

HOSTILITY ATTRIBUTION AND BEHAVIOR PATTERNS WITH THE CHILDREN IN AGGRESSION PROVOKING SITUATION

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The article discusses interrelation between the hostility attribution and behavior scenarios with the children in aggression provoking situation. It has been found that the predominant cognitive styles used by the younger students to explain the reasons for peers' behavior in aggression provoking situation are non-hostility and chance attribution, and tendency to forgiveness. Primary school students regardless of gender tend to choose the strategy of passive aggression and assertive response. However, it was found that boys often choose active aggression, and girls - escaping/avoiding strategy. Active aggression in provoking situations is chosen when hostility and intention are attributed to an act, or when deciding on the severe punishment to the provocateur. Choice of scenarios of passive aggression and suppressed aggression is made when the peers' behavior is evaluated as non-hostile, accidental action requiring no punishment. Choice of such scenarios as assertive response, escape, and eliminating the damage is motivated by the peculiarities of hostility attribution process.

Keywords: attribution, punishment, forgiveness, aggression.

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