressive behaviour, following the actions of the surrounding people and noting the consequences of such actions (Pikula, 2012; Card, 2011).

A. Buss tried to summarize approaches to assessing aggressive behaviour and make the most complete classification of such actions in which the main aggressive intentions will be displayed (Buss, 1961). According to him, all the variety of aggressive actions can be described in the following scales and their combinations:

-physical-verbal,

- active-passive,
- straight-indirect,
- auto-getero.

METHODOLOGY. METHODICAL INTERPRETATION OF AGGRESSION THEORIES

A brief overview of theories of aggression showed a wide range of theoretical approaches. It is not surprising that these differences become the basis for scientific criticism. According to V. Frankle and other authors, the instinctive definition of aggression does not explain either its biological or psychological essence (Frankle, 1990).

K. Menninger, studying aggression within the framework of frustration theory, confirmed the provision that frustration does not always lead to aggression. Studies have shown that, frustration sometimes contributes to aggression. However, more likely, aggression occurs when people counteract frustration through aggression, while people who usually react differently cannot be aggressive as a result of frustration (Menninger, 2000).

The theory of social learning, in contrast to earlier theoretical developments, attracts attention with its differential approach to the structure of aggression and optimistic attitude to the possibility of its prevention or management. At the same time, the theory of social learning does not pay attention to many manifestations of aggression. Some universality of interpretation of the theory of social learning, as well as radically different theoretical approaches to studying aggression, leads to the idea that the methods of teaching this issue must be classified in the context of compliance with the latest achievements in psychological science (Helton et al., 2018; Card, 2011).

For this reason, in modern psychological science, it was developed a complex of the certain methods of teaching of psychological theories, namely:

- Comparative analysis,
- Game-based learning (Chamandar & Jabbari, 2017).

To clarify the characteristic features of these methods of teaching, we conducted the following scientific study. The sample of the study consisted of 60 students in the speciality of psychology. Within one year, students studied theories of aggression through the above teaching methods. Each of these methods was applied for 2 months.

Accordingly, the sample of the students was divided into two groups.

The first group (n=30) was taught only with the method of comparative analysis. Students had the opportunity to compare theoretical approaches to the statements of the authors to make their own conclusions.

The second group of students (n=30) was taught only with a game-based learning

method. The students have proposed a role-playing game during which each of them should choose one theoretical approach under study. Thus, during the role-playing game, each student represented one of the theories of aggression. Accordingly, each one tried to show the strongest aspects of the presented theory. Students cited examples of theoretical achievements that showed the importance of their opinions based on personal experience. They were given the task of choosing the theory of aggression that most corresponded to their personal experience and most successfully clarified their life situation. The task of game-based learning was to justify the choice of a student at the scientific level.

RESULTS AND DISCUSSION

The results of the study showed that most students (75%) in the second group were unable to interpret and remember the characteristic features of those theories of aggression that they were not considered by them. In particular, the issues related to these theories were negatively perceived by the students - they showed their distrust of the theoretical conclusions of those authors, with the theoretical arguments of which they did not associate their life situation.

The game-based teaching method showed that students perceive the theories being studied too personally and that they are not capable of prudently evaluating other theoretical approaches. Subjectivity in perception is undoubtedly associated with the personally and emotionally perceived topic of aggression. Students in the second group showed that the game-based method contributed to increasing the level of motivation for learning, which was recorded by increasing the level of students' performance. On the other hand, the study of theories of aggression through a role-playing game led to an interesting result, namely: depending on the degree of successful protection of "their" theory, the students tried either to preserve or change their role in the game. The less successful "protection" turned out to be, the more often the students "crossed" to the side of other fellow students who were able to present their theories in a better light.

As a result of this, it can be concluded that teaching the theories of aggression by the method of role-playing games indirectly leads to the fact that students were inclined to perceive theoretical approaches through the prism of personal benefits and subjectivism.

The data obtained by the first group showed the average level of student performance on the one hand and - the lack of involvement in personal, emotional experiences on the other.

Students were more balanced, did not connect the thoughts of theorists with resigned life situations, and personal identification with examples of aggressive behaviour that

students investigated in the learning process was not observed.

CONCLUSION

From the foregoing, it follows that teaching the theories of aggression is a rather complicated mechanism for choosing methods and training techniques. In particular, referring to the emotional large load of the theme of aggression, auto-aggression and aggressive behaviour, teachers need to choose the most optimal teaching methodology. On the one hand, the inclusion of emotional and personal components in the learning process contributes to better memorization of the topic and increases the level of motivation and performance. On the other hand, there is a risk of inferior scientific analysis and a decrease in interest in learning. These results lead to the idea of the need to study students' teaching methods in the speciality of psychology and also on other topics and identify the most optimal teaching methods.

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