

SPORTS ACTIVITIES OF PUPILS IN THE FUNCTION OF PREVENTING AGGRESSIVE BEHAVIOR

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Abstract

For primary school age pupils, it is characteristic to show passive, verbal and indirect aggression through behavior that can be active and passive-aggressive behavior. Stealing and lying are also present as forms of a hidden form of aggressiveness. The frequency of aggressive behavior usually decreases by the period of adolescence. Previous research indicates that situations in which aggressive behavior still occurs are less frequent among pupils who practice sports activities. Although there are opposing views, it is considered that regular participation in sports, especially in its aggressive forms, enables the discharge of negative energy in a socially acceptable way, so a person who practices this type of sport later becomes less aggressive in other, non-sports situations in everyday life. The implementation of sports in schools, such as judo and karate, gave positive results in reducing the aggressive behavior of pupils, because practicing these sports also includes learning ethical principles such as respect for the opponent and fair play, respect for one's own body and the body of the opponent, prohibition of dangerous techniques and preservation of health and the well-being of all practitioners as the highest values. This paper indicates the importance of implementation of such programs in elementary schools in the world and in our country.

Key words: AGGRESSIVENESS / CHILDREN OF PRIMARY AND SECONDARY SCHOOL AGE / SPORT / PREVENTION

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INTRODUCTION

During May 2023 the citizens of Republic of Serbia faced previously unwitnessed displays of aggressive behavior by children and young people. We wonder where and how we committed oversights, all of us: society as a whole, parents, teachers, educators. In searching for the guilty party, the civic society points a finger at each of these segments, but likewise at certain individuals who had directly or indirectly, either through their actions or lack of action, ensured the state of affairs within which the events transpired.

In researches of arts and humanities it is not possible to isolate all the causes that lead to an examined situation. What is possible (and necessary in accordance with the current context) is to conduct a detailed analysis of certain probable causes in each segment of society and to present the results of these analyses to the public, as a basis for further educational work with young people.

Sport and organized sports activities for young people are one of the significant segments of society. The goal of this paper is twofold: first, it is to shed some more light on the existing theories of aggressiveness and aggressive behavior by a theoretical analysis of content, and then to perceive some of the issues in sport and sports activities for young people through an analysis of existing findings.

In creating this paper contents of relevant literature on aggressiveness, aggressive behavior of young people, and aggression in sport have been subjected to analysis, with the intention to single out those attitudes and opinions of relevant authors that could contribute to the development of a prevention program and rehabilitation of aggressive behavior of young people by means of sport and sports activities.

DEFINITIONS AND CLASSIFICATIONS OF AGGRESSIVENESS AND AGGRESSIVE BEHAVIOR

The term aggressiveness refers to a very broad spectrum of meanings in relevant literature, which has rendered the creation of a unified definition of this term impossible, and has limited systematic researches in this field. Therefore, aggressiveness can be characterized as specific behavior or style of behavior and can refer to attitudes and emotions like hate and anger or character and personality traits, habits, and stereotypical reflex behavior. Ultimately, it can be characterized as behavior determined by biological processes (Kolundžija, 2015). Some authors differentiate aggression from aggressiveness – aggression points to the expression of violent behavior, while aggressiveness denotes psychological propensity for destruction (Cannavici, 2011) with the elements of the urge for self-preservation of every individual who is a part of the social community (Misojčić, 2020). Put simply, not all aggressiveness is undesirable nor antisocial (Kolundžija, 2015). Observed from an evolutionary viewpoint, it serves man's adaptation in the sense of subsistence and survival of the species (Archer, 2009). More often than, not some level or form of aggressiveness is socially justified when it is exhibited in a socially acceptable context (activities related to defense and citizen protection, certain sports) and when it is followed by high ethical standards of said activity. However, when this term is used in everyday speech, it is mostly associated with negative and destructive patterns of behavior. On the other hand, when considering aggressiveness from the standpoint of intention, a distinction is discerned in the forms in which it is displayed, with a recognition of the specificities of different forms and modes of socially unacceptable aggressive behavior. Still, there are those authors who feel that aggressiveness is a form of behavior that has inflicting injury or causing damage for its goal, regardless of intention (Baron & Richardson, 1994; Berkowitz, 1989; Ramirez & Andreau, 2006; Spielberger, 2001).

Various forms of aggressiveness are characteristic for different life periods. Early childhood is characterized by instrumental, physical, and direct forms of aggression which dominate up until starting

school. Displaying passive, verbal, and indirect aggressiveness is characteristic of elementary school, accompanied by active or passive-aggressive behavior. Lying and stealing are manifestations of a hidden form of aggressiveness. Frequency of aggressive behavior should decline by the period of adolescence, but situations in which it is still displayed are becoming increasingly grave and are often connected with adolescents' issues with parents, teachers, and peers (Misojčić, 2020; Žužul, 1989).

