

## СЕКЦІЯ 3 ЗАГАЛЬНА ПСИХОЛОГІЯ. ІСТОРІЯ ПСИХОЛОГІЇ

### PSYCHOLOGICAL ANALYSIS OF DESTRUCTIVENESS

### ПСИХОЛОГІЧНИЙ АНАЛІЗ ДЕСТРУКТИВНОСТІ

*The main objective of the article: This article examines the issues of destructive and deviant behavior of adolescents. Based on real examples, the reasons underlying this problem are postulated. The main problems of interpersonal relationships of adolescents in the family are considered. An analysis of the concept of aggression and a comparison of the interpretation of this term by different authors and directions in psychology are also given.*

*The article compares the nature of destructive and deviant behavior, aggression, various scientific trends and how the authors interpret these concepts.*

*Methodology. The study is based on systemic approaches; structural-functional, comparative-historical analysis, as well as other general scientific and highly specialized methods.*

*Novelty of the article. The novelty and uniqueness of this scientific article lies in the fact that along with quotations from well-known world authorities in the field of psychology, references to studies by domestic researchers are included. In addition, parallels are drawn between ideas that have become historical postulates and modern concepts substantiated with the help of modernized methods of scientific evidence.*

*Conclusion. The moments underlying this type of behavior are analyzed using various examples. The psychological aspects of adolescence are considered, and the approaches of foreign authors to this problem are compared with those of their compatriots. The stages of human development are considered. Age-related changes in the body are studied. It is shown that upbringing received in different types of families leads to different results. The role of relationships with parents is emphasized. Some moments underlying destructiveness are considered. Various forms of aggression are compared. The role of education in the prevention of aggression is indicated. Some reasons for the growth of destructiveness in the modern era are considered.*

*The author notes that some scientists classify forms of deviant and delinquent behavior as destructive behavior. In this case, the assessment of any behavior always implies its comparison with some norm, since problematic behavior is often called deviant, deviant. It is noted that deviant behavior is divided into two large categories. Accordingly, in this case we are talking about delinquent (illegal) and criminal (criminally punishable) behavior.*

**Key words:** destruction, aggression, deviant behavior, delinquency, social maladjustment.

*Основна мета статті: У статті розглянуто питання деструктивної та девіантної поведінки підлітків. На основі реальних прикладів постулюються причини, що лежать в основі цієї проблеми. Розглядаються основні проблеми міжособистісних відносин підлітків, а також надано аналіз поняття агресії та порівняння трактування цього терміна різними авторами згідно з напрямками у психології.*

*У статті порівняно природу деструктивної та девіантної поведінки, агресії, різні наукові течії і те, як автори трактують ці поняття.*

*Методологія. Дослідження ґрунтується на системних підходах; структурно-функціональному, порівняльно-історичному аналізі, а також інших загальнонаукових та вузькоспеціалізованих методах.*

*Новизна статті. Новизна та унікальність наукової статті полягає в тому, що поряд із цитатами з відомих світових авторитетів у галузі психології включені посилання на дослідження вітчизняних дослідників. Додатково проводяться паралелі між ідеями, які стали історичними постулатами, та сучасними концепціями, обґрунтованими за допомогою модернізованих методів наукового доказу.*

*Висновок. На різних прикладах проаналізовано моменти, що лежать в основі даного типу поведінки. Розглядаються психологічні аспекти підліткового віку, порівнюються підходи зарубіжних та українських науковців до цієї проблеми. Виокремлено етапи розвитку дітей, вивчено зміни в організмі, пов'язані з віком. Показано, що виховання, отримане в різних типах сімей, призводить до різних результатів. Наголошено на ролі взаємовідносин із батьками. Розглянуто деякі моменти щодо основ деструктивності, порівняно різні форми агресії. Вказано на роль виховання у профілактиці агресії. Розглянуто деякі причини зростання деструктивності в сучасну епоху.*

*У статті зазначено, що деякі вчені до деструктивної поведінки відносять форми девіантної та делінквентної поведінки. У цьому разі оцінювання будь-якої поведінки завжди має на увазі її порівняння з будь-якою нормою, оскільки проблемну поведінку часто називають девіантною, що відхиляється. Зазначається, що девіантна поведінка поділяється на великі категорії. Відповідно, йдеться про делінквентну (протиправну) і кримінальну (кримінально-карану) поведінку.*

**Ключові слова:** деструкція, агресія, девіантна поведінка, делінквентність, соціальна дезадаптація.

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**Akbar E.Y.**

PhD Student at the Department of Sociology and Social Psychology of the Institute of Philosophy and Sociology National Academy of Sciences of Azerbaijan

**Introduction (statement of the problem).** The phenomenon of destructive activity is insufficiently studied in scientific socio-psychological literature.

