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THE INTRODUCTION OF PSYCHOLOGICAL CHARACTERISTICS OF OVERCOMING THE AGGRESSIVENESS OF THE INDIVIDUAL

Abstract: This article is devoted to the problem of introducing and researching the aggressiveness of the personality, the problem and solutions to this problem in psychological science.

Key words: aggressiveness of personality, psychology, adolescence, Aggressive behavior.

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Introduction

The problem of personality aggressiveness is relevant throughout the entire existence of mankind. Because it affects everyone and is the cause of many disasters and crimes. During the life of a teenager, aggressive behavior is typical of a person with whom it is not easy to cope. Coping with these aggressive impulses is essential for building social bonds and personal well-being. Therefore, the problem of personality aggressiveness becomes especially relevant and comes to the fore in scientific understanding, and its further study is beyond doubt.

The adolescent period is a favorable period for the formation of self-esteem of a person, since self-esteem of a person contributes to an increase in physical and mental health and awareness of oneself as a full member of society. In many psychological studies on adolescence, the issue of developing adequate self-esteem is most often studied deeply. It is this century that is the central period in the formation of the world perception system, certain character traits and social intelligence. In addition, it determines the social adaptation of the individual, is a regulator of behavior and activity, performs a protective function, influencing the behavior and development of the individual. Aggressive behavior is

purposeful, destructive behavior that is contrary to norms and rules, aimed at harming another person. Aggression is a specific human action, expressed in physical or verbal forms. For a better understanding of the problem, let's move on to its theoretical approaches. We will start with the theory of attraction or the psychoanalytic approach. The founder of this theory is Sigmund Freud, who considered aggressiveness to be an instinctive manifestation. There are two most powerful instincts in a person: sexual (libido) and the instinct of attraction to death (tonatos). The first energy is directed towards the creation of life and its reproduction. The second energy is aimed at destruction and termination of life. ... He argued that human behavior is a struggle between these two energies. In view of the fact that there is an acute conflict between the preservation of life (eros) and its destruction (thanatos), other mechanisms serve to direct the energy of the thanatos outward in the direction of "I". And if the energy does not turn outward, this will soon lead to the destruction of the individual himself. Thus, thanatos indirectly contributes to the fact that aggression is withdrawn and directed towards others. Reducing the likelihood of dangerous behavior can be an outward manifestation of the emotions that accompany

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aggression. Next, we will consider the ecological approach, it sounded in a new way in the works of K. Lorenz, who adhered to an evolutionary approach to understanding aggression, which was similar to the position of Z. Freud. Lorenz believed that aggression is primarily an innate instinct for the struggle for life, which exists in both humans and animals. He believed that the energy of aggressiveness, which as a source is the instinct to fight for life, is generated in the body spontaneously, continuously, at a constant rate, regularly accumulating throughout life.

Thus, the manifestation of clearly aggressive actions is a joint function: 1. A lot of accumulated aggressiveness. 2. Incentives to reduce aggression. But more aggressive energy is available at the moment. The less stimulus is needed for the aggression to come out from the outside, i.e. aggressive behavior can occur spontaneously. Lorenz noted that in addition to the innate instinct of struggle, all living things are endowed with the ability to suppress their aspirations, that is, they have a restraining mechanism that prevents an attack on representatives of their own species. And humans, in turn, have a weaker restraining mechanism than animals. Consequently, technological progress (weapons of mass destruction) can lead to the self-destruction of the entire human species. The decrease in aggressive energy can depend on a number of factors. In addition, Lorenz argued that love and friendship are an integral part of life, and also interferes with manifestations of aggression in real life and when interacting with people.

