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STRESS-FREE UPBRINGING, CHILDREN'S RIGHTS, AND PEER VIOLENCE

Abstract

The author of these studies set himself three goals: to analyze the existing and functioning models of upbringing, their impact on the functioning of an individual in a family environment, in a group and in society. Another of the planned effects of the analysis of available sources is the definition of the factors determining the etiology of the negation of all values as a space for alienation of a young person, his reaction to loneliness and alienation from the awareness of social exclusion, which is based on the lack of responsible parenthood. The third and last goal of this studies is the analysis and evaluation of the problem existing in schools and institutions for minors, which is undoubtedly violence and aggression, where we only see a crying games, for example – action in an educational institution "Week without violence", "Stop aggression", installing cameras in front of the building or inside it. From a practical point of view, it is only silencing the problem in the media with the approval of the leading body, which has allocated the necessary funds for this purpose, many times financing meetings with specialists as part of preventive measures. However, directing all attention to strictly prophylactic measures does not bring the intended effect. The attention should be directed to victims who show anxiety at the very thought of going to school and on the perpetrators who feel with impunity due to the

lack of response from the institution. The analysis of activities undertaken in this area leads to the question: Does no one in our country have the courage to deal with this problem seriously at the level of school, commune, ministry, etc., and the problem is becoming more and more serious and neglected, leaving the victims in the hands of young or juvenile offenders. Do "Gertych's threes" have no chance to continue? The analysis has theoretical and practical dimensions, based on scientific studies and the author's own professional practice, however, it takes into account the synthesis of all a priori and aposteriori data.

KEYWORDS: *stress-free education, children's rights, violence, peer group, crime, aggression*

INTRODUCTION

The reality which surrounds us, on the one hand, overwhelms us, on the other, provokes reflection on the system of values, its relativity in the clash with the world around us, on the border of Machiavellianism, contemporary libertinism, arrogance, insolence, and absurdity. In the era of the struggle for the right with the violation of the rights of the weaker, others and the lonely people, we go many times aimlessly, only ahead of ourselves, sometimes advocating internally inconsistent views in the name of an unidentified idea.

The shaky value system carries the aforementioned slogans to the streets, to the media and even to temples with its own energy. The implications generate social anxiety, brutally pushing the real needs of the individual beyond the framework of social debate, despising basic values. The relativism of social life, immersed in the dualistic nature of human being, provokes actions contrary to the adopted legal order, destroying the foundations of the social contract – its intangible dimension is lost as a result of the stimulus and reaction. Today, it is in vain to look for respect for a human being in the face of the growing emotional pauperization of our society, which is in its own way convenient for many, frustrated, lost, unconscious situations, showing anti-social and maladjusted attitudes. Contingent and very dependent beings kneeling on their knees cry aloud from left to right for the preservation of value, offering nothing in return, for those who do not scream although they have a reason, for those who cry in their hopeless condition without seeing the meaning of existence.

The phenomenon of peer violence well known from school, yard, staircase, and official circumstances accepted by all, despite the signs of a crime, condemned only when a tragedy occurs. Social outrage, disapproval for a while and everything is lost again in the silence of reality according to the principle of "for peace and quiet." Searching for the etiology, the agitated crowd often cries for heads, not perceiving the background they become by being silent, standing completely aside, passively accepting rape (not to be confused with the rape which is described in the article 197 of the Penal Code), applauding the acts of violence.

Economic stratification carries a negative charge of emotions, shame mixed with bitterness because others have so much and despise honesty, principles, mocking those who are poor. The model of the contemporary Pole, being far from the norms, marked by the "rat race" teaches a socially acceptable chance for success, glamor, and existence regardless of the circumstances. It appears in such rules as – no ball games because the lawn, no fun because noise, you are colorful, go away because you spoil the rigid framework of stereotypes.

Authority, if something like this exists, does not work, repressed emotions dressed in wild words trigger aggression towards oneself and others, inspired by fun, the desire to experience something new without calculating profits and losses, introduce chaos. Bullying others seen as a form of entertainment, a way to raise self-esteem and manifest one's ego and pseudo self-esteem, unfortunately, is doing very well. Before the judgment on the causes is held, it is worth considering for a moment a stress-free upbringing, treated literally by the social conscience, and generating a reaction for any reason – deaf to the crying of a tortured child behind the wall. Depriving a child of the awareness which his or her behavior differs from the world in which he or she will function does not equip him or her with the emotional tools necessary to cope with adversities and undisturbed social functioning. The disruption of the parent's position as an authority in favor of emotional blackmail by the child combined with screaming and stamping his or her feet creates the illusion which it is always what the child wants and that the child determines the rules. Even the kindergarten is a real picture of the clash of this illusion with the rights of other toddlers, a babysitter who, in the eyes of a child, grows into a monster who forbids everything. He or she cannot lose because he or she does not