Even the concepts “destruction”, “disruptiveness”, “destructive activity” are absent in the majority of dictionaries and if meet, their treatment is stated by the

simple translation of the word. So, for example, in dictionaries destruction is treated as “violation, destruction of normal structure of something”, it is specified that destruction is “destruction, violation of the correct, normal structure of something”, and disruptiveness is understood “as destructiveness; aspiration to damage; unproductivity”. In other words, it is possible to assume that disruptiveness in a certain degree initially put disposition to this or that form of aggression.

**The main objective of the article.** This article examines the issues of destructive and deviant behavior of adolescents. Based on real examples, the reasons underlying this problem are postulated.

**Novelty of the article.** The novelty and uniqueness of this scientific article lies in the fact that along with quotations from well-known world authorities in the field of psychology, references to studies by domestic researchers are included. In addition, parallels are drawn between ideas that have become historical postulates and modern concepts substantiated with the help of modernized methods of scientific evidence.

**Mine part.** By consideration of the nature of aggression it is possible to allocate the following main approaches. A number of authors consider that the aggressive behavior has biological bases and is connected with establishment of biochemical and hormonal mechanisms. Other representatives of biological approach to definition of the nature of aggression consider it as instinctive behavior. So, according to Z. Freud, a source of aggression is the death instinct – Thanatos, and from the point of view of ethological approach (K. Lorentz) – a fight instinct.

It agrees, to Z. Freud, all human behavior grows out of difficult interaction of these two instincts. He specified that destructive tendencies take place at all people, and “... at a large number of persons they are rather strong to determine by itself their behavior in human society” [1, p. 96].

According to Z. Freud, it is necessary to reckon with destructive tendencies as if Thanatos's energy isn't turned outside, it will lead to destruction of the individual. The catharsis – commission of the expressional actions, not being accompanied destruction can give a discharge of destructive energy [2].

According to Lorentz, aggression originates, first of all, from a congenital instinct of fight for a survival which is present at people as well as at other living beings. He considered that the aggressive energy, having the source a fight instinct for a survival, is generated in an organism spontaneously, continuously, at constant speed, regularly collecting eventually. Thus, expansion of obviously aggressive actions is joint function: quantities of the saved-up aggressive energy [2, p. 19].

Theories of motivation assume that a source of aggression is, first of all, the desire caused by the external reasons, or motivation to harm another. The most influential among theories of this direction is the theory of frustration aggression of J. Dollard who considers that aggression always arises in reply to frustra-

tion. Cognitive models place emotional and cognitive processes in the consideration center. According to theories of this direction, interpretation by the individual of someone's actions, for example, as menacing, provocative, has defining impact on its feelings and behavior. Other authors consider aggression, first of all as the social phenomenon, as result of social learning (the theory of social learning of A. Bandura). A number of researchers consider aggressive behavior as reaction to aggressive incentives of the environment (a heat, cold, narrowness, closeness, the noise, an unpleasant smell, etc.) which provoke aggression if create negative experiences, or are realized as unpleasant [3, p. 10].

Meanwhile the attention of many scientists was drawn by private manifestations of destruction what are murder, suicide, terrorist activity. And after all these phenomenon's have in many respects the general bases which need special consideration.

The modern social reality, social contradictions occurring in the modern world, force on special to look at a number of the psychological facts to which research earlier it was given due consideration.

One of them – destructive, dissipative, adaptive, irrational activity of the person. The destructive party of a human nature with special rage was shown at the end of the past and the beginning of 21 centuries: massacre, revolutions, wars, numerous acts of terrorism.

The destructive behavior is activity, actions (verbal or practical), directed on destruction something – the world, rest, friendship, the agreement, mood, success, health, physical subjects, etc. It is most often designated as pugnacity, intolerance, obstinacy, roughness, hatred, fear, a panic in relation to other person, a subject, to itself, to the relation, business, animals, the nature, etc. The person who makes destructive actions, breaks samples of normal life, moral laws, doesn't allow constructive actions, betrays friendship and love, destruction enters into the sincere world of other person. Thus, the human dichotomy of constructability and disruptiveness, very often appears on a disruptiveness pole. The real contradiction of human life as psychologists tell a cognitive dissonance, against a hyper emotionality, becomes emotional destruction, unbalance of the regulatory mechanism of the strong-willed act. This very big evil doing harm to all including to the carrier of the evil which probably and not always realizes the “original essence” or very late understands that creates.

Scientists refer forms of deviant and delinquent behavior to destructive behavior. The assessment of any behavior always means its comparison with any norm, problem behavior often call deviant, deviating.

The deviant behavior is a system of the acts deviating the standard or implied norm (mental health, the rights, culture, morals).

The deviant behavior is subdivided into two large categories. First, this behavior deviating norms of mental health, meaning existence of the obvious or hidden psychopathology. Secondly, this behavior

antisocial, breaking any social and cultural norms, especially legal. When such acts are rather insignificant they call offenses and when are serious and are punished in a criminal order – crimes. Respectively speak about delinquency (illegal) and criminal (felonious) behavior [4].