CLASSIFICATIONS OF AGGRESSIVENESS

Most classifications are characterized by dichotomous distinctions. Suggested classifications with dichotomous characteristics can be sorted into several groups (Bushman & Bartholow, 2010; Ramirez, 2011) according to:

- Forms, i.e. aspects of expression;
- Manners of social display and
- According to function and goals.

Within the model of dichotomous classification of aggressiveness according to form, authors most often differentiate (Ramirez, 2011):

- Active aggressiveness (hurling insults, committing assaults, and similar) or the passive form (e.g. failing to pass on an important message);
- Aggressiveness directed towards the outside world (destruction of property, hurting people, animals, and plants) and aggressiveness with an inward direction (self-destructive behavior),
- Physical aggressiveness (hurting others using our own body or weapons), or verbal aggressiveness (hurting others by using words, like shouting, cursing, insults) and non-verbal display of aggressiveness via facial expression and body language.

Furthermore, according to the manner in which it is displayed and via a dichotomous division, aggressiveness is recognized as direct (verbal or physical confrontation in the face-to-face mode) and indirect aggressiveness (injury or damage is inflicted indirectly, in a subtle or delayed manner) (Ramirez, 2003). By observing aggressiveness according to function or goal, the most frequently mentioned modes are hostile aggressiveness (unplanned action that has anger as its foundation, and hurting the other person as its goal), instrumental (premeditated way for achieving various goals, such as reward, profit, advantage, where inflicting bodily harm is not the goal), proactive aggressiveness (aimed towards obtaining a reward or accomplishing a social goal, for example domination over another person) and reactive aggressiveness (hostile reaction or response to a perceived threat, provocation or injury based on a negative emotional state, which has the defense from frustration as its goal) (Kolundžija, 2015; Ramirez, 2003). Within this model of classification of aggressiveness, some authors differentiate impulsive aggressiveness as well (a minimal provocation can lead to a violent reaction) and premeditated aggressiveness (premeditated aggressiveness which is planned out and intentional, and the aggressive expression itself is learned) (Barratt & Felthous, 2003; Stanford et al., 2003).

With every aggressive personality the above-mentioned categories of aggressiveness overlap each other. This doesn't merely cause confusion among the researchers, but it also creates numerous conceptual and empirical problems. As one of the possible solutions, a multidimensional approach to aggressiveness has been suggested. According to this model, every aggressive act could be determined based on its degree and in the following dimensions: (1) the strength of the hostile affect, (2) the strength of the automatic reaction, (3) the intent to hurt the victim as the direct and ultimate goal and benefit for

the offender, and (4) deliberation and insight into the consequences of the act (Anderson & Huesman, 2003).

Finally, the theoretical concept of aggressiveness and the empirical data on this phenomenon are best merged in the threedimensional model which views aggressiveness through the biological, social, and contextual prism (Misojčić, 2020).

RISK FACTORS FOR AGGRESSIVE BEHAVIOR

Risk factors that contribute to aggressive behavior can be personal factors and social factors (Kolundžija, 2015, Misojčić, 2020).

Personal factors refer to heredity and sex, intellectual performance, personality, cognitive factors, emotional factors, clinical factors, sociodemographic characteristics, family factors, influence of peers, etc. These factors influence the development of the capacity for aggressive behavior and provide an answer as to why certain individuals, and not others, display aggressive behavior in certain situations to a larger degree and in different forms. (Kolundžija, 2015).

When it comes to inherited factors, based on the result of numerous studies, a statistically significant influence of heredity on aggressiveness has been noted, in the percentage that accounts for more than 50% of the variance. A statistically significant correlation between heredity and criminal acts that are aggressive in nature has also been established (Miles & Carey, 1997). Earlier it was thought that the gene for aggressiveness does not exist and that hereditary traits of character or temperament do not contribute to the probability that someone will act more aggressively. Results of many studies show that individual differences in aggressive behavior show themselves in early childhood and predict lasting behavioral issues, as well as different disorders. Studies of antisocial and severe aggression in the adult age indicate a significant biological foundation for such behavior; however, little attention is given to the research of hereditary factors in the cases of aggressive behavior of children (Misojčić, 2020).

