Social Psychological Description of Adolescent Aggressive Behavior

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Abstract: This article discusses the fact that the problem of aggressive behavior of adolescents is one of the current problems of world science and scientific research centers, and the forms of prevention and elimination of the problem of aggressive behavior. In the process of studying this problem, special attention is paid to the causes of aggressive behavior observed in teenagers. The definitions given by local and foreign scientists to the concept of aggressiveness are analyzed. In addition, conclusions on the prevention and elimination of aggression in adolescents are presented.

Keywords: aggression, family, social environment, psychological factor, suppression of aggression, physical aggression, verbal aggression, instrumental aggression.

Introduction

The world community, its development and prospects depend on the development of today's young generation into educated, spiritually mature, spiritually healthy people. It is known that education of the young generation has always been important and relevant. But in the 21st century we live in, this issue is really becoming a matter of life and death.

In the development of the child, together with various forms of behavior, it is possible to observe the manifestation of aggressiveness. The problem of aggressive behavior in children has always been investigated and studied by many psychologists and pedagogues. In the process of studying this problem, special attention is paid to the causes of aggressive behavior observed in children. The negative factors of the social environment are the emergence and manifestation of aggressive forms of behavior in adolescent development (defects in upbringing in the family, as well as an unhealthy environment in formal and informal relations with the world of adults, psychological discomfort in the peer group, the negative influence of informal asocial reference groups, tense relations with teachers and others), and also prepares the ground for the formation of aggressiveness in adolescents as a stable personality trait.

Analysis of literature on the topic

The dictionary meaning of the word aggression is derived from the Latin "aggressio" - aggression [1]. In the psychological dictionary, the concept of aggression is defined as follows: "Aggression is a destructive form of behavior that contradicts the norms and rules of human life in society, damages animate and inanimate objects, causes physical harm to people or causes them psychological discomfort" [2]. Paul Robert's "French Dictionary" aggression is "aggression against an individual by the use of force", in the Oxford English Dictionary it is "unorganized aggression against an individual", and in S.I. Ojegov's "Annotated Dictionary of the Modern Russian Language" as "open dislike that causes enmity" is interpreted [3].

Several researchers who dealt with the problem of aggressive behavior, including L.I. Bojovich [1], T.A. Voskresenskaya [2], A.I. Zakharov [3], A.A. Lyublinskaya [4], A. P. Nazaretyan [5], E. I. Rogov [6], P. M. Yakobson [7], I. Stishenok [8], According to Z. Nekrasova, N. Nekrasova[9], special attention should be paid to the child's preschool period in order to prevent problems caused...
by aggressive behavior during adolescence.

The problem of aggressive behavior has been studied by scientists, researchers, psychologists, and pedagogues as one of the current problems in our society. In Western psychology, the topic of aggressive behavior has always been observed and studied by scientists, and many theoretical concepts have been researched in this regard. In particular, ethological (K. Lorenz [10]), psychoanalytic (Z. Freud [11]), frustration (D. Dollard [12], Berkowitz [13], S. Rosenzweig [14]), behavioristic (A. Bass [15], A. Bandura [16]) Many experiments are conducted within the framework of concepts in psychology, many psychological schools are aggressive behavior tried to develop the correction technique.

Among the psychologists of our republic, such scientists as G.B. Shoumarov, E.G. Goziev, B.M. Umarov, N.G. Kamilova, G.Q. Tolaganova, N.M. Dalimova conducted research aimed at studying the mental characteristics of childhood and adolescence, which focus on deviant behavior, character accentuation, child and adolescent suicide, and self-esteem and control problems. In the research work of N.M. Dalimova, computer games were studied as a factor affecting the formation of aggressive behavior in teenagers.

