

AGGRESSIVENESS IN CHILDREN IN THE PERIOD OF ADOLESCENCE AND ITS ANALYSIS IN THE LITERATURE

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Abstract

This article discusses the interpretation of aggression and aggressive behavior in various personality theories. In addition, the article describes the problem of aggressiveness in children and its relevance, the study of aggressive behavior by foreign and local scientists, the innovations introduced into science, and the results of research.

Keywords: junior school age, aggressiveness, foreign and domestic scientists, psychodiagnostics, psychoprophylaxis, psychocorrection, frustration, socialization, conflict, aggression, aggressive behavior, biological theory, ecological approach, open and latent forms

Introduction:

Currently, the problem of aggressiveness has become one of the most relevant topics in psychology. The state of aggression in a person depends on any number of reasons, and a number of research studies have been conducted abroad on the psychodiagnostics and psychoprophylaxis of this state, and our practicing psychologists are using them. However, the employees of educational institutions and school psychologists note that aggressiveness among children has recently increased. Aggressive actions in children are observed especially during their transition period. That is, in any difficult situation, the child's age crisis is full of problems. Among the currently implemented measures, increasing the activity of students in the educational process, improving their interpersonal relations, and improving the psychological mechanisms of moral skills formation is one of the important issues. If we analyze the variety of Western concepts, we can distinguish three of the most important of them. The first includes theories in which aggressiveness is considered an innate, instinctive property of a person (this includes psychoanalytic theories). The latter describes aggression as a behavior out of frustration. The third consists of concepts that consider aggressiveness as a characteristic of behavior formed as a result of learning (behavioral theories). L. Berkovitz makes three important changes to the conceptual scheme of "frustration-aggression": a) frustration does not take place in aggressive actions, but stimulates preparation for it; b) even if ready, aggression does not occur without appropriate conditions; c) getting out of frustrating situations with the help of aggressive actions educates the individual to become accustomed to such actions.

Analysis of the literature:

(Semenyuk L.M.) There are also gender differences in the manifestation of aggressive reactions. Boys are characterized by a predominance of physical aggression reactions, while older girls resort more to indirect ways of expressing aggression: verbal, indirect and negativism. Perhaps this is due to the fact that boys' aggression is directed "outwardly", and girls' "inwardly". psychological and social factors stimulating or provoking it, direct and auxiliary methods of its psychodagnosis, as well as clearly

revealed the directions of psychosocial correction. He notes that conflicts between children arise when these boundaries over possession of objects and toys cross, meaning that several children try to expand their boundaries by taking other children's toys. This is confirmed by the results of long-term observation of three boys aged 2, 4 and 7 years. It was observed that the most conflicts related to aggressive behavior were between small, large and middle children, and between small children and adults, the conflict was minimal. Attention was drawn to the fact that disputes arose only for the ownership of certain toys. Surprisingly, there was no conflict between them in the presence of toys. (Furmanov. I.A.) E. Fromm emphasizes aggression in a broad sense - he considered harming not only people and animals, but also inanimate objects as aggression. (V.S. Nevenchanny) The influence of mass media in manipulating the mind and encouraging aggressive behavior is reflected in the research of B. Kreikhi. (Krekhi B.) As a result of S.A. Travina's research, the effectiveness of the process of coordination of actions was achieved by the interaction of teachers and school psychologists in the prevention of aggressive actions in elementary school students. (Travina.S.A.) Y.A. In the course of her research, Bashkatova found out that communicative universal educational activities affect the aggression of 2-3 graders of primary school. That is, elementary school students had a low level of communicative universal educational efforts and a high level of aggressiveness, as well as differences in the direction of frustration and reaction types in terms of communicative direction. Therefore, it is necessary to involve not only the correctional group, but all classmates in development and correction work. It has been proved that the authoritarian type of parent-parental relationship affects the development of general communicative and educational activities in children of primary school age and aggressive communication towards others. This means that parents should also be involved in the development of work with students. Necessary conditions for effective work on the development of communicative universal educational activities of 2nd-3rd graders were determined. Taking into account these conditions, the correction and development program was developed. (Bashkatova.Yu.A.) E.L. In 2005, Golenisheva examined the problem of aggressiveness of elementary school students in the context of studying the relationship between micro-social factors (parents, teachers, peers) in her candidate thesis work. During his research, he studied the individual psychological characteristics of children of junior school age, and as a result, the main personal characteristics of aggressive elementary school students: low social norms, weak communication activity, independence, carelessness, timidity, situational anxiety, o found high self-esteem. Gender differences in aggression have also been found. Aggressive boys are characterized by a low level of verbal intelligence, a high level of situational anxiety, insecurity and carelessness. Aggressive girls are characterized by hardness and insecurity. (Golenishcheva E.L.) K.S. Shalaginova scientifically substantiates the concept of "Aggressiveness" in her research work of 2003-2007 and she characterizes four levels of aggressiveness in primary school age: at zero level - abnormal aggressiveness lost, on the first level - aggressiveness is mainly in the emotional sphere, on the second level - on the emotional sphere dominated by the intellectual sphere, on the third level - emotional-volitional, intellectual, active sphere dominates.