The theory of frustration proposed by D. Dollard contradicts the theories of Freud and Lawrence. In this approach, aggression is considered as a situational process, the main provisions of which are: • Frustration always leads to aggression in one form or another. • Aggression is always the result of frustration. Three factors are important to motivate aggression: 1. The degree of satisfaction expected by the subject from the future achievement of the goal; 2. The strength of the obstacle to achieving the goal; 3. The number of consecutive disappointments. The more the subject expects pleasure, the stronger the obstacle, and the more the number of reactions is blocked, the stronger the incentive for aggressive behavior will be. And if frustrations follow one another, then their strength can be cumulative, and this can cause an aggressive reaction of the greatest strength. But after all, people do not always react aggressively to a state of frustration, so Dollard and his followers concluded that such behavior does not appear simultaneously with frustration, but primarily because of the threat of punishment. В этом случае происходит «сдвиг», при котором агрессия направляется на человека который будет давать наименьшей силы ответ, то есть на того кто предоставит меньшее сопротивление.

Thus, a person who is restrained from aggression against a frustrator by a strong fear of punishment resorts to shifting his adjustments, directing him to other goals - those people with whom the deterrent factor does not work. Cognitive theories of aggression emphasize the emotional and cognitive processes in the manifestation of aggressive behavior. In particular, from the point of view of Berkowitz (1983, 1988, 1989), negative stimuli (pain, discomfort, unpleasant odors, etc.) undergo cognitive processing and provoke aggressive reactions, forming negative affect. That is, aggression occurs because a negative reaction is formed. Zillman (1988) argued that "cognition and arousal are closely intertwined and influence each other throughout the entire experience of suffering." He argued that understanding an event can affect the degree of arousal. Social Learning Theory Unlike others, this theory states that aggression is acquired behavior in the process of socialization through the observation of the appropriate mode of action and social reinforcement.

There is research on pattern-oriented human behavior. This theory was proposed by Bandura and explained the assimilation, provocation and regulation of aggressive behavior. From his point of view, the analysis of aggressive behavior requires three things: 1. Ways of mastering such actions; 2. Factors provoking their appearance; 3. Conditions under which they are fixed. Therefore, considerable attention is paid to teaching, the influence of intermediaries of primary socialization, namely, parents, on teaching children to behave aggressively. In particular, it has been shown that parenting behavior can act as a model of aggression and that aggressive parents usually have aggressive children. This theory also states that assimilation of a person by a wide range of aggressive reactions is a direct encouragement of such behavior. Those. Receiving reinforcements for aggressive actions increases the likelihood of similar actions being repeated in the future. At the same time, effective aggression is needed, i.e., success in using aggressive actions. This also applies to vicarious experience, that is, observing the progress of aggression in others. Social rewards and punishments refer to incitement to aggression. Self-promotion and self-punishment are patterns of open aggression governed by rewards and punishments that a person sets for himself. [1] It should be noted that this theory leaves much more room for the prevention and control of human aggression. There are two reasons for this: 1. According to the theory, aggression is an acquired model of social behavior. Therefore, it can be weakened by procedures (elimination of conditions). 2. Social learning presupposes the manifestation of aggression by people only in certain social conditions. Currently, social learning theory is most effective in predicting aggressive behavior, especially if there is

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information about the aggressor and the situation of social development.

Thus, from the above theories explaining the nature of aggression, the following conclusions can be drawn: 1. The manifestation of aggression explains biological and social factors; 2. Aggressiveness can be not only cruel, but also a normal reaction of the individual in the course of the struggle for survival; 3. Aggressive actions can be weakened or directed to a socially acceptable framework with the help of a positive strengthening of non-aggressive behavior, a person's orientation towards a positive model of behavior, changing conditions conducive to the manifestation of aggression.

Theories of aggressive behavior consider aggression from different angles, as well as the mechanisms of its formation. Some of them associate aggression with instinctive mechanisms (Z. Freud, K. Lorenz), in others aggressive behavior is viewed as a reaction to frustration (J. Dollard, L. Berkovitz), thirdly, aggression is viewed as a result of social learning (A Bandura), as we said above. There are many variations of these approaches.

