Conclusive. Low psychological stability depends on stress, and the victim's behavior depends on their stability. These are interconnected concepts: if a person knows what events frighten him, he can change his attitude towards them. Stress is helplessness, ignorance, incompetence. There is a problem (physical or psychological) that a person cannot cope with. This is not just an obstacle, but a factor that changes the person's opinion of the world around him. Mental stability is built on self-confidence: even if a person makes mistakes and has troubles, he knows that problems are not eternal. He is confident in himself, his environment, and the variability of conditions. People who are not afraid of the future or the unknown have high resistance to problems: if changes are coming, the person is ready to adapt and change. This is an adaptive person, sociable and receptive. It is not difficult for him to find a new place, so difficulties do not cause much stress.

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PSYCHOLOGICAL MANIFESTATIONS OF STRESS AND AGGRESSION, AS ONE OF THE WAREHOUSE REACTIONS OF THE PSYCHE TO MILITARY ACTIONS IN UKRAINE

Destructive aggression should be understood as purposeful destructive behavior that contradicts the norms and rules of human existence in society. Such behavior entails damage to animate or inanimate objects of attack, causes physical harm to people or causes them negative experiences, a state of tension, fear, depression.

Some psychologists tend to see aggression in any human behavior that contains a threat or causes harm to others; others believe that aggression must include the intention to offend or insult, and not just lead to such consequences; according to others, aggression should be considered as an attempt to cause bodily or physical harm to other people. Psychologists pay special attention to the consideration of social determinants of aggression, the manifestation of destructive aggression.

Considering aggression to be an exclusively behavioral reaction, psychologists Baron R., Richardson D., suggest considering it as a behavioral model, and not as an emotion, motive or attitude. Psychologists explain this approach to defining the term aggression by the fact that such factors as negative emotions, the desire to insult or harm, and even negative attitudes undoubtedly play an important role in behavior that results in causing harm and damage to another person, but their presence is not a necessary condition for such actions.

Indeed, anger is not always a condition for attacking others; aggression can manifest itself in a state of complete cold-bloodedness, and emotional excitement, and it is not at all necessary to experience hatred and hostility towards those at whom the aggressor's actions are directed. Thus, despite considerable disagreement regarding the definitions of aggression, most social and psychological scientists tend to accept the definition that aggression is any form of behavior aimed at insulting or causing harm to another living being who does not wish such treatment. It is obvious that aggressiveness is the result of behavior that contradicts the generally accepted moral, legal and emotional norms of society.

Key words: *students, stress, aggression, mental reactions, military actions.*

Єфременко Вікторія, Сироватко Зоя. Психологічний прояв стресу та стану агресії, як одна із складових захисних реакцій психіки на військові дії в Україні. *Під деструктивною агресією слід розуміти цілеспрямовану деструктивну поведінку, що суперечить нормам і правилам існування людини в суспільстві. Така поведінка тягне за собою пошкодження живих або неживих об'єктів нападу, завдає фізичної шкоди людям або викликає у них негативні переживання, стан напруги, страху, депресії.*

Деякі психологи схильні бачити агресію в будь-якій поведінці людини, яка містить загрозу або завдає шкоди іншим; інші вважають, що агресія повинна містити намір спеціально образити чи ображати, а не просто призводити до таких наслідків; на думку інших, агресію слід розглядати як спробу заподіяти тілесну чи фізичну шкоду іншим людям. Особливу увагу психологи приділяють розгляду соціальних детермінант агресії, прояву деструктивної агресії.

Вважаючи агресію виключно поведінковою реакцією, психологи Барон Р., Річардсон Д. пропонують розглядати її як модель поведінки, а не як емоцію, мотив чи установку. Психологи пояснюють такий підхід до визначення терміну агресія тим, що такі фактори, як негативні емоції, бажання образити чи заподіяти шкоду і навіть негативні установки, безсумнівно, відіграють важливу роль у поведінці, яка призводить до заподіяння шкоди та шкоди іншій людині, але їх наявність не є необхідною умовою для таких дій.