The delinquency isn't always connected with anomalies of character, with psychopathologies. However, at some of these anomalies, including extreme options of norm in the form of character accentuation, there is a smaller stability concerning an adverse effect of a direct environment, a big pliability to harmful influences [5].

Emergence of socially not approved forms of behavior tell about a condition called by social inadaptation. How these forms were various, they are almost always characterized by negative attitudes with other children who are shown in fights, quarrels, or, for example, by aggression, demonstrative disobedience, destructive actions or falsity.

One of leaders is as well classification of aggression of G. Amon. Aggressiological approach to a problem of a psychopathy allowed to carry out division of examinees into 3 groups, according to qualitative signs of manifestations of aggression in behavior – constructive (less pathologic group), deficiently and destructive (more pathologic groups).

Constructive aggression realized in socially acceptable situation most often are provoked by aggressive motives. In that case if ability to self-control and correction of behavior has active character, destructive aggression is direct manifestation of the aggression connected with violation morally – ethical standards [6].

Author distinguishes adaptive aggression – the style of behavior corresponding to stereotypes, in the concrete environment and micro society, and the pathological aggression caused by any mental underdevelopment or frustration of the personality [7]. Aggression can be considered as biologically expedient form of behavior which promotes a survival and adaptation. On the other hand, aggression is regarded as angrily, as the behavior contradicting positive essence of people. So what act of behavior can be considered aggressive? T.G. Rumyantseva considers that today into the forefront standard approach moves forward. According to this point of view, the measure aggressive behavior is defined against concept of a standard of behavior. As norms of the due form a peculiar mechanism of control of designation of these or those actions [3]. In "Flight from freedom" Fromm doesn't give the analysis of the reasons of destructiveness, in his opinion, this problem is extremely difficult, he specifies only search ways. Fromm considers that destructiveness level in the individual is proportional to degree to which his effusiveness – the general constraint interfering self-realization and manifestation of all opportunities is limited. At suppression of aspiration of the individual to life his energy is transformed to the destructive. "Destructiveness is a result of not past life" [8, p. 153]. At the same time the problem of the destructive beginning in

person E. Fromm thoroughly and deeply is analyzed to already fundamental work by "Anatomy of human disruptiveness". So in work "Anatomy of human disruptiveness". E. Fromm – the supporter of sociocultural determination of disruptiveness which, in his opinion, is one of aggression versions [9, p. 28].

Fromm's researches showed that essence of any neurosis, as well as normal development, fight for freedom and independence makes. Many "normal" people having sacrificed the personality, became well adapted and therefore are considered as the normal. Neurotics, as a matter of fact, continue to resist to full submission and represent an example of not resolved conflict between internal dependence and aspiration to freedom [9, p. 150].

Fromm distinguishes good-quality and malignant aggression. Within the first it allocates pseudo-aggression (including careless murders or wounds), game aggression in educational training and defensive aggression (including for protection of a personal freedom and society, the body, the requirements, thoughts, feelings, the property; the aggression connected with reaction of the person on attempt to deprive of it of illusions, caused by conformism; tool aggression which pursues the aim to provide that is necessary and it is desirable).

As a whole E. Fromm defines good-quality aggression as biologically adaptive lives promoting maintenance and service to life business. He notes that this type of aggression – reaction to threat to vital interests of the individual. Good-quality aggression is put in phylogenesis, is peculiar both to animals and people, has explosive character, arises spontaneously as reaction to threat. Unlike good-quality, malignant aggression – disruptiveness – biologically isn't adaptive, it isn't put in phylogenesis, is inherent only in the person, isn't necessary for a physiological survival – opposite, disruptiveness does biological harm and social destruction.

**Conclusion.** The moments underlying this type of behavior are analyzed using various examples. The psychological aspects of adolescence are considered, and the approaches of foreign authors to this problem are compared with those of their compatriots. The stages of human development are considered. Age-related changes in the body are studied. It is shown that upbringing received in different types of families leads to different results. The role of relationships with parents is emphasized. Some moments underlying destructiveness are considered. Various forms of aggression are compared. The role of education in the prevention of aggression is indicated. Some reasons for the growth of destructiveness in the modern era are considered.

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Its main manifestations – murder and cruel tortures – have no purpose, except receiving pleasure. E. Fromm considers that differ spontaneous disruptiveness – manifestation of dozing destructive impulses which become more active at force majeure (for example, disruptiveness from revenge), and the disruptiveness connected with structure of character which is inherent in the specific individual in the hidden or obvious form always (a sadism, a necrophilia seldom or never). E. Fromm refers lack of opportunities to the main reasons for disruptiveness for creative self-realization, a narcissism, feeling of isolation and “purposelessness”. I think that, in modern society the problem of purposeful detection of creative abilities in the teenage period is notable a barrier of the timely prevention of destructive behavior which demands special consideration.

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