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Self-knowledge, self-consciousness and overcoming of contradictions that causes aggression in the individual strategy of behavior and personal activity

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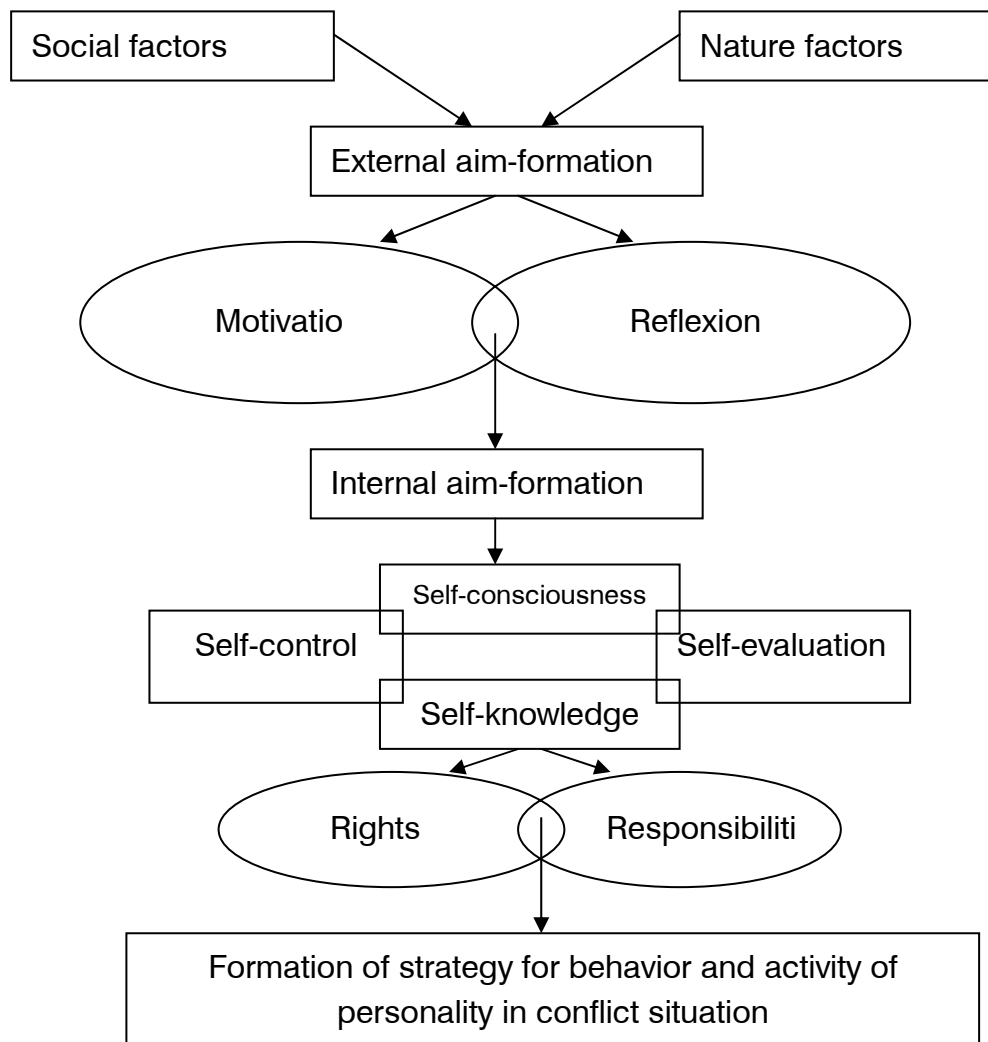
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Man always had a native necessity of self-knowledge in a very rough meaning to understand and evaluate himself. But how real is this self-evaluation and how much does it correspond with the public values and which are the ways for self-appraisal of young personality is a question that is always topical especially nowadays in our life full of pressure and countless challenges.

The integral mobilizing of all substructures of personality in concrete situation through the inclusion of the mechanisms of motivation and reflexion is basic and representative element in the structure of personal self-education as a whole.

Self-knowledge is the base of constructing strictly individual personal strategy of self-education, respectively and global structuring, as an activity and behavior in conflict situations. Through the reflexive essence of this process on the other hand personality makes essential steps to rationalize the objective hierarchy of public values.

Obviously it is a question of satisfying necessities that should be motivated and led.



Significant element from this process is the ranging of priority values, which meantime form and determine the quality level and contents of every next level in the cycle, which most obvious reflection finds with age growth appropriately to the uprising social conflicts, new challenges and necessities. Which are more important and basic contradictions that influence the fullness and the efficiency in this cycle of structuring a strategy for behavior and activity.

We shall divide them in three main directions in relation to the values:

- 1) Values in different life areas and already formed values in the personality.
- 2) The value system by which personality evaluates others and reality.
- 3) The public requirements (social status) and self-evaluation of personality on the basis of self-knowledge, originating from conflicts and different types of aggression.

We all are aware that every behavior act, even aggression, arouses not by language, but by a system of motives in a specific hierarchy structure depending on personal development and concrete activity conditions. During the particular behavior act in the motive system of personality cohabit motives with opposite or different purpose. Their contradiction is also known as a fight of motives. This is another element of the cycle which not only causes natural conflicts, but it is possible in accordance with the motive type to develop into aggression.

And the third element of contradictions which except playing a guiding role for pedagogy and structuring of active self-consciousness is the contradiction between consciousness and behavior (words and deeds).

This contradiction is requisite and normal as far as the others and the teachers respect the young personality's "ME" and its necessities and they do not let the contradiction to develop into a conflict or aggression, and if it happens it would be very hard after all the educative work to pass in even optimal limits.

According to you which are in a very rough way the factors interacting and effecting on the structuring and functioning of strategy for activity and behavior of personality in conflict situations that are liable to self-consciousness and self-education:

1. The "ME" of personality – personality type;
2. The personal necessities;
3. The real necessities;
4. The willingness for compromise and cooperation;
5. Trust level;
6. Communication culture.

The wrong pedagogy approach also very often causes conditions for aggressive behavior in a developing young personality. Especially on the background of its natural necessity of self-appraisal and self-development.

In such cases the rising generation personalities feel unstable and obviously confronting. Every single effort for direct help or interference in their self-knowledge and self-education they feel as a threat of "ME" and interference in their value system which they fiercely stand up for with all possible instruments.

Other excess of reaction that is possible to happen is full apathy of personality and also effects very negative to the system for self-education, because the lack of any activity suspend or disturbs the cycle and its efficient process.

Understandable is the anxiety and the need of concrete and special approach and form of self-consciousness and self-education for bringing back the processes of development and behavior of young personality in optimal limits.

We would direct several elements from the educative process that could be appropriate and help the process to this direction:

1. To make a possibility of activating personality's "ME" the way it is as a personality
2. The growing up personality to be supported and directed, but less dependent especially with age growth.
3. In the process of personal development and maturing personality should receive "directing support", but not manipulating one.
4. Gradually to assure conditions and opportunity the support from the environment to become in personal confidence. To believe and count on their own as a personality.

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Annotation

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Self-knowledge and self-consciousness is the base for constructing of strongly individual personal strategy for self-education, respectively for global structuring of such activity and behavior in conflict situations. But how much self-evaluation of a young person corresponds with the public values, how much the natural conflicts are being overcome without the danger of turning into aggression through the way of self-approbation is an actual question, especially in our modern way of life full of great pressure and countless challenges.