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Sociopsychological Determinants of Social Adaptation of Aggressive Adolescents in the Era of Globalization

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Abstract: This article examines changes observed in adolescents' consciousness during the era of globalization, particularly the causes of emerging aggressive behavior in teenagers and the socio-psychological factors affecting their adaptation to society. Family environment, school community, virtual space, and peer groups are analyzed as key determinants influencing the formation of adolescent personality.

Keywords: globalization, aggression, social adaptation, psychological determinants, emotional stability, adolescence, family environment, peer influence, virtual space, socialization.

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Introduction. It is well known that although modern interactive technologies open many opportunities for people, they sometimes cause specific changes in interpersonal behavior. New environments, new relationships, opportunities for collaborative work, intellectual capabilities, and environmental influences are forming distinctive behavioral patterns among individuals. However, although aggressive behavior is characteristic of the animal world, humanity is not exempt from such actions either. The process of globalization is radically transforming not only economic and political life but also the psychological state and nature of young people. The rapid expansion of the Internet, the limitless flow of cultural information, new social norms, and intensified competition directly affect adolescents' consciousness. One of the negative consequences of these changes is the increase in aggressiveness and the resulting difficulties in adolescents' adaptation to society.

The development of science and technology has led to changes in culture, art, literature, and socio-economic conditions, as well as the expansion of mass media. This has raised the level of awareness among adolescents, making them sufficiently informed about world events and the laws of nature and society. These factors indicate significant changes in the development of adolescent personality. Working with adolescents requires a special approach to ideological-political education and patriotism, as well as attention to openness, social justice, and democracy issues that are deeply penetrating social life. The acceleration of their physical and intellectual maturation and the creation of broad opportunities for independent learning, creative thinking, self-management, comprehension, evaluation, and self-control play an important role in the formation of adolescent personality.

Indeed, today many adolescents complain about numerous failures in their academic activities, dissatisfaction with the treatment they receive from adults, and, as a result, operate in a state of severe nervousness. All these factors demonstrate the growing need for research focused specifically on adolescents.

The multiplicity of factors in the social environment is of great importance for adolescents, shaping their vital needs, authority, status-role relationships, positions, dispositions, and behavior. However, the current social situation of adolescent development differs significantly from the characteristics that defined the maturation of previous generations of educators. This, in turn, has led to changes in adolescents' self-esteem and the psychological content of their self-conception.

Socialization is the process and activity through which an individual assimilates social experience, manifested in communication and activity. The socialization process occurs spontaneously as a result of various changes in society and purposeful education. Different psychological schools have analyzed socialization in various ways:

(1) neo-behaviorists view it as social learning;

(2) interactionists see it as the result of mutual influences;

(3) humanistic psychologists describe it as the manifestation of the "self" concept.

Socialization is a multifaceted process, and representatives of the above psychological schools emphasize only one aspect of it. Currently, global psychologists are attempting to study the problem of socialization from the perspective of the dispositional concept of managing social behavior. This concept includes a hierarchy of dispositions that analyze the system of managing social behavior depending on the level of ability to engage in interpersonal relations. Additionally, the individual's position in society can bring about certain changes in their behavior and upbringing. Moral knowledge varies in direction and level and constitutes one level of self-awareness and self-esteem. Self-awareness, besides self-knowledge, includes attitude toward oneself, and self-esteem is a critical view of one's own strengths and abilities.

The presence of internal motivational conflicts in adolescents, changes in the structure of their social roles and needs, plays an important role in determining contemporary adolescent activity. The problem of interpreting the "self" image is directly related to self-determination. Accordingly, the methodological foundations of the psychological approach to the problem of self-determination were laid by S.L. Rubinstein. Modern adolescents have certain physical, mental, and political advantages over their predecessors. Sexual maturation, socialization processes, and psychological growth appear earlier. Therefore, in our context, boys and girls aged 10–11 to 14–15 years are considered adolescents. Thus, studying the emotional sphere of adolescents is important not only in the educational process but also in optimizing interpersonal relationships within the family.

Adolescents begin to manifest ideals, dreams, goals, and plans for their realization. Interest in specific professions emerges. Dreams and desires are strikingly diverse.

Adolescents' emotional states directly affect family relationships. V.G. Kamenskaya links these states to moral qualities in the individual. According to her research, they are divided into four groups:

adolescents whose actions correspond to consciously accepted positive norms and whose words match their deeds;

adolescents whose moral concepts correspond to their actions;

adolescents whose behavior differs from their knowledge of moral norms and who do not act in accordance with that knowledge;

adolescents who do not understand the connection between the moral requirements they know and their daily behavior.