Discussion:

As a result of the study, a model of systematic psychological support of aggressive elementary school students was developed, which implies the existence of three interrelated components:

1) theoretical, including the definition of the category apparatus relevant to the research work ;

2) systematic psychological support for aggressive elementary school students, developed under the conditions of a systematic approach to the identification, diagnosis and correction of empirical 1 (school) category apparatus, including implementation;

3) empirical component 2 sets the task of developing the educational and methodological basis (in the example of an optional course) for the professional training of future educational psychologists in the implementation of systematic psychological assistance to aggressive elementary school students. (Shalaginova.K.S.) F.F. Rasulova in her research showed the differentiated internal evolution of aggressive tendencies typical of young, middle, and older adolescents and the relationship between the forms of aggression, the behavioral and occupational relations of gender differences. conditioning psychological factors, acceptance and cooperative parenting in parent-child relationships are psychological factors that ensure the reduction of aggression, psychological training program "Behavior modification training" in order to psychoprophylaxis and psychocorrection of aggressive behavior of adolescents, aggressive adolescents developed an algorithm for effective cooperation of parents, pedagogues and psychologists in order to psychoprophylaxis and psychocorrection of children's behavior. As a result of his research, the social training program for the systematization of psychodiagnostic methods for studying the age, gender, and individual psychological characteristics of aggressive behavior of adolescents in local conditions and the correction of aggressive behavior in adolescents was scientifically based, tested in practice, and popularized by the public. It is recommended that it be applied to the practice of local institutions. (F.F. Rasulova.)

Each stage of a person's development has a special development situation and imposes certain requirements on a person. Adaptation to the age-related requirements of personality development is usually observed with various displays of aggressive behavior. It is known that young children, if they cry often, loudly and demanding something, if they are not observed to smile, if they do not communicate with others, then they show the characteristics of aggression. Psychoanalytic research suggests that infants experience significant amounts of anger when their needs are not met. At the same time, it is a well-known fact that in order to preserve mother's love, small children have a tendency to show brutality towards their newborn brother or sister. Adapting to the demands of kindergarten, children may pinch, tease, spit, fight, bite, and even swallow non-edible objects. Such actions are carried out without being told - impulsive, unconscious and obvious. At this age, the display of passive aggressiveness is negativism, stubbornness, refusal to speak or eat food, biting nails or lips. It is worth noting that the behavior of a preschool child at home depends more on the emotional climate in the family, and the group of children, in turn, is a bright reflection of the educator's inner state. Children are more likely to repeat aggression if they show or condone aggression. In children of junior school age, aggression is usually used in the form of teasing, pressure, fighting, quarreling with weaker students ("chosen victim").

Aggressive behavior of school children towards each other becomes a serious problem in a number of situations. The sharp reaction of teachers and parents to such behavior usually does not reduce the aggressiveness of children, but rather increases it, because it serves as an indirect proof of the independence and power of the aggressors. Despite this, it is the teacher, his authority and the ability to express an open attitude to aggressive behavior, that encourages children to choose more socially acceptable forms of behavior. A special feature of aggressive behavior in adolescence can be explained by the fact that it is tied to the peer group against the background of the use of adult authority. At this

age, being aggressive means "being strong or appearing strong." Any youth group, supported by a leader, has its own myths and legends. For example, membership offers are common (or testing newbies). The prominent group "uniform" (and also the fashion of teenagers in general) has the character of Udums. Myths strengthen the sense of belonging to a group and give teenagers a sense of security, but myths remain the basis of their life activities.