As shown by the results of numerous studies, aggressive behavior is more pronounced in men than women (Misojčić, 2020). Certain researches indicate that, regardless of the type of aggressiveness, men are more aggressive than women on a statistically significant level. Women that were socialized according to male patterns in their childhood are as aggressive as men (Eron, 1980). Some studies put physiological differences between men and women into the forefront as the reason for differences in the display of aggressiveness, explaining that difference by the different level of testosterone (Bolton et al., 1989; Collaer & Hines, 1995) and/or cortisol (Keenan & Shaw, 1997). Although there are studies that equalize the sexes with respect to the degree of propensity for aggressiveness (Odgers & Moretti, 2002), they are still outnumbered by those that indicate that men are more aggressive than women and more prone to delinquent behavior.

When speaking of personality as an individual factor, Tellegen's model, the model of the Big Five, Eysenck's PEN model, and that of Cloninger, represent the theoretical foundation for studying aggressive behavior in the context of personality traits (Ramirez & Andreau, 2006; Misojčić, 2020). It was established that aggressiveness is accompanied by personality traits such as impulsiveness, narcissism, and psychopathic tendencies (Ramirez & Andreau, 2006). It is important to draw a distinction between an impulsive act and impulsiveness as a psychological propensity. Barrat's model of impulsiveness implies a tendency for quick and unplanned reaction to internal and external stimuli, without taking consequences into account. Impulsive aggressiveness as the most frequent form of exhibiting aggressive behavior is in positive correlation with the deficit in self-control. Some individuals

are predisposed to react to certain life situations with anger, so if such a response is combined with impulsiveness, it can lead to aggressive behavior (Barrat & Felthous, 2003).

Among the factors connected with aggressive behavior are, undoubtedly, social perception and social cognition. Inadequate perception of stimuli from the social surrounding, as well as inadequate naming of emotions expressed through facial expression, can result in wrongful interpretation of threatening and hostile messages and lead to aggressive behavior of an individual (Crick & Dodge, 1996). Persons can be prone to seeing certain social situations in a negative context, even when that is not so in reality. A feeling of hostility plays a significant role here, as a consequence of negative evaluation of people and circumstances, combined with a desire to do harm to others. In the case of adolescents it was established that their aggressive behavior is in correlation with hostile reactions to a hypothetically imagined situation of peer abuse (Bellmore et al., 2005). The role of irrational convictions is very significant (Vukosavljević-Gvozden, Opačić & Marić, 2010), these beliefs being connected with negative, rigid, and extreme evaluations of oneself and others, which consequentially reinforces negative dysfunctional emotions. On the other hand, rational convictions are logical, with a confirmation based on experience, it is pragmatic, adaptable, and functional (Szentagotai & Jones, 2010). Thus, dysfunctional forms of thought can lead to erroneous interpretations of stimuli from one's surrounding and then to moral reasoning that isn't adequate to the situation, with self-justification (Walker, 2005). Erroneous convictions, attitudes, and opinions related to social behavior are linked to aggressive behavior (Chereji, Pintea & David, 2012). According to certain sources, cognitive processes are even more significant factors than the emotion of anger as mediators for exhibiting aggressive behavior (Welsh & Gordon, 1991).

For an easier understanding of aggressive behavior, it is necessary to clarify the role of emotions, above all anger or rage. Rage is a subjective feeling of psychological and biological character that varies in intensity. It can be experienced as a weak irritation or escalate into intense rage and hatred depending on the situation, character traits, previous experience, and cognitive conviction (Spielberger, Reheiser & Sydeman, 1995). Rage is an emotion that occurs as a response to a threat or the perception of threat in relation to an individual or a group, it is difficult to control because of intense physiological processes in the organism that accompany it. (Lazarus, 1991). If rage is uncontrollable, it can lead to aggressive behavior. While controlling rage, the role played by emotional regulation is extremely important. If we don't control our rage, it can cause physical, verbal, or sexual violence. (Misojčić, 2020).

Aggressive behavior may be linked with psychiatric diagnoses and most often with antisocial personality disorders. Studies indicate that antisocial personality disorders, psychotic disorders, and schizophrenia, are often followed by symptoms of aggressiveness (Wallace et al., 1998). Personality disorders, psychotic disorders, and disorders related to the use of alcohol and psychoactive substances belong to mental disorders that cause aggression, among others. The use of alcohol and psychoactive substances can often lead to various behavioral disorders among the general population as well as among psychiatric cases (Steadman et al., 1998). The use of alcohol and alcoholism lead to behavioral changes, which can range from a mild lack of self-control to inflicting bodily harm (Dodig et al., 2001). The use of psychoactive substances leads to aggressiveness and violent behavior directly during the consummation, or due to the need for permanent stimulation, especially when that is unavailable in periods of abstinence, as a consequence of problems with the procurement of money for that purpose.

