

CASES OF AGGRESSION AND STUBBORN IN TEENAGERS

Alyaminova Yulduz Makhmudovna

Practitioner psychologist of the State Specialized Secondary School No 15 of Khodjeyli
Region, Republic of Karakalpakstan

Phone: +998 (91) 3774270, alaminovaulduz@gmail.com

Annotation: The article describes the period of adolescence, the situations of aggression and stubbornness that occur during adolescence, ways to overcome them, the attitude of parents to adolescents, and the rules of dealing with them.

Key words: the adolescence period, aggression, stubbornness, inevitable period, upbringing, art therapy, relaxation.

Introduction

Adolescents today are more prone to aggression and stubbornness. Adolescence stage includes the ages from 10-11 to 14-15. "He's not a child anymore, but he's not an adult anymore," exactly this definition characterizes the period of adolescence. It is a psychological trait of adolescence period, but how can we prevent its not being prolonged? In upbringing a stubborn and aggressive adolescence, adults need to avoid confrontation. It is impossible to disrespect others by demanding self-respect. In fact, cases of aggression and stubbornness in adolescence is an advanced stage of complications left over from adolescence period. The inevitable period of a child's development is one, three, seven years and adolescence. Until adolescence, a child cannot be subjected to constant parental pressure, prohibitions, or restrictions. This can lead to the development of negative traits. Some parents, who reject the existing traits in their child, teach their children regularly, and require the execution of many instructions. And they don't realize that they're artificially accelerating a child's development by over-exerting them. At this point, there is a physical conflict. As a result, the child does not "listen" to the words, demands and reprimands of adults, stays for a long time, and constant reprimands and punishments only become worse the child's condition. As a result, he turns everything upside down and says "no" instead of "yes." He becomes aggressive, stubborn, capricious, and gives up everything or demands something he does not know. The emergence of bad attitudes towards adults, the signs of bad behavior are the characteristics of the character that come through the social conditions in which the adolescent lives, his peers, due to their position in different communities. It is through these changes in social conditions that the behavior of adolescents can be directly influenced. Susceptibility to external influences can lead to the emergence of personal opinion in adolescents, but this personal opinion is often unfounded. That's why they try to get their point across, despite the guidance of parents, adults around them, as well as teachers. Studies have shown that parents who try to "overcome" aggression in their

children are not trying to correct this trait in their child, but rather in their child, even as an adult can have an effect that leads to the formation of qualities such as aggression, violence. After all, evil is evil, and aggression is aggression. At such times, parents need to be patient with their children.

Invited to investigate adolescent aggression the method Basa-Darki allows the identification of forms of aggressive behavior that are typical for the subjects, which have different qualitative and quantitative characteristics in different categories of adolescents. In addition, the results of this methodology lead to some conclusions about the content of the child's motivational sphere, since the choice of behavioral methods from the usual forms of reaction for the subject is related to the motives of creating meaning in real action. When this method was used in school practice, the index of aggression and hostility among adolescents was determined. The normative indicator of aggression is index 21 ± 4 , the normative index of hostility is index $-6, 5-7 + 3$. For example, a survey of 11th graders found that 3 out of 20 students had an aggression index and 5 had a hostility index. However, when using this technique, it should be borne in mind that aggression can be understood both as a personality trait and as a form of behavior only when a person's motivational area and area of needs are psychologically analyzed. Therefore, it is advisable to use the Basa-Darki survey in conjunction with other methods, personality surveys (Kettel, Spielberger), projective methods, and others.

The use of more art therapy and relaxation techniques is more effective in counteracting aggression. One of the most effective ways to develop a teenager's understanding of their emotional state and to talk about it is to use isotherapy, one of the methods of art therapy. The child can be asked to draw on the following topics: "When I'm angry", "When I'm happy", "When I'm happy" will give. Breathing and exhalation exercises from relaxation-oriented exercises also have a positive effect on anger suppression.

Rules for working with abusive children:

1. Pay attention to the needs and wants of the child.
2. Demonstrate non-aggressive behavior.
3. Strict adherence to the punishment of the child, punishment only for certain actions.
4. Punishments should not discriminate against the child.
5. Use appropriate ways to express anger.
6. Allow the child to express his or her anger after a situation that directly provokes anger.
7. Teach them to understand their own feelings and the situation of those around them.
8. Develop empathy.

In short, in the prevention of aggression and stubbornness in the adolescent, we can understand the psychological characteristics of this age group, but also to prevent the development of character traits such as aggression and stubbornness in the adolescent, not

only with the reader, we can achieve effective results if the pedagogue-psychologist conducts advocacy work with parents as well.

References:

1. “School of family life” Tashkent “Education” 2010.
B.Kh. Haydarov. F.N. Vahabova. F.H. Axmedov. Sh.B. Nabixanova
2. “Problem Adolescents: Diagnosis, Research Methods” Tashkent 2004. N.G ‘.
Kamilova
3. “Age and pedagogical psychology” Tashkent 2004.
M.G. Davletshin. Sh. Muxammedova. M. Mavlanov. S. Toychieva