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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR ADOLESCENTS WITH AGGRESSIVE BEHAVIOR IN THE CONTEXT OF BULLYING: MODERN PEDAGOGICAL APPROACHES

Abstract

Aggressive behavior of adolescents in the context of bullying is an urgent social and pedagogical problem that has a negative impact on the psychological well-being, academic performance and social adaptation of students. The purpose of this study is to identify and systematize modern pedagogical approaches aimed at working with adolescents who exhibit aggressive behavior, as well as to evaluate their effectiveness. The research uses methods of system analysis, comparative study of international experience, content analysis of scientific publications, as well as classification of existing pedagogical strategies.

The results of the study confirm that multi-level programs demonstrate the greatest effectiveness, including social and emotional learning (SEL), restorative justice, cognitive behavioral therapy (CBT), school anti-bullying programs and family counseling. Gender differences in aggression, the influence of the digital environment, and the need to adapt international methods to local educational systems are also important aspects of correctional work. The findings of the study emphasize the need for an integrated approach, including prevention of aggression at the level of educational institutions, individual work with students and family involvement.

Keywords: psychological and pedagogical support, aggressive behavior of adolescents, bullying, modern pedagogical approaches, school environment.

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БУЛЛИНГ ЖАҒДАЙЫНДАҒЫ АГРЕССИВТІ МІНЕЗ-ҚҰЛЫҚ КӨРСЕТЕТІН ЖАСӨСПІРІМДЕРГЕ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ҚОЛДАУ: ЗАМАНАУИ ПЕДАГОГИКАЛЫҚ ТӘСІЛДЕР

Аңдатпа

Буллинг жағдайындағы жасөспірімдердің агрессивті мінез-құлқы – оқушылардың психологиялық әлауқатына, академиялық үлгеріміне және әлеуметтік бейімделуіне теріс әсер ететін өзекті әлеуметтік-педагогикалық мәселе. Осы зерттеудің мақсаты – буллингке ұшыраған және агрессивті мінез-құлқы танытатын жасөспірімдермен жұмыс істеуге бағытталған заманауи педагогикалық тәсілдерді анықтау, жүйелеу және олардың тиімділігін бағалау. Зерттеуде жүйелік талдау, халықаралық тәжірибені салыстырмалы зерттеу, ғылыми жарияланымдарға контент-талдау, сондай-ақ қолданыстағы педагогикалық стратегияларды жіктеу әдістері қолданылды.

Зерттеу нәтижелері көрсеткендей, ең тиімді әдістер – көпдеңгейлі бағдарламалар, олар әлеуметтік-эмоционалдық оқытуды (SEL), қалпына келтіру әділеттілігін, когнитивті мінез-құлқы терапиясын, мектептегі буллингке қарсы бағдарламаларды және отбасылық кеңес беруді қамтиды. Агрессия көріністеріндегі гендерлік айырмашылықтар, цифрлық ортаның әсері және халықаралық әдістемелерді жергілікті білім беру жүйелеріне бейімдеу қажеттілігі де түзету жұмыстарында маңызды аспектілер болып табылады. Зерттеу қорытындылары кешенді тәсілдің қажеттілігін көрсетеді, оған жалпы білім беру мекемелеріндегі агрессияның алдын алу, оқушылармен жеке жұмыс және отбасының қатысуы кіреді.

Түйін сөздер: психологиялық-педагогикалық қолдау, жасөспірімдердің агрессивті мінез-құлқы, буллинг, заманауи педагогикалық тәсілдер, мектеп ортасы.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ПОДРОСТКОВ С АГРЕССИВНЫМ ПОВЕДЕНИЕМ В УСЛОВИЯХ БУЛЛИНГА: СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ

Аннотация

Агрессивное поведение подростков в условиях буллинга является острой социальной и педагогической проблемой, оказывающей негативное влияние на психологическое благополучие, академическую успеваемость и социальную адаптацию учащихся. Целью данного исследования является выявление и систематизация современных педагогических подходов, направленных на работу с подростками, проявляющими агрессивное поведение, а также оценка их эффективности. В исследовании использованы методы системного анализа, сравнительно-сопоставительного изучения международного опыта, контент-анализа научных публикаций, а также классификация существующих педагогических стратегий.