The greatest experimental evidence has come from the theory of frustration of aggression and the theory of social learning. However, there is still debate about the biological causation of aggression. In addition to destructive, aggression also performs a function that helps to adapt, that is, it is benign (as defined by E. Fromm). It helps maintain life and is a response to threats to life's needs. K. Lorenz considers aggression to be an important element of evolutionary development.

He observed animals and then concluded that aggression, as a personality trait, does not harm society directly and as representatives of its own species, but, on the contrary, leads to the acquisition of such personal qualities as leadership, perseverance, purposefulness, which in turn leads to both personality development. and society as a whole. But the oversimplification of this theory has given rise to the mistaken idea of conflict as a necessary law of life. Such reasoning becomes a self-fulfilling prophecy and may ignore the survival value of a species of non-aggressive and unrecorded behavior.

A person is psychologically cultivated only to the extent that he is able to control the spontaneous principle in himself. If the control mechanisms are weakened, then a person is inclined to show malignant aggression (E. Fromm), such as cruelty, they do not lead to development, but are a way to protect themselves and their society. But the criterion for distinguishing between benign and malignant aggression to this day remains fragile due to the difficulty of determining which interests are objectively related to the vital and which are not. The sphere of human vital needs is much wider than that of animals, and includes not only physical, but also mental conditions.

Unfortunately, modern science does not provide an indisputable list of vital human needs. The need for freedom, love, respect, preservation of one's value system - all this refers to the vital interests of the individual. Without objectification of the sphere of human vital interests, it is impossible to distinguish between benign and malignant aggression. Factors affecting the formation of aggressive forms of human behavior, What is aggression? What is the reason for these forms of aggression? Can I change it? What are the factors that increase or decrease its level? These are a few of the questions that science faces.

It is extremely difficult to define aggression, because in general use this term is used in a variety of ways. To improve the understanding of aggression, you need to go through the terminological swamp and separate the usual understanding of aggression, which indicates a person's persistence, an understanding associated with destructive behavior. In other words, it is necessary to distinguish between behavior that is harmful to others and harmless behavior. The definition of aggression cannot be based only on the results of actions; it must take into account the intentions of the person committing this act. Based on this, many psychologists tend to evaluate aggression as behavior aimed at causing harm or pain to another person (animal). E. Fromm defines aggression more broadly - as causing damage not only to a person or an animal, but also to any intact object. Damage to a person can be caused by causing harm to any inanimate object on which the physical or psychological well-being of a person depends. Recently, psychologists have emphasized the non-synonymity of the concepts of "aggression" and "aggressiveness". Aggression is a personality trait expressed in readiness for aggression, as well as in a tendency to perceive and interpret the behavior of another as hostile. In this regard, we can talk about potentially aggressive perception and potentially aggressive interpretation as characteristics of world perception and worldview that are stable for some people. Some prerequisites for the emergence and development of aggression are concentrated in the characteristics of personality and character traits, as well as in attitudes. A person is inclined to "copy" successful models of behavior, which are subsequently fixed in rather stable personality traits, so people who are prone to violence can rarely be altered using widely used means: strengthening measures, increasing the sentence, etc. Aggression for them is it is a means to an end, and therefore perfectly acceptable. She is deeply rooted in her personal structure, and the behavior is extremely comfortable, so they are unlikely to readily give up punching. The key to solving this problem can be psychotherapy aimed at increasing the level of self-confidence, the formation of a more mature outlook on life and relationships with other people. Why does modern man so often resort to aggression as a way to solve

