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AGGRESSIVE BEHAVIOR IN PUPILS YOUNGER SCHOOL AGE

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Emotional-Social Aspects of aggression in younger school age in context of the modern school.

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Abstract

Authors in contribution present aggressive behavior among pupils of younger school age with emphasis on his emotional aspects and possibilities for prevention. Aim is to highlight on importance to deal mainly with emotional aspects of aggressive behavior, which act at its exerting even if we realize that it is difficult to consider them individually and separate them from other aspects. We start from characterizing specifics of emotional development of pupil younger school age. We mention specific causes, types of aggressive behavior during in this period. Furthermore draws attention to the prevention of aggressive behavior from perspective of experts , which propose various forms of prevention and prevention programs useful particularly within the frame of school prevention. From this reason, we consider it justified to point out to possibility of teacher as main organizer of educational process, to participate in solving this issue.

Keywords: aggressive behavior, child of younger school age, emotional development, prevention of aggressive behavior, teacher.

AGRESYWNE ZACHOWANIA UCZNIÓW W MŁODSZYM WIEKU SZKOLNYM**Streszczenie**

Autorzy tekstu rozpatrują zachowania agresywne uczniów w młodszym wieku szkolnym, zwracając uwagę na aspekt emocjonalny oraz możliwości zapobiegania. Istotne znaczenie aspektu emocjonalnego, wynika z jego wpływu na zachowanie agresywne. Niemniej oddzielne rozpatrywanie tych kwestii i oddzielenie ich od innych aspektów jest bardzo trudne. Na początku podano charakterystykę specyfiki emocjonalnego rozwoju ucznia w młodszym wieku szkolnym. Dalej opisano konkretne przyczyny i rodzaje zachowań agresywnych w tym okresie. Ponadto omówiono profilaktykę zachowań agresywnych z perspektywy ekspertów, którzy proponują różne formy programów profilaktycznych i prewencyjnych użytecznych, w szczególności, w ramach profilaktyki szkolnej. Z tego powodu jest uzasadnione, aby zwrócić uwagę na możliwości nauczyciela, jako głównego organizatora procesu edukacyjnego, w rozwiązywaniu tego problemu.

Słowa kluczowe: agresywne zachowanie, dziecko w młodszym wieku szkolnym, rozwój emocjonalny, profilaktyka zachowań agresywnych, pedagog.

Introduction

In child's life we encounter many surprises, twists and unexpected situations. We are talking about increasingly aggressive behavior whose incidence has registered teachers at primary level. Between teacher and student is a bond, which is on primary level strongest and therefore has this force on positive effect on pupil. It is difficult to penetrate the feelings of child, but if we succeed, we show our respect and many ambiguities which may hide behind his inappropriate behavior. Each child is unique personality and therefore signs of aggressive behavior are to each their own, as well as the survival and expression of emotions. It is skill of teacher their capture and subsequently them dedicate attention. From that reason is necessary priority should be to uncover emotional aspects of inappropriate up to aggressive behavior of pupils. Integral part in aggressive behavior is its prevention, which plays equally important role.

Child of younger school age and its emotional development

Already in early childhood, we can see that child can get into situations which lead to frustration, deprivation, and that even our educational activity. We can influence its behavior, conduct and especially the fact that a child can understand, empathize with what it is experiencing. It is necessary understand him, promoted and encouraged not to underestimate and ignore him. Just younger school age is period when we can still intervene, whether in role of teacher or role of parents so that from our children grew up polite, sensitive, empathetic and decent people.

According Oravcová (2010), younger school age defines as period from the 6th to 11th-12th year of life. It is a period of sober realism, where there aren't abrupt to hard changes. This period is rather calmly. Lower limit of period introduces enter to school and upper limit is associated with appearance of the first signs of sexual maturation. Child in period younger school age takes world as it is. It is trying to perceive reality and primary it focuses on her, but not passively. Vice-versa is interested in world events, council examines things, experiments. From that reason it is frustrated when they have finished knowledge and ways of behaviors. The best is learning when he can with subject of knowledge to experiment and explore his essence active way.