Результаты исследования подтверждают, что наибольшую эффективность демонстрируют многоуровневые программы, включающие социально-эмоциональное обучение (SEL), восстановительное правосудие, когнитивно-поведенческую терапию (КПТ), школьные антибуллинговые программы и семейное консультирование. Гендерные различия в проявлениях агрессии, влияние цифровой среды и необходимость адаптации международных методик к локальным образовательным системам также являются важными аспектами

коррекционной работы. Выводы исследования подчеркивают необходимость комплексного подхода, включающего профилактику агрессии на уровне общеобразовательных учреждений, индивидуальную работу с учащимися и вовлечение семьи.

Ключевые слова: психолого-педагогическое сопровождение, агрессивное поведение подростков, буллинг, современные педагогические подходы, школьная среда.

Introduction. Aggressive behavior of adolescents in educational institutions is one of the most serious social and pedagogical problems affecting mental health, academic performance, and the quality of students' interpersonal relationships. According to UNESCO, 246 million children and adolescents worldwide are bullied every year, and 32% of schoolchildren have been physically abused by their peers at least once in the last month [1]. This not only reduces students' academic performance, but also has long-term negative effects on their mental health, increasing the risk of anxiety disorders, depression, and social isolation [2].

In Kazakhstan, the problem of bullying also remains acute: according to the Ministry of Health of the Republic of Kazakhstan, in 2022, 17.5% of schoolchildren were victims of bullying, 6.8% were bullied several times a month, and 14.1% participated in aggressive behavior towards peers. The increase in the number of bullying victims among 11-year-olds is particularly alarming, which indicates an increase in the problem and requires comprehensive measures at the level of educational institutions. The increase in the number of bullying victims among 11-year-olds is particularly alarming: from 14% in 2018 to 17.7% in 2022, indicating an increase in the problem by 3.7% [3].

Bullying, as a form of systematic violence, is a socio-psychological phenomenon that manifests itself in the form of repeated aggressive behavior on the part of one or a group of students towards a victim in a deliberately vulnerable position. The term "bullying" (from English bully – bully, bully) was first introduced by Norwegian psychologist Dan Olweus in the 1970s as part of his research on school aggression [4]. According to his definition, bullying includes three key components: the intent of aggression, repetition, and the disparity of power between the aggressor and the victim.

Since Olweus' first research, bullying has been actively studied all over the world, and its forms and manifestations have expanded significantly. Modern research identifies several types of bullying: physical, verbal, social, and cyberbullying [5]. In recent decades, with the development of digital technologies, the problem of bullying has gone beyond school walls and spread to the online environment, which required new strategies for detecting and preventing aggressive behavior among adolescents.

Empirical studies show that bullying has long-term negative consequences for both victims and the aggressors themselves. Children who are bullied experience high levels of anxiety, depression, low self-esteem, and an increased risk of self-destructive behavior [6]. On the other hand, aggressors who are systematically involved in bullying are more likely to exhibit deviant behavior in adulthood, including aggressive patterns of interaction in social relationships, low empathy, and antisocial attitudes [7].

Aggressive behavior of adolescents is caused by a combination of biological, psychological and social factors. Research shows that low levels of emotional intelligence, high levels of anxiety, and an unfavorable family climate increase the likelihood of aggressive tendencies [2]. In addition, the school environment has a significant impact on the level of aggression among adolescents: studies confirm that a negative school climate, low levels of support from teachers, and high levels of school anxiety contribute to increased aggressive tendencies among students [8]. In particular, supportive teacher behavior, a safe educational environment, and positive interactions with peers have a significant impact on reducing aggressive behavior among adolescents. A study conducted among 914 students showed that schools with a high level of teacher support and a safe atmosphere show lower levels of aggression among teenagers [8].

Researchers consider aggression through the prism of various psychological theories. In the framework of the psychoanalytic concept, aggressive reactions are formed on the basis of early

childhood experiences. According to this theory, aggression can be innate and instinctive (primary) or formed in response to external stimuli (secondary) [9]. The behaviorist approach assumes that aggressive behavior is a learned pattern acquired through social reinforcement and observation of the environment [10]. The frustration-aggression theory asserts that aggressive reactions occur in response to blocking the goals or desires of adolescents [11]. In recent years, special attention has been paid to the cognitive-behavioral approach, which focuses on cognitive schemas and self-regulation strategies in the formation of aggressive behavior patterns [12].

