

PSYCHOLOGICAL ASPECTS OF AGGRESSIVE BEHAVIOR IN ADOLESCENTS

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Abstract

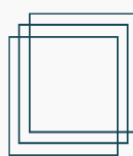
The largest group of young people in our society are our teenagers. When teenagers have enough information about their psychological abilities, achievements, and shortcomings, they can easily overcome any setbacks in their lives, reduce their aggressive behavior in some of them, and make more use of their opportunities to be more profound, positive, and self-aware. creates ample opportunities for the formation of perceptions with inherent social value. To further expand these opportunities, we will need to organize a number of educational activities with them. One of the most pressing psychological problems facing humanity is the problem of aggressive behavior in adolescents. After all, the social development of a teenager, his activity as a person and his self-development depend in many ways on this process.

These views place great social responsibilities on educators-psychologists responsible for the upbringing of adolescents. Because today's important requirement is that before raising every teenager, it is necessary to accept him as a person in society, to pay serious attention to the social psychological opportunities in adolescence. In the language of psychologists, the fact that it is a period of "transition" or "radical turn" for the development of the individual, necessitates a serious approach to it. In our opinion, today it is necessary to study the scale of perceptions of aggressive behavior, which is characteristic of every adolescent, and to create an appropriate system of individual educational work on the basis of this "scale".

Keywords: Transition, radical turn, maladaptation, aggressive behavior, aggressive behavior, correctional work, measures, recommendations, deviant behavior, behavioral disorders, frustration, motivation, affective agitation, psychological explosion, period of affective agitation, transition , a period of crisis, a crisis in mental development, indifference, stubbornness, tension, inability to admit one's shortcomings, belligerence.

Introduction

Today, as the Republic of Uzbekistan rises to a new stage of socio-economic development, it requires a new attitude and a new approach in the field of education. In order to meet these requirements, one of the main tasks is that the reforms implemented in the education system should be directed to the mental and spiritual formation of the individual.



In order to implement the main tasks, it is necessary for the Youth Union of Uzbekistan to develop the concept "**Youth of Uzbekistan - 2025**", in which practical measures for bringing up a mentally and physically mature generation should be determined [1, 2]

The constant efforts of our country to develop education, provide education, knowledge, qualifications and skills to the young generation in accordance with world standards, educate them in the spirit of loyalty to the motherland, the national idea and the ideology of independence. Today's situation of educational work is changing radically due to the caring our government.

As recognized in the above laws and programs, the members of the society who are responsible for the successful implementation of the reforms are, first of all, the education of healthy faith in the youth, who respect the national values, who are the master of their profession. training of qualified personnel poses serious tasks to intellectuals, parents, and teachers.

Research Object and Used Methods

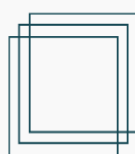
Pupils of the school No3, in Yangiyer city, Syrdarya region were selected as the object of the research. In the course of the research, question-and-answer, test methods, explanatory methods, and analytical methods such as A. Asinger's method of diagnosing aggression were used. It is important to rely on methodology for conducting research in all disciplines, and a number of standards are followed in identifying and defining scientific evidence in the research being conducted. [8]

The methodological basis of the research is the theoretical principles of the evolutionary approach, which examines the psyche as a set of information processing mechanisms designed to solve the adaptation problems faced by the ancient ancestors of mankind in the process of natural selection; "Behaviorism" trend; The principle of the unity of consciousness and activity in psychology, the social psychological ideas of the manifestation of aggressive behavior in a person put forward by Bass and Darky were taken. During the research, we used A. Asinger's method of diagnosing aggression. With the help of this test, we determined how correct (openness) students are in their relationship with their peers and how easy it is for them to communicate with him. In order to determine the specificity of the answers, we conducted a mutual assessment interview among the students. Through this interview, we determined how accurate their self-assessments were.

To Process the Results

«1» Social aggression (k=11)1+, 9-, 17-, 25+, 41+, 55+, 62+, 68+.

«2» Verbal aggression (k=8)7+, 15+, 23+, 31+, 39-, 46+, 53+, 60+, 66+, 71+, 73+, 74-, 75-.