Child develops at all points, what making from him holistic personality. However, we focus on the emotional development of pupils because of that we can claim that its behavior can be influenced by emotional aspects, we need to know whether and how pupil develops in this period emotionally.

Psychoanalysis described period of younger school age as latent stage of life. This means that is end of one part of psychosexual development and instinctive and emotional component of personality napping. Will be reflected till in the early pubescence. On the other hand, there are psychological studies that promote opposite. They argue that child development continues constantly, continuously and child achieves significant progress in all directions, which are often decisive for his future (Langmeier – Krejčířová, 1998). We inclined in to second view. Suffice when we

compare pupil who comes to school first day and pupil who is leaving after four years to second stage. For these four years will happen in lives of younger schoolboy too much to have are we told that emotional side of his personality napping. Tears, fear of failure, joy of first signs, first loves, first disappointments, behavioral change, which is based on pressure of social group. With all this we encounter in period of younger school age.

According Langmeier and Krejčířová (2006), in child increases ability of self-control and it is influenced by two factors:

- emotional reactivity – is based on biologically temperament (it is extent of irritability and impulsivity). Age are emotions become more stable and their operation doesn't require same effort,
- free control of emotional responses – child is able to interchange primary emotional response, or impulse to action to better suppress will and act in a planned and deliberate. This allows for more focus on selected activities and control intensity of internal living.

Child when they enter school acquires new role of schoolboy. His emotional manifestations are different from previous period. Steps back his egocentrism, impulsiveness and emotional lability. The child is able to adapt their behavior standards, but motivation for their execution remains individual emotional – he wants to please parents, teachers. Child is identified with teacher, which helps him to overcome uncertainty in foreign school environment and adapt to school requirements. School helps to develop pupil's self-awareness and leads to reflection of his own actions (Kolláriková - Pupala, 2010).

One of conditions of school readiness is the child's ability to postpone immediate satisfaction of their needs for a period of time and devote to schoolwork. Child with this ability emotionally developed this ability and is capable of self-regulation. It is able at will to suppress their feelings or conversely express them clearly. It comes as a consequence of understanding of their own feelings in a given situation, but on other hand takes into account the expectations of society. Child with good emotional competence is aware of their feelings and also emotions of other people. Expresses its experiences in appropriate manner, is able

to control his feelings and controlled by immediate situation to make it easier to cope with the present problem. During this period, child already knows that feelings, wishes or motives can hide ahead of society, it can suppress expression of their feelings, but they never withdraw itself from itself. A child on that of Langmeier – Krejčířová (1998) recognizes ambivalence of feelings, which means that around 10 year survival is aware of two or more conflicting emotions. With delayed emotional development in children we meet hyperprotektivnych parents or for those who are overlooked.

In emotional there is change in content in children younger school age, continuance, and duration of survival as well as the external expression of feelings. At the beginning of this period they express their feelings directly and violently through facial expressions, gestures and speech. Over time, it is showing greater restraint and awareness. They are able to control external manifestations, especially in school environment and in presence of adults. Feelings are developing from site of content, but merely outward manifestation in spite of intense experience. Children can external expressions conceal their true feelings. It happens that in this period still not fully control his emotional impulsivity as adults and explosion. During this period, first encounter positive emotions, so we consider it a happy life period (Končeková, 2010).

It is true that children are able to mask his feelings, but we believe that at this period they can also very easily explode and impulsively respond to different stimuli. We think that such behavior they show as a defensive reaction to inappropriate and irritating action from environment.

Pupil during this period readily associates, is extrovert. Prevail rather positive moment of affection, joy, carelessness. Emotionally it is rather desultory and shallow. Can't long be angry with your friends, his attention to get rid of their anger rather quickly, which does not mean it's a loyal friend. Exceptions occur around tenth year of life. Then friendships formed on basis of temperament traits. It is a friendship that have something in common or different. As reported Ričan (2004), very little we meet with compassion and sad is that outweighs opposite sense,

which is to ridicule the people who suffer from certain defects. Already teasing is a superficial relationship to classmates may turn into elements of aggressive behavior, bullying. The pupil is capable of negative behavior and hurt more when second hasn't closer ties.

