



Auto-Aggressive Behavior of Adolescents and Socio-Psychological Methods of It's Prevention

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Abstract: This article analyzes the concept of auto-aggressive behavior in adolescents, its contributing factors, and socio-psychological methods of prevention. Auto-aggression encompasses behaviors such as self-harm, low self-esteem, depressive states, and even suicidal tendencies. The development of such behavior can be triggered by factors including family environment, peer relationships, school-related stressors, psychological pressure, and social isolation. The article examines the psychological, social, and biological causes of auto-aggression. It also discusses effective socio-psychological approaches to mitigate this problem, including psychological counseling, stress management techniques, the establishment of social support systems, and preventive measures. Based on the research findings, recommendations aimed at addressing auto-aggressive behavior in adolescents are provided.

Keywords: Autoaggression, Adolescence, Destructive Behavior, Self-Harm, Socio-Psychological Factors, Stress And Depression, Influence Of Family Environment, Peer Group Influence, Psychological Prevention, Emotional Stability

Introduction

Adolescence is one of the most complex and distinctive stages of human life, during which personal identification, emotional stability, and social adaptation play a crucial role. During this period, adolescents often face external and internal pressures: conflicts within the family environment, status among peers, academic stress, and uncertainty about the future can significantly impact their mental state. These factors can lead to the emergence of auto-aggressive behavior in some adolescents, manifesting as destructive actions such as self-harm, self-punishment, or self-deprecation. Auto-aggression often arises as a result of insufficient external support, social isolation, and emotional difficulties.

This article analyzes the main socio-psychological factors in the formation of auto-aggressive behavior in adolescents. Effective socio-psychological strategies for preventing and reducing this problem, including the development of psychological counseling, stress management methods, and social support systems, will also be discussed. Based on the

research results, recommendations aimed at forming a healthy psychological environment in adolescents are given.

Materials

Self-aggressive behavior is a set of destructive actions aimed at causing harm to oneself, which can manifest in physical, psychological, and social forms. This phenomenon is more frequently observed during adolescence, as this stage is characterized by active processes of self-awareness, independence, and social identification of the individual. Adolescence is a sensitive and unstable period for a person, during which the desire to harm oneself may arise under the influence of various external and internal factors.

The main types of auto-aggressive behavior are:

1. Physical autoaggression - self-harm (cutting, scratching, hitting, self-punishment).
2. Psychological autoaggression - a critical and negative attitude towards oneself, self-deprecation, a sense of guilt.
3. Social autoaggression - restriction of social contacts with others, isolation, conscious selection of an environment that harms oneself.
4. Suicidal inclination - an inner need for suicide, suicidal thoughts and attempts.

The emergence of auto-aggressive behavior can be caused by various socio-psychological and individual factors. These factors are grouped as follows:

- Family factors: Weak socio-emotional connection with parents, domestic violence, physical and psychological punishments, family separations and unstable environment, lack of affection and attention.
- Personal and psychological factors: depression and stress, low self-esteem and lack of self-confidence, internal conflicts and emotional instability, problems in the identity formation process during adolescence.
- Social factors: peer pressure and social isolation, cyberbullying and online threats, pressure and failures in the school environment, low level of social support.

Methodology

Methods of preventing self-destructive behavior. Socio-psychological approaches play a crucial role in combating self-destructive behavior. Effective methods are analyzed below:

Family psychological support

providing psychological training and counseling to parents, creating a warm and supportive environment in the family, understanding the child's emotional needs, and maintaining open communication with them. Prevention at school and community levels:

- a) Developing psychological services
- b) Conducting stress management training for students

- c) Fostering positive social relationships among peers
- d) Implementing preventive measures against cyberbullying and psychological pressure

Personal development and psychotherapeutic approaches:

- a. Developing healthy self-perception through cognitive-behavioral therapy (CBT)
- b. Trainings aimed at enhancing emotional intelligence and stress resilience
- c. Developing social skills and strengthening self-confidence among young people

Analysis of the literature

Sigmund Freud's psychoanalytic theory explains autoaggression as a result of internal conflicts of personality. According to Freud, there is a constant conflict in a person between "Id" and "Ego," and if a person cannot direct their anger or hatred towards the external environment, it can turn into internal aggression - that is, autoaggression. Also, according to Freud, self-harmful actions develop as a result of a motherless complex, psychological repression, or childhood trauma. Freud's theory connects autoaggression with internal psychological processes and explains its roots to childhood experiences. In modern psychology today, this theory is partially applied, but it is not enough to associate autoaggression only with internal conflicts. Modern research shows the importance of both social and biological factors.

Albert Bandura - Theory of Social Learning

Albert Bandura's theory of social learning explains that autoaggression is formed as a result of modeling and social imitation. According to it, people observe behavioral patterns in the environment and follow them. Adolescents can often learn auto-aggressive behavior through parents, peers, or the media. For example, cyberbullying or a negative psychological environment can increase adolescents' inclination to self-harm. Bandura's theory explains the external impact factors of autoaggression and shows the importance of improving the social environment, psychological support, and managing media influence to prevent it. This approach is widely used in modern psychology and is confirmed by real-life examples.