The development of self-awareness in adolescents begins with understanding personal behavior and ends with knowledge of moral virtues, character, intellectual capabilities, and abilities.

The activity of classmates and family members plays an important role in the development of self-awareness in adolescents. Their behavior, social relationships appropriate to their strength, inclination, and age, and the desire to find their place in a certain environment create a solid foundation for the improvement of self-awareness. When self-awareness in adolescents reaches a new level, they choose specific moral examples. Students compare their behavior with that of their role models and realize their positive or negative traits. As a result, another important quality related to self-education emerges. In self-education, adolescents take examples from book characters and movie protagonists, sometimes imitating them, mobilizing all their willpower and character traits, striving to acquire various qualities and overcoming obstacles and difficulties along the way.

According to V. Quin, the most important psychological characteristic in adolescence is the emergence of the feeling of adulthood. The sense of adulthood finds expression in moral, intellectual, interest-related, relational, recreational, and external behavioral aspects. Adolescents begin to realize the increase in their strength, endurance, and knowledge level. All these factors develop the sense of adulthood. They develop a desire to be free from irritating leadership, unnecessary patronage, excessive control, and tiresome care. This process, in turn, creates unpleasant experiences in relationships and communication with adults. Changing relationships between adults and adolescents in the classroom and family can eliminate the “barrier of misunderstanding” .

Studies of adolescent characteristics by G.V. Grashev and V.N. Grigoreva emphasize that boys and girls at this age clearly show a desire for relationships with peers and interest in the life of the peer community.

S.I. Golod, who studied friendship and companionship feelings among adolescents, divided their mutual relationships into three forms: camaraderie, companionship, and friendship. He psychologically described each higher feeling, explained their development, and noted that the rate and stability of formation of high human feelings differ somewhat between boys and girls.

According to P.M. Granovskaya and K.F. Dmitriev, true companionship and genuine friendship are courageous companionship and demanding friendship. Such companionship and friendship require practical help and honest, sincere, open criticism of a friend’s mistakes.

An adolescent’s desire to actively participate in the life of the class community is of great importance. Mutual help, solidarity, empathy, obedience, and the development of personal and social interests are fostered in class collectives.

In studies conducted by the Viennese psychologist Z. Freud and his students, adolescence is evaluated as an unconscious striving to establish one’s own position, considered the most important basis, manifesting as an innate inclination.

It is obvious to everyone that the psychological portrait, state, and capabilities of an adolescent are not dependent on a single pure biological factor.

V. Jurbin sharply criticized the biogenetic theory of adolescence, proposing the idea that adolescence is a socio-moral category. However, he incorrectly considers adolescence outside biological and psychological categories. According to B. Kreikhin, three main socio-moral principles exist in adolescence: emancipation (liberation from adult influence) and achieving independence, serious attitude toward choosing a life path and profession, and assimilation of

necessary socio-moral norms [86]. In his opinion, if a child does not pay attention to the above problems, regardless of the length of the adolescent period, they remain childish. V. Jurbin, in his theory, does not take into account biological factors or the psychological characteristics of growth in adolescence; on the contrary, he completely denies them.

According to R. Lazarus, adolescents cannot be regarded merely as a product of real social living conditions and personal activity because the denial of biological and psychological laws of development is impossible. Moreover, there is no fixed characteristic or feature of the adolescent period. Specific typological differences among adolescents can be explained by the characteristics of educational and upbringing conditions influenced by social factors.

At the same time, the characteristics of adolescents' physical growth, sexual maturation, climatic, and national-ethnographic factors should also be taken into account. Adolescence is the period of reaching maturity, sharply distinguished from other stages of maturity by its unique characteristics. Biological changes occurring in adolescents create a turning point in their psychic world.

At this time, emotions become clearly visible. Frequent states of nervousness and fatigue occur. Intense emotional experiences are observed in adolescents, and inconsistency and unnaturalness appear in behavior. As a result of sexual maturation, interest in the opposite sex increases, and experiences such as dreams, desires, tender feelings, longing, and suffering emerge.According to psychologists, adolescents learn only 17% of the secrets of sexual maturation from parents, 9% from teachers, 4% from school doctors, and the rest of the hidden aspects and conditions from the street, friends, and peers.