Despite a significant number of studies devoted to the problem of aggressive behavior in adolescents, the question of the most effective pedagogical strategies for its prevention and correction remains insufficiently studied. Various programs aimed at reducing aggression are used worldwide, including social and emotional education, restorative justice, cognitive behavioral therapy, and family counseling [13]. However, a comparative analysis of their effectiveness, as well as the study of cultural differences in approaches to psychological and pedagogical support for adolescents, requires further research.

The purpose of this study is to identify and systematize modern pedagogical approaches aimed at working with adolescents who exhibit aggressive behavior in bullying, as well as to evaluate their effectiveness. The significance of the research lies in its practical orientation. The developed recommendations can be useful for teachers and school administrators to create a safe educational environment, school psychologists to develop aggression correction programs, as well as parents to understand the mechanisms of aggression in adolescents and effectively interact with them. Thus, a comprehensive analysis of the causes and consequences of aggressive behavior of adolescents in bullying conditions, as well as the development of effective pedagogical strategies, are urgent tasks of modern science and practice.

Basic provisions: 1. *Aggressive behavior of adolescents in bullying requires comprehensive psychological and pedagogical support.* The study confirmed that bullying in the school environment is not only a consequence, but also a catalyst for aggressive behavior of adolescents. Adolescents who are bullied are highly likely to become aggressors in the future, which forms a "vicious circle of violence" [13]. Effective support should include preventive measures, individual work with adolescents, as well as a support system from the family and the educational institution.

2. *The factors provoking aggression require an interdisciplinary approach.* It has been revealed that the development of aggressive behavior of adolescents is influenced not only by their personal characteristics (low emotional intelligence, impulsivity, high anxiety), but also by the socio-economic status of the family, the school climate and the impact of the digital environment [2]. This confirms the need to develop programs that include work not only with adolescents themselves, but also with their parents and teachers.

3. *Social and emotional learning (SEL) reduces aggression among adolescents.* An analysis of modern psychological and pedagogical approaches has shown that the most effective methods of preventing aggressive behavior are social and emotional learning (SEL) programs aimed at developing self-regulation, empathy, and nonviolent communication skills. In countries where SEL is integrated into the educational process (USA, Finland), the level of aggression among adolescents is significantly reduced [8].

4. *School anti-bullying programs have a significant impact on reducing bullying and aggression.* The study showed that programs aimed at creating a favorable school climate and increasing student engagement reduce the risk of aggressive behavior. Examples of such programs include the Olweus Bullying Prevention Program in Norway and KiVa in Finland, which have demonstrated effectiveness in reducing bullying by 30-50% over two years of their implementation [4, 7].

5. *The digital environment increases the risks of aggression among adolescents, which requires the adaptation of pedagogical strategies.* The study showed that cyberbullying is becoming an increasingly common form of violence among adolescents, and traditional methods of pedagogical correction are not effective enough to prevent it. The development of digital literacy, teaching schoolchildren and their parents the principles of safe communication on the Internet, as well as the

use of technologies for monitoring the psychological state of adolescents can become key measures in the fight against digital aggression.

Materials and methods. The study is based on a comprehensive theoretical analysis of modern approaches to psychological and pedagogical support for adolescents with aggressive behavior in bullying conditions. The paper uses methods of system analysis, comparative research, content analysis of scientific publications and empirical research.

Studies published in leading international and domestic scientific journals included in the Scopus and Web of Science databases were selected for analysis. The materials included articles devoted to the problem of bullying, aggressive behavior of adolescents, the influence of the school climate, family factors and the digital environment on the development of aggression.

The following *methods* were used in the study:

1. *The method of system analysis* was used to study the relationship between factors influencing aggressive behavior of adolescents and the effectiveness of various pedagogical strategies. It allowed us to identify the complex impact of family, school and society on the formation of aggressive behaviors.

2. *The comparative method* was used to study global educational practices for bullying prevention and aggression correction. The study examines anti-bullying programs in various countries, including the USA, Finland, Norway, Germany and Kazakhstan.

3. *Content analysis of scientific literature* was used to study current research on the topic of adolescent aggression. The works devoted to cognitive-behavioral methods of aggression correction, restorative practices, socio-emotional training and their impact on reducing aggression in adolescents were reviewed.