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life's difficulties? As mentioned above, a person learns aggression, that is, we can talk about the process of socialization of aggression as a result of mastering the skills of aggressive behavior and the development of aggressive personal readiness. In favor of this concept lies in the fact that the child, as a rule, does not consciously choose aggression, but gives preference, without having the skills to constructively solve his problems. Aggression is seen as social behavior, including skills and requiring training. To commit an aggressive action, a person must know a lot: for example, what words and actions cause suffering, what methods will be painful, etc. This knowledge is not given at birth, people must learn to behave aggressively. Aggression brings real rewards. For example, children who successfully oppress other children through play can always demand from them whatever they want — toys and privileges. Basse believes that aggression is generously rewarded by adults. The best way to reinforce aggressive behavior is through direct reward. Reinforcing praise, material rewards, possessions, higher status, or simply being more acceptable to other people are extremely effective. The assimilation of aggressive responses in one's experience is important, but observation through observation is even more influential. There is no need to rehearse examples of aggressive behavior in the living - their symbolic images in films, TV shows and literature are enough to form an educational observer effect. A person who has witnessed violence reveals new facets of aggressive behavior that were previously absent in his behavior. By observing the aggressive actions of other people, a person can reconsider the limitations of their behavior: others can, so I can. Constant observation of violent scenes leads to a loss of emotional sensitivity to the aggression and pain of others. As a result, he is so used to violence that he ceases to consider it an unacceptable form of behavior. The main source of living examples of aggressive behavior for most children is the family. The attraction of a person to aggressive actions has been tried to be explained in different ways. One of the first has the point of view that animals and humans have an innate "instinct for aggression." Freud pointed to the instinctive basis of the human desire for destruction, considering it futile attempts to stop this process. Human aggressiveness has its own evolutionary and physiological roots. Among the physiological factors of aggression include sex hormones. According to the theory of frustration, aggression is not an automatic attraction in the intestines of the body, but a consequence of a disorder, i.e. Obstacles arising on the path of the subject's purposeful actions, or not the onset of the state to which he was striving. This theory states that, firstly, aggression is always a consequence of frustration, and secondly, frustration always leads to aggression. Another view of the origin of aggressive behavior is presented in the theory of social learning

by L. Berkovits. In order for aggressive behavior to arise and spread to a certain object, it is necessary that there are two conditions [2]: the first is that the obstacle that has arisen on the path of purposeful activity caused a person's reaction to anger, and the second, that the reason for the obstacle was perceived another person. Aggressive actions are viewed not only as a result of frustration, but also as a consequence of learning, imitation of other people. Aggressive behavior in this concept is interpreted as a result of the following cognitive and other processes: 1. The subject's assessment of the consequences of his aggressive behavior as positive. 2. The presence of frustration. 3. The presence of emotional overexcitation such as affect or stress, accompanied by internal tension, from which the person wants to get rid of. 4. The presence of a suitable object of aggressive behavior, capable of relieving tension and eliminating frustration. Speaking about the causes of aggression, one should take into account that aggression is heterogeneous in nature. There are different types and types of aggression. First, there is a distinction between reactive and spontaneous aggression. A number of important differences were noted by S. Feshbach, differentiating from each other expressive, hostile and instrumental aggression. Expressive aggression is an involuntary outburst of anger and rage that is unfocused and quickly ceasing, and the source of the disturbance is not necessarily attacked. Most important is the distinction between hostile and instrumental aggression. The purpose of the first is mainly to harm another, while the second is aimed at achieving a neutral goal, and aggression is used only as a means (for example, in the case of blackmail, education by punishment, shooting hostage - by taking a bandit). Feshbach's instrumental aggression is divided into individually and socially motivated, one can also talk about selfish and disinterested, antisocial and prosocial. Among the forms of aggressive reactions found in various sources, it is necessary to highlight the following: [3]

Physical aggression (attack) - the use of physical force against another person. - Indirect aggression - actions, both in a roundabout way directed at another person (gossip, malicious jokes), and explosions of rage that are not directed at anyone (shouting, stamping feet, beating fists on the table, slamming doors, etc.). - Verbal aggression is the expression of negative feelings both through form (shouting, screeching, quarrel) and through the content of verbal responses (threats, curses, swearing). - Tendency to irritation - readiness to manifest at the slightest excitement of irascibility, harshness, rudeness. - Negativism is an oppositional demeanor, usually directed against authority or leadership. It can grow from passive resistance to active struggle against established laws and customs. Of the forms of hostile reactions, the following are noted: - Resentment - envy and hatred towards others, caused by a feeling of