know this feeling and does not understand that someone is better and has the right to a reward which, in his or her opinion, is due to him or her. School troubles: truancy, fights for any reason, aggression and a thunderous parent crowning the next stage of shaping a distorted self-perception. The negative assessment of the teacher made by the parent in the presence of the child, re-inforcing the pejorative perception of school and learning, fueling disorderly reflexes and behaviors, destroys another authority so necessary in the child's social development. Attempts to enforce obligations, perceived broadly not only through the prism of the school, meet with resistance, which is the after-math of previous events. At this point, it is time to mention children's rights, enshrined in national laws, international regulations, school statutes, and in common law. It is impossible not to mention here the punishable offenses in this area, against children and committed by children and adolescents, inter-preted as a threat of demoralization (up to the age of 13) and as punishable (from the age of 13 before the age of 17)[1]. The statistics of youthful activity abound in information about fights, beatings, and bullying, which today has acquired a new dimension with the use of available technology. The high rate of depression among young people is in part the result of stress-free upbringing, the relativity of rules and an unstable social foundation, which does not show a pattern to use and does not condemn reprehensible behavior with due diligence.

The currently functioning triad, which shapes a young person, is an empty space into which someone throws a stone from time to time, it is a void, deaf and devoid of a clear message. Socialization in the family home, taking place in a cool climate, brings with it a consumerist approach to life, treating others objectively with the lack of contact characteristic of them. A parent's substi-tute – money or conversations, in many cases, lead family relationships into a new, unexpected dimension of loneliness. Fear of exclusion, helplessness in the face of isolation requires rebellion and manifesting aggression, punishing others for their dilemmas and hunger for emotional bond.

The school environment used to be only the platform of education and healthy competition, not only in sports, related to one goal – func-tioning in a group as a small community, is dominated by contemporary threats. School perceived as an unpleasant duty, an arena of domination

and humiliation of the weaker and not fitting contemporary trends, does not fulfill its former role in the process of socialization.

In this emotionally unstable space with a "concrete lifebuoy", a group of peers' rush to the rescue, offering their time, help and their own practices. A sense of security, a springboard from loneliness, spending free time in an attractive way, acceptance give the individual a sense of confidence. The nature of activity contrary to the legal order inevitably leads to the internalization of values and norms imposed and functioning in the group. The fear of losing the status of a group member makes negative behavior become a moral code and a source of pride for a young person.

DIFFERENCES AND CONSEQUENCES OF STRESS AND STRESS-FREE UPBRINGING

The fashion for stress-free upbringing appeared in Poland with the development of the new society after the political transformation, and probably no one feels longing for the past time. However, lost values are a price for freedom, which in the Polish reality is associated rather with arbitrariness stripped of the principles, feelings, and rights of another human being.

The evaluation of stress-free upbringing is poor, after years it turns out that it is not a pragmatic model of upbringing, because it weakens instead of strengthening, it deprives, although it was expected that it would enrich. As the authors of the study "Child: stress-free education, what is it and does it work", dated December 2017, note: surplus stress does not benefit the physical or mental health of an adult, especially a child. At the outset, they may pose a fundamental question: did the legal guardians understand the message, and did they adequately interpret its assumptions? It is impossible to imagine raising a child without stress, and even aimed at protecting against it, on the one hand it seems impossible, and on the other hand very dangerous. Entering adulthood and taking responsibility for the life will require overcoming adversities and taking care of your own affairs. Children brought up under a lampshade will not be "immunized"[II].

The development of science has found its expression in the psychological approach to the development of children and the resulting pedagogical systems. Known approaches to raising children were presented by, among others. Jean Jacques Rousseau, who held that upbringing should not guide children, on the contrary it should remove obstacles. Leo Tolstoy perceived the upbringing of children even more boldly, granting the child the status of an "adult" who is to manage his or her own education, and where learning should include what the child wants to learn, what he or she wants to do, and at school he or she is to "spend time happily" (Ibid. p.1). In the 1960s, other researchers (representatives of the international forum) directed their point of interest in the area of educating a child towards his or her own curiosity, limiting the role of the teacher to supporting the student. This approach – (model) described as permissive was aimed at limiting the child's control and opening a space for him or her to develop his or her independence and stimulate creativity. It soon turned out, however, that a very bold idea had the opposite effect.

Upbringing as a very socially sensitive area is the subject of scientific research. The analysis of the obtained data allows for the assessment of the effects and results of applying a specific model of upbringing. In the 1960s, the psychologist Diana Baumrind, after conducting research, distinguished three methods of upbringing, analyzing their effects.

