

Psychological Mechanisms Of Aggressive Behavior In Teenagers

Kushanova Mashkhura Isakovna¹, Akhrorov Voris Yunusovich

Abstract: *This article discusses the concepts of aggression and aggressive behavior, the differences between them, the views of scientists who have conducted research in this field, their definitions and the rules developed. In today's society, the issue of aggression is one of the most pressing issues in the field of psychology, the literature published in the field of psychology, scientific research. A description of this dangerous psychological condition is thought to be a set of individual or collective behaviors that result in physical and mental harm to individuals and groups of people.*

Keywords: *aggression, hostility, violence, aggressive behavior, frustration, impulsive behavior.*

I. INTRODUCTION

In recent years, the process of reforming the education system and training of scientific personnel has become one of the most important requirements of our time. At the same time, education of young people, who think independently and deeply, who are creative for the development of the country, remains one of the most important and priority tasks.

Since time immemorial, upbringing of spiritually mature, spiritually clean, physically healthy and perfect people has been a criterion for achieving stability and perfection of the society. For education to be perfect, there must be no gap in this issue. To prevent a gap, we should pay attention to our children from an early age and pay special attention to their behavior, which is manifested in interpersonal relations.

One type of behaviour that manifests itself in interpersonal relationships is aggression. The study of human aggression is a multifaceted topic that attracts the attention of scientists trying to reveal the true nature of this phenomenon.

In the global psychology, the study of aggressive behavior among children and teenagers is given special attention as a field of research. In research were studied biological, psychological, social, socio-psychological determinants of aggression and characteristics of representation of aggressive behavior. In this connection, attention is paid to the importance of revealing and implementing psychological mechanisms reflecting different ways and conditions of aggression among teenagers. At the same time, behavioral disorders, aggression, emotional instability and inability to control emotions are considered actual problems in children and teenagers [1].

II. LITERATURE REVIEW:

Aggression in children and adolescents and related forms of behaviour have become one of the priority research topics in contemporary psychology. In foreign psychology a lot of researches about an origin, development, factors and reasons of aggressive behavior at children and teenagers have been conducted. In particular, the relationship between violence and aggressive deviant behaviour of A. Bandura and P. Walters. Influence of parental education on the occurrence of aggression in children. The Role of Aggressive Behavior in Teenagers' Understanding of their Place in Society. This is reflected in the research of scientists such as Craichie, O. Barnett, C.L. Miller-Perrin..

According to psychologist E. Fromm, "aggression is an act aimed at causing harm or injury to a person, a group of people, a being, or any inanimate object in general. L.Berkovitz defines this concept as "aggression is an act aimed at inflicting harm to someone physically or mentally.

¹ *Researcher at Samarkand State University (Uzbekistan)
E-mail: kushanova1984@bk.ru
Researcher at Samarkand State University (Uzbekistan)
E-mail: voris1983@mail.ru*

According to D.Dollard, aggression is "... the intention to harm someone through their actions as a deliberate reaction that harms the body.

Rogers describes aggression as "... a mandatory response to restrictions on freedom of choice".

K. Horne defines aggression as "... a person's reaction to the hostility of the surrounding reality towards himself".

Today, there are various approaches and concepts for defining the term "aggressive behaviour" of a person. In recent decades, acts of violence associated with cruelty, vandalism and other aggressive demonstrations have become more frequent throughout the world. Based on the above definitions, it can be argued that aggressive behaviour is a manifestation of aggression.

In recent years, when studying aggression in children and teenagers, Russian psychologists focus on the following problems: E.A. Cheprakova "Influence of family and family relations on formation of aggressive behavior", Y.B. Mozginsky, A.A. Rean, L.M. Semenyuk discuss emotional disorders, behavioral deviations, possibilities of aggressive behavior correction, specifics of aggressive behavior of people of different ages and gender in the group, T.P. Smirnova studied the influence of mass media on development of aggressive behavior in children and teenagers, A.A. Shavirina studied specifics of aggressive behavior in preschool children.

