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ПЕДАГОГИЧЕСКИЙ ОПЫТ ПРОФИЛАКТИКИ АГРЕССИВНОГО ПОВЕДЕНИЯ МЛАДШЕКЛАСНИКОВ ПОСРЕДСТВОМ ФИЗИЧЕСКОГО ВОСПИТАНИЯ

О.Ю. Латышев*, П.А. Латышева*, М. Луизетто**

**Международная Маршинская академия имени М.Д. Шаповаленко,
г. Москва, Российская Федерация*

***Международная Маршинская академия имени М.Д. Шаповаленко,
г. Пьяченца, Италия*

e-mail: papa888@list.ru

Аннотация. Вовлекая обучающихся младших классов средней школы в занятия спортивных секций, педагоги позволяют им сублимировать свои агрессивные проявления вербального и физического характера, перенаправив накопившуюся у них избыточную энергию на конструктивные, полезные проявления, способствующие их поступательному и разностороннему гармоничному развитию.

Ключевые слова: физическая культура, спорт, секция, здоровье, учащиеся, школа, спортивная школа.

Relevance of the work. The problem of aggressive behavior among children is increasingly attracting the attention of teachers, parents and psychologists. Previously, this problem mainly concerned teenagers, but today, in the era of the “media revolution”, “cell phones” and “digital television”, excessive aggressiveness, manifestations of cruelty and violence have become increasingly common among younger schoolchildren.

It seems possible, if not completely, to remove the issue of childhood aggression from the agenda, which will significantly reduce the possibility of aggression through the involvement of primary school children in intensive, feasible physical education and sports.

The degree of development of the research topic. Many works have been written on this topic (Kyshtymova I.M., Smirnova E.O., Sokolova M.V., etc.), and we believe that they can also be used as a means of educating and correcting the social behavior of children.

The object of the study is to reduce the aggressiveness of younger schoolchildren through their involvement in physical education and sports.

The subject of the study is the influence of physical education and sports on the development of aggressiveness in younger schoolchildren.

The purpose of the study is to study the features of the influence of physical education and sports on the development of aggressiveness in younger schoolchildren.

To achieve this goal, it is necessary to solve a number of interrelated problems:

1. Define the essence of the concepts “aggression”, “aggressiveness” in pedagogical literature.

2. To study the features of the influence of physical education and sports on the development of aggressiveness in younger schoolchildren.

3. Conduct experimental work to identify the characteristics of the influence of physical education and sports on the development of aggressiveness in younger schoolchildren.

Material and methods. Analysis and synthesis of scientific and methodological literature on the research problem, method of expert assessments, observation method. The methodological basis for the study was the scientific works of famous domestic and foreign researchers.

When writing the work, we used textbooks, articles and scientific research, the authors of which examine the issues of our chosen topic.

The theoretical significance of this work lies in the fact that it collects and systematizes theoretical materials for advisory and educational work among parents and teachers.

The practical significance of this work lies in the possibility of using the results of the study to work on the prevention of aggression in younger schoolchildren through physical education and sports by school teachers, teachers of preschool educational institutions and additional education institutions, and parents.

Results and its discussion. There are many theoretical justifications for the nature of aggression and the factors of its occurrence, which can be combined into four main categories:

- innate impulses and inclinations;
- needs activated by external stimuli;
- cognitive and emotional processes;
- current social conditions in combination with previous learning [1].

A. Bass offers his own categorization of aggressiveness, introducing a consistent division into verbal and physical aggression, which indicates the use in each case of an organ system: on the one hand, the means of speech, and on the other, voluntary muscles (muscles of the hand) [2].

Another criterion for dividing aggressive behavior can be the division into direct and indirect aggression made by A. Bass. Direct aggression is directly directed against the victim; with indirect aggression, the victim is not present, and against her, for example, slander or aggression is spread, directed not against the victim herself, but against substitute objects, representatives of her circle. Thus, according to A. Bass, aggressive actions can be characterized using three scales: physical-verbal, active-passive, and direct-indirect (indirect).

It should be noted that A. Bass's idea of differentiating aggressiveness and hostility is promising. Hostility is expressed by feelings of indignation, resentment and suspicion. Moreover, a hostile personality is not necessarily aggressive, and vice versa [3].

The central idea of the frustration theory of aggression is the effect of catharsis - a concept that comes from the psychoanalytic tradition. Catharsis refers to the process of releasing excitement or pent-up energy, resulting in a decrease in stress levels. That is, with the physical or emotional expression of hostile tendencies, temporary relief occurs, and ultimately psychological balance is achieved. On the other hand, research data do not provide an unambiguous assessment of the effectiveness of catharsis: it has been found that in some cases aggressive behavior reduces further aggression, and in some cases, on the contrary, it increases it.

