Socio-psychological support adolescents with accentuations of character and aggressiveness

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Abstract

Socio-psychological support is a set of preventive, educational, diagnostic and correctional measures aimed at designing and implementing conditions for successful socialization of adolescents; prospects for their personal growth. The process of socio-psychological support unites the main institutions of socialization: family and school. The article presents a study of the accentuations of character and aggressive behavior in adolescence and presents the results of an empirical research.

Keywords: character accentuation, aggression, behavior, irritation, negativism, suspicion, verbal aggression, physical aggression.

Introduction

Adolescence is a period of crises. At this age, a global number of issues are solved: an identity crisis (a tendency to depression and suicidal behavior), a crisis of authority (a consequence of the Edipus complex - a protest against the father), a sexual crisis (the change of erogenous zones from oral to genital), a fear of roles, hormonal dissonance - thus, emotional and social psychological stress is stretched over time. In recent years, psychology has accumulated a large amount of theoretical and experimental material, which reveals the special role of accentuated character traits in the personal and professional development of a person. The problem of character accentuations and aggressiveness has also traditionally been associated with the problem of deviant behavior of children, which has deep historical roots [11]. Work on the socio-psychological support of accentuated adolescents requires special training of psychologists and teachers. That is why we considered it necessary to study the problem of character accentuations and aggressiveness in adolescents. The interpretation of the phenomenon of aggression is related to the scientific context, which is currently studied within psychoanalytic, cognitive, dispositional-oriented theoretical approaches, based on which there is a complex relationship between coping behavior protection mechanisms, stable psychological personality, and situational characteristics [1]. And in our opinion, it is very timely to create a program of socio-psychological support, which would allow to diagnose this problem at an early stage and implement a set of measures to correct character accentuations.

Materials and methods

The concept of “support” is firmly established in the dictionary of psychologists and is used both conceptually and in relation to practical activities to solve specific problems. The accompanying process is not a passive process of following the development of a person [2]. Support has a goal, criteria, and result. It should be emphasized that the process of support naturally contributes to the social adaptation and socialization of the adolescent’s personality, and does not artificially set him goals and objectives from the outside. The leading role in providing socio-psychological support for accentuated adolescents belongs to the psychologist, which imposes
certain requirements on him: the presence of appropriate needs, professional and personal qualities, such as personal and professional responsibility, tolerance, emotional stability, social adaptation, increased efficiency in the process of communication, the ability to tolerate psychological stress; familiarization with the theoretical foundations of the problem of character accentuations, the formation of skills for diagnosing the mental and social health of adolescents, the development of recommendations for adolescents, subject teachers, class teachers, parents, aimed at optimizing the relationship of adolescents with peers, parents and teachers, advising all participants in the support process on ways and methods of solving problems of a teenager with character accentuations and his social environment, as well as the ability to predict the result of social and pedagogical support. Based on the above, the purpose of our work is to study the accentuations of character and aggressive behavior in adolescence and to develop a program of socio–psychological support for adolescents with various manifestations of character accentuations. The problem of character accentuations was studied by K. Leonhard [6], A. E. Lichko, E. N. Kamenskaya, L. D. Stolyarenko, K. K. Platonov, and others [3; 4; 5; 7; 8; 10].

The object of the study is character accentuation and aggressive behavior as a socio-psychological phenomenon.

The subject of the study is the socio-psychological support of adolescents with various manifestations of character accentuations and aggressive behavior.

To achieve the above goal, we have identified the following group of tasks:
1) to systematize the theoretical material on the problem of socio-psychological support of adolescents with various manifestations of character accentuations and aggressive behavior;
2) select diagnostic tools and implement a study of the manifestations of character accentuations and aggressive behavior.

To implement these tasks, we used the following methods:
1. Analysis of theoretical sources on the research problem.
3. Methods of quantitative and qualitative data processing.

The study was conducted on the basis of secondary school number 6 in Ferghana, Uzbekistan. The school examined students in grades 9 “A” and “B”, with 24 children in each form. A total of 48 adolescents aged 13-15 years were examined.

The study was conducted in two stages:
The first stage is the analysis of scientific publications and the main concepts on the research topic, working out the conceptual apparatus of the research, setting the goal, determining the object, subject and tasks of the research, choosing research methods;
The second stage – diagnostics; quantitative and qualitative analysis of the results of the study; development of a program of socio-psychological support for adolescents with various manifestations of character accentuations.

