



## **SOCIO-PSYCHOLOGICAL FACTORS OF AGGRESSIVE BEHAVIOR OF ADOLESCENTS**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
The article is about some kinds of aggressivity, appearing at teenagers during the period of their forming, and becoming of personality.	features of identity of character, state, hormonal phenomenon, aggressive behavior, autism, uneasiness, reaction, disadaptation, psychotherapeutic state, relaxation exercises, role – playing games.

### **INTRODUCTION**

Relevance of the topic. The problem of the individual and his maturity is the most urgent issue for the society that is developing and striving for the highest level of its development. In the Republic of Uzbekistan, which is on its way to independent development, the spirituality, personal development, maturity, and morality of each young generation are considered more important than ever. It is not a secret to anyone that the issue of education of the perfect generation and its excellent education is rising to the level of state policy.

Instilling spirituality and moral purity into the minds of young people, respecting the national and cultural heritage of the Uzbek people, forming the spiritual worldview of the growing young generation, the formation of mental maturity, and the issue of both mental and spiritual maturity of the individual remains one of the urgent issues of psychology today.

Taking into account the development periods of a person and the laws of his psychology and change, we have chosen this age period as the object of our research, taking into account the most sensitive and favorable period for the formation and formation of mental and behavioral changes.

Methodology. Adolescence is one of the most complex periods in human development. Despite being relatively short, it almost determines the next life of an individual [4, 19]. It is during adolescence that character and other personality traits are formed. These circumstances: the transition from childhood to independence from the care of adults, the transition of the usual school period to other types of social activities, as well as the rapid hormonal reconstruction of the body - make the teenager especially vulnerable and susceptible to the negative effects of the environment. In the same period, there is an increase in aggressive behavior in adolescents.

The problem of aggression in the behavior of teenagers is an actual issue even today. School teachers say that aggressive students are increasing year by year, it is difficult to work with them, teachers often do not know how to manage them. Because in the same period, teenagers often use force, and it takes the form of "cruelty", "quarrel", "belligerence", "anger". In psychology, the term "aggression" is interpreted differently. Most authors who have studied aggression prefer to evaluate it negatively. Also, aggressiveness is viewed from a positive point of view, in which it is emphasized that the child will be strong, resilient, strong-willed, and energetic. But in many cases, the aggression of a teenager causes anger, unkindness, disrespect for parents and others, inability to get along with them, a desire to be "free", and cases of autism (indifference to others). In this regard, we can see the degree of aggression in adolescents, whether it is intentional or unintentional, as a result of necessity. Aggression in such a situation is characterized by the fact that it appears at the time of danger and has a protective nature. Intentional aggression of teenagers to their peers and others is a deliberate act of causing harm or damage. A.R. Ratinov also agrees with this opinion, he believes that an immoral individual belongs to a clearly based structure and a certain level characteristic of an aggressive person [2, 66].

A. Bandura believes that the cause of aggression is one of the manifestations of acquired morality in the process of socialization [1, 115]. The model of morality is considered as a means of interpersonal influence, and it is emphasized that it is the factor of parents teaching their children to aggressive morality. In the process of studying the characteristics of an aggressive teenager, he distinguishes three important components:

- methods of mastering aggressive actions;
- factors that ensure the manifestation of aggressive behavior;
- conditions under which aggressive behavior is reinforced.

Another view of aggression as an act of annoyance and destruction (moral organization): For example, A. A. Rean defines "aggression is any form of morality aimed at insulting or harming another living being who does not want to be treated in this way. In other words, aggression can be considered as a morality that involves harming or harming living organisms. For example, this refers to students who have a negative impact on the trees and flowers growing in the school yard, and the animal world. In fact, we can see students harming flora and fauna not only in the schoolyard, but also in other community areas" [3, 215]. In psychology, a teenager is considered as an ordinary child. He acquires the characteristics of aggression as a result of shortcomings in educational work, mistakes, and the complexities of the environment that surrounds him. During this period, not only the previously formed psychological structures are radically reshaped, but also new ones appear, the foundations of conscious action begin to emerge.

Adolescent period of ontogeny is a difficult stage of transition to maturity, in which the opposing trends of development are closely connected. As a result, many teenagers use aggressive forms of behavior.

In such a situation, pedagogues, psychologists and parents are required to be highly responsible in performing their duties. It is especially necessary for psychologists and teachers to conduct psychodiagnostic and psychocorrective work with such teenagers during their activities. The following must be followed:

- to carry out social-psychological diagnosis of maladaptation that occurs in adolescent behavior;
- to study qualitative changes in mental and personality development characteristic of youth;

- control of hormonal maturation during youth and "crises" that occur as a result;
- organization of cooperation of pedagogues and parents aimed at eliminating the factors that cause aggressive behavior;
- taking into account the individual characteristics and easily injured nervous system and mental processes of adolescents who have not yet fully formed;
- the pedagogue in the methods of interaction and relationship with the teenager, i.e. establishing an emotional connection, encouraging his achievements, even if they are few;
- relaxation consisting of methods and techniques of psychotherapeutic effects (deep breathing, relaxing muscles, moving freely to the sound of music, etc.), forming and developing means of influence such as exercises, continuous role-playing.