- «3» Indirect aggression (k=13)2+, 10+, 18+, 26-, 34+, 49-, 56+, 63+.
- «4» Negativism (k=20).4+, 12+, 20+, 28+, 36-.
- «5» A whim (k=9)3+, 11-, 19+, 27+, 35-, 43+, 50+, 57+, 64+, 69-, 72+.
- «6» Suspicion (k=11)6+, 14+, 22+, 38+, 45+, 52+, 59+, 65-, 70-.
- «7» Frustration (k=18)5+, 13+, 21+, 29+, 37+, 44+, 51+, 58+.
- «8» Feeling guilty (k=11).8+, 16+, 24+, 32+, 40+, 47+, 54+, 61+, 67+.

Results Analysis Sheet. [6]

	«1»	«3»	«5»	«4»	«7»	«6»	«2»	«8»
	1+	2+	3+	4+	5+	6+	7+	8+
	9-	10+	11-	12+	13+	14+	15+	16+
	17-	18+	19+	20+	21+	22+	23+	24+
	25+	26-	27+	28+	29+	30o	31+	32+
	33o	34+	35-	36-	37+	38+	39-	40+
	41+	42o	43+		44+	45+	46+	47+
	48+	49-	50+		51+	52+	53+	54+
	55+	56+	57+		58+	59+	60+	61+
	62+	63+	64+			65-	66-	67+
	68+		69-			70-	71+	
			72+				73+	
							74-	
							75-	
Total:	11	13	9	20	13	11	8	11

By multiplying the sum of points for each response by the coefficient given in parentheses in the key, it is possible to determine the indicators that reflect the results of the individual and the group for comparative analysis (judgments with the "o" indicator are not taken into account).

General indicators:

(«1» + «2» + N^o3N^o): 3 = AI – aggressiveness index.

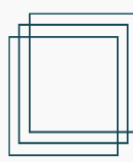
(«6» + «7»): 2 = HI – hostility index.

Normative indicator of aggression: index 21+/- 4.

Normative indicator of hostility: index - 6.5-7 + 3.

Analysis of Results

36-44 points. You are moderately aggressive, but you are taking a successful step in life. You have genuine respect and confidence.



45 and over. You are overly aggressive and often mean and rude to others, you believe in your methods and hope to rise to the top, sacrificing the interests of your family members and those around you.

35 points and below. You are too peaceful, which means that you do not have enough confidence in your own strength and capabilities. This does not necessarily mean that you will always lean. It won't hurt you to be more assertive anyway.

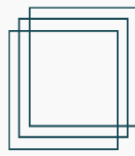
If you **score 3 points for 7** or more questions and 1 point for less than 7 questions, then your outbursts are more disruptive than creative.

You are prone to thoughtless actions and vicious discussions. You treat people with disdain and by your behavior provoke situations of scandalous intolerance, although you can prevent them.

If you get 1 point for 7 or more questions and 3 points for less than 7 questions, then you are an overachiever. This means that you are not alien to aggression and haste, but you can suppress it very much.

In short, the formation of aggressive behavior through observation is possible only if several conditions are met. First, the visuals must be realistic and captivating. Second, what is seen should be understood as aggression. Third, aggression is studied by imitation only when the viewer identifies himself with the aggressor, and the potential object of aggression is associated with the victim in the film for the specific person. Based on our observations, we have developed the following recommendations:

1. In the process of communicating with teenagers, direct communication and pressure should be avoided.
2. A teenager should not feel that he does not have good communication skills, it is necessary not to put him in an awkward situation.
3. It is necessary to start with organizing the first emotional connection within the framework of the game that the teenager loves.
4. Gradually, a teenager should move on to the formation of various creative skills that will bring joy and self-satisfaction.
5. It is necessary to emphasize and encourage the achievements of the teenager (in any activity and self-behavior management), even if they are small.
6. When working with a teenager, it is advisable to gradually focus his attention on the joint relationship with the environment, in harmony with his personality.
7. The most important thing for a teenager is for parents to spend time, to always stand by him, to be patient, to understand, to feel.
8. It is necessary to get to know the family of children who are characterized by aggression, to meet with their parents to find out the reason and to take joint measures.



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