Uzbek psychologists, such as E.G. Goziev, N.G. Kamilova, G.K. Tulaganova, and B.M. Umarov, have carried out research aimed at studying the psychic features of childhood and adolescence, paying particular attention to deviant behaviour, character emphasising. suicides in children and adolescents, and questions of self-esteem and control. In her research work, N.M.Dalimova studied computer games as a factor affecting the formation of aggressive behavior in teenagers.

III. MAIN BODY

Among the first views aimed at different interpretations of human predisposition to aggressive behavior are the views of W. McDougall, S. Freud, G. Murray and other scientists that "people and animals have an innate instinct for aggression". Thoughts about aggressive behavior emerged in the early twentieth century in connection with the theory of frustration (lat. Frustratio - deception, failure of plans). According to him, aggression is a consequence of frustration. This view was first expressed by J. Dollard. However, both of these opinions have not been confirmed in practice [1].

Literature published in the fields of philosophy, sociology, psychology and scientific research confirms that aggression has come to the forefront among problems related to personal behaviour. We can observe that the term aggression is nowadays frequently and widely used in public life.

The term aggression comes from the Latin and means "aggredi" – "aggression". There are different approaches to the term "aggression" in psychology, and aggression is negatively evaluated by H. Delgado, A. A. Bass, L. M. Semenyuk, G. Parens, A. Bandura, R. Walters, Y. Mozhginsky.

At the same time, there are positive approaches to aggression. In particular, L. Bender argues that aggression is a person's desire for self-expression. In terms of motivation, L. Bender divides aggression into arbitrary and instrumental types.

Conscious aggression is when a person deliberately inflicts harm on another person.

In instrumental aggression, human beings do not seek to harm others. This aggression occurs when there is no other way to resolve the situation. R. Baron and D. Richardson described aggression as targeted harm to the victim.

Erich Fromm highlights the following types of aggression:

A gaming aggression is carried out by a person in order to demonstrate his agility skills to others. This type of aggression has no destructive purposes, such as hatred or sabotage.

Reactive aggression is carried out in order to protect one's life, freedom, pride, one's own or someone else's material wealth. The realization of needs and desires is manifested:

– jealousy and selfishness;

- revenge;
- loss of trust (in life, love, loved ones).

Compensatory aggression - violence, destruction - compensation for failure to meet basic life needs:

- sadism (subordination of the other to one's discretion, will);
- necrophilia;
- chronic boredom and depression.

P. Beron and D. Richardson described the personality traits that lead to aggression as follows:

- propensity to display impulsive behavior, emotional sensitivity - discomfort, dissatisfaction, loss of psychological comfort;

- education (academic aggression), attention deficit (emotional aggression);

The hostile approach is to accept all irritants as dangerous to oneself, regardless of their nature [2].

Types of aggression include the following.

Physical aggression is the use of direct physical force, from intimidating another to causing physical and mental pain.

Indirect aggression is the spread of information that can harm another person (rumors, gossip, etc.),

Verbal aggression is the expression of negative feelings through shouting, arguing, swearing, insults, threats and other means. Reaction to even the slightest irritation with rudeness, negativity, emotional excitement.

The researchers note that the causes of aggression are subjective factors: memory, desire for revenge, the influence of certain religious movements (fanaticism, extremism), the media (especially television), individual moral aspects of individual politicians. ,

The problem of teenage aggression is one of the topics that has not been sufficiently studied, as it has long been closed.

Aggression is perceived as an acceptable way to control the social situation of adolescents.

According to G.B. Shoumarov, the fact that the teenage period is a difficult period is due to many psychological, physiological and social factors. During this period all aspects of development will change: physical, mental, moral, social, etc. This period will see significant changes in the life, psyche, physiological processes of the organism and its social status. In most cases, they have different situations that contradict each other.

