

EXPERIMENTAL APPROACH TO STUDYING VIOLENCE IN THE ADOLESCENT

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Abstract *The article reflects the results of an empirical study aimed at establishing a relationship between the anxiety of adolescents and the experience of violence experienced by them. Based on the research results of both foreign and domestic scientists, we conclude that the violence experienced in childhood has the most serious consequences for a person and his personal development. Childhood traumatic experience, violation of physical and emotional boundaries, as a result of violence experienced by the child, throughout the next life will negatively affect a person. Based on the targets of our work, the study of the anxiety of adolescents as a consequence of the violence they experienced, we considered the diagnostic complex we proposed to be structured according to 2 substantive blocks. 1 block of diagnostic methods we focused on the study of the level of anxiety of respondents and included the method of Ch.D. Spielberger in the adaptation of Yu.L. Khanina and the scale of personal anxiety A.M. Parishioners. As an additional method at this stage of the study, we used the method of scientific observation. 2, the diagnostic unit was oriented directly by us to the study of violent forms of behavior that our respondents experienced and included the method of diagnosing the child's perceptions of violence "Unfinished sentences" E.N. Volkova, a profile for the identification of child abuse M.M. The ICAST-C questionnaire is also multiplied. The generalized analysis of the experimental data we obtained not only confirms the direct correlation of anxiety and violence experienced by a teenager, but also actualizes the question of developing a proharma for preventing violence in a teenage environment.*

Keywords *personality, socialization of personality, socio-cultural development, violence.*

I. INTRODUCTION

"The formation of personality" is a broad concept that reflects the various facets of the processes of upbringing, education, and socialization of a person, "N.V. notes in one of his works. Rubtsova [16]. It is

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impossible to disagree with this point of view. At the same time, modern scientists (I.A. Baeva, V.E. Pakhalyan, N.N. Surtaeva, A.G. Shmelev, etc.) are increasingly talking about the risks of the modern educational environment, its focus is not on the effective formation of the personality and the development of its potential, and, on the contrary, the leveling of its capabilities.

As one of such risks, one can absolutely objectively call violent forms of influence on the subject, with which he often meets in society, and which negatively affect the development of a variety of personal characteristics.

Based on the analysis of studies on the problem of violence (works by A. Bandura, J. Kobrin, D.J. Levinson, R.D. Lang, N.E. Miller, F. Nietzsche, L.S. D. Finkelhor, Z. Freud; A.G. Ambrumova, I.A. Baeva, S.A. Belicheva, E.N. Volkova, I.V. Dubrovina, D.I. Eliseeva, I.S. Kona, G.E. Sukhareva, E.A. Scheulova, E.M. Cherepanova, etc.), as well as anxiety, like coping - strategies for behavior (research by V. Astapov, G.G. Arakelov, L.I. Bozhovich, V.V. Belousa, V.F. Berezin, P.G. Velsky, O.V. Doronina, I.V. Dubrovina, A.I. Zakharova, B.I. Kochubei, N.E. Lysenko, A.V. Petrovsky, AM Parishioners, L.S. Slavina, Yu.L. Khanina, etc.), we consider it possible for us to state the fact that we are as vulnerable as possible due to their age specifics (instability of emotional processes and conditions, objectively determined by emotional mobility, behavioral manifestations, etc.) are adolescents [17].

The purpose of this publication is, based on a theoretical understanding of the problem of violence, to conduct an experimental study of the anxiety of adolescents as a consequence of the violence they have experienced.

II. REVIEW OF LITERATURE

"The courage of non-violence is many times greater than the courage of violence," wrote Mahatma Gandhi, an outstanding Indian political and public figure in one of his treatises, [11, p. 8]. At the same time, turning to WHO statistics [11] allows us to state the fact that more than 1.5 million people become victims of violence on Earth every year. Therefore, almost every minute at one point or another on our Planet, a person dies from violent influence. The worst thing is that the victims of violence are not only people who take part in armed conflicts. As we believe, the social catastrophe of our time is domestic and social violence, as a result of which both adults and children die and receive serious injuries and injuries. According to WHO data, 26 thousand children every year become victims of criminal attacks by parents. More than 10 thousand children and adolescents suffer from their peers.