An individual's aggressiveness is also influenced by his/her family history: criminogenic antisocial environment, parental conflicts, dysfunctional family, a large number of family members, poor supervision of children, abuse and neglect of children, etc. Criminogenic and antisocial behavior in the

family represents a behavioral pattern that includes lying, theft, aggressiveness, disobedience, and ultimately violence. If said modes of behavior are characteristic of one of the parents, an older child, or both parents, there is increased risk that the child will adopt the same mode of behavior (Farrington, 1995), but also embrace the conviction that such behavior, i.e. violence, is normal and unpunishable. When the family isn't whole, which implies the absence of one spouse, a smaller number of cases of aggressive and delinquent behavior was recorded compared to the family in which there is parental conflict (Farrington, 2010; Misojčić, 2020). If such a conflict is accompanied by violence, then it represents the cause of not just antisocial behavior of the child but violence towards one's partner later in life (Franklin, Menaker & Kercher, 2012). Violent behavior towards peers occurs as a consequence of parental violence towards children, children learn from their parents according to their model (Baldry, 2003). Aggressive behavior of children can also be the consequence of growing up with a mother who is too young, parents that consume psychoactive substances and alcohol, or parents that spend little time with their children and pay no attention to the child's emotions (Barnard & Barlow, 2006; Baldry, 2003). The occurrence of aggressiveness among children can be influenced by social factors as well: unemployment, belonging to a lower socioeconomic status, poverty, life in urban places (Bartels et al., 2018). A factor that influences antisocial and aggressive behavior in children, besides the aforementioned, is the way in which the child is raised, i.e. its upbringing. If parents do not monitor the child, punish it, and are less busy with it, the greater the chances are that the child in question will adopt antisocial and aggressive behavior (Farrington and Loeber, 1999).

Aggressive behavior of the child towards its peers and its negative mood towards them or dependence on peers is explained by parental rejection. Rejected children in the family turn more to their peers and spend more time outside their home than children who are accepted (Rohner, 1984). Rejected children yearn for warmth and a sense of belonging, so in time they become dependent on the people from their surroundings. Consequently, they are incapable of establishing a harmonic social relationship with their peers as well. Eventually they grow up to be insecure, dissatisfied, and hostile people (Šurbanovska, 2012).

It is considered that social factors that contribute to the appearance of aggression are: characteristics of the source of frustration, the behavior of other persons that are present in the situation, and the characteristics of the goal of aggression. Personality traits such as physical appearance, congeniality, and perceived intentions of the „provocateur“ will influence whether a certain situation will be triggering to the extent that it needs to be reacted to. If a certain person perceives the intentions of the provocateur as aggressive, there is a high probability that they will feel internal negative emotions and react aggressively. If the persons that are present also display negative emotions in the given situation, such as anger and disapproval, then there is greater likelihood that the person in question will confirm their own negative feelings and recognize the potential emotion as the emotion of anger (Žužul, 1989).

Aggression is always conceived in a specific life situation in which there is a corresponding greater or lesser provocation. There exist, however, instigators, that we call “aggressive signs” and which act indirectly (Berkowitz, 1989; Misojčić, 2020). These can also be films with aggressive content, observing violence, weapons, and the like. Besides these signs, there are external motives for aggressive behavior, unrelated to emotional changes caused by a provocative situation. In each of these situations there is a possibility that the individual will perceive a certain situation as provocative, which will therefore be the trigger for an aggressive reaction.

SPORTS ACTIVITIES OF STUDENTS AS PREVENTION OF AGGRESSIVE BEHAVIOR

It is generally accepted that practicing sport does not lead to increased aggression and antisocial behavior but that it has positive effects in the form of developing prosocial behavior. From a theoretical standpoint, the claim that practicing sport reduces aggressive behavior of the participants can, according to the generally accepted understanding, be explained by the effect of catharsis. It is considered that regular participation in sport, especially in the aggressive modes of sport, provides opportunities for discharging negative energy and release of aggression in a socially acceptable way, so that the sports practitioner will be less aggressive in other, non-sports-related situations (Misojčić, 2020).