According Vágnerová (2004) is typical of this period an increase in emotional stability and resilience to stress. Children are optimistic at this period. Important is development ability to understand emotional experiences and give them meaning. It is way of interpreting emotions. During this period also developing emotional intelligence – children better understand own feelings. Are able accurately distinguish quality, intensity and duration. Around tenth year of life they are able to understand that one can experience mixed or conflicting feelings. Their own feelings assessed in terms of how they evaluate someone else. For example, expressions of fear and anxiety are seen as a failure and therefore children are often repressed.

We know that many people are consciously able to behave purposefully. It is striking that such behavior has encountered in children. We consider them to be sincere, pure beings, from which they expect nothing wrong and believe that only they can tell us the truth. According to the authors, however, we see that adapt to their surroundings and are easily influenced.

Most authors presented an opinion that period of younger school age is significant emotional stability, is joyful and hassle-free period of a child experiencing more positive emotions that they can control. We are inclined to this view, but at same time, we expect that these characteristics can't be generalized to every individual, as some may still be manifest egocentrism, impulsiveness, explosiveness, which are characteristic of previous period.

We are convinced about that that today's school should not only edify, but mainly to educate and watch the pupil's personality as on whole. He should perceive his emotions and through that direct guide his behavior in group, as far as possible to correct the child's physical development and all this to ensure its progress even in cognitive area. Therefore, we shouldn't use the concepts of training and education as two independent entities.

This perception explains Kosová (2000), which more broadly understood education as a deliberate action on personality of individual. The aim is to achieve positive changes in development of different aspects of personality. Training includes education, training, and are trained, ergo complex of all intentional effects with worthwhile target. Synonymous to this concept is education.

Aggressive behavior among pupils of younger school age

With expressions of aggressive behavior will meet as early as in period of younger school age. According Gajdořová et al. (2005), aggressive behavior often turns to classmates, teachers, and even their own friends. Pupils each other scurrilous, they laugh at, curse you be ironic remarks at the expense of others, kicks, beaten and hurt others. We believe that these individuals suffer from a lack of understanding and confidence. Negative emotions and all that is in them accumulates, the outside is reflected in the form of unacceptable behavior. We can't say that emergence of aggressive behavior is conditioned only emotions. On aggressive behavior is clearly part in a number of factors and there is a variety of reasons, such as the pupils are registering various manifestations. For someone may exhibit inappropriate behavior rarely with other more often and in turn may or may not develop into aggressive behavior. From terms of social pathology aggressive behavior can be defined as a violation of social norms.

It's kind of behavior that restricts rights and undermines integrity of the social environment. It is observable episodic behavior with different latency (Fisher – Škoda, 2009). According Vágnerová (2002), aggressive behavior usually means to achieve satisfaction, for which standing in way certain obstacles. He consider it as a possible defense mechanism that solves problems of attacks on obstacle. From psychologically, we are talking about aggressive behavior as failure behavior (Vágnerová, 2004) and from pedagogical point of view it perceives as problem of behavior (Ďurič – Grác – Štefanovič, 1991). On differences these

concepts suggest Vašek et al. (1995), which argue that problem behavior is first phase of development of conduct disorder. In case that doesn't at failure and breaching social norms, it is more appropriate to talk about problematic behavior. Described concept of aggressive behavior from different perspectives allows us to better insight into issue. Pedagogist look on aggressive behavior as problem, with what we meet in schools.

Aggression is most often understand as a physiological mechanism, emotional reactions and behaviors. In connection with education is understand as any form of behavior that aims to hurt, damage or destruction other entity. It is specific type of emotional reaction which is common for humans and sub-human animals (Janský, 2014). Svoboda (2014) perceives aggression as expression of vital power. It claims that vital and potentially aggressive is every organism and try to totally annihilate aggression considered naive. Author proposes completely different opinion than all others which have aggression and aggressive behavior consider deem something inappropriate and negative. We are inclined to view that within each of us lies dormant aggression and may be sign of our assertiveness, desire to achieve target.