Erik Erikson - Theory of psychosocial development

Ericsson's theory of psychosocial development emphasizes the emergence of a personality identification crisis during adolescence. In his opinion, adolescents at this age search for an answer to the question "Who am I?" If in this process a teenager feels unvalued or under-understood in society, then internal conflicts arise, which can lead to auto-aggressive behavior. Ericsson's theory plays an important role in understanding the mental state of adolescents. Based on this approach, special programs can be developed for the social support of adolescents, the formation of their personal identity, and the reduction of stress.

Result

Aaron T. Beck - Cognitive Theory

According to Aaron Beck's cognitive theory, self-destructive behavior is linked to an individual's distorted self-perception and negative thought processes. Due to depression or lack of self-confidence, a teenager may feel worthless and unwanted by others, potentially leading to self-harming actions. Beck's cognitive therapy is currently regarded as one of the most effective approaches for treating and preventing self-destructive behavior. Through this therapy, adolescents are taught to replace their negative thoughts with constructive ones and build their self-confidence. This therapy is widely applied in modern psychology and is considered a highly effective method for treating depression and self-destructive behavior.

Viktor Frankl - Existential psychology and the theory of searching for meaning

Viktor Frankl's logotherapy theory considers the search for meaning in life as a fundamental need. If a person finds no meaning in their life, they experience a spiritual void (existential vacuum), and this condition can lead to self-aggression. Frankl's theory links self-aggression to the lack of meaning in life and emphasizes that a person needs motivation and goals to overcome it. Based on this approach, psychologists can help adolescents avoid self-aggression by assisting them in finding the meaning of life and engaging them in creative or social activities.

Discussions

Auto-aggressive behavior in adolescents and its prevention

The formation of auto-aggressive behavior in adolescents and its prevention is considered one of the most crucial issues in psychology today. Adolescence is a complex stage of personality development, during which processes such as identity formation, emotional stability, and finding one's place in society become acute. It is during this period that many adolescents face difficulties in understanding and managing their emotions. Such situations can manifest as auto-aggression, that is, self-harm, self-punishment, or falling into a depressive mood. In this process, biological, psychological, and social factors interact and exert influence together.

According to the psychoanalytic approach, autoaggression arises as a way out of internal conflicts and negative energy accumulated under pressure. Adolescents have a sensitive mental state, and when they encounter problems with self-expression, the likelihood of directing such emotions towards themselves increases. In the theory of social learning, autoaggression is formed under the influence of external factors, that is, the family environment, social networks, and mass media. Adolescents often observe patterns

in their environment, draw conclusions from them, and try to find similar solutions to their problems. If situations related to violence and self-harm are perceived as normal in society, adolescents may be prone to such actions.

The cognitive approach links autoaggression to a person's worldview and self-perception. Negative thinking and a lack of self-worth, along with a state of internal dissatisfaction, intensify aggression towards oneself. Additionally, from the perspective of logotherapy, the absence of meaning and purpose in life can lead a teenager to depression, causing them to consider their life useless. In this case, it is important to help the adolescent find the meaning of their life and provide them with support.

A comprehensive approach is required to prevent autoaggression. One of the most effective methods in this regard is psychological therapy. For example, through cognitive-behavioral therapy, adolescents are taught to correctly understand and manage their emotions, and to solve problems in healthy ways. Furthermore, strengthening family relationships is also of great importance. Parents and educators can make a significant contribution to preventing auto-aggression by understanding adolescents and supporting their emotional state.

It is also crucial to protect adolescents from negative social influences and create a healthy environment for them. By engaging them in sports, arts, and various creative activities, it is possible to channel the internal negative energy of adolescents in a constructive direction. Simultaneously, attention should be paid to the pressure and imitative behaviors on social networks. Teenagers often observe their peers' experiences on the internet and in the media, and tend to replicate them. Therefore, it is vital to develop preventive measures in this regard and instill positive values in the minds of young people.

Generally speaking, auto-aggressive behavior is the product of complex factors, and a comprehensive approach is required for its understanding and prevention. During adolescence, providing emotional and social support to an individual, ensuring healthy interactions with their environment, and assisting in the process of self-awareness and self-acceptance contribute to their future psychological stability. For this reason, psychologists, educators, and parents need to gain a deep understanding of the causes of auto-aggressive behavior and methods for its prevention, in order to guide the younger generation in the right direction.

Conclusion

The theories analyzed above shed light on various aspects of self-aggression. Freud points to internal psychological conflicts, Bandura to the process of social learning, Erikson to the problems of adolescent identity formation, and Beck to negative thought processes as the main causes. Frankl, on the other hand, links self-aggression to a lack of meaning in life. Based on these theories, psychological training, cognitive therapy, social support, and family-oriented approaches can be developed to reduce self-aggressive behavior in adolescents. Drawing from the above information, a systematic approach is

necessary to prevent the development of self-aggressive behavior in adolescents. This issue can be addressed through family support, improvement of the school environment, psychological services, and individual therapy. Since adolescence is a sensitive stage, specialists, parents, and society must work together in this process.

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