Дійсно, гнів не завжди є умовою нападу на інших; агресія може проявлятися в стані повної холоднокровності, емоційного хвилювання, і зовсім не обов'язково відчувати ненависть і ворожість до тих, на кого спрямовані дії агресора. Таким чином, незважаючи на значні розбіжності щодо визначень агресії, більшість спеціалістів соціальних і психологічних наук схиляються до визначення, що агресія – це будь-яка форма поведінки, спрямована на образу чи заподіяння шкоди іншій живій істоті, яка не бажає такого ставлення. Очевидно, що агресивність є результатом поведінки, яка суперечить загальноприйнятим моральним, правовим та емоційним нормам суспільства.

Ключові слова: *студенти, стрес, агресія, реакції психіки, військові дії.*

Formulation of the problem.

Recently, the study of the problem of aggressive human behavior has become one of the current areas of research activity of domestic and foreign psychologists around the world. The relevance of this problem is associated with the growth of aggressive behavior among children, teenagers, and young people, often entailing particularly serious crimes. But, despite the great interest of psychologists in the problem of aggressiveness, there is still no clear definition of this concept.

Analysis of literary sources. According to a number of authors Baron, R. A., Richardson D. R. [1], Varga V.S., Penzenyk N.A. [2], Yefremenko V.M., Syrovatko Z.V. [3], Petsyk. Y. [4] the development of modern students occurs in conditions where various complex life situations overlap one another, by which we mean age crises, ongoing biological changes in the body, existential professional crises, as well as crises associated with the uncertainty of the present and the future.

The current state of society allows us to state that over the past few years, the number of threats capable of causing serious damage to our physical and mental health has increased significantly.

Due to the unstable economic, political and social situation, the usual way of life is changing, which in turn not only provokes an increase in the number of anxieties, acute stress and depressive disorders, but also contributes to an increase in the general level of aggression, including in the educational environment.

Analysis of statistical materials (departmental reports, scientific papers, psychological and pedagogical studies) allows us to assert that a significant part of modern student youth has a high level of aggression. The problem of aggression is the subject of long-term discussions of foreign (A. Adler, A. Bass, L. Berkowitz, J. Dollard, D. Zillmann, K. Lorenz, N. Miller, S. Fischbach, V. Frankl, Z. Freud, E. Fromm) scientists.

R. Baron and D. Richardson understand aggression as “an externally expressed action aimed at causing harm or damage to another living being who seeks to avoid such treatment” [2].

Aggression is a way of reacting to anger, which is based on resentment, fear, and humiliation. Dissatisfaction of the fundamental human need for love and attention is primarily associated with the conditions of family upbringing and intra-family relationships. Alienation, coldness, disrespect for the developing personality, emotional rejection, constant quarrels, inconsistency of demands, excessively strict punishments - all this, according to (R. Baron, D. Richardson), positively correlates with the emergence of destructive emotions and actions of the individual not only in childhood, but also in adolescence and even in adulthood.

In the context of our study, of great interest are works reflecting the causes of aggressive behavior, as well as the forms in which it manifests itself in the student environment.

Researchers studying aggressive behavior (D. Simon, A. Bass, A. Darkie, D. Myers) most often distinguish five main types of aggressive behavior: physical aggression (attack) - the use of physical force against another person or object; verbal aggression - the expression of negative feelings both through form (quarrel, screaming, squealing) and through the content of verbal reactions (threats, curses, swearing); emotional aggression - inability to restrain oneself, to control one's behavior - manifests itself through aggressive outbursts and outbursts of anger, hostility and alienation from others; objective aggression - directed at surrounding objects; auto aggression - causing harm to oneself - expressed in self-blame, self-abasement, causing bodily harm to oneself, even suicide [3].

However, there is another opinion, according to which aggressiveness can also be positive, expressed in a person’s desire to show persistence, tenacity, initiative in achieving a goal that is significant for him and overcoming obstacles on the way to achieving it. Such positive aggressiveness is an indispensable condition for the development of leadership qualities necessary for future life experience. In addition, aggressiveness can be a manifestation of a person’s adaptive reaction aimed at overcoming personal frustrations, anxiety, insecurity and low self-esteem [4].