A number of personal qualities influence the formation of aggression in adolescents:

-unbalanced forms of education: excessively low self-esteem, high impulsivity, alcohol and drug use, addiction to computer games, readiness for risk, limited sense of self-defense;

- behavioral factors: wasted time, unjustified absence from school, low skill levels, early sexual activity, etc;

- social factors (psychological effects of the media, social customs and rituals, behavioral disorders of parents, low social status of the family, changes in guardians (stepfather, stepmother, etc.);

- adolescents establish close social ties with friends with behavioral disorders (role modeling phenomenon);

-internal family conflicts (parents' divorce, children in the second marriage, parental neglect of the teenager, excessive demands on the teenager regardless of his or her abilities and interests [3].

Aggression is not a spontaneous state. It is often formed under the influence of cases of weakness in solving psychological problems:

- "Tired". If a teenager is excessively tired, mental aggression develops as a result of limited mental resources.
- Negative self-perception. "I'm a bad person. That's why I behave like this". The feeling of evil more and more often turns for the teenager into a state of deep psycho-physiological readiness to perform a certain action. Minor, mild criticism in this category of teenagers also leads to the formation of mental pain [4].

If a teenager has negative experiences with people, he is looking for protection early. In many cases, he tries to protect himself from situations in his life that he considers dangerous. Lack of close emotional relationships with people in a social environment and their sense of vulnerability lead to increased anxiety.

Studying the problem of teenage aggression requires studying the importance of direct media, video programs as an imitation phenomenon.

Behavioral aggression is the result of frustration with the necessity of close emotional relations among teenagers. In this case, aggression seems to be a relatively easy way for others to obey him, to do what he wants unconditionally, that is, to receive attention and power that he wants. Of course, not all people who are able to express themselves and are in a state of disappointment do not act aggressively. In addition to biological factors, it is necessary to take into account various social factors, the role of education and the environment in the formation of personality, the specifics of human influence on various destructive, negative psychological and manipulative effects [5].

Teenagers with aggressive behavior usually have the following feelings:

-  they expect hostility from others;
-  can't adequately assess their hostility;
-  constantly blaming others for their problems;
-  they have limited ways of dealing with problem situations;
-  rarely express their feelings in words, try to move more, have a high level of anxiety;
-  they do not think about the consequences of their actions;
-  the intensity of emotions increases, that is, resentment is replaced by hatred;
-  prefer revenge and superiority to friendship;
-  rarely reach a compromise without mutual agreement;
-  they are indifferent to the enemy's experience; they are not interested in situations where their peers misjudge their relationship;
-  in their opinion, aggressive behaviour provides good results, i.e. limits aggression against them [6].

IV. METHODOLOGY AND RESULTS:

In the process of studying psychological mechanisms of occurrence of aggressive behavior in teenage schoolchildren, we have also conducted a number of scientific researches. In particular, we used the method of diagnostics of aggression A. Assinger's method for studying the level of aggressive behavior in teenagers. This test helps to determine how precise (open) a person is in a relationship and how easy it is for him or her to communicate with him or her [7].

With the help of this test, a survey of 8th grade students of Samarkand city school was conducted. A total of 29 students took part in the survey, of whom 12 were boys and 17 were girls. The results obtained in the study show that the level of aggression is much higher in boys than in girls, and we try to analyze these results using gender differences. The results observed in boys are as follows:

- 1) A high level of aggression (45 or more points) was observed in 4 boys (33%) in the study.
- 2) An average level (36-44 points) of 6 respondents (50%).
- 3) Low levels (35 or less points) were observed in 2 adolescents (16.7%).

That number gave a slightly different result for the girls:

- 1) High level of aggression (45 and more points) was observed in 2 girls (11.8%).
- 2) The average level (36-44 points) was observed in 8 respondents (47%).
- 3) Low levels (35 or less) were observed in 7 adolescent girls (41%).

The results are presented in Table 1.

Table 1

Level of aggression in adolescent boys and girls.

The amount of points	Girls	Boys	Total
45 and more points	2	4	6
36-44 points	8	6	14
35 and less	7	2	9

We also consider these results in Figure 1.