**Research methodology**

A clear definition of the term "aggression" in psychology. Some researchers evaluate aggressiveness only negatively. At the same time, there are authors who evaluate aggressiveness in a positive way. Accordingly, we can divide all existing definitions of "aggression" into two large groups:

First, aggression is understood as a motivational activity of breaking norms and rules, causing harm and suffering to others. At this point, there is a difference between instrumental and deliberate (premeditated) types of aggression. **Instrumental aggression.** A person does not set a goal to act aggressively, but it occurs due to circumstances. In this case, the motive is present, but manifests in an unconscious way. **Intentional (premeditated) aggression.** Aggressive behavior, that is, actions aimed at causing harm or damage, is carried out based on a perceived motive.

Yu. M. Antonyan is concerned about the cause of aggression connects with the category. The formation of this feature is associated with early childhood and is explained as the result of deprivation, that is, it occurs due to the emotional loss of contact with the mother. The resulting anxiety significantly lowers a person's self-esteem, equalizes the threshold of sensitivity to a dangerous conflict situation, activates the response reaction to the imaginary situation of the threat [17].

Second, R. Beron and D. Richardson give the following definition of aggression as an act of hostility and destruction. Aggression is any form of behavior directed at moving or harming another living being. According to them:

- aggression refers to behavior that is necessarily done with malice (premeditated) and aims to cause harm;
- Aggressive behavior is defined as behavior aimed at causing harm or damage to a living being;
- the victim of aggression must have a motivational desire to avoid such treatment [18].

In order to better understand the nature of aggression observed in adolescents, it is very important to know the specific characteristics of this period. Adolescence includes the period from 11-12 to 14-15 years of age. During this short period of time, a teenager goes a long way in his development: facing internal conflicts with himself, as well as with the people around him, frequent external protests, ups and downs, he feels the feeling of being formed as a person. A teenager who realizes that he is rising to a higher stage of development, now begins to believe that he is strong, independent, strong-willed, able to find the solution to the problems that his parents were solving for him until yesterday. A teenager's desire to grow up, like adults, causes opposition from those around him.

A child who does not yet have enough experience in the adult relationship system finds his place in the children's team. In the process of communicating with peers, a teenager learns norms of social
behavior, moral norms, mutual equality, as well as respect for each other, is established. Communication becomes the leading activity of a teenager. But this type of activity is not always even, smooth, without conflicts. As a result, teenagers do not always manage to properly communicate and make friends with each other, listen and hear each other, analyze their experiences and talk about them. The lack of formation of the culture of communication, as a result of this, the development of a feeling of self-satisfaction, depression, social apathy and, of course, aggression.

Under the influence of the above factors, behavioral deviations, aggressiveness, emotional instability, inability to control emotions can be observed in modern teenagers.

There are only a few works devoted to the problem of studying adolescent aggressiveness in modern scientific literature.

According to M. L. Melnikova, the manifestation of aggressiveness is clearly observed in adolescence. There are several reasons for this:

- first, by this age, personality traits are formed in a stable manner, including aggressiveness in a teenager, which affects the manifestation of the appropriate form of behavior of a teenager;
- secondly, the emotional sensitivity and imbalance characteristic of adolescence determine the nature of impulsive behavior, including aggressive actions;
- thirdly, it is at this age that external determination in the form of an aggressive behavior model becomes important as the most successful form of activity among peers [19].

The problem of aggression in adolescence is one of the most important problems in modern psychology. Among these problems, it should be noted that there is a clear manifestation of isolation in children, disorientation of children in the spiritual sphere, depression, social apathy, increasing cruelty and aggression in behavior.

The adolescent's social situation and the uniqueness of the outside world, especially the internal disagreements observed in him, the increase in the level of shyness, the increase in conflict and aggressiveness in behavior, the tendency to choose extreme positions and points of view are manifested in the psyche. It is during that period that it is possible to observe intensively the increase of disagreement and conflict situation of the teenager with parents, peers, adults and pedagogues. During this period, teenage children often have an increased tendency to show anger and displeasure towards adults.

