

## VIOLENCE AS A SOCIO-CULTURAL PROBLEM: THEORETICAL APPROACH TO CONCEPT

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**Abstract:** *The article reflects the results of a theoretical approach implementation to understanding violence in a teenage environment as a sociocultural phenomenon. Based on research results as foreign (works of A. Bandura, J. Korban, D. G. Levinson, R.D. Lang, N.E. Miller, F. Nietzsche, L.S. D. Finkelhor, Z. Freud, etc.), so domestic (researches of A.G. Ambrumov, I.A. Baev, S.A. Belichev, E.N. Volkov, I.V. Dubrovin, D.I. Eliseev, I.S. Kon, G.E. Sukharev, E.A. Shcheulov, E.M. Cherepanova, etc.) scientists, we found it possible to point out the following areas of study of this issue: approaches of scientists to the interpretation of the concept of "violence", the study of violence types and forms, mechanisms and patterns of occurrence of violence as a form of people's relationship to each other, expressions of violence against the children. Summarizing the results of scientists' research we conclude that the violence experienced in childhood has the most severe consequences for a person (in particular, his full and optimal personal development). We determined the establishment of connection between the anxiety of the adolescents and the experience of violence as the targets of our study.*

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

### INTRODUCTION

"The courage of non-violence is many times greater than the courage of violence", - the outstanding Indian political and public figure of the twentieth

century, Mahatma Gandhi wrote in one of his treatises (Etienne et al., 2003). At the same time, the quintessential tendency of our time that is dynamic updates taking place in various spheres of human life led objectively not only to the significant transformations of the sociocultural situation in the development of our society but also to the levelling of the value system that has led to harmony in relations between people for many centuries. The result of these social changes was the emergence and spread of numerous forms of violence of people against each other. If we turn to the WHO statistics (Etienne et al., 2003), it should be noted that more than 1.5 million people become victims of violence on Earth every year. Therefore, a person dies from violent influence almost every minute at one point or another of our Planet. Moreover, it is not only those people who take part in armed conflicts. From our point of view, a social catastrophe of our time is violence among the children and adolescents. At the same time, as it is shown by the results of studies as foreign (the work of A. Bandur, J. Kobrin, D. G. Levinson, R.D. Lang, N.E. Miller, F. Nietzsche, L.S. D. Finkelhor, Z. Freud, etc.), so and domestic (A.G. Ambrumov, I.A. Baev, S.A. Belichev, E.N. Volkov, I.V. Dubrovin, D.I. Eliseev, I.S. Kon, G.E. Sukharev, E.A. Shcheulov, E.M. Cherepanov, etc.) scientists, it is the violence experienced in the childhood that has the most severe consequences for a person and his personal development: childhood traumatic experience, violation of physical and emotional boundaries, as a result of violence experienced by a child, will negatively affect a person throughout his subsequent life. The purpose of this publication is a theoretical understanding of the problem of violence.

## LITERATURE REVIEW

As we noted above, the current sociocultural situation in the development of our society, the levelling of those values that led to harmony in relations between people for many centuries, objectively have led to the emergence and spread of numerous forms of violence of people to each other. It is no accident that the problem of violence is one of the urgent problems of our time and attracts close attention and interest of representatives of various fields of scientific knowledge about a person - lawyers and doctors, psychologists and educators, sociologists and culturologists, etc. Having studied the work as of foreign (A. Bandura, J. Kobrin, D. G. Levinson, R.D. Lang, N.E. Miller, F. Nietzsche, L.S. D. Finkelhor, Z. Freud, etc.), so and domestic (A.G. Ambrumov, I.A. Baev, S.A. Belichev, E.N. Volkov, I.V. Dubrovin, D.I. Eliseev, I.S. Kon, G.E. Sukharev, E.A. Shcheulov, E.M. Cherepanov, etc.) of researchers in the field of the problem of violence, we consider it possible to identify the following areas in the studying of this problem. As the first direction in the study of violence, we point out the approaches of scientists to the interpretation of the concept of "violence". Moreover, based on a retrospective study of the violence problem presented in studies V.V. Denisova (1975) and V.V. Ostroukhova (2003), we state the fact that violence is traditionally regarded as forcing a person to something. This approach to the interpretation of violence is retained in modern interpretations of this term:

- Violence is interpreted as "the use of physical force" compulsory influence, oppression, abuse of power" in the D.N.
- Ushakov Explanatory Dictionary of the Modern Russian Language (Ushakov, 2014);
- as "a public relation, during which some individuals (groups of people), using external coercion that poses a threat to life, up to its destruction, subjugate others, their abilities, productive forces, property" the violence is interpreted in a

philosophical encyclopedic dictionary (Ivina, 2004);

