



GENDER DIFFERENCES IN PREVENTION OF AGGRESSIVE SITUATIONS IN ADOLESCENT PERIOD

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ABSTRACT

The article analyzes the gender differences in the manifestation of aggressive situations in adolescence, the formation and manifestation of aggressive (aggressive) behavior at certain stages of personality development.

Key words

Aggression and aggressive behavior, conditions of formation of aggressive behavior of a person, gender, aggression and delinquent behavior, teenager.

АННОТАЦИЯ

В статье анализируются гендерные различия в проявлении агрессивных ситуаций в подростковом возрасте, формировании и проявлении агрессивного (агрессивного) поведения на определенных этапах развития личности.

Ключевые слова

Агрессия и агрессивное поведение, условия формирования агрессивного поведения личности, пол, агрессия и делинквентное поведение, подросток.

INTRODUCTION

Currently, scientific interest in the manifestation of aggression has increased significantly. Psychologists are trying to identify and study the factors that cause aggression in the research of the state of aggression. Because the state of aggression is a very deep state from the point of view of psychologists.

At the same time, the frequent observation of aggressive behavior among young people, the increase in their participation in committed crimes, and the manifestation of aggressive situations in these crimes, by themselves, pedagogues-psychologists consider the psychological-pedagogical mechanisms of aggression as a scientific problem. requires study.

The process of determining aggression in a person is very complex and has been studied by social psychologists for a long time. Naturally, such questions arise, if someone punches another person in the stomach with a strong blow, is it



aggression or not? What if someone jokingly punches someone in the stomach? Does everyone agree that football or boxing are examples of aggression? What if someone spreads hurtful rumors? If someone sits on your doorstep and prevents you from passing, is that aggression or not? Some social psychologists define aggression as intentionally harming another person, causing physical or social harm, and in some cases, destroying an offensive object. We can say that this definition is correct, but we should pay attention to some limitations. If you ask someone a question and they don't answer you or refuse to answer you, we don't see it as aggression or harm to someone's life. In the same way, the person sitting on the threshold will destroy you, but cannot harm you. Most psychologists define it as a special form of aggression, which is aggressive resistance, but it is not aggression that harms or harms anyone, so it is considered a passive form of aggression in terms of its goal, directly - it is appropriate to say passive aggression (open passive aggression).

No matter how interesting passive aggression is in itself, it is considered relevant in the process of solving the problem of crime in general. At this point, we are only interested in identifying and finding the aggressors who commit violence and crime, inappropriate actions. Returning to the man sitting on the doorstep, we can identify his aggressive intent by being accused of trespassing. Aggressive behavior in general, the type of aggression that we witness, does not belong to the type of "passive aggression". We are familiar with Bass (Viss 1971) in the classification of forms of aggression in humans. This only shows how different the manifestations of aggressive situations are and how difficult it is to identify them. This situation requires the conclusion that it is difficult to determine the aggression of a person, as emphasized by social psychologists. In order to satisfactorily define and classify aggression, we can divide it into 2 types: - Aggressive (hostile); - Instrumental aggression. Types of human aggression: physical aggression, verbal aggression.

MAIN PART

Adolescent aggression is one of the acute problems not only for pedagogues and psychologists, but also for the whole society. The socio-economic conditions of human life, the high rhythm of life, the density of cities, and the increasing number of media have an impact on the mental state of people. The growing trend of juvenile delinquency and the increase in the number of children prone to an aggressive form of morality have put forward the study of the psychological conditions that provoke such dangerous manifestations as a task of primary importance. One or another form of aggression is characteristic of most teenagers, but it is known that in children of a certain category, aggression is not only preserved as a stable form of morality, but also develops as it is transformed into a



stable personality quality, as a result, the child's productive potential decreases, full the possibility of effective communication is narrowed, his personal development is deformed.