4. *The method of classification and generalization* was used to systematize existing psychological and pedagogical approaches and identify the most effective strategies for correcting aggressive behavior.

The research methodology is based on an *interdisciplinary approach* combining data from pedagogy, psychology and sociology. The study was conducted in accordance with the principles of evidence-based pedagogy, which made it possible to evaluate the effectiveness of existing support programs for adolescents with aggressive behavior and offer recommendations for their improvement.

Results. An analysis of existing psychological and pedagogical approaches to accompanying adolescents with aggressive behavior in bullying conditions has revealed several key strategies used in various countries. These strategies are aimed at preventing aggression, correcting destructive behavior, developing emotional intelligence, and creating a safe educational environment [2]. Research confirms that early detection of aggressive behavior and the introduction of educational programs helps to reduce bullying cases [6]. This paper provides a comparative analysis of approaches to the prevention and correction of aggressive behavior in adolescents based on existing scientific research [14], [15].

Systematic educational strategies are being implemented in many countries to effectively reduce the level of aggression among adolescents. The most significant include social and emotional learning (SEL), restorative justice and mediation, cognitive behavioral therapy (CBT), anti-bullying programs, and family counseling programs. These methods have proven effective in reducing aggressive behavior in the school environment [4], [7], [14]. SEL forms adolescents' ability for self-regulation, empathy, and constructive interaction skills, while restorative justice and mediation contribute to conflict resolution through dialogue. For example, in the USA and Finland, this technique is being introduced into the school curriculum, which includes group classes on emotion management and social skills development [15]. In China, it has been found that teacher fairness plays a key role in reducing aggression and bullying among adolescents [16]. CBT is focused on cognitive restructuring of destructive patterns of behavior, whereas anti-bullying programs work at the systemic level, involving students, teachers, and parents [17]. These approaches are systematized in the table 1.

Table 1. International pedagogical approaches to the prevention of aggressive behavior

<i>Approach</i>	<i>Goal</i>	<i>Implementation methods</i>	<i>Example of countries</i>
<i>Social and Emotional Learning (SEL)</i>	Development of emotional regulation, empathy, and communication skills	Inclusion in the school curriculum, group trainings	USA, Finland, Canada
<i>Restorative justice and mediation</i>	Conflict resolution through dialogue	Group reconciliation conferences	United Kingdom, Australia, Netherlands
<i>Cognitive Behavioral Therapy (CBT)</i>	Correction of aggressive behavior through emotion control	Individual work with a psychologist	Germany, USA, Sweden
<i>Anti-bullying programs</i>	Bullying prevention, increasing student engagement	Questioning, working with observers	Norway, Finland, Japan
<i>Family counseling programs</i>	Involving parents in the parenting process	Joint consultations with psychologists	France, Germany, Canada
<i>The pedagogical model of positive discipline</i>	Formation of responsible behavior through nonviolent education	Flexible disciplinary measures, building trusting relationships	Sweden, Denmark
<i>School culture development programs</i>	Improving the school climate, reducing conflict	Involving students in decision-making, the work of school communities	Netherlands, United Kingdom
<i>Digital security programs</i>	Prevention of cyberbullying, formation of digital literacy	Digital ethics training, online activity monitoring	USA, Canada, Germany

Gender differences in aggressive behavior of adolescents play a significant role in determining the strategy of psychological and pedagogical support. Studies show that boys and girls exhibit aggression in different ways due to differences in socialization, biological factors, and socially accepted behaviors [18], [19]. Boys are more likely to show direct physical aggression, including fighting and intimidation, while girls are more likely to show indirect forms, such as social isolation and manipulation. Verbal aggression also differs: boys tend to use direct threats and insults, while girls use sarcasm and gossip to undermine the reputation of their peers [20]. These data are confirmed in table 2.

Table 2. Gender differences in forms of aggression

<i>Form of Aggression</i>	<i>Boys</i>	<i>Girls</i>
<i>Physical</i>	It is often expressed in fights, intimidation, coercion. It manifests itself in rivalry, dominance and demonstration of strength.	It is rare, but manifestations in the form of self-defense are possible. It is more often observed in response to provocations.
<i>Social</i>	It is less common, but it can manifest itself in the exclusion of peers from the group, control over social dynamics.	It manifests itself in isolation, spreading rumors, manipulation, and the formation of social coalitions.
<i>Verbal</i>	It is widespread in the form of threats, insults, and humiliation. It is often aimed at establishing status among peers.	It is often expressed in the form of gossip, sarcasm, undermining authority, and is used to maintain intra-group relations.