- as an act, the purpose of which is to control the behavior of a partner (or even a group of persons), imposing his will on him (him) without taking into account his (their) own interests, desires, feelings, is also interpreted by psychologists. For example,
- Professor of the University of Michigan G. Blum, summarizing the ideas of A. Adler, Z. Freud, E. Fromm, E. Erickson, K. Jung and many other scientists in the field of the problem of personality formation (mechanisms and patterns of this process, personality protective mechanisms, interpersonal relationships, etc.) characterize violence as a special type of relationship that develops between people, during which “some individuals and groups of people subordinate others, usurping their free will” (Blum, 1996);
- R. Speman, H. Graham and T. Garr suggest defining violence as “one of the types of human influence of one human being to another” from the point of view of which violence is “the direct use of force or the threat of its use” (Graham & Gurr, 1969). Moreover, as E.V. Khristenko (Eliseeva, 2011), notes violence must be considered not only physical suppression, harm and damage, but also the manifestation of mental coercion in relation to one of the interacting parties (both an individual and a whole group of people).

From our point of view, the most capacious one is the approach to the interpretation of the concept of “violence”, presented in the works of the Russian psychologist D.I. Eliseeva, that notes that “violence is a complex, real or phenomenon expressed in the form of threat, the deliberate use of physical force or power against an individual, social group or society, causing or with a high enough probability leading to pain, injury, death, psychological trauma, developmental disruption or deprivation” (Eliseeva, 2011). A distinctive feature of this interpretation of violence, as we consider is not only that the author formulates a definition of the very concept of “violence”, but also points to the negative consequences that violence can have on the individual. Summarizing the above interpretations of the term “violence”, we are inclined to understand it as any (physical, psychological, economic, etc.) impact on a subject that is carried out against his will and “violates the right of citizens to guaranteed by the Constitution of the Russian Federation” (Barakhin, 2010) and as 2 direction in the study of the problem of violence, we single out a focused study of the types and forms of violence (works of S.V. Ilyin, A.D. Kosheleva, O.S. Lobza, F.I. Minyushev, E.T. Sokolova, etc.). As a preamble to the analysis of research by scientists, we consider it appropriate to refer to the works of the Austrian sociologist L. Gumplovich (Gumplovich, 1910), who, as 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” (Gumplovich, 1910). 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 (Andreev, 1988), noting that the basis of all 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. From the point of view of this researcher, social violence is formed already at the stage of the appearance of a homo sapiens, 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. Thus, already at the first stages of the emergence of human society, two types of violence appear - physical and social -

which remain relevant to this day. Moreover, according to such scientists as V.P. Alekseev, I.L. Andreev, S.N. Bobrova, V.V. Bocharov, etc., social violence can be:

- vital (aimed at satisfying such vital needs as nutrition and procreation) and ritual (is nothing more than the first form of truly human violence, closely associated with the spiritual world of people and acting as a social mechanism for the transformation of aggressive manifestations of a person into positive manifestations, ensuring the peaceful coexistence of the community). G.I. Kozyrev (Kozyrev, 2000), as an example of such ritual violence, gives a collective sacrifice, which, in his opinion, united, ensured the balance and harmony of primitive society;
- direct (murder, bodily harm or expulsion of a person from the community) and structural (involves “creating conditions (structures) that infringe on the needs and interests of people” (Kozyrev, 2000).

From our point of view, an interesting approach to graduation is offered by P. Shihirev (Shikhirev, 1992). Tracing the historical logic of changing the nature and orientation of people in a society of their own kind, this researcher notes that historically there are “three ways to resolve social conflicts and, accordingly, three forms of social violence (Shikhirev, 1992): the use of direct physical violence, political violence and economic violence. Assuming the one who commits the violence, WHO offers its gradation of types of violence (Etienne et al., 2003):

- self-directed violence (divided into suicidal behavior and self-harm);
- interpersonal violence (subdivided into domestic violence and involves child abuse, and community violence - violence at school and other institutions);
- collective violence (subdivided into social, political and economic).

In addition, WHO also suggests distinguishing the types of violence based on the nature of the acts of violence themselves: “Physical, sexual, psychological and violence, which consists in causing harm or lack of care” (Etienne et al., 2003).