With aggression is associated high rates of aggression (Janský, 2014). Aggression is assaultiveness, attitude or internal readiness for aggression. In broadest sense of word aggression can be defined as predisposition to aggressive behavior. Human with increased level of aggression is prone to behave in different situations aggressively fights with his aggressiveness, because controls and complicates his life. Impulsively reacts to stimuli which other person wouldn't address and ignoring them. Such this people tend to be touchy and offensiveness (Martínek, 2009).

Today, we meet with many signs of aggressive behavior in children not only to their peers, but also to adults person and that at teachers, parents, educators. This topic deals with broader professional community which find cause of increased aggression in children as well as possibility of its prevention (Janský, 2014).

Causes of aggressive behavior also expressed Šimanovský (2008), which considers to be factor inducing aggressive behav-

ior. This is particularly over-careful, therefore hyperprotective education, at school as a stressful factor, respectively teacher as source of suspense and relationship parent – teacher and parent – pupil.

Factors that affect on psyche of individual and therefore also emergence of aggressive behavior, according to Tomova (2015) congenital predispositions (hereditary influence and biological processes), social learning and education, impact of media and internet production, underflow and dissatisfaction emotional, psychological and biological needs (thirst and lack of sleep) and finally also physical conditions (color and bright, noise and cold).

Sources of aggressive behavior in children by Gajdořová and Bogárová (2001) may be:

1. emotional deprivation. Children haven't satisfaction needs of love, support and protection, and so there is substitute needs by hurting others and to satisfy them. These children have feel they aren't worthy to be loved, and her feelings of insecurity transferred on another by forms of anger and aggression,
2. anxiety, tension and fear. Children which regularly experiencing anxiety and are in constant tension, acting very often aggressive towards those to which they can afford. They can't establish friendly relations,
3. storage of energy. Here, we say as source of pupil's temperament. We see it when a pupil goes off stored energy then it can, for example in breaks. On lesson it becomes element of distractions whether if for against classmates or teacher,
4. nature of its, personality characteristics of pupil. Pupils who have tendency to behave aggressively are often uncertain, have complex, hostile inclinations. Their low self-esteem manifests itself in relation to school results. They are weaker in area of communication. They it rejected by group,
5. curiosity, boredom or desire for still stronger exciting experiences,
6. pressure to manhood is one of causes of hidden aggression. Surroundings puts pressure on boy to behave than

as expected from a man, so be manly and not afraid to not only get hits but also know they give out,

7. educational approaches of parents. Are the most important sources of child aggression committed in school environment. Aggressive behavior of children makes too lenient education of child forgives everything, everything he is allowed and parents have their child taken much notice, and on other extreme is too strict autocratic education – child is punished for everything. In those families of hateful behavior occurs, strengthening of improperly behavior, negative emotional reactions, ineffective penalties,
8. education and teaching styles of teachers and ways teachers show authority. Themselves teachers to solve serious problems of pupils feel that they lack psychological knowledge about how to ensure a good social and emotional atmosphere in classroom. It is important to be empathetic, assertive and seek to humanize of educational process. Aggressive behavior can appear even when teacher ignores or not solve aggressive behavior from beginning (minor conflicts) or when it agrees with majority due to its popularity. Trigger impulse can be difficult exam, unfair evaluation of teachers, highlighting ability of some pupils only, arrival of new teacher or a new pupil in class.

As positive evaluating several views of authors who don't incline to only one cause of aggressive behavior, but still tries to record their new and detailed analyzes. We see also that rise to aggressive response could be teacher, even if it can't aware. To aggression according Gajdošová and Bogárová (2001) leads also uncontrollable anger, negative emotions such as hatred, envy, resentment, intolerance, deficit of negative attitude towards desintegrative behavior. Irreplaceable role in causes of aggressive behavior is nature and temperament of human. We note particularly disposition of temperament, namely impulsiveness, explosivity, lack of self-control and less sensitivity to consequences of their behavior (Gajdošová, 2000). Most aggressive manifestations in children younger school age is limited to verbal expressions of anger and are response to conflicts with peers,

which emerging from desire and effort to possess same common cause (Kariková, 2001). For aggressive behavior is typical destructive focus. From terms of social danger, it is important to distinguish different species. It has to do with motivation and actual suggestions and needs. On other way it will be assessed aggression related with defense or otherwise associated with desire to harm with hatred (Fisher – Škoda, 2009). We know a lot of division and types of aggression, but essentially those, with which encountered in children younger school age.