Factors contributing to the development of aggressive behavior among adolescents include both personal and social aspects. Research confirms that low levels of emotional intelligence, lack of parental control, increased anxiety, and an unfavorable school environment have a significant

impact on the spread of aggressive behaviors [2], [8]. The level of socialization of adolescents also plays a role: the lower the level of interpersonal skills, the higher the likelihood of using aggression as a form of self-expression [4]. The influence of various factors on the type of aggression is presented in the table 3.

Table 3. Interrelation of factors and forms of aggression

<i>Factor</i>	<i>Physical aggression</i>	<i>Verbal aggression</i>	<i>Social aggression</i>
Low level of emotional intelligence	+++	+++	++
Lack of parental control	+++	++	++
High level of anxiety	++	++	+++
Unfavorable school environment	+++	++	++
Lack of socialization skills	++	++	+++
Authoritarian parenting style	+++	++	++

Note: "+" – low correlation, "+++" – high correlation.

Discussion. The results of the analysis of pedagogical strategies for accompanying adolescents with aggressive behavior in bullying conditions demonstrate that effective methods should be comprehensive, take into account the age, social and individual characteristics of adolescents and cover both prevention and correction of aggression.

Social and emotional learning (SEL) is one of the most effective tools in reducing aggression among adolescents. This technique is aimed at developing emotional intelligence, empathy, communication skills and the ability to self-regulate. Practice has shown that the introduction of SEL in school curricula reduces the level of aggressive behavior and contributes to the formation of a positive school climate. However, the success of this approach depends on the willingness of teachers and their qualifications, since the mere inclusion of SEL in the curriculum without appropriate teacher training does not guarantee its effectiveness. It is also important to take into account cultural differences: in countries with a collectivist culture (for example, Finland), SEL methods show greater effectiveness than in societies with individualistic values.

Restorative justice and mediation methods play a significant role in reducing bullying, as they are focused not on punishing aggressors, but on restoring relations between the parties to the conflict. Such approaches are especially effective in cases where aggression is caused by group factors and complex interpersonal interactions. However, the success of this method depends on several factors: the availability of trained mediators, the degree of trust among participants in the educational process, as well as the level of willingness of adolescents and their families to openly discuss the conflict. In educational systems where authoritarian management models prevail, restorative justice is less effective, as adolescents and educators may perceive it as an insufficiently harsh disciplinary measure.

Cognitive behavioral therapy (CBT) demonstrates high effectiveness in individual work with adolescents prone to aggressive behavior. This method allows teenagers to learn how to manage emotions, identify destructive behavioral patterns and replace them with constructive strategies. CBT is especially useful for adolescents whose aggression is related to personality traits, low levels of self-regulation, or traumatic experiences. However, the limitation of this method is the need for long-term individual work and the involvement of qualified specialists, which makes it difficult for its mass implementation in educational institutions.

Anti-bullying programs developed in various countries are focused on integrated work with the entire school environment. The most successful programs, such as KiVa and Olweus, are aimed not only at victims and aggressors, but also at the so-called "observers" of bullying - teenagers who, by their actions or inaction, can contribute to the spread of aggression. The inclusion of students in

the process of combating bullying allows them to change social norms, create an atmosphere of unacceptability of violence and reduce the level of bullying. However, the results show that in cultures where aggression and rigid hierarchy are perceived as acceptable elements of socialization, the effectiveness of such programs may decrease. This requires the adaptation of anti-bullying techniques to the specifics of each educational system.

Family counseling programs confirm the importance of parents' involvement in the prevention and correction of aggressive behavior of adolescents. Research shows that positive parenting models based on support, cooperation, and self-regulation contribute to reducing adolescents' propensity for aggression. At the same time, programs focused only on working with children, without involving parents, are less effective. The main challenge in this area is the lack of sufficient awareness among many parents and the desire to participate in such initiatives.