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bitterness, anger at the whole world for real or imaginary suffering. - Suspicion - distrust and caution in relation to people, based on the belief that others intend to harm. Aggression is also distinguished according to the mechanism of occurrence and action, and the mechanism and principle of action largely depend on a person's perception and assessment of the situation, in particular, intentions attributed to another person, retaliation for aggressive behavior, the ability to achieve a set goal as a result of the use of aggressive actions, an assessment of such actions by other people and self-esteem. [4] Let us consider them in more detail, since it is these factors that determine aggressive behavior in humans. The first factor is intention: when a person sees that the other is going to attack him or prevent him, then the decisive factor is, first of all, the circumstance, whether aggressive intentions and plans hostile to himself are attributed to this other. To start an aggression, it is often enough just knowing that the other has hostile intentions, even if the subject has not yet been attacked. At the same time, if the enemy asks in advance to excuse him for an aggressive action, then very often anger does not arise at all and there is no response aggression. This effect is based on different attribution of motivation, i.e. on the attribution of hostile or harmless intentions by the subject to another. Once the subject decides that the other intends to harm him, and anger arises, then changing this attribution after that can only be done with great difficulty. If the subject comes to the conclusion that the incident was unintentional or that there was a mistake, then anger, desire for revenge and the desire for retaliatory aggression can quickly disappear. The second factor is the expectation of achieving the goal of aggression and retribution for aggressive behavior: [5] While the subject has opportunities to commit direct aggression, the implementation of which is not difficult, the expectation of the likelihood of harm to the victim and thereby achieving the goal of aggressive action play an insignificant role. This expectation acquires significant significance only in the case when the subject's response aggression cannot reach the initiator of the aggression directly, for example, there is no opportunity to meet with him. Then indirect aggression may follow, such as damaging the property of the aggressor or his reputation. The likelihood that such indirect aggressive actions will in fact hit the aggressor is very different and is, as an expectation of the consequences of the result of the action, one of the decisive determinants. For example, if the only thing that a person can do is to complain about the aggressor to the boss, and the behavior of the latter does not allow hoping for his interest in the content of the complaint and in taking action by him, then part of the aggressive tendency that has arisen will remain unfulfilled and will persist for the future. If direct aggression is possible, then a different kind of expectation acquires decisive importance, namely the

likelihood of responding to the subject's aggression with aggression, i.e. that as a result of his aggressive act, the subject will again turn into a victim. In the effectiveness of the expectation of retribution, the decisive factor is whether the subject was attacked or not. If the subject has become a victim of aggression, then he implements the principle of retaliation, even when the likelihood of retaliatory retaliation is high. The third factor is the key stimuli that favor aggression: the peculiarities of the context affect the assessment of the situation, indicating to the subject what meaning should be attributed to it. One example is the so-called weapon effect. If there is a weapon in the laboratory room, then the subject's aggressiveness will increase. Key stimuli have a motivating effect only when they correspond to the current motivational state. The fourth factor is the satisfaction brought by the result achieved in the course of aggression: for a person subjected to aggression and thinking about retribution, the perception of a boxer's fight after a defeat experienced by one of them was accompanied by a substitute experience that reflected, excited and multiplied hopes for revenge, which led to increased motivation. The most direct satisfaction to the subject is brought about by any reactions of the victim that express her suffering, primarily reactions that testify to the pain she is experiencing. If hostile aggression is based on the principle of retaliation, then contemplation of pain of a predetermined force will bring maximum satisfaction. Such contemplation reduces aggressive motivation down to zero and at the same time reinforces aggressive behavior in similar situations. Inflicting minor pain will not fully satisfy the subject and will retain a residual aggressive tendency. The fifth factor is self-esteem: the processes of self-esteem are a decisive determinant of the aggressiveness of the subject, the level of self-esteem regulates internally binding normative standards that can both prevent and favor the accomplishment of aggression. If, as a result of an unjust (in the opinion of the subject) attack, insult or deliberately created obstacle, his self-esteem (its normative level) is hurt and diminished, then the aggression will be aimed at restoring his dignity through the implementation of retaliation. [6] In addition, it is impossible not to mention the scientific psychologists of the behavioral approach. Adaptive behavior involves human interaction with other people, coordination of interests, requirements and expectations of its participants. Psychologists B. Bass and R. Darcy have developed a test that assesses the level of aggressive behavior of a person. A. Basse, who took a number of the provisions of his predecessors, divided the concepts of aggression and hostility and defined the latter as "... a reaction that develops negative feelings and negative assessments of people and events." Having created their own questionnaire, differentiating the manifestations of aggression and hostility, A. Bass and A. Darcy identified the