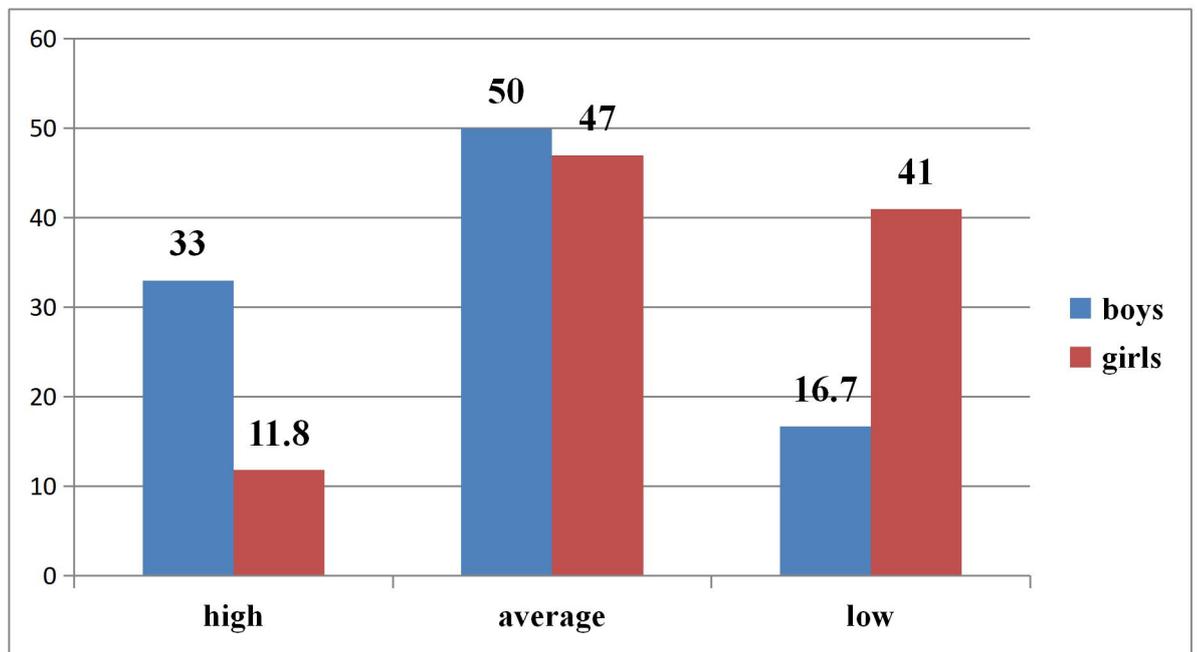
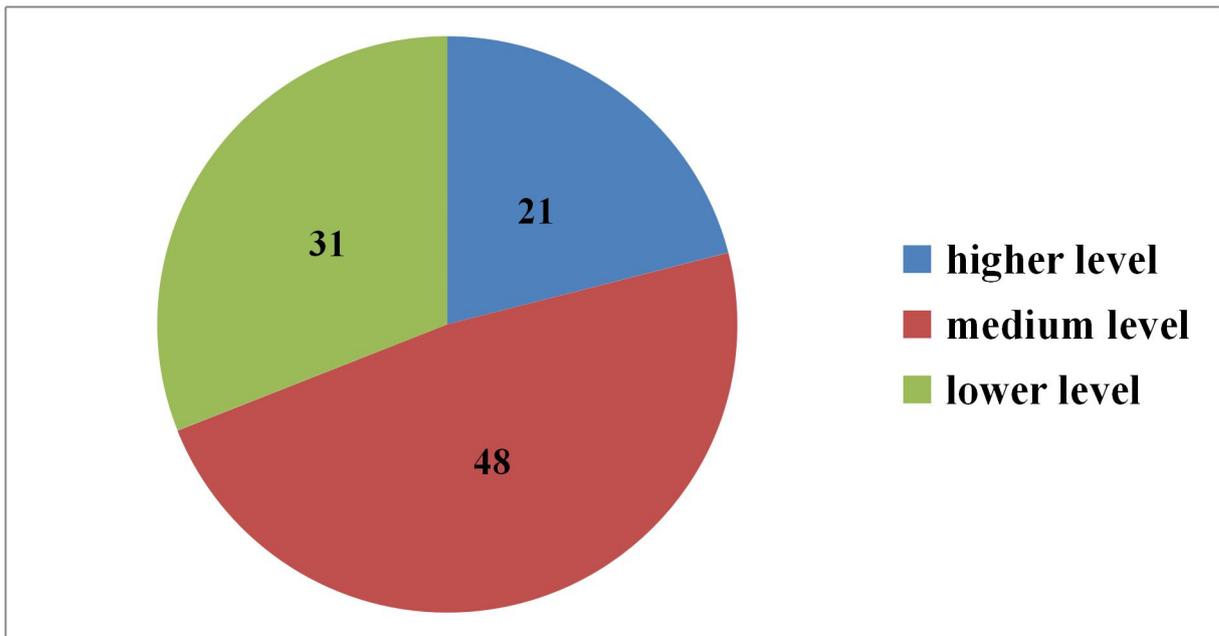