The first of them, well known to our generation, is strict (authoritarian) upbringing, where parents are always right, and the child is obliged to follow their opinion on a given topic and always obey them without the right to object. It is a system based on rigidly defined requirements, norms, limits which are not subject to presentation and discussion and where a child stay without the right to vote. Full obedience is seen as a virtue, the opposition, or different beliefs are the basis for the imposition of punishment by the educator (teacher) or legal guardians (parents). In this model of upbringing children have responsibilities which shape their approach to work with due respect.

- Reactions and consequences of the authoritarian model. Children show agitation (nervousness) is visible, joy occurs sporadically, they feel rejection emotionally, they are deprived of the ability to refuse and show negative emotions. There is no interest in the world, no

self-esteem. They find themselves in the field of education, have no problems with learning, show no interest in joining groups of rebellious youth.

- The second method of upbringing is based on treating the child subjectively (authoritative method), where the parents rationally influence the children's activities and even explain their decisions to the child. Parents support the child by praising him or her, showing pride in him or her and encouraging him or her to take up challenges, moreover, parents are able to appreciate the child through their consistency and the ability to warm up in their parental warmth.
- Reactions and consequences of the authoritative model. Children show a positive attitude, have self-confidence, are aware of their abilities and skills. They can control their emotions; they can function in society. There is no fear of behavior which goes beyond gender stereotypes: girls 'independence, boys' sensitivity. On the ground of schools, they function successfully and have good self-esteem.
- The third method of upbringing is stress-free (permissive) upbringing, based on considerable freedom provided to the child by the parent and educators (teachers) and avoiding punishments, supported by accepting and repeating positive statements about oneself, which is to lead the student to identify with their content. The environment is eager to establish contact with the child (parents, teachers), through conversation, supporting needs and behavior. In this model, the child decides what he or she wants to do, the boundaries and rules to which he or she would be subject are abolished.
- Reactions and consequences of the permissive model. Children show emotional immaturity, they do not recognize any objections, they present attitudes of rebellion against the lack of satisfaction of their whims. They lack motivation to act, they have no ambition to achieve life goals which require commitment and work. Children brought up in this way are lost, they do not find their place in social life.

When assessing the presented models of upbringing, aiming at the search for the ideal one, it should be stated that upbringing without specific boundaries

and norms deprives the child of the security status, directing his or her thinking towards emotional rejection and insecurity. Defining autonomy with clearly defined responsibilities and rules with an indication of the basis for such decisions gives grounds for the expectation of support. This adopted style of behavior must be compatible with the child's development and abilities, take into account a flexible approach not to block its development. An important element of the adopted procedure is "emotional training" perceived as introducing the child to the taste of victory and defeat, providing a basis for an adequate response in the event of discomfort caused by school duties, participation in social life, and functioning in public space. A parent who is perceived as a "personal instructor" who takes control of a mistake, teaches how to behave rationally, how to use failure as an element of reinforcement, in order to prevent similar events from happening in the future. A parent treating a child as a partner to everyday talk, aware of the joys and sorrows of their own child, grasping the joy of each child's achievement, supporting them with a strong arm in a crisis situation, constantly repeating we love you, we are with you, you can count on us. The emotional bond allows the child to be entrusted with small and greater challenges and duties, with his acceptance and responsibility.

A contemporary social trend on the wave of anomie (Hołyst, 2011) is not an excuse for the social underdevelopment of an individual, it is the merit or fault of the family environment, with disturbed personal relationships in the parent-child, child-parent, child-society relationship. The implementation of a misunderstood model of stress-free upbringing leads to deviation, which results in the lack of the ability to have higher feelings, skills in social functioning and susceptibility to neuroticism leading to aggressive behavior.

When comparing the three models of upbringing, it should be recognized that a child without rights, locked in the space of duties, is disciplined, not susceptible to harmful environmental influences, coping with school, unable to resist, resistant to the hardships of life and sad! A child brought up without stress is the master of his or her fate, demanding, focused on the rights and profit he or she sets, selfish and distorted self-image, does not show resistance to stress, cannot cope in life, is lonely, has no ability to function in society and does not feel safe . The intermediate model between authoritarian and

permissive upbringing seems to be the most favorable ground for upbringing. The authoritative model perceived through the prism of school requires recalling the principles of education according to professor Paszkiewicz: the principle of respecting the pupil's dignity, the principle of returning to a positive experience from the past.

When making a thorough analysis of the discussed models of upbringing, it is impossible to ignore the influence of external factors which always fill the gap in the consciousness, psyche of the child and its world, when the emotional presence of the parents is absent.