But what is violence? What is the essence of this phenomenon?

Our analysis of foreign works (A. Bandura, J. Kobrin, D.J. Levinson, R.D. Lang, N.E. Miller, F. Nietzsche, L.S. D. Finkelhor, Z. Freud, etc. D.), as well as domestic (A.G. Ambrumova, I.A. Baeva, S.A. Belicheva, E.N. Volkova, I.V. Dubrovina, D.I. G.E. Sukhareva, EA Shcheulova, EM Cherepanova, etc.) scientists, we believe it is possible to state the fact that, first of all, researchers are trying to determine the essence of the term "violence". At the same time, researchers are trying to trace the history of this phenomenon. So, having carried out a detailed study of the history of violent forms of influence and interaction of people, V.V. Denisova [5], V.V. Ostroukhov [14] is inclined to say that violence is a phenomenon typical not only of modern times. It has taken place at all times and eras. Moreover, V.V. Ostroukhov [14], referring to fragments of the

poems of Virgil, concludes that violence in ancient times was in the nature of a tribal rite, its origin leading from Ancient Egypt. the Austrian sociologist L. Gumplovich [4], who, being a supporter of the theory of external violence, wrote: "History does not present us with a single example where the state would not arise through an act of violence" [4, p. 47]. Transferring the laws of animal life to human society and, thereby, biologizing social phenomena, the researcher emphasizes the idea that any society and state always obeys the complex laws of nature with the dominance of the strongest.

Similar thoughts are formulated by our compatriot I.L. Andreev [1], noting that the basis of all the types and forms of violence existing today is objectively biological violence, the essence of which is to ensure the survival of the species and its evolution through natural selection. Social violence, from the point of view of this researcher, is formed already at the stage of the appearance of a rational person, and the essence of social violence is to ensure the interests of a team of primitive people, which involves the integration of human biological and cognitive abilities.

Most scholars speak of violence as forcing a person to something, indicating, thereby, its negative effect on the individual. And one of the first who pays attention to the negative impact of violence on a person was the ancient Greek philosopher of the VI century BC Anaximander, who interprets violence as acts of injustice, "the invasion of one thing in the realm of another thing <...> and the inevitability of "retribution "for this injustice" [5, p. 195].

It uses the term "violence" and Aristotle (IV century BC), relating it to forcing a person to something and claiming that violence, like coercion, is always committed contrary to a person's desire, it impedes his own decisions. "Therefore, it is painful," the thinker concludes [2, p. 298].

Very interesting, in our opinion, ideas about the nature of violence are formulated by supporters of the 17th-century French enlightener J. Zh. Rousseau, noting that "man before the advent of civilization was a kind of "noble savage, "and did not differ in terms of aggressiveness from animals, living in harmony with nature and those around him" [8, p.149]. They also expressed ideas that the cause of conflicts, wars and violence are civilizational changes, in particular, the emergence of private property.

Violence is "the use by an individual or a social group of various forms of coercion (up to armed influence) in order to acquire or maintain political, economic, psychological domination, to gain any rights and privileges" [21, p. 472].

Describes violence as "the deliberate use of physical force or power, actual or in the form of a threat directed against oneself, against another person, group of people or the community, the result of which is "bodily harm, death, psychological trauma, developmental disabilities or various kinds of damage "[11, p. 5] and the World Health Organization.

The most capacious, from our point of view, is the psychological approach to the interpretation of the concept of "violence", presented in the works of D.I. Eliseeva, who notes that "violence is a complex, real or threatened phenomenon, the deliberate use of physical force or power against an individual, social group or society, causing or with a sufficiently high probability leading to pain, injury, death, psychological trauma , developmental disruption or deprivation "[7, p. 51]. A distinctive feature of this interpretation of violence, as we believe, is that the author not only formulates a definition of the very concept of "violence", but also indicates the consequences of violence that have a destructive effect on the person.