Empirical analysis. During the research, the formation of aggressive behavior typical of teenagers was studied using Bassa-Darki's "Determining Manifestations of Aggression" method, and the following results were obtained.

Results of the experiment on the methodology of "Determining manifestations of aggression" of students of general secondary schools and specialized schools

Scales	Educational institutions	X	$\sigma$	Student t-criterion
Physical aggression	General secondary school (n=15)	5,00	1,69	0,147
	IDUM (n=15)	4,93	1,22	
Verbal aggression	General secondary school	4,66	1,63	4,217***
	IDUM	2,53	1,40	
Indirectly aggression	General secondary school	3,40	1,12	0,557
	IDUM	3,06	1,75	
	General secondary school	2,33	1,04	1,468
	IDUM	1,93	0,79	
Suspicion	General secondary school	4,53	1,64	2,508**
	IDUM	3,20	1,42	
Frustration	General secondary school	5,60	1,24	0,557
	IDUM	5,26	1,66	
Feeling guilty	General secondary school	3,33	1,67	-1,697
	IDUM	4,40	2,32	
	General secondary school	5,00	1,51	-1,666
	IDUM	5,80	1,01	

Explanation: \*\* $p < 0,01$ ; \*\*\*  $p < 0,001$

1- Picture. Diagram of the method of "Determining manifestations of aggression" of students of general secondary schools and specialized schools

1) In turn, in addition to verbal aggression, aggression was observed as a form of aggression in UOM students with a significant value compared to their peers (4.53 and 3.20;  $r < 0.01$ ). In the form of aggression, teenagers show their negative feelings for insignificant situations, and as a result, they establish a rude and angry attitude towards their peers. This appearance of aggression can be due to the priority of excitation over inhibition in the nervous system of students and increased sensitivity. In such conditions, aggression is observed in harmony with increased sensitivity to events, fear of new situations, and increased anxiety.

2) From the obtained results, it can be seen that aggression specific to teenagers is considered to be relatively growing, and the psychologist's activity is considered as the main tool of psychological

influence in the organization of their prevention and psychological correction. The psychological correction process takes place in the psychologist-client pair. There are four main strategies that reflect this correction process:

- 3) change the situation;
- 4) self-awareness to change the situation;
- 5) getting out of the situation;
- 6) in this situation, attention is paid to new aspects of lifestyle [5, 66-68].

Summary. Taking into account certain difficulties in the social adaptation and interpersonal relations of aggressive teenagers, it is the type of work with groups that is more effective in eliminating it. Many factors are involved in the emergence of aggressive behavior, including age, personal characteristics, external physical and social conditions. For example, aggressiveness can be intensified by conditions such as noise, heat, crowding, environmental problems, weather conditions, etc. However, according to many researchers studying this issue, the social environment directly plays a decisive role in the formation of aggressive behavior of a person. The family, which is the basis of the social environment, has a great influence on the formation of adolescent behavior. Traditionally, the main institution of education is the family. After the upbringing received in the family, the teenager will keep it for life. The importance of the family as an educational institution is that a teenager spends most of his life in it, and no educational institution can equal the family in terms of the duration of its influence on the person.

About the role of the family in raising a child, E. Fromm said: "The family is a "psychological mediator" of a specific society, therefore, in the process of adaptation in the family, the child forms a character that will later become the basis of adaptation in society and solving various social problems." In fact, as soon as the child embodies certain character traits in the family, he also manifests them in the social environment. The forms of aggression in the family are different. It can be direct social or sexual violence, coldness, negative evaluations, mental oppression of the person, emotional rejection of the child. Family members may demonstrate aggressive behavior themselves.

Various family factors can influence the appearance of aggressive behavior of a child. For example, low level of family unity, conflict, insufficient closeness between child and father-mother, negative relationship between children, inadequate method of family upbringing. For example, parents who use very harsh punishments, who are very controlling, or vice versa, parents who do not control children's activities, are more likely to experience aggression.

One of the characteristics that influence the aggressive behavior of a person is the inability to bear frustration. It is known that frustration is a condition caused by obstacles in meeting needs or achieving a goal. At the same time, we can observe aggressive behavior in a teenager as a result of his parents and relatives not understanding him and, on the contrary, being harsh towards him.

Therefore, the formation of a child's aggressive behavior is mainly influenced by the role of parents and the following factors in family upbringing:

- the reaction of the father - mother, who is not satisfied with the child's behavior; the nature of the relationship between children and parents;
- level of family harmony and disharmony;
- the nature of the relationship between brothers and sisters;
- bad relationship with father or mother or both;
- or when children feel that they are considered worthless or that their feelings are neglected.

It should be said that the basis of aggressive behavior in teenagers is primarily the family environment and psychological misunderstanding of each other in the family.

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