Apart from the models of upbringing, referring to the background of the child's socialization, it is advisable to look at the world from child's perspective. On the one hand, we have a child who is also someone who learns, on the other hand, we have the adult world: loud, unstable, grounded by a Machiavellian approach to reality, internally at odds. The stream of information which the mind of a young person is tapped with, may and usually leads to the negation of the system of values and attitudes of externalization of resistance, articulated internal opposition to the immensity of contradictions, the world perceived in the dark, where there are no certain things, everything is probable, and can only be a product subconscious as an illusion. It functions in this complicated, and how unfavorable system, attempts to adapt the internal "I" of a child without a pattern, which is a reference point for contradictory information coming from the environment. Self-consciousness demands "(…) a sense of identity" (Urban, 2012, p. 19). Identity or definition of oneself, referring to the qualifications of who is an individual and who is not, allows us to indicate its originality in relation to others. The construction of identity is significantly influenced by internalized values, the area of symbols of the cultural circle, the emotional bond in relation to ordinary objects, places and other people, and the emotions accompanying them.

Despite many environmental deficits, the young generation quite efficiently transferred their lives to the virtual world, where they create their own standards, drawing the boundaries of fame, worship, adoration, and contempt. When analyzing this activity, on the one hand, one should notice scientific and technical progress, and on the other hand, we should see the building a world which based on electronic autonomy, meets the expectations

of children and adolescents. The home environment unsuitable for the judgment of many young people, reduced to the role of a hotel, has been marginalized in favor of living in a virtual world where everyone can be a prince and a beggar. Virtual contact does not require a face, it is enough to "be", hence no time for mundane matters such as eating a meal or bathing. A mobile phone, which gives access to portals and broadly understood communication, is treated by the young generation as a life-supporting machine.

There has been a discussion about the influence of technological advances on human health and life for several years. The new definitions of addictions appear as socially dangerous phenomena. As Stanisław Kozak, an expert on the subject notes: "Initially, the problem seemed marginal, but over time it is gaining momentum in the world and threatening, especially for the young generation (though not only), also in Poland. The problem of addiction to a mobile phone, as I have already written, is known as phono-addiction. Like any addiction, it poses a serious threat to the physical and mental health of a person, especially children and adolescents" (Kozak, 2013, pp. 77-78).

Adults (fortunately not all of them) treat mobile telephony and computers as a plague which kills the most valuable things in children and adolescents, but they are far from analyzing this situation, why does the child live online? what or who is a smartphone or a laptop. Bearing in mind the fact that in Poland we have a high percentage of people with higher education, it is difficult not to ask this question.

A child deprived of attention, left alone, feels lonely, looks for warmth, support, and someone with whom to share his or her life. When he or she crosses the line, he or she is only subject to judgment for what he or she has done and what he or she has not done … after all, he or she is only a child who needs to be cared for.

The reality which surrounds us clearly dictates what features should be present in order to gain acceptance in the school, professional and social environment, and there is no place for weak individuals in it. It is difficult to question the fact that everyone wants the environment to recognize him or her as a tough, respectful, and respectable person, which is why we reach for "colored pencils" and create the image and desired identity on social networks, or we are looking for people who have these qualities and provide them these

values to us. As Anna Andrzejewska notes: (…) Young people spend more and more time on portals, create themselves on the web, create their more or less true image, all in order to exist" (Andrzejewska, 2014, p.44).

Children's rights on the basis of school, family, and national law

The issue of children's rights seen from an international perspective is the scientific achievement of many specialists in this field, therefore the author will focus on the national dimension, limiting his considerations to the level of school, family, and legal regulations in the national dimension.

Referring to the ground of the school, it is justified to point to the subjective status of a child as a member of a group (citizen), recognized as a subject of rights, and at the same time as a unit of a collective having legal subjectivity – the state. However, this issue also seems unclear to many researchers, as noted by Bogusław Śliwerski, referring to the status of a child in an article entitled Children's rights in the Polish education system. Pedagogical perspective "(…) In the legal sense, however, it is deprived of citizenship, experiencing a kind of discrimination as a result" (Andrzejewski, 2012, p. 24).