However, in the research literature it is emphasized that this claim has little empirical evidence backing it up (Endersen & Olweus, 2005). It seems that empirical findings even support the opposite claim, that practicing sport increases aggression and antisocial behavior among the youth, if appropriate educational programs and measures are not built into sports programs and physical education classes. Such negative influence is explained, within the theory of social learning, by the fact that sport represents the context in which models of aggressive behavior are displayed. Such behavior is learned by observing models. It is considered acceptable and reinforced by the coaches and other adults (teachers, parents). The training in martial arts, for example, demands acquiring a repertoire of aggressive behavior. This exercise can amplify aggressive behavior, not only in the situation of training, athletic combat, and the sports event itself, but in other conditions as well. Overemphasis of winning in sport can lead to the situation in which children behave as adversaries while interacting with their peers, and are less willing to help another person. Some sports tolerate cheating during play so as to achieve an advantage for one's team. Vengefulness can be developed in athletes, and even abuse (of poor players, for example) which says that sport for young people isn't always a positive experience (Light et al., 2005; Misojčić, 2020). Some researches have shown that moral judgment in athletes is on a lower developmental level than in non-athletes (Jones, 2005; Lai, Stoll & Beller, 2006), and in some researches (Kavussanu, Seal & Philips, 2006) it was ascertained that during team sport play (volleyball) antisocial behavior is more frequent than prosocial.

The authors of one of the rare longitudinal studies in this area, Endersen and Olweus, did not only fail to find the effect of catharsis, but also discovered that participation in strength sports leads to an increase of antisocial and violent behavior of boys outside of sport and that these negative effects occur very quickly after the beginning of practice, and remain even after the practice of the sport has ended (Endersen and Olweus, 2005). Endersen and Olweus believe that such negative effects of sport are cause for serious concern among parents, professionals that work with young people, as well as politicians (Endersen & Olweus, 2005).

The opposing view, that practicing sport has a positive influence on the development of prosocial behavior in young people, is based on findings about the socialization of peers, i.e. members of the sports team. Socializing with peers is very significant for young people, approval and acceptance by their peers influences the development of self-esteem, academic success, participation in extracurricular activities, on moral development and social behavior. A cycle of prosocial behavior is established in the circle of peers, and when an adolescent behaves prosocially towards his peers, they reciprocate with the same behavior (Carlo et al., 1999). Since sports activities demand that team members possess cooperation, solidarity, sharing, mutual assistance, and empathy – such behavior should be developed in athletes to a greater extent compared to non-athletes. Socializing in a sports team discourages egotism and gives the opportunity to display altruistic behavior. By observing prosocial behavior exhibited by the team members or the coach, young athletes learn such behavior and will be inclined to display it, especially if it

is rewarded in a certain way. Likewise, during sports activities, respecting the rules, acknowledging the authority of the coach, referees, and other sports parties, and respect for other participants in sports activities, are all demanded from the students. Everything heretofore mentioned contributes to the development of self-control, perseverance, learning conflict management, negotiation skills, the ability to put oneself in another's shoes, and the development of other social skills necessary for establishing good social relationships, as well as for building a moral character (Gašić-Pavišić i Janjetović, 2007; Misojčić, 2020).

Some authors consider sport to be a beneficial therapeutic context in which adolescents with behavioral disorders can be taught prosocial behavior (Misojčić, 2020). Nonetheless, it is emphasized that sports activities by themselves do not ensure positive effect on social behavior and moral development of young people, and that it is necessary to include specially emphasized elements of ethical and prosocial behavior into the plans and programs of physical education and sports programs. In their work with adolescents that had a diagnosed behavioral disorder, McKenney and Dattilo applied a program for encouraging prosocial behavior based on learning by observation in an athletic therapeutic-recreational context (McKenney & Dattilo, 2001; Gašić - Pavišić i Janjetović, 2007). The program included above all an evaluation of the adolescents' behavior, with the recognition of the elements that need to be changed, then planning the process of alteration, application of the planned steps, and evaluation of all activities. The program of social behavior included the use of special cards that showed the steps in the application of certain behavior, role-playing activities, and watching videos. The results of applying this program confirmed that within the context of sports activities young people can be taught prosocial behavior if there is a particular program for that purpose.

A similar conclusion arose from an experiment with children of a younger age (5–7 years) in a six-week summer sports camp where programs for reinforcing moral developments were applied, based on the theory of social learning and the structural-development theory (Bredemeier et al., 1986). The instructors in this camp also covered topics related to justice, sharing, verbal and physical aggression, distributive and retributive justice with children. In the group in which the program based on the theory of social learning was used, the instructor described situations in play during which a certain moral dilemma arose and taught children the proper behavior, and then reinforced their behavior by praise and tangible prize. In the other group, a strategy of children's talks between peers about the ways of solving mutual conflicts was used. Both experimental groups showed significant progress in the final testing of moral judgment, and there were no significant differences in effects between the two applied strategies. Similarly, the results of other authors' researches, conducted on a sample of adolescents, confirm that encouragement of moral reasoning in sports context can enhance prosocial behavior of young athletes (Rutten et al., 2007; Mouratidou, Goutza & Chatzopoulos, 2007). It is emphasized that a significant factor of success in this is the reciprocal teaching style of coaches or teachers, the quality of motivational mood that he creates in the team (task-oriented mood), as well as prosocial and moral behavior of the coaches, i.e. teachers, as a model from whom young athletes learn (Misojčić, 2020).