The scientists suggest distinguishing psychological violence as the special type of violence against humans, Modern scientists, referring to the study of psychological violence, note that it is nothing more than a “socially dangerous unlawful effect on the psyche of the victim” (Simonov & Shumikhin, 1993) (research results of G.K. Kostrov, R.A. Levertov, V.I. Simonov, V.G. Shumikhin, etc.). Considering that at present the problem of violence is often referred to the category of sociocultural problems, and violence as a phenomenon is very common, from our point of view, an approach to gradation of violence is also possible from the point of view of the subject whom this form of behavior is applied to. And here, of course, child-centered violence is undoubtedly of concern to scientists. It is violence against children that we single out as the third direction in the study of the violence problem (research results of S.A. Belicheva, A.V. Babushkin, M.I. Buyanov, A.Ya. Varga, E.N. Volkova, N.V. Vostroknutov, E.M. Vrono, S.N. Enikolopov, I.V. Dubrovina, A.E. Nikolaeva, A.A. Rean, V.S. Sobkin, etc.). At the same time, scientists single out bullying as a form of child-centered violence (bully - ruffian, brawler, snapper, scrapper, rapist). The term “bullying” was introduced in 1993 by the Norwegian psychologist Dan Olweus (Olweus, 1993), who defines this form of behavior as “deliberate systematically repeated aggressive behavior that includes the inequality of social power or physical strength” (Olweus, 1993). As the researcher notes, the purpose of bullying is to cause fear of the object or subjugate it to itself, which is achieved through intimidation, psychological and physical oppression. Studying the problem of bullying, scientists conclude that its manifestations are diverse. They include:

- verbal aggression (for example, offensive nicknames: “Salad-dodger”,



“bespectacled”, “nerd” etc.);

- insults (may relate to appearance, physical disabilities, learning problems, etc.);
- humiliation, ridicule; intimidation, threats of physical violence; slander;
- extortion (most often they tackle money, phone, other things);
- spoilage of clothes, things, school supplies;
- isolation, ignoring, boycott.

Recently, cyberbullying has become widespread in world practice - threatening messages, photographs, videos of a defamatory nature on social networks, etc. But what are the causes of violence and the desire of one person to suppress the ones of their own kind? Making an attempt to find the answer to the question, we came to the necessity to single out the fourth direction in the research by scientists of the violence problem - the study of the mechanisms of violence as a form of people's relationship to each other. Summarizing the approaches of scientists to the analysis of the mechanisms of violence occurrence and manifestation, we consider it possible to identify 4 main approaches: biological, psychological, sociological and legal. The founder of the biological approach in understanding the violence is the Italian physician C. Lombroso and his follower C. Sheldon, who believe that the causes of violence are in the physiological characteristics of a person. So, C. Lombroso (Lombroso, 2005) connects the tendency to violence with a special type of physique and the presence of specific external data (these ideas of the scientist were reflected in the portrait of the criminal created and described by him). The psychological approach to understanding the essence and mechanisms of violence is closely related:

- on the one hand, with behaviorism according to which the violence and aggression closely related to it is nothing more than a reaction to an inductive stimulus,
- on the other hand, - with such areas of social psychology as the theory of social learning, the adult attachment theory and the practice of individual psychotherapeutic counselling. Thus, representatives of the theory of social learning A. Bandura, L. Berkovits, and some other researchers, believe that violence is nothing more than “a method of resolving conflicts, the usual means of maintaining power and control in personal relationships” (Kholostova, 2016). Scientists also express the idea that violence is nothing more than an acquired form of behavior that is formed in a parental family under the influence of patterns of behavior and the relationship of parents between themselves. In the work of Leonard Berkovits “Aggression (socio-psychological analysis)” this idea finds very vivid confirmation and objective evidence. In other words, representatives of the theory of learning prove that the basis of violence is the experience that is formed in a person under the influence of a social environment, relationships with other social actors, etc.

Representatives of the adult attachment theory (J. Bowlby, A. Corvo, J. De Lozier, J.A. Simondes, etc.) emphasize the affective support of the violence act and, like representatives of the theory of learning, they say that violence as a model of behavior is formed in the family under the influence of the forms of behavior that the parents broadcast to the child. Within considering the practice of individual psychotherapeutic counselling, the cause of the use of violence against others is determined by the traumatic experience that the child received in childhood under conditions of family education and, first of all, social experience, experience of interaction with others, the situation of the children's development and experience

both their environment and themselves in this environment (study Vygotsky, 2005). If these experiences are positive, the environment has a developing effect and it is possible to realize and strengthen the child's mental and psychological health in it. If this social experience is negative, then it is an obstacle not only for the child to satisfy his most basic needs for food, warmth, care, but also for the need to know the world around him, as well as in establishing effective contacts with people who surround the child and transmit vital social experience to him. The consequences of this may be not only a lack of understanding of oneself and one's place in the society of people, the world of nature, culture, creation and creativity, but also the emergence of various kinds of deprivations, a violation of both the general and mental health of the child, manifested in multiple fears, uncertainties oneself and one's strengths, aggressiveness, downtroddenness, etc.