L.M. Semenyuk found in his research that there are different manifestations of aggressiveness at different stages of adolescence. In 10-11-year-old children, physical aggressiveness prevails, and indirect aggressiveness is less evident. Negativism is clearly manifested in adolescents aged 12-13 years, and an increase in physical and verbal aggression can be observed. In 14-15-year-old adolescents, verbal aggression rises to the first place, and physical and indirect aggression increases insignificantly along with the level of negativism [20].

Psychologists have found that boys and girls have periods of high and low levels of aggressive behavior during adolescence. Two peaks of aggressive behavior are observed in boys: 12 years and 14-15 years, and two peaks are observed in girls: the highest level of aggressive behavior is observed at 11 years and 13 years [21].

In A.A. Rean's work, it was found that the level of physical aggressiveness of adolescents aged 14-17 is directly related to the level of a person's general self-esteem. The higher the level of self-esteem of adolescents, the more pronounced the tendency to physical aggression [22].

**Analysis and results**

Studies show that the content of adolescent aggressiveness is determined by the contradictions inherent in this period of development. First of all, we pay attention to the emergence of a "sense of adulthood" and a new personal position of a teenager in the conditions of an almost unchanged social environment.
The feeling of adulthood, which occupies one of the most important places in the internal position of the teenager, is that he no longer wants to be considered a child, he demands the role of an adult [23]. A teenager's desires are contradictory, he may feel the need for independence, self-awareness, to get rid of guardianship over him, and at the same time he expects not only attention, but also understanding and trust from adults. All this creates a certain obstacle, even fair demands and objections can be rejected by them and perceived as unfair. It is known that during adolescence, children are especially impressionable and enthusiastic, which causes an aggressive reaction to any stimulus. Many researchers who study the causes of aggression in adolescence (B. Krekhi, N. M. Platonova, R. Beron, etc.) agreed that children get knowledge about the model of aggressive behavior from three main sources.

The first source is the family and family relationships, which simultaneously demonstrate models of aggression and conflict and ensure its reinforcement.

The third source is the proposed media.

In the modern world in which we live, it is necessary to study the influence of mass media, especially television and the Internet, in order to know the living conditions of children, their family, school and other people.

**Conclusions and suggestions**

The problem of aggressive behavior of teenagers today is gaining a strong social direction in the whole world. At the moment, the effective organization of social and pedagogical prevention of aggressive behavior of teenagers has become the most important direction of the activity of general education schools.

Analyzing the scientific data presented above, it can be noted that aggressive behavior is formed under the influence of social and psychological factors. Aggressive behavior is primarily an outwardly expressed action directed against a person.

Determining the causes of adolescent aggression, understanding their emotional experiences and feelings, and determining the possibilities of psychological correction to be carried out with them. teenager the possibilities of solving conflict situations in different ways.

Consultation with psychologists in the case of aggression in adolescents requires coordination of their behavior in the educational process with them. It should be remembered that aggressive behavior is formed primarily under the influence of negative emotional states in teenagers. That's why adults need to be able to manage their negative emotional states first of all. In this way, they show the teenager that self-control is often the best way to improve the social situation.

In this regard, in cases of manifestations of aggressive behavior, it is necessary to soften the tense situation and treat the teenager with respect. In such cases, it is appropriate to emphasize the circumstances that cannot be used at all: raising the voice, threatening; pressure; shout out your displeasure; use of aggressive facial and body movements; to make fun of; a negative opinion about the person of the teenager or his relatives and friends; use of physical force; involving strangers in a conflict situation; persistently asserting one's right; having long conversations on moral topics; punishment or threat of punishment; comparing the teenager with his peers, emphasizing his weaknesses compared to others; putting pressure on a teenager; promising a reward in order to justify their actions.

In some cases, the above conditions can change the behavior of a teenager for a short period of time. But the negative consequences that are stronger than aggressive behavior can lead to negative situations.
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