Summarizing the above interpretations of the term “violence”, we are inclined to understand it as any (physical, psychological, economic, etc.) impact on the subject that is carried out against his will and “violates the right of citizens to the personal guarantee guaranteed by the Constitution of the Russian Federation” [3, p. 477].

Considering that at present the problem of violence often belongs to the category of sociocultural problems, and violence as a phenomenon is very common, scientists are particularly concerned about child-oriented violence (studies by S.A. Belicheva, A.V. Babushkina, M.I. Buyanova, A.Ya. Varga, E.N. Volkova, N.V. Vostroknutova, E.M. Vrono, S.N. Enikolopova, I.V. Dubrovina, A.E. Nikolaeva, A.A. Rean, V.S. Sobkina, etc.), highlighting bullying as one of the forms of child-centered violence (bully - “bully, brawler, snapper, badass, rapist”) - “p a deliberate systematically repeated aggressive behavior, including the inequality of social power or physical strength ”[13, p. 12]. As the researcher notes, the purpose of bullying is to arouse fear in the target or to subjugate it, which is achieved through intimidation, psychological and physical oppression.

Studying the problem of bullying, scientists come to the conclusion that its manifestations are very diverse. This and

- verbal aggression (for example, offensive nicknames: “fatrest”, “bespectacled man”, “nerd”, etc.);
- insults (may relate to appearance, physical disabilities, learning problems, etc.);
- humiliation, ridicule; intimidation, threats of physical violence; slander;
- extortion (most often they take money, phone, other things);
- damage to clothes, things, school supplies;
- isolation, ignoring, boycott.

Recently, cyberbullying has become widespread in world practice - threatening messages, photographs, and videos of a defamatory nature on social networks, etc., which are very widespread precisely in the teenage environment.

Scientists study the essential characteristics of violence, establishing, as a rule, a close connection between violence and aggression. At the same time, other forms of human response to violence can be distinguished.

One of such forms of response to violence is anxiety, by which psychologists suggest understanding a person's condition, characterized by an increased tendency to experience, fear and anxiety. Appearing under the influence of social factors in childhood, anxiety can develop into a stable personality profile. Moreover, as evidenced by the results of research N.V. Imedadze, V.R. Kislovskoy, E.V. Novikova, A.A. Plotkina, E.G. Eidemiller, V. Yustitskis and many other scientists, as a stable personal education, anxiety, as a rule, is transformed in adolescence under the influence of experienced psychological trauma.

The experienced violence - and can become such a psychological trauma, a trigger for the formation of anxiety, as a personal characteristic.

III. RESEARCH METHODS

Based on our analysis of studies in the field of issues of interest to us, we conclude that adolescents are the most vulnerable in terms of the formation of anxiety as a result of experienced violence, due to their age specificity.

Based on the conclusion we formulated, and also, based on the targets of our study, we designed a monitoring program, which we found it expedient to structure into 2 substantive blocks.

1 block of diagnostic methods we focused on the study of the level of anxiety of respondents. The methods we are implementing at this stage of the research are:

1. The method of Ch.D. Spielberger to identify personal and situational anxiety (adapted to Russian by Yu.L. Khanin) [15].

2. The scale of personal anxiety (AM Parishioners) [6].

3. As an additional, at this stage of the study, we also used the method of scientific observation, focused on the study of the level of anxiety, as a strategy for adolescent behavior. We have identified a list of parameters (specific actions of a teenager), which, in our opinion, will make it possible to evaluate his own, individual way of reacting in a difficult life situation (for example, a teenager constantly twists the handle in his hands, pulls blinds, sits down only on the last desk (away from all), he constantly asks whether he has done this or that task correctly, twists his fingers, etc.).

The second block of methods was oriented by us to the study of violent forms of behavior that our respondents experienced.

For this purpose we have used:

1. Methodology for diagnosing the child's perceptions of violence "Unfinished sentences" [15].

2. Questionnaire for detecting child abuse, developed by a teacher-psychologist of the organizational and methodological department of the State Educational Institution "Regional Center for Psychological and Pedagogical Rehabilitation and Correction of Juvenile Drug Abusers" M.M. Krasnozhen.