Diagram1.

High levels of aggression were observed in a total of 6 respondents (21%), moderate levels were observed in 14 adolescents (48%), and low levels were observed in 9 adolescents (31%). These results are reflected in Figure2.

The overall result of the respondents

Diagram 2.



Adolescents with a high level of aggression, i.e., a score of 45 or higher, are more likely to be overly aggressive, and so they are often overheated and ruthless towards others. Such people act in their own way to achieve a “high” position, to achieve success, in which they can sacrifice the interests of those around them in the way of their own interests.

Moderate level of aggression (36-44 points) - such adolescents have a moderate level of aggression, but they are people who are successful in their lives, because they have a sufficiently healthy self-esteem and self-confidence.

A low level of aggression, i.e. when a score of 35 or less is scored - such adolescents become overly peace-loving, which is directly related to their lack of confidence in their own strengths and abilities. But that doesn't necessarily mean you can fly in the wind you want, like a normal squirrel. It doesn't stop you from being more determined.

V. CONCLUSION

Based on the results of the study, it can be said that identifying the causes of adolescent aggression, understanding their emotional experiences, feelings, expands the possibilities of psychological correction with them. To do this, it is necessary to explain to adolescents the possibility of resolving conflicts in other ways.

Consultation with psychologists when cases of aggression appear in adolescents requires coordination of their actions in the educational process with them. It is important to keep in mind that aggressive behavior is formed primarily under the influence of negative emotional states in adolescents. Therefore, adults must first be able to manage their negative emotional state. In this way, the adolescent is shown that self-control is often the best way to improve the social situation.

In this case, in cases of manifestations of aggressive behavior, it is necessary to litigate the situation, to respect the personality of the adolescent. Here are the cases that do not apply in general:

- ✓ raising a voice, threatening;
- ✓ pressure;
- ✓ to express dissatisfaction on the basis of shouting;
- ✓ use of aggressive facial and body movements;
- ✓ mockery, ridicule;
- ✓ express a negative opinion about the teenager or his relatives and friends;
- ✓ use of physical force;
- ✓ Involvement of strangers in a conflict situation;
- ✓ constantly asserting his right;

- ✓ long conversations on ethical issues;
- ✓ threatening to punish or punish;
- ✓ compare the teenager with his peers, highlight his weaknesses compared to others;
- ✓ pressure on the teenager;
- ✓ promising a reward to justify their actions.

In some cases, the above conditions can change adolescent behavior in the short term. However, the subsequent negative consequences can lead to the formation of negative situations, which are stronger than the manifestations of aggressive behavior.

It is recommended that disagreements be discussed in a relaxed manner, rather than in a state of aggression. But it is also impossible to prolong the discussion on this issue. The presence of strangers is not recommended. It is advisable to conduct the interview in an objective, non-emotional way. In the process of conversation, it is necessary to discuss in detail the aspects of the consequences of the negative behavior of the adolescent, which are dangerous not only for others, but also for himself. Adults should not respond to aggression in adolescents with aggression, as this can lead to a further increase in adolescent aggression. Parents should try to be a parent, a friend, a teacher, and a support to their children from an early age, which is very important for them. After all, this is one of the most important laws of psychology.

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