



**CHANGES IN STUDENTS' MENTAL STATUS DURING MASTERING
THEORETICAL AND PRACTICAL TRAINING (IN THE EXAMPLE OF
AGGRESSION)**

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Abstract: The university years present a unique period of transition and development for young people. As students' progress through their academic programs, mastering both theoretical classroom concepts as well as practical hands-on skills, it is natural for their mental states and behaviors to evolve in response to these new experiences and environments. One aspect of human psychology that commonly undergoes changes during this stage of life is aggression. Through analyzing relevant research on student development and examining the interplay between theoretical and practical learning approaches as they relate to aggression, we can gain valuable insights into how and why students' mental statuses shift during their studies.

Keywords: students, behaviors, teacher, high education, progress, transformative period

Introduction: The university experience brings about significant changes in students as they progress through their academic journey. During this transformative period, students are tasked with mastering both theoretical knowledge through classroom lectures and practical skills through hands-on experience. This balancing act of theoretical and practical training places unique demands on students' mental status and thought processes. Through extensive observation and research, it is evident that students undergo notable psychological shifts as they navigate the challenges of higher education.

When students first enter university, their minds are focused primarily on absorbing theoretical concepts during lectures and studying prescribed textbooks and materials. At this stage, memorization and comprehension of core theories are of utmost importance. Students hone their ability to concentrate for long periods, rapidly take notes, and retain large volumes of information. Their thinking becomes more analytical as they learn to critically examine ideas and distinguish key facts from supplementary details. Group discussions help stimulate



creative associations between different theoretical frameworks. However, without practical application, over-reliance on theoretical learning can risk passive learning styles with minimal active engagement.

As students' progress to higher years, practical training becomes increasingly emphasized. Students must now apply the theories they have gained in real-world problem-solving scenarios. This shift to hands-on learning presents a psychological adjustment period. Students find themselves having to switch from individual study modes to collaborative teamwork settings. Interpersonal skills such as cooperation, delegation, and conflict resolution become as vital as technical prowess. The application of knowledge also forces students to think on their feet and devise innovative solutions to open-ended problems without clear guidelines. They develop greater flexibility, adaptability, and comfort with ambiguity. However, the pressure of practical outputs within time constraints can induce heightened stress levels if time management is inadequate.

The ideal integration of theoretical and practical training facilitates a balanced mental development in students. Oscillating between individual study and group collaboration exercises both logical and creative faculties. Making connections between theories and their real-life relevance enhances long-term retention of knowledge.

Practical experiences add deeper contextual understanding that enriches future learning. Regular reflection allows students to recognize their strengths and areas for improvement. With practice, students gain proficiency in switching perspective between analysis and synthesis, detail and holism, known frameworks and untested scenarios. They cultivate a versatile thought process equipped to thrive in VUCA environments beyond graduation.

When students first enter university, many arrive with preconceived notions about aggression formed during their upbringing and pre-college lives. Through introductory



coursework focusing on theoretical frameworks from psychology, sociology and other relevant disciplines, students are exposed to new ways of conceptualizing and understanding aggression.

Lectures, readings and class discussions introduce students to research demonstrating the complex biological, psychological and social factors that influence aggressive behaviors. Students learn to analyze aggression through various theoretical lenses such as social learning theory, general strain theory, and the frustration-aggression hypothesis. By gaining knowledge of the determinants and functions of aggression, students begin to reevaluate their own perspectives on when, why and how it occurs.

While theoretical learning provides an important foundation, it is not until students participate in structured practical experiences that they have opportunities to directly apply, test and refine their understandings of aggression. For example, in fields like criminal justice, social work, psychology and education, students may complete practicum placements in relevant settings like schools, hospitals, prisons or community organizations where they observe and interact with clients exhibiting aggressive tendencies. Through supervised first-hand experiences, students can observe how theoretical models of aggression manifest in real world situations with real people. They also learn effective strategies for constructively addressing, deescalating and preventing aggressive behaviors based on evidence-based practices. These practical applications allow students to bridge the gap between academic theories and real-life application in ways that simply learning concepts alone does not.

By participating in both theoretical coursework as well as complementary practical training opportunities, students' mental models of aggression become more sophisticated, nuanced and well-rounded over time. Early simplistic views are expanded as students recognize aggression exists on a spectrum with understandable causes rather than as an immutable personality trait. Students also develop increased empathy for those experiencing strains or frustrations that may contribute to aggressive acts.



Perhaps most importantly, through applied experience, students gain confidence in their own abilities to assess risk, ensure safety, and resolve conflicts constructively without needing to resort to aggression themselves. They leave university better prepared to understand, address and reduce aggression in their future careers serving diverse populations in various contexts.

Conclusion

In conclusion, the university journey of mastering both theoretical and practical aspects of a discipline significantly mold students' mental status. Navigating this balance poses challenges but also nurtures valuable cognitive adaptability, creativity, stress resilience, and whole-brain thinking. With guided support through this transformative phase, students can tap their full intellectual potential and emerge well-rounded, solution-oriented graduates.

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