It should be noted that aggression can manifest itself both under the control of consciousness and outside of it, and is associated with emotional experiences - anger, hostility.

Regardless of the degree of controllability of consciousness, aggressive actions can manifest themselves in the form of instrumental or motivational aggression. The latter is considered as an intrinsic value, as a direct manifestation of destructive tendencies inherent in the individual and is of particular interest to practical psychologists.

Having determined the level of destructive tendencies in a person's behavior, it is possible to predict with a greater degree of probability the possibility of manifestation of open motivational aggression in him.

The purpose of this work is to identify aggressiveness and hostility, the degree of their manifestation in students at a technical university.

During their studies at the university, students go through three stages of crisis: in the first year of study - when adaptation occurs and doubts arise about the correctness of the choice of profession; in the third year of study - when one realizes one's own incompetence, the level of anxiety and self-doubt increases, which is expressed in a change in value orientations, personal and professional qualities; in the last year of study (4th or 5th year) - associated with the approaching final certification, writing a final qualifying work, the need to independently make decisions in future professional activities, which negatively affects the emotional background of students, causing an increase in anxiety and a decrease in personal and professional self-esteem [3].

According to many psychologists, the reasons for the emergence of aggression in the student environment are adaptation difficulties. Statistics show that only 29% of first-year students adapt to new conditions, while the rest feel apathy, anxiety, and inner emptiness. During the exam period, the negative emotional background is transformed into despair and dissatisfaction with the educational process, which in turn can become one of the triggers for the manifestation of aggression [2].

A significant portion of students exhibit an insufficient level of neuropsychic stability, manifested in low behavioral self-regulation, a tendency to neuropsychic breakdowns, and inadequate self-esteem. At the same time, poorly developed communication skills of students cause difficulties in building interpersonal relationships, which entails increased irritability, conflict, envy, and aggressive behavior [4].

Students often display aggression in the form of self-destructive behavior, physical force, verbal aggression (in the form of gossip and rumors). Increased emotional excitability makes students vulnerable to uncontrollable outbursts of anger and irritability.

A brief review of the scientific literature on the presented problem confirmed the need for its comprehensive study in order to find effective means of correcting students' aggressive behavior.

Aggression is present in the most diverse forms of human existence. In ordinary life, the aggressiveness of individuals is discharged through a mass of minor conflicts with many people. Everyone can learn to control their aggressiveness, but it is impossible to completely eliminate it, because it is one of the strongest human instincts. The consideration of the problem of aggressive behavior has worried scientists for a long time, and even despite the fact that many studies have already been conducted, there is no clear opinion as to why aggressive behavior occurs among young people. In the course of a theoretical analysis of scientific sources, we came to the conclusion that aggression, in whatever form it manifests itself, is behavior aimed at causing harm or damage to another living being, which has every reason to avoid such treatment. This complex definition contains the following specific provisions: 1) aggression necessarily implies deliberate, purposeful harm to the victim; 2) only behavior that involves causing harm or harm to living organisms can be considered aggression, 3) victims must have a motivation to avoid such treatment [1].

Manifestation of aggression in post-traumatic stress disorder is a common phenomenon. Fear, stress, anxiety are the normal state of a person who has found himself in a difficult situation. Negative reactions of the body and psyche after a traumatic event are post-traumatic stress. Symptoms caused by post-traumatic stress: a person feels helpless, weak and defenseless. The disorder requires complex therapy to eliminate the reaction to the mental stimulus. A traumatic event can cause stress. At the moment of complete helplessness, a person is unable to soberly assess what is happening, he loses control over emotions and his own body. Any incident can become irritant, an event that triggers disorder: people, individual events, situations and moments from a person's past provoke post-traumatic syndrome.

Stress is the body's defensive reaction to what is happening. Post-traumatic stress disorder is a mental disorder that can develop in people who have experienced traumatic events. Doctors note that post-traumatic stress disorder manifests itself through recurring traumatic dreams, outbursts of rage, anxiety, and avoidance of events or places that remind one of the traumas. This condition can significantly affect a person’s quality of life, causing depression, sleep problems, and behavioral changes. It is important to seek professional help for diagnosis and treatment of post-traumatic stress disorder, as timely intervention can help cope with this condition and restore a person’s sense of security and stability.