RESEARCHES OF THE ROLE OF SCHOOL SPORT IN THE PREVENTION OF AGGRESSIVE BEHAVIOR

Researches show that practicing sport in school is beneficially connected to the total level of physical activity of children and young people and other positive health-related behaviors (Misojčić, 2020). Young people who practice sport are less prone to behaviors that involve health risks, they have

better physical fitness, better dietary habits and healthier nutritional status, compared to those that are not involved with sport.

Physical education represents the foundation of school sport. School sport and physical education are mutually linked by multilayered and complex connections and they complement each other, sharing mutual foundational goals: contribution to health and harmonious development of personality. Physical education enables students to gain basic movement skills and necessary know-how, to form positive attitudes towards physical activity and sport, preparing them for an active lifestyle. Practicing sports in school enables children and young people to perfect their motor competencies, social skills, and self-esteem through competitions of various levels, and it can represent a transition to practicing sport in sports clubs, oriented towards achieving top-level athletic results.

Sports in school and physical education are significant factors that, besides the primary role of prevention of health issues, can also be a certain form of prevention of violence between students in schools, and can exert a significant influence on the overall improvement of sports culture from the earliest age of children, i.e. students. Ethics of sport is considered to be one of the more significant segments of sport culture, which provides orientation for future and current athletes with regards to appropriate, proper behavior in sport that presupposes numerous ethical principles such as: appreciation and respect for the opponent, fair play, the principle of love for sport, the principle of „it is important to participate“ as opposed to the principle „win at any cost“, the principle of not using doping, the principle of athlete's strict responsibility in which the athlete is always accountable for the things that end up in his/her organism, fight against racism in sport etc. Ethical principles that comprise the framework for the ethics of sport, such as the principle of appreciation and respect for the opponent and fair-play, can also be transferred into the complex area of numerous social interactions in everyday life of people, and likewise into the field of social interactions between students of different ages, or into the field of social interactions between students and teachers (Radenović and Mijatović, 2017).

Within school sports, besides learning numerous games and sports, as well as improving one's own physical culture and prevention of health issues, what is inevitable is the area of values, norms, rules, i.e. the mentioned ethical principles following every sport, game, or skill, that can be a significant measure of prevention of violence between students. The principle of appreciating and respecting the opponent, as well as fair play, are the basic principles that can be transferred into the field of numerous interactions in everyday lives of all people, and especially children, students to be more precise, who should be acquainted with the mentioned principles from the earliest age, for these principles could be one form of prevention of violence between students (Radenović and Mijatović, 2017).

Radenović and Mijatović (2017) feel that it is possible to design specific programs for the prevention of violence between students in schools, which would encompass the theoretical and practical part. The theoretical part would consist of not just the relevant theoretical considerations related to possible explanations of the phenomenon of violence in everyday life, and in schools as well, but also findings on the significance of sports culture for the individual and society, along with findings on the significance of ethics of sport for the individual and the broader social community. The practical part of the program would consist of various real and hypothetical forms of conflict, altercations, and violence in sport and outside of it, in everyday life, and especially among students, and of examples of non-violent conflict resolutions. The programs should be designed by a multidisciplinary team comprised of pedagogues, psychologists, and sociologists, but also experts from the field of physical culture (P.E. teachers, coaches, referees). Physical education teachers and coaches would implement these programs within physical education classes and within school sport, together with students, other teachers in the

school, and students' parents. Because of increasing displays of violence in the whole society, as well as the existence of the trend of "normalization of violence" in all segments of society, the proposed program of school sports and physical education classes would be not just a form of prevention of violence between students, but also one of the modes of improvement of the overall sports culture and physical culture in its broadest sense. Reminding everyone of the fact from the history of physical culture and the Olympics, the significance and sublimity of sports manifestations is clear: during the period of the Olympic Games, ancient Greek city states would cease their frequent wars and conflicts in the so-called Olympic truce precisely because of the significance and sublimity of sports competition (Radenović and Mijatović, 2017).

SPORTS ACTIVITIES OF STUDENTS AS PREVENTION OF AGGRESSIVE BEHAVIOR

Sport help individuals to get to know each other and introduce themselves, and to ensure their place in society. Sport is a means to an end, and for its goal it has the education and upbringing of the individual and society and has a direct influence on the physical and spiritual life of an individual. It helps people to be mentally awake, disciplined, and aware. Initial acquaintance with the world of sport is conducted through sports activities on the level of preschool institutions, organized through physical education classes. It is highly important to present the relationship between physical education classes and students' aggressive behavior as a problem (Radenović, Savović i Marković, 2019).