## RESEARCH METHODS, RESULTS AND DISCUSSION

Researching the essential characteristics of violence, scientists, as a rule, establish a close connection of violence with aggression. At the same time, other forms of human response to violence can be distinguished. Our use of the theoretical analysis method as one of such forms of response to violent influence allows us to single out anxiety, by which it is customary to understand a person's state, characterized by an increased tendency to experience, fear and anxiety. Based on research results, two main types of anxiety can be distinguished:

- Situational anxiety generated by a specific situation objectively causing concern. As the researchers note, this condition can occur in any person as the result of experienced troubles and life complications. Moreover, the studies performed by scientists allow to say objectively that this state of anxiety is not only completely normal, but also plays a positive role in ensuring the normal functioning of a person, acting as a kind of mechanism that allows a person to take a more responsible approach to solving problems. However, it should be remembered that each person has his own optimal or desired level of anxiety (the so-called utilitarian anxiety). A person's assessment of his condition in this regard is for him an essential component of self-control and self-education.
- Trait anxiety. As the researchers note it can be considered as a personality trait, manifested in a constant tendency to anxiety experience in a variety of life situations, including those that are not objectively disposed of to this. Personal anxiety is characterized by a state of an uprush of fear, an uncertain sense of threat, a willingness to perceive any event as unfavorable and dangerous. A person exposed to such a state is constantly in a wary and depressed mood, he has difficult contacts with the outside world, which is perceived as frightening and hostile by him.

Also the scientists are researching the issues related to the causes of anxiety. So, A.I. Zakharov (2000) considers that anxiety arises to the tender age and reflects "the anxiety based on the threat of losing of group affiliation (first it is the mother, then other adults and peers)". The main cause of anxiety in childhood, researchers call miseducation and unfavorable relationships of the child with parents (especially with the mother). As shown by the results of E.A. Savina (Savina & Smirnova, 2003), the denial, rejection of the child by the mother objectively causes him anxiety because of the impossibility of satisfying the most basic, but so important for the baby needs - in love, affection and protection. Deficiency of maternal attention, love, care stimulate the appearance of fear in a child. He begins to feel the convention of maternal love:

“If I do badly, they will not love me”. Such factors as an excessive demand from others can contribute not only the emergence but also the increase of anxiety. Facing with constant discrepancies between their real capabilities and the high level of achievement that they expect from him, the child experiences persistent nervousness which develops into anxiety. Another factor contributing to the formation of anxiety in the early stages of a person’s life is frequent reproaches that cause the child to feel guilty. Appearing under the influence of social factors in the childhood, the anxiety can develop into a stable personality trait. Moreover, as evidenced by the research results of N.V. Imedadze, V.R. Kislovskaya, E.V. Novikova, A.A. Plotkin, E.G. Eidemiller, V. Yustitskis and many other scientists, as a rule, anxiety, as a stable personal education, is formed in adolescence. Often the main factor influencing this process is the experienced psychological trauma. The violence experienced by a teenager can objectively become such psychological trauma, the trigger signal for the formation of anxiety, as a personal characteristic.

## CONCLUSION

Based on our analysis of studies on violence (works by A. Bandura, J. Koblin, D. G. Levinson, R.D. Lang, N.E. Miller, F. Nietzsche, L.S. D. Finkelhor, Z. Freud A.G. Ambrumova, I.A. Bayeva, S.A. Belicheva, E.N. Volkova, I.V. Dubrovina, D.I. Eliseeva, I.S. Kohn, G.E. Sukhareva, E.A. Shcheulova, E.M. Cherepanova, etc.), as well as anxiety, as a consequence of violent forms of manifestation in relation to the subject (research by V. Astapov, G.G. Arakelov, L.I. Bozhovich, V.V. Belous, V.F. Berezin, P.G. Velsky, O.V. Doronina, I.V. Dubrovina, A.I. Zakharov B.I. Kochubey, N.E. Lysenko, A.V. Petrovsky, A.M. Prichozhan L.S. Slavina, Yu.L. Hanin, etc.), we consider it possible to conclude that despite the steady interest of scientists to this issue, the relevance of its development does not decrease. On the contrary, the current sociocultural situation of our society development allows to single out several problems in the field of the violent influence of people on each other, requiring close attention. As one of such problems which from our point of view, needs close attention and study, we single out the formation of persistent anxiety in adolescents as a consequence of the violence experienced. We determine for ourselves the development of the research program and its implementation as the prospect for our further research activities.

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