A precise definition of citizenship can be found in the PWN Encyclopedia: "Citizenship – a regulatory idea defining the type of legal bond between an individual – a person and an institutional entity – a state which arises as a result of the acquisition by an individual residing in a given state of a specific status (legal, political, economic and social) and related rights and obligations (membership)"[III]. The question of nationality falls within the substantive competence of each state. In legal practice, there are two systems according to which citizenship is determined: the first one is "ius soli", – which is called land law, which is the basis of the child's citizenship resulting from the place of birth, the second "ius sanguinis", which is the situation, the parents' citizenship determines the child's citizenship. Therefore, when referring to the status of a child, age must not be indicated as a criterion for acquiring citizenship of a given country, however, one may indicate legal incapacity (for example – acting as a party in court proceedings, declaring will under civil

law, undertaking legal actions, etc.)). To conclude, it should be stated that citizenship is a child's right, which belongs to the child at birth, even though it is a dependent being. While remaining under the national law, it is worth pointing to the article 34, sec. 1 of the Constitution of the Republic of Poland (legal status as of 14/09/2020): "Polish citizenship is acquired by birth to parents who are Polish citizens"[IV]. Thus, the statement that a child is deprived of citizenship (a Polish citizen without his/her application submitted in writing cannot be deprived of citizenship) seems to be a slight over-interpretation of the facts, which may distort the perception of the child as a subject to legal protection in the territory of the Republic of Poland, in the area of his or rights as a citizen of the country.

Staying in the area of basic legal acts, it is worth paying attention to the article written by Maciej Dybowski: The legal position of the child in the proceedings which concern him or her. Selected issues, which, referring to the constitution, are indicated in the article 15, sec. 1 of the Constitution, namely the provision referring to the law and at the same time the obligation to study: "(…) education is compulsory until the age of 18, (…) the school's compulsory education begins at the beginning of the school year in the calendar year in which the child finishes 7 years, and lasts until the end of junior high school, but not longer than until the age of 18" (Andrzejewski 2012, p.120). Despite leaving lower secondary schools and returning to an eight-grade primary school, this provision is still in force and guarantees the child's right to free education. It is the duty of the state towards the citizen, as pointed out by Waldemar Segiet in the article entitled For the sake of the child's education. Between formal justification and actual enforcement: "(…) Public authorities ensure universal and equal access to education for citizens. To this end, they create and support systems of individual financial and organizational aid for pupils and students." (article 70 of the Constitution of the Republic of Poland) (Ibid. p. 215). Speaking of school, it is time to articulate the student's rights and obligations resulting from being a student. They were very precisely defined in the aforementioned most important at which is the constitution, but it should also be noted that the rights also entail the obligations of the student. "At school, apart from the duties, the student also has his / her own rights, which he / she should know about in order to be able to exercise them.

They are written down in the regulations of the school to which the student attends, and the student's council is the first representative and defender of the student's rights. The basic rights of a student, resulting from the basic human rights enshrined in the Polish Constitution, are:

- the right to education,
- the right to be brought up in a family,
- the right to be brought up without violence,
- the right to information,
- the right to freedom of thought, conscience and religion,
- the right to freedom of expression[V].

The law protects the interests of the individual, but it is also an obligation which generates the use of a specific privilege.

On the basis of family law, we find the rights of the child, which are somewhat hidden, the rights of the child resulting from the parents' obligation: "Parents raise and manage a child under their parental authority. They are obliged to take care of the child's physical and spiritual development and prepare them properly to work for the good of society, according to their talents"[VI] adequate physical and spiritual development in the context of his or her interests and abilities. In the event of a breakdown of marriage, the court, when issuing a divorce decree, decides on the exercise of parental authority, should be guided by: "(…) the child's right to be raised by both parents" (Ibid. article 58, sec. 1a). This is another right of the child, which he or she is entitled to under the legal regulations on the basis of family law. It should be noted that discussions and consultations are underway aimed at another amendment to the provisions in the area of parental responsibility by parents after divorce in the "alternating" system. In June 2020, the National Council of the Judiciary issued an opinion on the draft changes concerning this matter and was skeptical about this form of exercising parental authority:

"The Council's doubts are still raised by the empirical studies on alternating care presented in the appendix to the project, which are too partial in this respect. In the opinion of the Council, more studies of this type should be carried out to better visualize the issue of alternation care. Due to the delicate issues discussed in the draft, it should be noted that the presented empirical

research does not clearly show that such a system of providing care always has a positive impact on a child"[VII].

Regardless of the provisions and legal regulations, the Ombudsman for Children's Rights has been appointed to control the observance of children's rights, who takes actions for the benefit of children, the manifestations of this activity are vary … nevertheless, the state cares about the fate of the youngest by indicating their representative in the forum of the state. The proximity to the subject of children's rights and interests guarantees the proper performance of tasks in this matter (Sitek, M. 2014).