Results

Aggressive manifestations can be divided into two main types: motivational aggression, or aggression as a self-value, and instrumental aggression as a means [9]. Aggression is any form of behavior aimed at insulting or harming another living creature who does not want such treatment [11]. Creating their own questionnaire that differentiates the manifestations of aggression and hostility. The questionnaire consists of 75 statements, to which the subject answers “yes” or “no”. A. Bass and A. Darkey identified the following types of reactions:
1. Physical aggression – the use of physical force against another person.
2. Indirect aggression – aggression directed in a roundabout way at another person or directed at no one.
3. Irritation – readiness to display negative feelings at the slightest excitement (short temper, rudeness).
4. Negativism – oppositional behavior from passive resistance to active struggle against established customs and laws.
5. Resentment – envy and hatred of others for real and fictional actions.
6. Suspicion – ranging from distrust and caution towards people to the belief that other people are planning and causing harm.
7. Verbal aggression – the expression of negative emotions in the form (scream, shriek) and using the content of verbal responses (curses, threats).
8. Guilt – possible belief of the subject that he is a bad person to do evil, and they feel remorse [10].

During the diagnosis using the Bass-Darkey method, it was found that in “B” group of children with a low level of aggressiveness – 30%, with an average – 20%, and a high level of aggressiveness have 50%. In the “A” group, these indicators were 35%, 15% and 50%, respectively. Thus, that 50% of children in both classes have a high level of aggressiveness, about a third of children (30% and 35%, respectively) – low. Children with an average level of aggressiveness are the least (20% and 15%, respectively). Moreover, if the percentage of children with high aggressiveness in both groups is the same, then children children with low aggressiveness in group “B” are 5% more than in group “A”, and children with an average level of aggressiveness, respectively, are 5% less than in group “A”. In the process of analyzing the diagnostic data for Bass-Darkey, the average values for individual types of aggressiveness within the groups with low, medium and high aggressiveness were calculated.

Analyzing the average values in the group with low aggressiveness, the following facts can be noted: compared with the average value of general aggressiveness (20%), the average value of the level of physical aggression is lower by 5% (15%), indirect aggression-lower by 5% (25%). The same average value, As well as the level of general aggression, such indicators as negativism, suspicion, verbal aggression and irritation have such indicators. But the average value for such an indicator as resentment exceeds the value of general aggression by 5%. Guilt in this group is low, approaching the average (30%).

Analyzing the average values in the group with average aggressiveness, the following facts can be noted. Compared to the average value of general aggressiveness (60%), the average value of the level of physical aggression is lower by 10% (50%), the level of irritation is lower by 10% (50%), verbal aggression by 10% (50%). Indicators such as indirect aggression and suspicion have the same harmful value as the level of general aggression. But the average values for such indicators as negativism and resentment exceed the value of general aggression by 5%, respectively (65% and 65%). The feeling of guilt in this group is average, approaching high (60%).

Analyzing the average values in the group with high aggressiveness, we can note the following facts. Compared to the average value of general aggressiveness (80%), the average value of the level of physical aggression is lower by 10% (80%), the level of irritation is lower by 5% (75%). The average values for such indicators as indirect aggression and suspicion exceed the value of general aggression by 5% (85% each). Indicators such as negativism, resentment, and verbal aggression have the same average value as the level of general aggression. The feeling of guilt in this group is average (50%). It should be noted that this indicator is even lower than in the group with an average level of aggressiveness. This is most likely due to the fact that children do not perceive their behavior as aggressive and socially disapproved, but simply follow established patterns of behavior.

Conclusions

Summarizing the results of the study, we can draw conclusions:
1. The presence of patterns in the formation of character in connection with the age stage does not mean that this formation is completely dependent on age. There are individual deviations that should always be kept in mind. Character is not a frozen formation, it is formed throughout the entire life path of a person, and not so much in difficult moments of life, but in everyday life, everyday activities.
2. The main reason for the manifestation of aggressiveness is the unfavorable factors of family
education, among which the leading place is given to the lack of warm emotional relationships.

3. Difficult to explain behavioral reactions of adolescents can be the result of sharpening, accentuating the character. If earlier accentuations were considered an anomaly of the personality, now they are included in the criterion of the norm, since 90% of adolescents are characterized by them. And yet they contribute to certain violations in the sphere of communication.

4. A distinctive feature of modern psychological prevention is that it is represented by numerous and multi-departmental bodies and social institutions that solve educational and preventive tasks by a wide variety of methods and means.

5. Using the method of diagnosing the tendency of deviant behavior, it was revealed that the studied adolescents in the control group and in the experimental group are prone to aggression and violence, the indicators on this scale are 75% and 85%. When using the Bass-Darkey technique, an increased level of aggressiveness in adolescents was revealed, which confirms the revealed predisposition to deviation.

6. For the effective implementation of social and pedagogical support for children with character accents, a comprehensive approach is needed in working with students and their parents, the class teacher and the social teacher, the school doctor, the teacher-psychologist, and the school administration in close cooperation with representatives of organizations and institutions dealing with family and childhood issues.

REFERENCES