Symptoms of mental disorder are conventionally divided into several groups: signs of constant return to a difficult situation; denial of the problem that has arisen; physical manifestation of rejection; aggression. Neurotic symptoms appear gradually. Most Ukrainians who experience the war show related symptoms of the disorder. Panic and fear cause paranoia, sleep disturbances, and decreased physical activity during the day. Symptoms of experiencing an event appear against the background of severe stress. Event-related details, objects or insignificant elements cause panic attacks and suppress a person's will. The trigger for constant experiencing of trauma is memories. A person with a delicate mental organization returns to events that he does not control. A person cannot resist phantom memories on his own [1].

Acute symptoms of the experience are accompanied by clouding of the mind. The victim does not distinguish the present moment from the past. Any little things trigger a panic attack: smells, sounds, furniture and intonation. Nightmares are the door through which internal fears creep in. At night, the brain of a patient with post-traumatic syndrome processes information from the day. Memories associated with nightmares cause insomnia and sleep disorders. A syndrome caused by severe stress creates hallucinations. A type of memory that is beyond the patient's control. The visions are clear and distinct. It is difficult for a person to distinguish reality from them. Associated events cause denial of reality. The protective reaction of the psyche is expressed in complete ignoring of the "irritant". Trauma is guilt that a person is unable to cope with. Escape from the event is accompanied by depression, apathy and indifference of a person. A person changes his behavior, and the decisions made do not lend themselves to logic or explanation. The syndrome makes a person hide from a possible "irritant", avoid communication with potentially dangerous people. Associated events cause denial of reality. The protective reaction of the psyche is expressed in complete ignoring of the "irritant". Trauma is guilty that a person is unable to cope with. Escape from the event is accompanied by depression, apathy and indifference of a person. A person changes his behavior, and the decisions made do not lend themselves to logic or explanation. The syndrome makes a person hide from a possible "irritant", avoid communication with potentially dangerous people [3].

Positive and negative emotions are very dangerous for a person. He feels moral weakness, exhaustion and tries to avoid any kind of excitement. Emotions associated with changes frighten a person. Coldness in behavior and communication completely excludes the manifestation of love, warmth or tenderness. Moral attitudes do not allow physical or biological needs to be expressed.

Acute symptoms of the disorder are expressed in the patient's altered behavior. The causes of aggression are rooted in the tension that a person experiences. He is wary, unable to relax or lull his vigilance. A person is afraid not of a specific situation, but of fear itself. The patient has to live in constant anticipation of a repeat of the trauma. Women after violence are afraid of new attacks, so they perceive every man as a potential rapist [1].

Acute symptoms of post-traumatic syndrome: aggression and agitation, which border on inappropriate behavior. Unmotivated anger, confrontation - a person suffering from the disorder does not need a special reason to have an acute reaction. Delayed factors that trigger the syndrome manifest themselves in aggression without an obvious reason. Causes and manifestations of symptoms do not always coincide in time. The disorder's features in physically fit people includes increased aggression. It is difficult to cope with anger without therapy. Medical support and consultation with a psychiatrist are necessary for a smooth entry into drug therapy to solve the psychological problem.

Conclusions. The war in Ukraine has led to inevitable consequences. Students, as well as all other citizens of the country, have witnessed severe military attacks, constant bombing, attacks on defenseless people, violence, deprivation of homes, lack of water, electricity, gas. The pitch darkness that came in the form of Russian soldiers, the death that they brought with them could not but affect the peaceful citizens of Ukraine, their mental and physical health. Man is a self-regulating creature, our psyche is an ideal mechanism for self-defense. But sometimes it is impossible to do without the help of a specialist, aggression is one of the normal reactions in an ordinary environment unless it is aimed at the physical destruction of another person, but is simply a hormonal surge that quickly passes. In the opposite case, this is a destructive quality inside the person himself and the people around him. If students feel a constant aggressive state, it is imperative to seek help from a specialist, since sometimes it is impossible to cope with this destructive quality on your own.

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