ON THE BORDER OF LONELINESS AND EXISTENTIAL NIHILISM – PEER VIOLENCE

Mental scars resulting from unconsciously conducted stress-free upbringing on the basis of selfish aspirations of the individual, cherishing the rights of the chosen ones and material worship, constitute a fertile ground for deviant behavior that takes the face of aggression. The unique nature of the environment and factors determining the behavior and reactions of children and adolescents in the mental dimension of social functioning, as a creative dimension of influencing one's own life, as Ewa Wysocka states, may be caused by two factors: "(…) internal factors related to identity creation (dilemmas and crises development); external factors associated with the inability to constructively express oneself and self-realization (structural marginalization" (Wysocka, 2012, p. 92). So the question is who am I? seems to be very legitimate. As noted by Barbara Ostafińska-Molik, the author of the article "Lost youth – lonely drifting in the stream of social interactions", the contemporary capitalist rush of adults means that children do not have the support of their parents: "The young generation, left to themselves, without ideals and role models, flees in beautiful looking, but only seemingly, a world of fiction. After a long stay in this bliss, it is difficult to find an alternative for it. A young person feels bored with life and strives to look for new experiences, the world of which is at some point "exhausted", where he perceives an emptiness on its borders" (Ibid. p.136).

The distance between contemporary youth and the attitudes of youthful idealism, based on the slogans of the street "Life is like toilet paper, long, gray and useless" significantly influences their behavior and valuation of goods. Although in the world of science the use of colloquial language is not advisable, in this case, in the author's opinion, it is indispensable to illustrate the views of young people on the surrounding reality. Already at the beginning, teenagers assume a priori that life is of no greater value, without overcoming the successive levels of youthful idealism defined by Stefan Szuman in the concept presented in 1933. This concept is referred to by Maria Czerwińska-Jasiewicz in her considerations, referring to worldview issues: "(…) 1) anticipatory idealism (expectation of good in the world), 2) compensatory idealism (protest and escape from reality as a reaction to bad experiences) 3) normative idealism (it becomes the norm of behavior, it is characterized by realism, therefore it was called practical idealism) (Czerwińska, 2015, p. 105). By analyzing the scientific achievements in relation to worldview issues, the author recalls a very important layer of world perception in relation to other existing attitudes according to I. Obuchowska, – it means nihilism and cynicism: "(…) Nihilism described as an attitude which denies the sense of human existence, human life, is caused by negative experiences while cynicism is an attitude which means a contradiction between the proclaimed views and one's own behavior" (Ibid.).

The highly pathological basis of social life and the phenomena taking place in it is not without significance in the sphere of the functioning of an individual for shaping his or her behavior and values (of a young person). When analyzing the existing social deficits on a personal basis, it is worth quoting Eugeniusz Moczuk who, while characterizing contemporary manifestations of pathology, indicates, among other things, the dimension of interpersonal relations: "(…) Disturbances in interpersonal relations, including: public order, theft, vandalism, non-compliance with the law, customs, reification of interpersonal relations., (…), Pathology of the functioning of institutions, including: violation of the principles of the rule of law and justice, abuse of power, careerism, bribery, indoctrination, manipulation of information (use of the press, radio and television for indoctrination " (Moczuk, 2016, p. 138).

While remaining in the sphere of positive and negative social energy, within the range of exogenous and endogenous factors, it means: the individual, his or her family, school, external environment, including the media, attitudes of social maladjustment may develop, resulting from the individual's powerlessness towards the relativism of the principles of social life. To define this phenomenon, Justyna Siemionow assumes that a socially maladjusted person is a person: "(…) who, due to character disorders caused by unfavorable external or internal conditions of development, shows increased difficulties in adapting to recognized social norms in the implementation of their life tasks" (Siemionow, 2011, p.83).

When analyzing destructive factors on the border of law and freedom – stimulus and reaction, the attention should be paid to the emotional aspect, which is an inherent catalyst for aggressive behavior on the basis of risky activities. Today, the fashion trend prompts young people to follow extreme experiences. The authors dealing with this issue take the position that: "(…) The extreme nature of experiences is an expression of, inter alia, changes taking place in human biology, but also treated as a defense mechanism against identity confusion. A young person becomes someone when he or she provokes, exposes him or herself to danger, and strong emotions protect him or her from the emptiness which allows him or her to experience the fact that he or she is, lives and feels " (Oleszkowicz, Senejko, 2013, p. 77).

Looking for the possibility of releasing negative emotions, reducing tensions resulting from frustration, young people look for opportunities to integrate within an informal group and to manifest their anger in a collective way. As Joanna Gjorgievska notes, considering the issue of aggression in the article entitled The youth subculture of scarves as a manifestation of a collective form of social maladjustment, referring to the position of Leszek Pytka: "(…) Frustration of the need for dependence and love in early life, manifested by the lack of proper care on the part of parents, stimulates the child to hostility and aggression" (Bębas, 2011, p. 261).