3. The ICAST-C questionnaire [12], focused on examining whether respondents were subjected to violent exposure.

We believe that a generalized analysis of the data obtained by us on both blocks of the diagnostic program we developed will allow us to identify the dependence of anxiety, as a coping strategy of adolescent behavior, on the violent influences that they experienced.

Also, in order to determine the reliability of the data we received and the conclusions made, we used methods of mathematical statistics.

IV. RESULTS AND DISCUSSION

52 students (25 girls and 27 boys). The age of the respondents is 13-14 years.

The description of the empirical data that we obtained will be carried out in the same logical sequence as the structure of the experimental study presented above.

So, we focused on 1 block of diagnostic methods to study the level of anxiety of respondents. And the first technique that we proposed at this stage of the study was the method of Ch.D. Spielberger in the adaptation of Yu.L. Hanina [15], focused on the study of respondents' personal and situational anxiety.

As part of the implementation of this methodology, respondents are offered a questionnaire that includes 40 statements (of which 20 are aimed at studying situational anxiety and 20 - personal anxiety). Estimating the experimental data obtained by us, based on the key method proposed by the authors, we conclude that

- A low level of reactive anxiety is inherent in 15% of respondents. These respondents do not experience any tension, anxiety, nervousness in their activities; they are characterized by a stable emotional background of behavior and a sense of satisfaction with themselves and their activities; they are self-confident and feel peace of mind;
- 54% of respondents record an average (optimal) level of reactive anxiety, which does not interfere with their lives and even, on the contrary, has a positive impact on the performance of their activities, providing motivation and the necessary level of anxiety for the results of their activities. These respondents demonstrate stable emotions of positive modality and are satisfied with their life and work;
- 31% of respondents have a high reactive level of anxiety. These adolescents are characterized by tension, anxiety, impaired attention, which objectively lead to the respondents experiencing subjective discomfort; often even vegetative arousal is fixed in them, leading to impaired fine coordination. These adolescents are overly nervous, excited, upset, or, conversely, constrained, even in the most standard situations.

If we talk about personal anxiety, then we obtained the following results:

- low level of personal anxiety is demonstrated by 10% of respondents. These are respondents with low activity, lack of interest and motivational components of activity, low sense of responsibility in solving certain problems. They are calm, calm, collected, trying to avoid critical situations; these are balanced teenagers who are absolutely satisfied with themselves and their life;
- 60% of respondents are characterized by an average level (moderate) of personal anxiety. These respondents have a certain predisposition to anxiety, tend to perceive a fairly large list of life situations as threatening; sometimes the "spleen" is typical of them - a negative mood and a negative reaction to the outside world, which quickly passes and these respondents are again full of strength and desire to work;
- 31% of respondents are characterized by high personal anxiety. These respondents sharply emotionally react to everything that happens to them, feel helpless, take everything to heart, they lack self-confidence, often all sorts of trifles distract and excite them, and anxiety engulfs them. They survive their troubles for a very long time (they cannot forget them).

Summarizing the data obtained on both scales, we consider it possible to conclude that

- a high level of anxiety (both situational and personal) is typical for 30% of respondents);
- 10% of respondents are characterized by a low level of anxiety;
- for most adolescents (60% of respondents) the average level of anxiety is typical. An analysis of the gender specifics of the manifestation of anxiety suggests that these are mainly boys, since girls have a high level of anxiety (12 respondents out of 14 girls).

Analysis of the data obtained by us on the basis of the implementation of the personal anxiety scale A.M. Parishioners [6], focused on the study of those areas of reality that can cause anxiety in the respondent (according to this methodology, four types of anxiety typical for adolescents are studied: school, self-assessment, interpersonal and magical) suggests that

- 35% of respondents (9 girls and 9 boys) did not have an anxiety state;
- The normal level of anxiety necessary for successful adaptation in society and productive activities was shown by 35% of respondents (8 girls and 10 boys). These are adolescents, with due attention to all the difficulties and obstacles that they encounter in achieving their goals, they are able to mobilize their efforts and achieve high results;
- 23% of respondents recorded an increased level of manifestation of anxiety (7 girls and 5 boys);
- for 7% of respondents a high level of manifestation of anxiety is typical (1 boy and 3 girls). These adolescents experience difficulties in various life situations, their anxiety can be considered as a feature of their personality.