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following types of reactions: 1. Physical aggression - the use of physical force against another person. 2. Indirect aggression, a circular movement directed at another person or directed to no one. 3. Irritation - the willingness to show negative feelings at the slightest excitement (short character, rudeness). 4. Negativism is an oppositional demeanor from passive resistance to an active struggle against established customs and laws. 5. Insult - envy and hatred of others for actual and imaginary actions. 6. Suspicion is in the range of distrust and caution in how people feel about the belief that other people are planning and doing harm. 7. Verbal aggression is the expression of negative feelings both through form (shouting, screeching) and through the content of verbal responses (curses, threats). 8. Feelings of guilt - expresses the subject's possible belief that he is a bad person, that evil acts, as well as the remorse he feels. In conclusion, it must be said that aggressive behavior can be understood in two ways: it is both a form of behavior aimed at causing harm to another person, and a form of behavior aimed at overcoming obstacles without intending to harm. This division can be based on several different criteria: "harm - benefit", "harm - necessity", "violence - absence of violence", etc. Judging by a number of data [7] and in the first approximation, it can be assumed, however, that the proper psychological criterion for this differentiation can be "possession of the Other - self-affirmation." Another criterion of differentiation of aggressive behavior, proposed by us, intersects with another one - "destructiveness - constructiveness". According to May, destructive aggression consists of the intention to hurt or hurt another person, to deprive him of his power, or simply to increase his power. [8]. Constructive aggression is associated with breaking through barriers, establishing relationships, confrontation with another without the desire to hurt him, but with the desire to penetrate his

consciousness. The first is described in terms of social maladjustment and unproductiveness and is aimed at suppressing or destroying the environment. When describing the second, the terms social adaptation and productivity are used; it is aimed at overcoming maladjustment through the reorganization of their own and others' expectations [9]. The most clearly destructive aggression is manifested in the conditions of antisocial behavior, the commission of crimes associated with the use of violence [10]. However, such aggression can also take place within the framework of pro-social behavior. Constructive aggression is associated primarily with prosocial, but unlikely with antisocial behavior. To others - self-assertion "and" destructiveness - constructiveness "intersect, but they partially overlap each other. Thus, possession of the Other and destructiveness can be observed in antisocial behavior associated with violence. However, the desire to possess (as the desire to penetrate the consciousness of another person) can also occur in prosocial behavior and be constructive (say, an aggressive manner of negotiating). Self-affirmation and constructiveness are seen in prosocial behavior. Although self-affirmation can also serve as a motive for antisocial behavior associated with violence (say, violence committed on the basis of jealousy). Constructive aggression can be viewed as a kind of instrumental aggression, but not all instrumental aggression is constructive.

The degree of her constructiveness is determined by prosocial or antisocial behavior. Unlike constructive, destructive aggression is a kind of hostile aggression. Both the one and the other can take place both in antisocial and prosocial behavior, that is, they can coincide in the functions performed. Apparently, the two criteria for differentiating aggressive behavior, which were discussed, are more additional than identical.

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