A combination of three factors, direct and indirect aggression, verbal and physical aggression, activity and passivity is created according Martínek (2009), eight kinds of aggression:

1. physically active direct aggression – it is beating of victim, physical humiliation, forced into humiliating acts, use of physical superiority over victim. At school with this kind of aggression encountered in form of deliberate physical harming = bullying,
2. physically active indirect aggression – assignment of another person, to hurt victim. Original aggressor directly to aggression itself doesn't participate only invents ways to harm victim and watch,
3. physical passive direct aggression – physical obstruction in person of its purpose. In school environment, it manifests as destruction devices that pupil needs for successful management objective: breaking pens, rulers,
4. physical passive indirect aggression – refusing to fulfill certain requirements: release space on desk, rejection filing aid for stricken classmate,
5. verbal active direct aggression – use of profanity, insults, disparage classmates, verbal humiliation. Interestingly, subjects in school aren't considered this behavior as something abnormal and unacceptable, quite the contrary. Person who carries out such style of behavior is becoming a recognized star in classroom. As for teachers also become powerless against this type of aggression and expressed by him as a normal and nowadays normal behavior. Rather vulgar overheard and therefore the author appeals to publicly express disagreement with their use,

because if teacher adopts slurs in children than normal, they become normal,

6. verbal active indirect aggression – expansion of rumors which hurt other. About this kind of aggression we call upon appearance of first stage of chicane – ostracism. It is mild, mostly mental harm classmates, slander his behavior, clothing, haircut. We include here mockery of others. A typical example may be intentional false whisperings classmate during testing. After classmate incorrect answer comes as a result of ridicule others in class. This included intrigue, taunts, due to which individual doesn't feel comfortable in collective,
7. verbal passive direct aggression – complete ignorance of other person. Refusing answer aggressor on greeting, question. Victim ceases to exist and not only for aggressor, but also for entire class, while is aggressor in collective favorite,
8. verbal passive indirect aggression – on last type of aggression exists when someone is unjustly criticized, punished and we it stops. Individuals who are so unfairly criticized in class, become the so-called black sheep. This is particularly problematic pupils who are quite often participants in class battles. Everything is always just breaks down on them, thus backing others back.

It is undeniable that with many kinds of aggressive behavior we encounter already at primary school level. Even if it is for someone described symptoms seem harmless and insignificant, can have an even worse consequences. In part of children in this period we have to deal with cruelty and heartlessness to another, and is already more serious manifestations of aggression. Interesting findings relate to amid gender differences. In boys are more often manifested direct physical aggression, while girls opt for more covert and verbal form. Frequency of aggressive behavior therefore isn't lower in girls than in boys, but different in its forms (Kariková, 2001). Although period of younger school age is considered to be extremely calm, part of latent aggression still watches. Normally situations are its pulses discharged to success in school and in relational field. Boys in period of younger

school age are competitive, exercise their physical strength. In girls we noticing aggression especially in verbal expression, fights, rivalry between friends. If proportion of this normal physiological aggression doesn't control the child's behavior and same thing he will not succumb to such extent that it caused him problems in relationships in society, would hinder him in learning and destroyed family life, it is necessary to accept this degree of aggressiveness.

Emotions lying dormant inside every human being. Some emotions can make our life beautiful, we consider them as positive, but some of us it can often complicate and are mostly negative emotions. Negative emotions, their inability to control, regulate, emotional emptiness, inability to empathize with others experiencing, everyday frustration, all this can living inside children that we as educators have constantly before our eyes. We note mostly just external manifestations that we capture senses directly and yet escape us things that would explain lot. But in response to current practice we can say that some pupils their emotions hidden in them and some of them show too intense, some don't have problem express own emotions that you are experiencing anyone before, and some are open only from some of them. It is difficult to generalize and directly define what can be a warning signal with regard to aggressive behavior.

Feeling (emotion) authors defined as survival of subjective relation to acting subject, to people or to oneself. Feeling have in psyche two basic functions namely orientation, which makes our feelings indicate what is for us a subjective meaning, also indicate importance of certain events. Second function is control when emotions regulate our behavior, that means thing to zoom in, or to hold it from distance.