An analysis of the gender specificity of the manifestation of anxiety indicates that a higher level of anxiety is typical for teenage girls than for teenage boys.

As an additional research method, focused on studying the anxiety of adolescents, we used the method of scientific observation.

As reference parameters of the study, we took the actions of adolescents, indicating that he is experiencing a state of anxiety.

Using this method allowed us to detect such features of adolescent behavior as: pulling hair; bite your lower lip; constantly ask the teacher if he understood the information correctly; wind hair on a finger, etc.

Summarizing the data obtained by us after the implementation of the entire package of diagnostic methods focused on the study of anxiety in adolescents, we believe it is possible to draw the following conclusion:

- Low level of anxiety is typical for 31% of respondents. These are teenagers, always calm, collected, trying to avoid critical situations, confident in themselves and their abilities, satisfied with themselves and the results of their activities.
- For 44% of the respondents who participated in our study, the average level of anxiety is typical.
- A high level of anxiety is characteristic of 25% of respondents. These are adolescents who are constantly (in almost any situation) experiencing fear, unsure of themselves, disorganized and inattentive. These respondents took part in the second part of our study.

The second block of methods was oriented by us to study the level of anxiety of respondents.

The first at this stage of the study, we used the method of diagnosing the child's perceptions of violence "Unfinished sentences" E.N. Volkova [15], which allowed to study

- level of respondent's perceptions of violence;

- emotions that the respondent had in situations of violence applied to him;
- behavioral manifestations acceptable to the respondent and used by him in a situation of violence.

Summarizing the data obtained by us on the basis of the implementation of this methodology, we conclude that

- 17% of respondents have a low level of perception of violence. Despite the fact that some statements of these respondents may be evidence of their specific experience of violence (so, continuing some statements, the respondents of this group note that they “are cautious of others”, “afraid of them”, “cannot trust them” or “don’t know” why they are afraid), they believe that children should be raised only with the help of “love”, “affection”, “parental warmth”, “conversations” and “mutual understanding”. They offer to respond to aggression in peaceful ways, such as: “calm down”, “clarify the situation”, “ignore”, “step aside.” These adolescents experience some fears (they are afraid of “tarantula”, “cockroaches”, “losing loved ones”, etc.). However, they do not experience fears associated with violence at home (this is evidenced by their response that they are not afraid to go home). Responding to questions regarding the situation of violence against others, respondents in this group choose different forms of behavior - from “running away”, “passing by,” “thinking,” to “they will worry,” “will call for help,” which, from our point of view vision, may be due to their lack of appropriate behavioral experience: a teenager does not know what he should do in a situation of abuse and violence. Assessing the experience of interacting with their parents, these respondents noted that they want their parents to “respect as adults”, “consider me smart,” “set an example,” etc .;

- 58% of respondents have an average level of perception of violence They typically have a certain distrust of people, which is reflected in their answers to questionnaire questions such as “I treat others with caution because I don’t know” them, “I’m afraid to be offended”, they believe that they “can do harm”. These respondents call “mother’s help”, “books”, “attention”, “kindness”, “conversations” as means of effective education. Moreover, as an acceptable punishment they call “swearing”, “put in a corner”, “a ban on going for a walk.” Answering questions about how to respond to violence, these respondents believe that you need to “answer”, “ignore”, “restrain emotions”, and “calm down” in response to being angry. The respondents ended the sentence “parents shout at the children” with the phrases “children get them crazy,” “they do it wrong,” “they don’t understand,” “they make mistakes.” How teenagers perceive violence and abuse, imposing their opinions on the part of parents and do not like when parents quarrel among themselves, etc. The respondents' data also show a pronounced need for emotional support: “I want to be loved”; “I want to be respected”, “I want to not be betrayed”, which allows us to assume that they have some behavioral experience in terms of violence against them. The use of force to the weaker ”respondents in this group define such words as “ violence ”, “ humiliation ”. Continuing this proposal of the questionnaire, they write that “this cannot be done”, “this is forbidden”, “this is bad”. Also, according to the results of the study, we can conclude that these respondents are prone to constructive behavior in relation to their unborn children;