And while we talks about aggression, even young children may appreciate its use in order to achieve the desired goal: "(…) If a small child pushes his or her friend off a bicycle in order to ride it him or herself, and the behavior is not reprimanded, he or she becomes convinced that aggression is helpful" (Guerin, Henness, 2008, p. 21).

Aggression of image creation

Developed negative forms of contact with the outside world, personalized aggression takes various forms, ranging from verbal aggression towards peers on public forums (class, portals) without the use of an element of violence, or a physical form with the brutality and ruthless treatment of the victim. This type of aggression is based on the use of an element of violence, which is more and more often recorded in electronic media and made public on the Internet, as a proof of domination and a lesson in humility for the selected victim, and as a showpiece of the aggressor. As Katarzyna Sawicka notes in the article entitled "Prevention of peer violence", school violence is the result of many factors, including personal dilemmas of students at home and at school. Students' problems: "(..) are usually a source of aggressive behavior and various forms of abuse. Some of them are peer-oriented and they account for a significant percentage of the negative behavior of children. There are also students who focus their aversion and hostility on teachers. There are also known cases of teachers using violence against their students, although little can be said about the scale of this phenomenon due to the lack of objective data" (Liszkowska – Żółtowska, Ostrowska, 2019, p. 88).

Research conducted in 2004 in the USA and Great Britain proved that confrontation in orphanages and nursing homes between children and adolescents was most often between people of the same sex, and there was no recorded aggression of the opposite sex groups. Girls usually justified their behavior as an action taken: "(…) to defend either themselves or another child from physical attack. Justifications for the use of violence among boys were often embedded in the framework of uncontrolled masculinity, in which they described their use of violence as a natural male instinct; (…) The use of serious violence by boys was also a signal to other residents that "it is better not to mess with them" (Monks, Coyne, 2012, p. 87).

A child may experience aggression at school, at home, or in a public space, he or she may also learn it, experiencing pain as a result of negative situations, becoming the target of an attack and somehow accept such behavior as a standard of functioning, adopting a certain model of behavior, transforming his or her status from a victim to an aggressor. Is it the way of no return?

On the website opoka.org.pl, one can find considerations on the possible reconstruction of the foundations of education in the conditions of a niche culture which dominated the life of our society. According to the author, personalism is the only right path: "(…) thanks to personalistic pedagogy, which is the only one which sees in upbringing not only the body, emotions and subjective beliefs, but first of all a person capable of thinking, loving and working"[VIII]. Following the presented line of reasoning, the author, based on personalistic pedagogy, points to the unity of the pupil's body and spirit as well as their inseparability, seeing the basis of the crisis in one-dimensional upbringing. Illustrating the effects of such a pedagogical system which focuses on shaping somatic maturity or the area of the psyche, disregarding the moral dimension, the spiritual or social sphere, or devoting these areas to the formation of physical and mental maturity, will impair the perception of a pupil – a young person who will not understand him or herself and will not consolidate own humanity.

Referring to the indications of Jacques Maritain (Mounier's friend) in relation to personalistic pedagogy, it focuses on life wisdom, using the phrase: "(…) In Maritain's opinion, upbringing is practical wisdom, thanks to which the educator helps the pupil to form a mature attitude towards himself and the world. It is an action at the service of humanity to make the human person more aware and freer. The first method of education is always the person of the educator who is guided by a mature hierarchy of values (See more: Krajewska, 2013, 112-124). The pupil has an internal strength, the dynamism of which is focused on the constant pursuit of development. Even though every child and adolescent need a guide and moral authority so that the development process is not disrupted. The fruit of responsible education is a person who enjoys his or her existence because he or she can find a unique place in the community of loving people who are guided by truth, goodness, and beauty. "[IX].

Conclusion

A diagnosis of the situation, the contemporary role and place of an individual in society, entangled in this or that ideology, on the border of reason and science, is not possible when people are deprived of their autonomy, perceived as the zone of their identity. The threats coming from the outside do not comfort, they become a burden which generates alienation and reluctance to participate in social life. Omnipresent cynicism impairs an individual's ability to behave pro-social, both at the state level and in the place of residence. Universal values have lost their splendor in the face of the increasing destabilization of social life resulting from the lack of respect for human and his or her value as a social being. The difficult and sometimes unacceptable state of personal relationships increases antagonistic attitudes, provoking behaviors which are far from homo sapiens. The emanation of public sentiment in any situation carries the risk of a permanent conflict, the longer it lasts, the greater the losses it causes. The emotional, moral, and purely human spheres are degrading, lowering the behavior of individuals below the classification criterion of systematics.

In search of him or herself, a human being undertakes a number of activities aimed at finding basic values which allow him or her to define his or her place and the status in the world, which does not make this task easier.