Feelings regulate our survival and consequently also our behavior (Vařařová – Salbot, 2010). As with positive emotions in children younger school age meet already with negative emotions, but which don't act favorably. Pursuant to Jánsky (2014) towards flooded by negative emotions, anger, rage and anger suppressed rational component occurs mainly in form of affective aggression, which is a prototype of emotional reactions with high activation level.

Šimanovský (2008) tells about increase in agitation and aggression in children. Inner restlessness is not outwardly visible, only if it was outwardly strong survival. This is reflected mainly stereotyped expressions in situations in which individual is experiencing anxiety and dissatisfaction. Increase of restlessness is accompanied by significant gestures, movement and decreased control of emotions.

In elementary schools is most often they show negative emotions such as hatred, envy, resentment, intolerance, lack of compassion that lead to violence and aggression (Gajdošová – Herényiová, 2006). It can also confirm Končeková (2010), which describes these emotions and their manifestations in pupils of younger school age.

One of emotions that might not be priority negative is fear. Child in this period by Končeková (2010) is no longer afraid of imaginary objects, it concerned rather real hazards (darkness, illness, punishment, death, strained relationships at school and family). They can revel in fear, love to fear (watching horror movies scare each other and tell scary story). For child of young school age we are facing so called concealed fear. Child feels that to meet requirements insurmountable fear surroundings and seeks to justify as reasonable. Own avoidance behavior been associated with different cause in attempt to achieve recognition outside world (Ranschburg, 1982).

Second emotions which in most cases is perceived and presented as negative as anger and rage associated with it. These emotions can cause nicknamed, derogatory comments, insults, cruel treatment, corporal punishment. Anger and rage can manifest itself in various ways and one of them is destructive and aggressive behavior. It may experience either in speech or in action. Anyone of us can from anger offend word, can slander us behind our backs. May act according to rules of good behavior, but while talking measured and cold. Another human in anger refrain from any verbal expression, turning inward and silent, angry, and do not speak. Some of us on contrary destructive criticism are ironic and sarcastic (Křivohlavý, 2004).

Among negative emotions it is one of jealousy that arises when parents or teachers prefer to some child. They highlight its

strengths and give him a model. This is reflected indifference, snide remarks.

In children in period of younger school age, children also expressed anxiety. For these children it is characteristic that they tend to be dependent on adults, have eroded self overcomes feeling of being threatened and don't trust the world around them. Their behavior may have character of compensation. In company of their peers, the aggressive behavior and inappropriate attempt to seek recognition or contributions made to group atmosphere. Often they look for admiration, and not risk rejection by to express disagreement with group expectations. Children who are experiencing anxiety in family and school environment fail to be recognized, for this reason, flee to another setting and selecting alternative routes awards. Aggressive acts childre search and claim attention from adults, especially those who are emotionally significant to child. Aggressive behavior serves as unconscious defense against self-destruct, like valve accumulated negative emotional content that are stored in unconsciousness. Aggression is for child tool for exciting initiatives which it lacks (Labáth et al., 2001).

In young school age appear some new emotions, such as feeling of injustice and insults which arising from breach of justice. Another emotion with which we meet with pupils in school is stage fright. This is reflected particularly in public appearances. If child realizes some responsibility for his performance, and he wants to offer best manifested by redness, fading, clumsiness, memory loss up to escape. Envy and gloat are next emotions and arise when competing in activity where child achieve a better outcome (dependent) or worse outcome (gloat). The last of new emotion is emotion of solidarity manifested by devotion to social whole (Končeková, 2010).

Child may act aggressively if something barely tolerated, and can't deal with it. Talk back to teacher, beat children. Child is internally frustrated and something it lacks. Aggression usually conceals some suffering. For child it is difficult to keep in order to not ruin humiliation, or depression and that tainted their aggressive tendencies on other children. Child conversely needs space for it to be able to talk about what he misses about his

fear, anger, sadness, and even feeling of guilt. He needs to get rid of their desperation in arms of a loved one that has passed mourning. However, when aggression appears unjustified and devoid of purpose, cause we have to look little deeper.