- 25% of respondents have a high level of perception of violence. The experience of violence obtained by these adolescents manifests itself at a cognitive level (through a distorted picture of themselves and the world around them: they believe that there are many dangerous things in nature and the world, “there are bad people around,” “maniacs”; that children need to be raised with the help of belt), and on an emotional level (they are characterized by aggressive thoughts about others (both peers and adults); they often feel fear and are afraid to go home “when I got a deuce”, “done things” when “mother is evil” and “Annoyed”). They consider violence

("beat" and "scold") to be an acceptable punishment and note that parents shout at the children when "they behave badly", "they don't obey", "nonsense", "angry", "get a bad mark", "They make them angry, you can." These answers indicate that these adolescents have behavioral experience in situations of violence (they know in which situations violent influences can be and how to respond to them).

In order to concretize the data that we obtained using the "Unfinished Suggestions" methodology, we used a questionnaire for detecting child abuse, developed by a pedagogue psychologist of the organizational and methodological department of the State Educational Institution "Regional Center for Psychological and Pedagogical Rehabilitation and Correction of Juvenile Drug Abusers" M.M. . Krasnozhen.

The purpose of this questionnaire is the early detection of cases of ill-treatment of adolescents studying in educational institutions, as well as the determination of their level of awareness of the possibility of applying for effective assistance in situations of violence.

The proposed questionnaire contains 12 questions and answer options. Respondents are asked to choose the answer that suits him as much as possible (corresponds to his point of view, condition, etc.).

We believe that in the framework of our study, the use of this questionnaire will not only identify cases of ill-treatment of students, but also examine their level of awareness of violence as an asocial phenomenon of our time.

Having summarized and analyzed the data obtained by us following the results of the implementation of the questionnaire, we can conclude that

- 35% of respondents never had to be a victim of aggression or violence,
- 25% of respondents are rare, but still find themselves in a situation of violence,
- sometimes 30% of respondents had to be a victim of aggression and violence). AND
- 10% of respondents are often subjected to violence.

In this case, the main circumstances in which adolescents are victims of violence, they call the conflict at school with students, conflicts at home in the family, interaction in circles and sections. As forms of violence addressed to adolescents called insults, or the manifestation of a harsh ignore against them.

As a parental violence, many respondents cite the fact that they are scolded for misconduct, deprived of their favorite activities, and are not allowed to go for a walk; some teenagers say they are put in a corner and even beaten.

With regard to cases of violence emanating from teachers, respondents who participated in our study noted that in the case of dissatisfaction with students' studies and behavior, teachers mainly write comments in the diary and report students.

Most respondents respond to a situation of violence by asking for help from loved ones, trying to get away from the offender, and displaying aggression in return.

For respondents who, using the data from the questionnaire and the "Unfinished offers" methodology, showed that they experienced different forms of violence against themselves, we used another questionnaire - ICAST - C [12], aimed at studying whether the respondents were exposed violent exposure. As part of the work

with this questionnaire, an individual interview was conducted with respondents, in which respondents are asked to answer 88 questions covering 6 areas of information (including about the facts of the violence):

- socio-demographic data about the respondent
- the environment of the child
- neglect of the needs of the child
- physical abuse: at home and at school
- psychological abuse: at home and at school
- Sexual abuse: at home and at school.

In the case of the fact of violence established in the respondent's experience, he is invited to evaluate:

- how often he experienced violence;
- the age when the fact of violence took place and
- gender and age of the person, violence against the respondent who committed it.

According to our data, a high level of manifestation of violence in the environment is typical for 1 teenager. This teenager notes that many times he saw adults screaming, cursing and even fighting each other.

The average level of manifestation of violence in the environment is characteristic of 10 adolescents. These adolescents note that they observed how they took alcohol at home, adults shouted and cursed; in two cases, they caused physical pain.