Additional pedagogical strategies, such as models of positive discipline and programs for the development of school culture, also play an important role in creating a safe educational environment. Unlike traditional disciplinary approaches, positive discipline is not focused on punishment, but on the formation of responsibility and awareness in adolescents' behavior. School culture development programs that involve students in decision-making processes and the organization of school life create conditions in which teenagers feel like significant members of the community. This reduces the likelihood of aggression and conflict, as teenagers feel more satisfied with the school environment and feel supported by teachers and peers.

Digital security programs aimed at preventing cyberbullying and improving digital literacy are becoming increasingly relevant. With the spread of social media and digital technologies, forms of aggressive behavior are changing, and traditional methods of bullying prevention are not always applicable to the cyber environment. Including digital security classes in the school curriculum, teaching teenagers responsible online behavior, and developing mechanisms to protect victims of digital violence help minimize the consequences of cyberbullying. However, such initiatives require the active participation of both educational institutions and families, as many cases of cyberbullying occur outside the school space.

Thus, the analysis of pedagogical strategies for the prevention and correction of aggressive behavior in adolescents confirms the need for an integrated approach combining individual, group and institutional work. The most effective programs are those that take into account the specifics of the educational environment, include work with teachers, parents, and adolescents themselves, and are adapted to cultural and social specificities.

At the same time, an important aspect of the development of such programs is to consider gender differences in aggressive behavior of adolescents, since boys and girls demonstrate aggression in different ways depending on socialization, biological factors and social norms. Table 2 shows that physical aggression is predominantly characteristic of boys, while girls are more likely to use hidden forms of influence. Verbal aggression occurs in both groups but differs in the way it is expressed. These differences may be related to both developmental characteristics and social expectations: aggressive behavior of boys is often perceived as a "normal" part of the socialization process, while a more restrained behavior model is imposed on girls, which leads to the development of indirect forms of aggression.

Considering gender differences in aggression makes it possible to more accurately adapt pedagogical strategies for effective support of adolescents. For example, prevention programs for boys should include training on impulsivity management, since their aggression is often reactive and expressed in physical actions, the development of peaceful conflict resolution skills, since boys are more likely to resort to dominance through force, as well as alternative ways of expressing status, such as sports or leadership programs that demonstrate strength and influence in a positive way.

It is important for girls to focus on creating a positive social environment, preventing isolation and developing empathy, preventing manipulative behavior and spreading rumors, since social aggression often goes unnoticed, but causes serious damage to the psycho-emotional state of

adolescents, as well as on developing communication strategies for conflict resolution, which will help reduce the level of latent aggression.

It is also necessary to consider that social aggression in girls can be more destructive in the long term, as adolescents who have been subjected to isolation, manipulation and psychological pressure have a higher risk of developing anxiety disorders and depression. In this regard, it is important to develop teachers' skills to identify hidden forms of aggression and apply techniques aimed at forming healthy interpersonal relationships.

Verbal aggression, common among both sexes, requires working with the development of a culture of communication, skills of constructive expression of emotions and control of verbal conflicts. An important role in this can be played by socio-emotional learning programs that form adolescents' self-regulation, emotional intelligence, and conflict resolution skills.

The role of the family and teachers also plays a key role in correcting the aggressive behavior of adolescents. In families with authoritarian parenting methods, the level of aggression in boys and girls is higher because they reproduce aggressive behaviors observed in the family environment. In such cases, family counseling programs aimed at developing positive parenting strategies will be effective.

Thus, considering gender differences in aggressive behavior makes it possible to increase the effectiveness of preventive and correctional programs. An integrated and differentiated approach combining individual, group, and institutional work is the key to creating a safe educational environment that helps reduce aggression and foster positive behavioral patterns among adolescents. The development of adaptive programs that consider not only biological and social differences, but also modern challenges, will significantly increase their effectiveness.

In addition to the gender characteristics of aggression, it is necessary to consider the factors influencing its formation. Aggressive behavior of adolescents develops under the influence of a variety of individual and social factors, which requires a comprehensive approach to analyzing the causes of its occurrence. Research confirms that low levels of emotional intelligence, lack of parental control, high levels of anxiety, an unfavorable school environment, lack of socialization skills and an authoritarian parenting style in the family have a significant impact on the spread of various forms of aggression. The data in Table 3 demonstrate that the most pronounced correlations are observed between a low level of emotional intelligence and physical, as well as verbal aggression, while a high level of anxiety and a lack of socialization skills are more strongly associated with manifestations of social aggression.