Myths are widely used to justify in-group and out-group aggression. For example, any aggression against non-members of the group is justified by the following statements - "they sold us..., we must protect ourselves..., we must force everyone to respect us." Violence inspired by the myth of the group takes place in adolescents in the form of self-assertion, heroism and loyalty to the group. At the same time, as initiators of aggressive behavior in specific situations, there can be individual outsider-teenagers, teenagers who are maladapted due to various reasons, and teenagers who try to raise their status with the help of aggression. In general, for the development of the personality of a child and a teenager, aggressive demonstrations themselves are not so dangerous, but their results and the wrong reaction of others are dangerous. If violence gives attention, dominance, recognition, money, other rights, children and teenagers can develop a behavior based on the dominance of power, which can form the basis of social activity of adults as well (for example, in criminal groups). The desire of those around to suppress aggression by force can lead to the opposite result, not the expected result. Types of aggressive behavior in adults are diverse, as they are mainly determined by individual characteristics.

Complementary to aggressive behavior, the following personality traits are usually considered: social disapproval, nervousness, suspicion, heresies (e.g., depending on ethnicity), and guilt. a tendency to feel a sense of shame. A person's belief that he is the sole sovereign master of his own fate (and sometimes the fate of other people as well), and his positive attitude toward aggression (useful and normal as an event). Another characteristic that affects a person's aggressive behavior is his ability to handle frustration. As it turns out, frustration is a condition caused by an obstacle to the satisfaction of a goal or need. Some authors believe that frustration is one of the leading causes of aggressive behavior. In general, frustration is a common phenomenon and people differ in their ability to deal with it. If aggressive behavior is successfully used to relieve frustration, it is more likely to increase in accordance with the laws of learning. In this situation, problems can arise if a person has a high sensitivity to frustration, and if he has not developed socially acceptable ways to deal with frustration. When assessing the influence of another - sexual (gender) factor - men (boys) show very high levels of direct and physical aggression, while women (girls) show direct and tend to show verbal aggression. In general, the male gender is more prone to physical violence, and in this regard, women use more and more successful psychological options. Despite the importance of gender, age and individual factors, according to most researchers, the social conditions of personality development play a leading role in the formation of aggressive behavior. One of the most controversial problems is the problem of the influence of mass media on the aggressive behavior of a person.

Proponents of the negative influence of mass media derive from the following information, when people behave aggressively, first of all, while observing the aggression of others. The mechanism of formation of aggressive behavior through television can have the following form: excessive interest in television programs - aggressive fantasies - comparing oneself with a character (hero) - solving problems and influencing people mastering the aggressive method - repetition of aggressive actions - use of

aggression to solve problems in interpersonal relationships - support - aggressive habits - underdeveloped social and academic skills - frustration - excessive viewing of television programs and others. The formation of aggressive behavior through observation can be carried out by fulfilling several conditions. First, what he sees should be realistic and touch his personality. Secondly, what you see should be perceived as aggression. Third, aggression occurs when the viewer equates himself with the aggressor, but for the specific person, the object of aggression is imagined as the victim of aggression in the film. The next principle of learning is that the character in the film achieves a goal or pleasure as a result of the aggression, which is important to the viewer. In general, viewing aggressive scenes does not have the right negative effects on most adults as predicted, because the viewing itself is determined by a set of internal and external conditions. People's reaction to scenes of violence can be different: hatred, unpleasantness, virtualization (perception of depicted events as unreal), only in some situations - admiration and aspiration to be similar. Despite this, the negative impact of mass media (as well as inappropriate use of Internet sites) on the development of children and adolescents poses real risks. The formation of aggressive behavior in a child is strongly influenced by various family factors, for example, a low level of family cohesion, quarrels, a decrease in closeness between a child and a parent, poor interaction between children, an inadequate method of family education, etc. Often, parents who use very harsh punishments, who control excessively (hyperopeka) or, on the contrary, do not control (hypopeka), such parents are more likely to encounter aggression and disobedience in their children. Also, the father's aggression towards the mother has a pronounced negative effect on the child (physical abuse or outright discrimination). Bandura considered the following three aspects in the analysis of aggressive behavior:

1. Methods of mastering these actions;
 2. Factors causing it;
 3. The conditions under which they are strengthened.
- Therefore, the greatest importance is focused on the study of aggression in children, on the influence of the primary mediators of socialization, namely, parents. In particular, it has been proven that the behavior of parents serves as a model of aggression, and aggression is also observed in the children of aggressive parents. Also, the manifestations of this approach include the acquisition by a person of a wide range of aggressive reactions - the direct stimulation of this behavior. That is, the strengthening of aggressive behavior increases the probability of this behavior being repeated later. It is also important to achieve success as a result of aggression that brings results, that is, the use of aggressive behavior. Thus, according to the "asocial aggression theory", the appearance of aggressive behavior in a child is related to the lack of care and closeness by one or both parents. Attachment frustration creates a constant sense of conflict in the child, as he develops by imitating (including mimicking the emotional displays of) important adults. A child's behavior is developed in relationships with parents, and as a result, it is transferred to other people (classmates, teachers, spouses). If the display of aggression against a specific person is stopped (or is not possible for various reasons), the aggression is directed to a new object that is "safer". Many researchers note that children of different genders are affected differently by family abuse. According to a number of authors, if a girl is brutally treated as a child, she has a greater tendency to develop a masochistic pattern of behavior, while a boy compares himself more to the aggressor and develops a sadistic orientation. there is a high probability. Another evidence of the approach about the leading role of the family in the emergence of aggressive behavior is the situation of priority of disorders related to

aggression in children who are brought up in orphanages (as opposed to those who are adopted). At the same time, not all children who have not seen parental care become aggressive. Another result of family deprivation is narcissism, excessive dependence, excessive willingness to obey, or deep anxiety (the result, of course, depends on the degree of deprivation, the age of the child, its structural characteristics, and other circumstances). Thus, under the bad influence of internal and external factors, aggressive interest turns into really bad forms of aggressiveness, from strong destructive behavior to dangerous forms for society. However, aggression does not necessarily lead to negative results. For example, it can be directed not only to new and newer objects, but also exchange (sublimate) in various forms of activity in business, study, sports, leadership, etc. Undoubtedly, aggression in moderation has a defensive character and serves to live. At the same time, it is seen as a source of activity in a person's creative potential and striving for achievements. It is necessary and obligatory for a person to be able to demonstrate various manifestations of aggression, aggression in socially non-prohibited forms, and finally to learn to avoid violence against himself and others. The fate of personal aggression is the personal choice of every adult, but the mastery of aggression is one of the most complex psychological tasks in general.

CONCLUSION:

Anger, fear and other similar emotions serve the function of adapting to the surrounding conditions. Anger helps people, like animals, to overcome obstacles, achieve their goals, and protect themselves. Therefore, showing any aggression is not considered a violation of the law. Aggressive behavior is common in children's lives. Negative consequences may occur if psychological conditions are not paid attention to in growing children. Foreign scientists L. Berkovitz showed the interdependence of frustration and aggression, I.A. Furmanov's aggressiveness of children, E. Fromm's definition of aggression in a broad sense, K.S. Shalaginova's systematic psychological support for junior schoolchildren, Y.A. Bashkatova developed communicative universal educational activities in aggressive elementary school students of different levels, I.F. Nurmukhametova studied the psychological-pedagogical conditions of the reduction of aggressiveness in junior schoolchildren, E.L. Golenisheva socio-psychological factors of aggression in elementary school students, S.A. Travina, the interaction of psychologists and teachers in the prevention of aggressive behavior of elementary school students, E.I. Berezhkova studied the influence of social aggression on the aggressiveness of elementary school students. Uzbek scientists F.F. Rasulova studied the psychological characteristics of aggressive behavior in teenagers. Based on the above-mentioned research works, we can say that aggression and aggressive behavior in elementary school age is one of the areas that should be studied in our country.

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