Each of us has within itself its own subjective escalation of aggressive behavior. First subjective expression is often of facial expression, gesture and then followed by tone of verbal expression that clearly indicates escalating aggression.

Therefore, author says that onset of aggressive behavior is possible and traceability of strike at right moment. If this takes place, it is expected aggressive response. Role of education isn't attenuate all manifestations of child aggression, but to reorient it from antisocial direction on pro-social direction and instead of roughly form make form which are acceptable to society.

Prevention in most general and simplified terms, it means avoiding undesirable practices various forms of risk behavior and problems (Hroncová – Kraus et al., 2006). It is necessary to emphasize the need to implement prevention in school environment. Prevention of aggressive behavior can be divided into primary, secondary and tertiary (Kamarášová 2012). Author characterizes precautionary steps as follows:

1. primary prevention – target is optimize conditions in education and training, as well as personnel, technical and space, acquisition of material in school. This includes selection of teachers, new approaches teachers to pupils which are open and partnership negotiations, new approaches in education, reduction in teaching hours and number of pupils in classes. Aim is to recruit directly at school teacher assistants, school psychologist, special pedagogue and social educators. Into families is need to introduce effective forms of cooperation with parents in collaboration with experts. Gajdošová (2005) assigned to primary prevention also prevention programs that focus on constructive conflict resolution, coping with stressful situations, development of social skills. Such programs include: „Heart on palm”, „tolerance against violence”, „Behave normally”. Prevention of aggressive behavior can be implemented through preventive project „We know

that". It is program for fight against evil, violence, addiction, prejudice, racism and unproductive way of life,

2. secondary prevention – There is emphasis on vulnerable groups of pupils and aims to capture expressions of aggression at an early stage. It focuses on pupils who are at risk of dysfunctional developing. At school, it is important to create positive climate where reigns trust not only between teachers and pupils, but also pupils themselves, and thus provides not afraid to talk about possible occurrence of aggression,
3. tertiary prevention – its aim is to prevent re-enter deterioration in aggressive behavior. Gajdořová (2005) notes that in tertiary prevention include emergency assistance, therapeutic and group programs, helplines, tutoring programs, weekends digested in nature, increased police protection.

Excluding social educator in prevention of aggressive behavior contribute coordinator of prevention, which schools can be selected teacher who is in charge, coordinates and directs activities of prevention. Its mission is to develop and implement preventive programs at school. It can also carry out educational consultant who is also employee of school and in area of prevention is dedicated to solving problem and delinquent development of children. Finally, it is also school psychologist, one of whose tasks is creation and implementation of a variety of prevention and intervention programs to modify unwanted behavior, development programs, social communication, skills and social competence, training development of pro-social behavior, tolerance and conflict resolution, assertiveness, empathy and development of emotional intelligence (Valihorová, 2006). There can also include school special educator, remedial teacher and irreplaceable role in prevention phase has class teacher. In implementation of school-based prevention specialists and teachers use variety of forms such as: discussion, exercises and games, lectures, training programs, interactive workshops, prevention leaflets and posters, and finally sports activities. Next forms: prevention during individual lessons, leisure time activities, competitions, exhibitions of works, debates, interviews, message boards, TV shows,

school radio, theater and others. It's just part of presented forms that teachers have available, you can just implement. Prevention is essential and requires particularly enthusiastic teachers who haven't intervened only when problem with child is notice. Problem needs to be avoided mainly getting to know child and his perception of daily behavior, which we try to say something.

Conclusion

Younger school age is period when even we can influence and guide pupils in right direction. It has been shown that pupils already in first instance tend to aggressive behavior and it is reasonable to address this issue. Pupils express their emotions inappropriately, they are too confident, insensitive, conflict, explosive and don't realize that those hurt not only others but also themselves. Too little we see into lives of children that we often want to say something but don't know how. Teachers are closed and often aren't even willing to admit that it is in their class is pupil which have problems in behavior. They are trying to ease situation and not give it great importance. Teacher shouldn't forget that it is not alone, that always has had support of professionals who know their willingness to cooperate and often also parents who care for their children.

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