Gano-Overway points out that there is a lower level of bullying and victimization during physical education classes than in the general context of the school (Gano-Overway, 2013). Roman and Taylor have discovered that the victimization committed by bullies is linked to a lower participation in classes of physical education and lower levels of everyday physical activity (Roman & Taylor, 2013). Aside from that, it can be observed that peer victimization during physical education classes has had a negative influence on the students' perception of enjoyment in physical activity (Scarpa et al., 2012). Within the context of physical education, teachers can be both one and the other, proactive and reactive, when possibilities for students' aggressive behavior arise. Students that are physically weak, have excessive body mass, or are perceived as different from the common male or female stereotypes, are the most frequently targeted groups towards whom aggressive behavior is exhibited (Ma, 2004; Sullivan, Cleary & Sulivan, 2004), but all children can be exposed to the risk.

A Cohort study was conducted on 991 children and adolescents aged seven to seventeen on a sample of 16 public schools in Barranquilla, Colombia, where a total of 65.4% of the respondents had a low level of physical activity, while the bullying index was 55.6% (Herazo-Beltrán et al., 2019). Respondents that hadn't regularly practiced physical activities had a greater likelihood of being victims of bullying in school and of displaying a higher level of general aggression. Furthermore, children and adolescents of the female sex that had not regularly practiced physical activities, had less control over their emotions. It can be concluded that physical activity in schools should be encouraged with the aim of prevention of violence and aggressive behavior in students (Misojčić, 2020).

Several researches conducted on the territory of Republic of Serbia, on the sample of domestic students, have confirmed that practicing sport can have significant benefits for mental health, in the form of prosocial behavior which was more expressed, less aggressiveness, and a more positive self-concept of children and young people that practice sport compared to peers who are non-athletes (Gašić-Pavišić i Janjetović, 2007; Đorđić and Tubić, 2008; Tubić, Đorđić i Poček, 2012).

According to the data from 2008, presented as part of the Report on the State of Sport in Schools in the Republic of Serbia, in elementary and high-schools of Vojvodina, the most represented

extracurricular sports activities are sports games (volleyball, futsal, basketball, and handball). In the district of North Banat volleyball was represented in 74% of the schools, basketball in 64% of the schools, and handball in 48% of the schools. Futsal is most popular in the district of North Banat (70% of the schools). The percentage of schools in which students practice athletics as an extracurricular activity does not exceed 28% (districts of North and West Banat), gymnastics is most represented in the district of Middle Banat (22%), and table tennis in the district of West Banat (10% of the schools). The remaining activities are present in a negligible percentage of elementary and high schools in Serbia (karate and shooting in 0.8% of the schools, swimming in 0.7% of the schools, chess – 0.6% of the schools, corrective gymnastics – 0.5% etc.) (Sport and Youth of Vojvodina, 2013).

One possible way to derive the advantages of participating in sport while avoiding risks is the encouragement of the healthy perspective of sport and stressing that it is just a game. For instance, one researcher has discovered that the acceptability of socializing with bullies is greater among athletes that had a strong desire for victory, than athletes in general (Merten, 2008). By emphasizing that sport is only a game, as opposed to putting pressure on them to win, athletes can apply a similar attitude in their life outside of the arena.

When speaking of the type of athletic activity and its role in the prevention of aggressiveness, the findings of many studies point to similar issues. Increased aggressiveness in children has been observed especially in contact sports. For instance, a great sample of children in sixth grade showed greater frequency of verbal aggression, physical aggression, and anger in children that participated in boxing, wrestling, kick-boxing, football, etc., unlike children that took part in volleyball, cycling, hiking, and rope jumping (Misojčić, 2020). Some authors suggest that athletes should be trained to assume control over their anger by diverting it into the performance of skills, and not fighting to subdue it and suppress it (Robazza, Bertollo & Bortoli, 2006). This particular study has discovered that athletes in contact sports see their competitive anger as an extenuating circumstance during competitions. If they train effectively, athletes could direct their anger towards perfecting their athletic skills, as opposed to displaying aggression in the arena and outside of it. It should be added that more often than not, it is the coaches and executives that demand absolute success, which causes the athletes to be aggressive (Cakir & Acet, 2015).