A low level of manifestation of violence in the environment is characteristic of 3 adolescents (21.4% of the subjects).

According to the "neglect of needs" scale, a high level of violence is also recorded in one respondent. This teenage girl noted that she was not cared for during her illness, she felt many times that no one needed her, they did not help her, did not support her.

The remaining respondents recorded a low level of violence on this scale.

We observed a high level of manifestation of violence on the scale of "physical violence at home" in 3 adolescents who admit that they are threatened at home, beaten with a hand and even a belt, grabbed, spanked, pulled by the hair and twisted ears.

The average level of manifestation of violence on this scale, we identified in relation to 7 adolescents. These subjects claim that they are grabbed, slapped by the hand, and pinched.

A low level is characteristic of 4 adolescents.

On the scale of "physical violence at school" we also found a high level of violence in 1 teenager.

Medium - in 4 adolescents who claim that they sometimes throw objects, kick, hurt, and put their footrests on.

We found a low level of violence on this scale in 9 adolescents.

One teenager who participated in our study noted that sexual violence was used against him (the “sexual abuse” scale).

11 adolescents experience psychological abuse at home, assessing it as a "high level." According to the respondents, their family members shout loudly and aggressively, say that teenagers would die or not be born at all, threaten to abandon, hurt or even kill them.

The average level of manifestation of psychological violence at home is typical for 3 respondents.

A high level of manifestation of psychological violence in the school we identified in relation to 4 adolescents. These respondents note that they systematically experience humiliation at school, they are called rude and offensive names, they make you feel stupid, they respond in an offensive way.

The average level on this scale is typical for 6 adolescents.

Low - 4 teens.

Summarizing the results of the methods aimed at studying the forms of violence experienced by the respondents who took part in our study, we conclude that:

- 14 teenagers almost regularly experience some form of violence against them. These adolescents are victims of violence both at home and at school, are subjected to physical or psychological types of violence, and sometimes several types of violence at the same time, they are afraid of their parents and consider violent methods of exposure an acceptable punishment. An analysis of the behavioral manifestations of these adolescents shows that they are characterized by a manifestation of aggression towards others, a lack of understanding and trust in relations with both parents and classmates.

- 30 teenagers have some experience of mistreating them and, observing quarrels between parents, perceive abuse as abuse, imposing their opinions on the part of parents, etc. These adolescents are afraid to be offended, they believe that children need to be raised using non-aggressive methods. In this group of adolescents, there is a pronounced need for emotional support. However, as an acceptable punishment they call swearing and prohibitions. Also, according to the results of the study, we can conclude that the absolute majority of respondents develop constructive behavior in relation to their unborn children.

- 8 teenagers cannot trust others or “don’t know” why they are afraid. They believe that it is necessary to raise children with the help of constructive methods of education, showing care and kindness. As a punishment, they allow the deprivation of a child important things for him (phone, computer) and verbal conversation with adults. They offer to respond to aggression in peaceful ways, and do not feel fear when they go home. Often they do not know what they should do in a situation of abuse and violence. Parents punish them with prohibitions and talk with them.

V. CONCLUSION

Given that our study is focused on the study of the relationship between anxiety in adolescents and their experiences of violence, based on the results of our study, we consider it possible to draw the following conclusion:

- 33 adolescents are characterized by a high level of anxiety associated with the violence they have experienced,
- 11 adolescents show an average level of anxiety associated with their violence and
- 8 adolescents have a low level of anxiety, but there were no violent manifestations addressed to them.

Thus, the main hypothesis of our study that the anxiety of adolescents may appear as a result of the violence they experienced was confirmed.

As a private hypothesis of our study, we formulated the assumption that a high level of anxiety as a result of violence is gender-specific: in girls who have experienced violence, a high level of anxiety is recorded more often than in boys. This hypothesis also found confirmation.

Our study and our conclusions confirm the urgency of continuing research in the development of measures to prevent violent forms of exposure.

This problem is of particular relevance in relation to the younger generation.

We define the development of a psychological and pedagogical program for the prevention of violence in adolescents as priority prospects for further research.

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