The social phenomenon of imitating others in the copy-paste version, to put it mildly, seems unreasonable and probably a part of our society has already acquired this awareness through their own experiences. The prospect of paradise tempts everyone, whether that paradise value is the issue of eternity or money, which we have been worshiping for some time.

Changes, many times not preceded by a profit and loss analysis, with their own freedom in interpreting the model they are based on, inevitably lead to surprising consequences – a burden which an individual cannot bear. The fashion for the "American style" of life with not fully understood assimilation leads to disappointment and mental discomfort. The enchantment of freedom prompted many parents to implement an innovative model for stress-free raising of children, understood as the child's freedom in all areas which, in practice, are lawless. Conflict of positions and interests, acting on the basis of facts with

the passivity or recklessness of parents, the unrestrained desire to dominate takes the face of domestic terror. Raising an individuals to a pedestal in the name of their freedom, a sign of the times, and high awareness of the child's needs, unfortunately does not bring the expected result. The reasons for failure are usually seen by parents in the child, and it is done by defining child's monstrous character. Each conversation, and these are sporadic, begins with the reading of the indictment and results in a "home court".

The usually very impulsive reaction leads to verbal aggression, there are also cases of physical confrontation on the part of an emotionally unstable teenager, although when observing the street life, it should be recognized that girls also do not avoid negative energy. So, by invoking the Latin phrase "felix" and at the same time "afelix", following the parent's line of thought and looking from the child's perspective, we discover dissonance. The wall reached by the parent's assumptions in ensuring happiness for the child did not lead to a taste of happiness by young person who is not fully aware own situation. The child is not happy, and the parent is not prepared to come to terms with harsh reality and does not know a recipe for reversing the mistakes and neglect in personalized areas of family life.

A child, the subject of rights and obligations, an active participant in socialization, takes responsibility for his or her role in the family, aware of economic and emotional limitations and freedom, and does not constitute an island drifting beyond the area of parental control and care. Despite the existence of two worlds, he or she remains in the same reality which efficiently verifies his or her "sailing" experience, giving him or her a taste of defeat and victory.

When analyzing the foundations of life's failures, culminating in taking a place at the crossroads, the most treacherous among parents is the self-confidence expressed in the slogan "it will never happen to me". If I give you everything you want, you will probably return my investment and be the source of my pride.

The economic condition of our society and globalization raised the bar of economic expectations of the street quite high, which unfortunately does not favor an adequate atmosphere of interpersonal contacts. A human being perceived as a barcode of this, or another brand looks for contacts and acquaintances with a similar transcription, where designer clothes, shoes, watches

constitute an iron ring of a group which does not provide for individuals without such a card. The platform seems so simple, not to say primitive, the sane as the people who exist on. Nowadays, the value of a person converted into money expressed in what he or she eats or what he or she dresses, gives an impulse to his or her depreciation in the name of freedom. The numerical or psychological advantage of a potential aggressor makes vulnerable individuals become toys in the hands of others. Alienation is usually the first reaction of the victim, an effect in itself which hurts being a foreground for the course of peer violence, leading to the search for an antidote (alcohol, drugs, legal highs), unfortunately also to attempting suicide. Scientific research shows a close relationship between stress-free upbringing, over-interpretation of children's rights and peer violence.

How to argue the current state? What to base our choices on? and how to stay true to our values? There are the questions which need to be asked and answered in the direction of finding our identity as individuals and citizens.

Endnotes

[I] Ustawa z dnia 26 października 1982 roku o postępowaniu w sprawach nieletnich – the Act of 26th October 1982 on proceedings in juvenile cases.

[II] https://www.ofeminin.pl/dziecko/wychowanie-bezstresowe-dzieci-i-wychowanie--bezstresowe/1lc18jz

[III] encyklopedia.pwn.pl/haslo/obywatelstwo:3949594.html

[IV] arslege.pl/obywatelstwo-polskie/k15/a5265 (Polish legal information system LexLege).

[V] infor.pl/prawo/dziecko-i-prawo/edukacja/89525,Jakie-uczen-maprawa-w Szkoła.html

[VI] *Ustawa z dnia 25 lutego 1964 roku Kodeks rodzinny i opiekuńczy* – the Act of 25th February 1964 – Family and Guardianship Code (article 96).

[VII] *Opinia Krajowej Rady Sądownictwa z dnia 9 czerwca 2020r. (WO020-30/20,druk senacki nr 63* – Opinion of the National Council of the Judiciary of 9 June 2020 (WO020-30 / 20, senate print no.63

[VIII] https://opoka.org.pl/biblioteka/F/FE/mounier_pedagog.html.

[IX] https://opoka.org.pl/biblioteka/F/FE/mounier_pedagog.html

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