

ABSTRACT

Key words: aggressiveness- relation- planning

My research work is presented as a place of reflection on a social aspect, so widespread, what is the interpersonal aggression. With respect to this issue, I tried, starting from a 'theoretical analysis, to favor the appearance of a educational project, elaborating possible attitudes and actions aimed at reducing the direct indirect expressions of aggression. In a society that has a strong ethical framework of values slightly and becomes every day more and more multi-ethnic and multi-cultural misunderstandings can easily arise, prejudice and intolerance.

The socio-cultural diversity lead, increasingly, in manifestations of aggression, even in people who, at first glance, may appear peaceful and well-educated. Become more and more intolerant, that is, incapable individually and collectively, to live peacefully with those who believe and act differently from ours. To address this worrying phenomenon, which every social class, need different socio-cultural and structured interventions to educate for tolerance, peace, sociality, legality: values are closely linked and can not be dissociated from each other.

For this reason, in recent years, particular attention is paid to what is called education, dwelling in particular on the concept of "educational emergency" that is at the center of contemporary pedagogical debate and how the education of the younger generation has become a problem more delicate and difficult to deal with. What we are experiencing is a particular moment in history and, as in any transition period, man is faced with situations and problems that can not fully manage and the changes are not only many large and important, but also follow one another at a fast pace, piling often to each other.

Necessary above all to educate to live in change: the swirling changes challenge, provoke, challenge our ability to know, to do, to be, to learn to live together with others. In these situations, life is a constant process to acquire the necessary for their overall development, a journey of discovery of meaning and values, experience the diversity and capacity of harmonization, conscious of their identity and ready to discover and experience new ways of identification. The biggest challenge today is to be able to activate and implement education in the complexity and complexity, which is not limited to an adaptation, but it is able to internalize the variety, and become capable of dealing with change in a critical and creative.

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center of reflection and of daily life in the belief that their education is the key that can positively redefine the future of our society. Education as an event always passes through relations

The report stands as a place of care and "take care of the relationship, educating to care can act as a design task of pedagogy.

The term relationship is the one that best expresses the conditions necessary for a relationship between two people is defined educational. Report is, therefore, a term that has known, knows and always know the legitimacy more than justified, in fact it is difficult to conceive of a way of thinking, a do, a say, a teaching, a train or a cure regardless of the category of relation.

The report is not just a matter of cognitive, intellectual, but it's also a fact emotional: the ability to think depends on the feel and understand what goes on inside us: we can think only if we are in touch with our emotions and it is only development of affect and emotion, the ability to contain them and process that allows us to think and learn

Emotions, thanks to numerous studies and research, have been recognized as the plot foundational and unified self on which to build the identity of the person causing the choices and the thought and affecting learning. Between emotional processing and learning there is a deep connection, because it is growing in a loving relationship

The excitement factor is, therefore, the central element around which you can organize and develop a typology of educational skills including self-knowledge, communication and listening, interpersonal skills and the ability to help, management strategies discomfort and conflict that occur in every social.

The many emotional literacy projects that are being carried out for several years in schools with the aim of cultivating emotional balance and to create a vaccine against psychological distress, are reflected in the views of Daniel Goleman who has formulated a new theory of mind emotionally, defining how the human behavioral repertoire is largely determined by emotions.

Emotion, then, is not only assessment and adaptation to a situation or context, is no longer merely a reaction to the event, or tendency to action, but also and above all a relational process that allows players to transfer of re-examination, giving them the opportunity to re-negotiate a new relationship with each other, with the world and with himself.

The theme of aggression and aggressive behavior has been analyzed taking into account the most significant studies at various levels: neurophysiological, ethological, psychological and experimental psychoanalysis.

In today's society, which is that of the third millennium, we are witnessing a resurgence of gratuitous violence, where the slightest thing triggered the aggression. Assign a precise meaning to the word aggression is very complex.

Many authors on the basis of hypotheses and research so far made in defining the concept of aggression, have tried to capture the different facets of this phenomenon can take in the human person.

The most lively and stimulating their interpretative model, as can be seen from the analysis, is in the bipolar conception of aggression, which sees events it is expansionary, both defensive, considered as key moments in the process of adaptation of the individual.

By hooking us the most recent ethological research, many authors highlight the function of the associative links in the channel and inhibition of aggression and the importance of identifying with others, participation and sharing a system of values.

There are numerous theories developed on aggression, theories that are reflected in education in the development of possible educational paths designed to control aggressive behavior.

Each educational program of this kind must strive to teach respect for the human person and the sense of responsibility.

Among the possible educational interventions to deal with especially aggressive children are offered the use of the fairy tale and symbolic play.

Fairy tales speak to children in a symbolic language, which is why they manage to attract attention and encourage the identification, reducing the inner conflicts of the child, soothing anxiety and offering solutions.

In fairy tales is not as important as the manifest content, explicit, since the symbolic meaning common in any society and era. These stories deal with universal human problems, especially those that concern the child's mind, and then talk to her and I will encourage the development, calming meanwhile preconscious and unconscious pressures.

I am a valuable educational tool, represent a reference point for the inner life of the child and the relational life of the same with the adult. The child needs to moral education which subtly, and only by induction, indicating the advantages of moral behavior, not through abstract ethical concepts but through what appears to tangibly right and therefore recognizable meaning.

With regard to the symbolic play and its role in controlling aggression should be emphasized that it occupies a special role because it is the mode of expression freer when the child has.

Symbolic play allows children to create their own subjectivity and to perform that function in adults is performed by the inner language and reflection on events, helps transform a destructive part of the pulse energy in a positive way and to realize their creative potential innate and the individual characteristics of each.

Are finally presented some teaching strategies to positively manage emotions.

The emotional literacy programs, or effectiveness in interpersonal relationships, have a main goal of enabling effective management of feelings and the development of specific skills, so that the cognitive processes and learning, both individual and group, be realized naturally and without interference with greater success.

To build a state of emotional health and well-being, the programs must have certain essential features: to help children calm down when you feel anger, jealousy or excitement; increase awareness of the emotional states of others; resolve interpersonal difficulties discussing their feelings; allow you to plan and predict in order to avoid difficult situations, consider what consequences produces its own behavior on others.

Teach the alphabet of emotions is a process similar to the one in which you learn to read, since it involves the promotion of the ability to read and understand their own and others' emotions and to use these skills to better understand themselves and others he.

In the research carried out so far, the children trained emotionally show more ability to control and regulate their emotional state, better able to calm down when they are agitated, to slow down the heart beat faster making themselves less exposed to infectious diseases, and focus more are more alert; relate better with others even in the particularly difficult situations, typical of children, can understand more other people and establish friendships stronger with peers; present a good academic performance and develop intelligence emotional.

If we try to increase self-awareness, more effectively control our negative feelings, to maintain our optimism, to be persevering in spite of the frustrations, to increase our ability to be empathetic and to care for others, to cooperate and to establish links social - in other words, if we pay attention to emotional intelligence in a more systematic way-we can hope for a more peaceful future.