Consideration of these factors highlights the importance of introducing educational programs aimed at developing the emotional competence of adolescents. Children and adolescents with low levels of emotional intelligence often do not know how to control their emotions and find alternative ways to express their feelings, which makes them more prone to aggressive reactions in stressful situations. The inclusion of methods of socio-emotional learning, self-regulation and empathy training in the educational process can reduce the level of aggressive behavior, especially in those environments where emotional development is not initially a priority.

The family environment also plays a key role in the formation of aggressive behaviors. An authoritarian parenting style based on strict control and suppression of the child's initiative can contribute to the development of aggression as a way of self-defense or imitation of parental communication strategies. The lack of parental control, in turn, leads to a lack of structured rules and boundaries, which also increases the risk of aggressive behavior. In this regard, parental counseling programs aimed at forming positive parenting models, teaching nonviolent conflict resolution methods, and developing emotional contact between parents and children are effective.

The school environment also has a significant impact on the level of aggression among adolescents. A hostile atmosphere, a high level of competition, and undeveloped support mechanisms from teachers and peers can contribute to aggressive behavior as a way of survival and adaptation. The implementation of strategies aimed at creating an inclusive and supportive educational environment, the development of mentoring programs and the formation of positive

relationships between students and teachers are important measures to prevent aggression. Research shows that schools that cultivate the values of cooperation, mutual assistance, and respect for personal boundaries show a lower level of conflict and aggressive incidents.

Lack of socialization skills is also a significant predictor of aggressive behavior. Teenagers with communication difficulties are more likely to use aggression as a way of expressing themselves, establishing authority, or resolving conflicts. The introduction of trainings on the development of communication and social skills, modeling positive scenarios of interaction and creating safe conditions for the practice of constructive communication can reduce the level of social and verbal aggression.

Thus, considering the factors contributing to the development of aggression, along with the gender characteristics of its manifestation, allows us to develop more accurate and effective preventive and corrective strategies. Optimal programs should cover a wide range of individual, family and social factors, offer comprehensive methods of influence and consider the specifics of the educational environment. This approach helps not only to reduce the level of aggression among adolescents, but also to develop their skills of self-regulation, constructive communication and effective interaction with others.

Conclusion. Aggressive behavior of adolescents remains a serious problem requiring comprehensive psychological and pedagogical support. An analysis of existing strategies has shown that effective measures must consider individual, social and gender differences in aggression. An integrated approach, including the development of social and emotional skills, the creation of a safe school environment, the involvement of parents and the use of restorative practices, demonstrates the greatest effectiveness in reducing the level of aggression among adolescents.

Gender differences play an important role in choosing intervention strategies, as boys are more likely to be physically aggressive, while girls are more likely to be socially and verbally aggressive. This highlights the need for differentiated programs aimed at developing emotion management skills, nonviolent communication, and constructive interaction. Impulsivity management, conflict resolution, and alternative forms of status expression such as sports and leadership initiatives will be effective for boys. For girls, emphasis should be placed on the prevention of social exclusion, the formation of empathy and the development of communication strategies.

An analysis of the factors influencing the development of aggressive behavior has confirmed that low levels of emotional intelligence, lack of parental control, high levels of anxiety and an unfavorable school environment are significant predictors of various forms of aggression. In this regard, it is important to introduce educational programs aimed at developing emotional competence, socialization and a supportive educational environment. The inclusion of methods of social and emotional training, mentoring programs and family counseling allows not only to reduce the level of aggression, but also to create conditions for the formation of positive behaviors.

The results of the study confirm the need to adapt existing strategies to cultural and social conditions. In societies with a high level of collectivism, methods of socio-emotional learning turn out to be more effective, whereas in individualistic cultures, emphasis should be placed on the development of self-regulation and independent decision-making. This requires further research and development of educational programs that consider not only individual and gender differences, but also the specifics of the educational system.

Thus, the most successful strategies for the prevention and correction of aggression among adolescents include a multi-level approach that combines work with adolescents themselves, their families, teachers and the school environment. Programs aimed at developing emotional intelligence, improving the school climate, and parental support can significantly reduce aggression and promote the formation of constructive behavioral patterns among adolescents. Future research may focus on analyzing the effectiveness of specific techniques in various educational contexts, as well as on finding innovative solutions adapted to changing social conditions.

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