

PSYCHOLOGICAL ANALYSIS OF AGGRESSIVE BEHAVIOR IN ADOLESCENCE

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**Abstract:** The article is about some kinds of aggressivity, appearing at teenagers during the period of their forming, and becoming of personality.

**Keywords:** features of identity of character, state, hormonal phenomenon, aggressive behavior, autism, uneasiness, reaction, disadaptation, psychotherapeutic state, relaxation exercises, role – playing games.

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.

Adolescence is one of the most complex periods in human development. Although it is relatively short, it almost determines the individual's later life in many ways.[4] 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 certain level and a clearly based structure characteristic of an aggressive person.[2]

A. Bandura believes that the cause of aggression is one of the manifestations of acquired morality in the process of socialization.[1] 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: [3] 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 plants and animals not only in the school yard but also in other community areas.

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.

In the organization of psychological correction, the activity of a psychologist is considered as the main tool of psychological influence. The psychological correction process takes place in the psychologist-client pair. There are four main strategies that reflect this correction process:

- 1) change the situation;
- 2) self-awareness to change the situation;
- 3) getting out of the situation;
- 4) to pay attention to new aspects of lifestyle in this situation.

The final tasks of psychocorrection are to achieve the desired changes in the three main areas of cognitive, emotional (feeling), and subjective control.

Taking into account the characteristics of individual psychocorrection, specific tasks specific to each of the above-mentioned areas can be set.

In the cognitive domain:

- 1) understanding the reason for one's behavior, attitude, reaction;
- 2) awareness of emotional and behavioral stereotypes;
- 3) understanding the relationship between psychological factors and somatic disorders;
- 4) to feel his role and responsibility in the origin of conflicts and emotionally traumatic situations;
- 5) methods of interpersonal relations, understanding the conditions of formation of one's own relations.

In the emotional sphere:

- 1) emotional support of the client by a specialist;
- 2) the client understands and expresses his feelings;
- 3) forming a more sincere attitude towards oneself;
- 4) change the ways of emotional relationships.

In the field of self-control, behavior:

- 1) correction of inadequate reactions in the client;
- 2) mastering affective methods of behavior.

Conditions for psychocorrection:

- 1) voluntary consent of the client to receive psychological help;
- 2) the client's trust in the psychologist;
- 3) increasing the client's activity in the process of researching the client, forming a correctional program and implementing it.

Instruction for psychocorrection:

- 1) client's desire;
- 2) problematic nature of the client (personal problem)
- 3) refusal of the client to work in the group or inability to participate in the group for some reason (physical condition, illness);
- 4) high level of client anxiety;
- 5) acute sad state.

The effectiveness of individual psychocorrection is determined by:

- 1) characteristics of a psychologist as a person (social origin, attractiveness, intellectual development, will, character traits);
- 2) the relationship formed between the client and the psychologist (trust, reputation of the specialist, dependence of the client on the specialist);
- 3) the appropriateness of the situation chosen by the psychologist in relation to the client (the path taken by the psychologist, the management strategy adopted by him in relation to the client; this choice is made by the psychologist taking into account the personal and situational characteristics of the client.
- 4) Methods of formation of information by an expert (level of proof, mutual harmony of logical thinking, re-approach to feelings).

There are three criteria for professional training in corrective action:

1. To know the theoretical basis of theoretical criterion-corrective works.
2. Practical criteria - knowledge of specific corrective methods and methods.
3. Personal readiness - the fact that the psychologist has solved problems similar to the client's problem in his experience
4. A psychologist conducting separate correctional work should have basic fundamental training and know the methods of correctional influence.

The theoretical criterion means knowing the general laws of psychological development in ontogenesis, having knowledge about the periods of psychological development, education and development, knowing the comparative similarities and differences between them, ideas about personality theory, models and types, and knowledge about the socio-psychological characteristics of groups.

There are 3 main approaches to professional training:

1) Work based on one theory, the same approach, 2) eclecticism-approach to different theories, 3) general approach.

The developed psychocorrective program focuses on eliminating aggressive behavior problems typical of adolescence.

The number of scientific works on aggressive behavior problems specific to adolescence is increasing, but only some of them present methods of its prevention and correction. It is a cognitive-behavioral therapy that consists of a 12-step program and expressive art therapy.

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.

Tasks of group therapy:

- Increase self-esteem and self-awareness;
- Strengthen control over impulses;
- Improvement of interpersonal relations;
- Social adjustment.

Family psychotherapy is also very effective, and in many cases, computer addiction is caused by an unhealthy family environment, negative relationship of parents to the child. Based on the obtained clinical and psychological results, we offer the following system of psychocorrective steps.

**taged system of psychocorrection of adolescents with aggressive behavior.**

Stages	Purpose	Psychotherapy methods
Stage 1: diagnostic	Overcoming resistance	Individual
Stage 2: teaching with information	Understanding the problem	Individual, group
Stage 3: behavioral strategy modification	Modification of the behavioral action plan aimed at changing aggressive behavior	Individual, autogenic training, cognitive-behavioral
4th stage: correction of family and social relations	Support of behavior to change the aggressive situation (state)	Cognitive-behavioral, group psychotherapy
Stage 5: Overcoming levels of aggressiveness in adolescent behavior	Making a plan for the transition to the stage of rehabilitation in the social environment	Group and individual psychotherapy

It should be said that the role of the family environment in the formation of aggressive behavior in adolescents is extremely important. Situations such as cruelty in the family, suffering from cruelty, failure to satisfy the need for affection by parents, i.e. deprivation, failure of the adolescent to understand his inappropriate behavior during punishment, and lack of a moderate psychological climate in the family lead to the development and formation of aggressive behavior.

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