However, with some contact sports it is apparent that it is possible for such sports to be aimed at prevention of aggressive behavior in young people and that athletes should be trained to control and direct their anger. Foremost among these is karate. In the group of children with behavioral disorders, karate was an effective treatment for both destructive behavior and aggression (Palermo et al., 2006). This is about how karate improves self-regulation and performative skills and helps the child to develop better behavior through consistent conditioning, establishing of self-confidence, self-esteem, respect for authority and friendship (Palermo, 2006). Aside from karate, judo, as a form of sport activity, with all its particularities, can be considered a good example of prevention of violence between students in schools. Starting from its brutal origin, the ethics of judo has reached a sophisticated form that demands a high level of awareness of not injuring one's own body and the opponent's body alike (Mijatov i Radenović, 2019). The principle of not injuring the opponent is one of the foundational tenets of judo and as such, it has influenced its shaping and enabled an easy transformation of judo into a sport that became part of the Olympic family in Tokyo in 1964. Essentially, the ethical root of judo revolves around the suffix -do in judo, which denotes the way of permanent perfection of technique. The lifelong road towards that perfection also implies the respect of ethical principles of the art itself. Precisely for that reason, before the beginning of judo practice, partners bow to each other in a traditional Japanese greeting as a sign of thankfulness for being enabled to improve their judo. Ethical principles in sport such as respecting the

opponent and fair play are likewise recognized as ethical principles of judo. Also present are the appreciation of one's own body and the opponent's body, the prohibition of dangerous techniques, with health and well-being put forth as the highest values. These ethical principles clearly indicate the significance of mutual respect of the practitioners and the principle of not injuring the opponent. If we were to apply these principles to everyday social interactions between students, some of which can have the character of conflict, we feel that the application of the mentioned rules would contribute to the reduction of conflicts and violent behavior of students, because it would put the possibility for non-violent conflict resolution into the forefront. It is important to mention that the previously elaborated idea has already been put into practice. Examples of Japan and France are being pointed out, where judo has been a comprising part of the school system for years, although, according to previous findings, it is not stated that judo is recognized as a measure of prevention of violent behavior between children in schools. On the level of Europe, the European Judo Union has developed programs of implementation of judo in preschool and elementary school education. It is significant to note the pilot project named Judo Into Schools, whose signatories are the current minister of Education, Science, and Technological Development Mladen Šarčević, the Minister of Sport and Youth Vanja Udovičić, chairman of the board of Judo Association of Serbia, Milovan Bratić, PhD, the Olympic Committee of Serbia, and the World Judo Federation (Mijatov and Radenović, 2019).

The results of many studies also indicate that students that participate in team sports were more aggressive than those participating in individual sports. On the other hand, success comes from collective and regular work in every team sport. All athletes need the greatest possible level of self-control and a sense of responsibility towards oneself, teammates, and the team. Those who practice team sports share the responsibility with their teammates.

Physical education is undoubtedly a place within the school system for the implementation of programs of prevention of violence towards peers and encouragement of individual development in which others are respected (Fisher, 1998).

CONCLUSION

Within school sports, besides learning many games and sports, as well as improving one's own physical culture and prevention of health issues, certain attention should undoubtedly be devoted to programs of prevention of aggressive behavior. In first place, the respect of those values, norms, rules, i.e., all ethical principles that accompany every sport, game, or art, and which are by themselves already a significant measure of prevention of violence between students. The principle of respect and appreciation of the opponent, as well as fair play, are basic sports principles that can be generalized into the field of numerous interactions in everyday life of students. Therefore, students should be acquainted with the said principles from a very young age, which represents one form of prevention of violence between students. Besides that, it is considered that regular participation in sport, especially in its aggressive modes, offers opportunities for the so-called cathartic discharge of negative energy and releasing the inhibited aggression in a socially acceptable way. However, researches have shown that students who take part in contact collective sports exhibit a higher degree of aggressive behavior than the participants in individual sports. It has been proven that there are contact sports, such as karate and judo, whose implementation in school sport has achieved positive results in reducing aggressive behavior in school. Introducing these sports into the school system also means introducing the respect for ethical principles of sport, like respecting the opponent and fair play, taking care of one's own body and the opponent's body, prohibition of dangerous techniques and emphasizing health and well-being of all the practitioners as the highest

values. In our country it is necessary to conduct a wide spectrum of researches in this area, among children, parents, teachers, pedagogues, and other experts, whose involvement in this field would bring about the development of new school programs in physical education classes, with the aim of reducing aggressive behavior in children of elementary and middle school age. Above all, it is necessary to have cooperation of experts from the area of sport and sports pedagogues with the faculty in schools, in order to develop the program of both prevention and rehabilitation of aggressive behavior of young people.

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