Along with the concept of drives, the frustration theory has also undergone criticism, the subject of which was the strict mutual predetermination of the "frustration-aggression" scheme. It has been noted that people may experience frustration without

necessarily acting aggressively, and vice versa. Subsequently, adherents of the frustration theory of aggression changed their position to some extent.

A representative of a modified form of the frustration theory of aggression, L. Berkowitz identified a new variable that characterizes possible experiences that arise in the process of frustration - anger as an emotional reaction to an external obstacle or irritant. At the same time, L. Berkowitz admits that aggression does not always represent the dominant reaction to frustration and, under certain conditions, can be suppressed [4].

In the conceptual scheme "frustration-aggression" L. Berkowitz made the following significant amendments:

a) frustration is not always realized in aggression, but it stimulates readiness for its manifestation;

b) aggression, even in a state of readiness, does not occur without the necessary conditions;

c) getting out of a situation of frustration with the help of aggressive behavior reinforces a person's habit of resolving the problem in such a way [5].

In the psychological literature, the following forms of aggression are distinguished:

1. Physical form of aggression (physical force is used against another person, which can find expression in fights, in the form of a destructive attitude towards things).

2. Verbal (verbal) form of aggression (negative feelings are expressed through quarrels, screaming, screeching, through the content of verbal threats, curses, swearing). Behind such aggressive behavior is often hidden an unsatisfied need to feel strong by retaliating for an insult.

3. Indirect form of aggression (aggressive behavior directed in a roundabout way at another person in the form of malicious gossip, jokes, or not directed at anyone in particular (displays of rage, screaming, punching the table) [5].

The manifestation of aggressiveness is considered in the literature in line with the problem of deviant behavior in children. Deviant behavior is behavior that violates accepted norms and rules in society. Deviant behavior is characterized by a complex nature; it is based on numerous factors that interact with each other [3].

The factors that trigger deviant behavior of an individual are:

1. Biological factors (we are talking about unfavorable physiological or anatomical characteristics of the child's body (impaired mental development, hearing, vision, speech defects, nervous system disorders).

2. Psychological factors (we are talking about psychopathologies or accentuations of character, which are expressed in the form of neuropsychic diseases, psychopathy, neurasthenia, borderline states that determine the child's inadequate reaction).

3. Socio-psychological factors (family education based on the fact that the age and individual characteristics of children and adolescents are ignored by adults, which disrupts the socialization process). For example, in dysfunctional, problem families, there is a style of intra-family relationships that leads to the formation of deviations in the child (parents ignore the child's condition and needs, abuse, punish, emotionally distance themselves from contact with the child). Thus, disharmonious upbringing and inconsistency of parental demands (mother and father make different demands, which can cause anxiety in the child and, as a result, aggression and protest) can be considered as provoking factors for deviant behavior in children and adolescents.

Also, as provoking factors, it should be noted the conflictual nature of interaction between family members (more often happens in a situation of divorce, which is a crisis for the whole family and, above all, for the child, because he loses support). The conflictual nature of interaction is also observed in asocial families, where parents abuse alcohol and show physical and psychological violence against the child - these cases are

especially dangerous, because children often run away from such families, end up on the street, and get involved with companies that are characterized by deviant behavior [2].

Conclusion. Thus, we can conclude that preventing aggression in younger schoolchildren through physical education and sports has a significant impact on the level of their aggressiveness.

In children prone to aggressive behavior, as a result of physical education and sports, the following common traits are significantly reduced:

- emotional rudeness;
- embitterment;
- inadequately high or, which happens much more often, low self-esteem;
- anxiety level decreases.

At the same time, children with a high level of aggressiveness are often in no way inferior to their peers in the intellectual and social sphere, and aggressive behavior for them is a means of raising their status and demonstrating their independence and superiority. In preschool age, aggression is often taken out on inanimate objects, such as toys and furniture, or on pets.

At primary school age, children very rarely take out their anger on inanimate objects, and the objects for taking out their anger are living beings - both animals and people.

Let us summarize by saying that the aggressive behavior of children of primary school age is a kind of SOS signal, a cry for help, for attention to one's inner world, in which too many destructive emotions have accumulated that the child cannot cope with on his own. Therefore, the task of school teachers, as well as teachers of sports sections and sports schools, is to help primary schoolchildren in sublimating aggressive manifestations during physical education and sports.

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