Theoretical analyses consider certain shortcomings in aggressive adolescents' entry into social relations. In particular, J. Rotter described the adaptation of individuals with aggressive behavior to society through the following concepts:

Behavioral potential: every person acquires a certain set of actions and behaviors throughout life.

A person's behavior is influenced by their structure and subjective probabilities i.e., the belief that certain behavior in certain situations will be followed by certain reinforcement.

Reinforcement (partner influences) and values that are significant to the person affect behavior.

A person's personality type and locus of control affect their behavior.

Furthermore, according to J. Rotter, behavioral potential includes five main blocks of "technically existing" reactions:

Behavior reactions aimed at achieving success and serving social recognition.

Adaptive behavior reactions related to compliance with social norms and the demands of others.

Protective behavior reactions used under the influence of the current situation.

Behavior reactions expressing "escape from the field of tension," avoidance, and rest-oriented escape techniques.

Aggressive behavior reactions manifestation of physical aggression in response to criticism, sarcasm, ridicule, or actions contrary to the interests of others.

We can also see the psychological foundations of the processes of aggressive adolescents' adaptation to society in social cognitive theory.

Social cognitive theory, or social learning theory, was developed by A. Bandura. It is an effective development of classical learning theory. According to social learning theory, only elementary reflexes and the limits of human capabilities are innate. Any human behavior is socially conditioned and stands behind very complex skills that require special learning. Therefore, for

example, to form aggressive behavior, a number of conditions must be met: methods of mastering the action must exist, and conditions reinforcing the action must be present. In other words, individuals learn aggressive behavior because a person with aggressive behavior must know that they are causing pain to someone, how, and under what conditions to do it. Hereditary and psychological mechanisms play a role but are not primary.

According to social-cognitive theory, a person's reaction to a stimulus is based on cognitive processes.A. Bandura identified five main cognitive abilities that describe human aggressive states:

Symbolization (creating images and symbols that go beyond sensory experience);

Foreseeing the future (in many situations, people set goals by anticipating the results of their behavior rather than simply reacting to the environment);

Learning through models (people learn more by observing others than through direct participation);

Self-regulation (the existence of internal standards for directing and evaluating one's own behavior);

Self-reflection (evaluation of one's own experience and thought processes).

Another factor affecting adolescents' inability to adapt to social processes is coping behavior. As mentioned above, an individual's aggressive behavior may be related to individual characteristics such as stress resistance. Currently, within the framework of the cognitive-behavioral approach, human behavior in extreme or stressful situations is being actively studied, and thus coping behavior is being investigated. Coping is an instrumental adaptation process that follows a stressful situation. The term was first used in 1962 by L. Murphy in research on methods of overcoming difficulties associated with age-related crises in children.

Conclusion. In the current era when globalization processes are intensifying, the issue of aggressive behavior in adolescents is regarded not only as a pedagogical and psychological problem but also as a broad social issue. The research revealed that increased aggressiveness is a factor that slows down the process of social adaptation in adolescents and is directly related to the information pressure of globalization, cultural mixing, the influence of communication tools, and the stability of the educational environment in the family and school.

The studied data show that the adaptation of aggressive adolescents to society is a multifactorial process, with the following standing out as the main socio-psychological determinants: the quality of communication within the family, the level of emotional support, the psychological climate in the school community, the influence of the peer group, models formed through social networks, and the lack of control over the information flow.

According to the research, as adolescents' emotional stability, self-regulation skills, and social competencies develop, aggressive tendencies decrease, and the adaptation process becomes easier. Additionally, the mixing of various cultural values into adolescents' consciousness under globalization conditions can intensify identity crises and increase the acceptance of undesirable experiences as positive models. This highlights the need for psychological prevention, the formation of information literacy, and the development of competencies for self-awareness and constructive processing of one's own experience in managing adaptation mechanisms.

In general, ensuring the adaptation of aggressive adolescents to society requires a comprehensive approach: improving family education, increasing the effectiveness of school psychological services, creating a healthy communication environment, forming positive social roles in peer groups, and developing media literacy—all of these are key determinants that help reduce aggressive behavior and enable adolescents to find their place in society.

Therefore, developing a systematic, preventive, and scientifically based approach to the issue of adolescent aggressiveness in the context of globalization, as well as supporting the adaptation process through the cooperation of all social institutions of society, remains an urgent task.

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