An aggressive teenager causes many problems not only to those around him, but also to himself. In order for aggression not to become a permanent personal trait of a person, it is necessary to understand the characteristics of the child's morals and emotional state, and to be able to organize psychocorrective work in time. Timely detection of aggressive behavior of adolescents is very necessary to prevent an unpleasant option in the development of a child's personality. Adolescence is the period from 10-11 years old to 14-15 years old. Adolescence is a period of transition from childhood to adulthood, characterized by physiological and psychological characteristics. During adolescence, the teenager's "I" is formed again. His attitude to those around him, especially to himself, his interests, and the direction of his values will change dramatically. Old interests fade away and new interests emerge. In this case, there is a decrease in the ability to work, assimilation, rudeness and hyperexcitability of teenagers, dissatisfaction with themselves, aggression, anxiety, mood instability, depressive experiences, quick anger, strong reaction to trivial things, self negative behavioral manifestations such as low self-esteem.

During adolescence, children become emotionally unstable. Psychologists attribute this to biological factors such as hormonal growth, body remodeling, and puberty. But in some cases, emotional changes can take radical forms and turn into aggression. If a teenager is left alone with his aggression, it can lead him to disruptive groups and, as a result, to delinquency. In ordinary everyday life, aggression is used as a means of violence or defeating an opponent. Explaining the concept of aggression itself causes a number of difficulties, because this term covers many forms of behavior. When people describe someone as an aggressive person, they mean that he is abusive, mean, wants to do things his way, stubbornly defends his ideas, and gets stuck in a vortex of problems that have no solution. can be described as human. In order to find out whether this definition of aggression is correct or incorrect, it is necessary to clarify this concept.

R. Beron and D. Richardson define this concept as follows: "Aggression in Latin means "agressio" - attack, which is any form of human behavior aimed at harming a living being." According to J. Buss, "Aggression is the reaction of receiving some harmful stimulus by another organism." According to the opinion expressed by N. Zilman, aggression means inflicting bodily harm and physical injuries on others. There are many theoretical bases for the manifestation of aggression. According to Sigmund Freud, aggressive behavior is involuntary and inevitable by its nature. Humans have two relatively powerful instincts: sex (libido)



and interest in death (thanatos). If the energy of the thanatos is not directed to the surface, it will quickly cause the individual to disintegrate. Thus, the thanatos indirectly helps the aggression to come out and be directed at others. The appearance of emotions can reduce the likelihood of risky behavior. K. Lawrence, aggression takes its starting point from the innate instinct of struggle for survival, which exists in humans, like all living creatures. He says that aggressive energy, which is the source of the instinct of struggle for survival, appears in the body suddenly, at a constant speed, and accumulates regularly over time.

Both boys and girls have periods during adolescence when aggressive behavior peaks and troughs. Two types of aggression have been identified in boys: 12-year-old and 14-15-year-old. In girls, the highest indicators of two types of aggressive behavior correspond to the ages of 11 and 13. For boys, it is characteristic to show aggression in a direct, open form and to the person entering into the conflict. It is characteristic of girls to consider various forms of verbal aggression as acceptable. There are the following main reasons for the emergence and manifestation of aggressive behavior in adolescents:

1. Unhealthy family environment. Conflicts between parents and children in the family, cases of mutual misunderstanding, the failure of the leadership style in the family and the existence of dysfunctional families are the reasons for the appearance of aggression in adolescents. leads to The result of aggressive behavior can lead to murder. One of the researchers, F. Getting, found out that the killers in most cases came from single-parent families. According to the results of his special research on "Study of Aggressive Children in the Family", it is shown that in dysfunctional families, extremely violent, rude, aggressive and at the same time juvenile delinquents arise. passed He noted that healthy or unhealthy family environments exist in complete families as well as in dysfunctional families. Constant quarrels and conflicts in the family are the main factors that create an unhealthy atmosphere in the family.

2. Peer group. Teenagers always imitate others. They try to behave aggressively as they observe the behavior of their peers. Excessively aggressive children are pushed out among their peers. Such children feel humiliated and find a place in a group of aggressive children like themselves. And this does not lead to problems after problems.

3. Mass media influence the increase of aggression. Showing aggressive movies, shows, information on the Internet that does not correspond to one's age and psychological characteristics, and playing aggressive games cause the emergence of aggression. In order to eliminate the above reasons, we recommend the following to parents and relatives of the teenager:

- Creating conditions for the teenager to be independent and take initiative;



- They should not be told what to do, but should be asked how to help, that is, to feel support and trust in him;

- Parents and relatives often talk with the teenager about their goals in life;

- Reducing the level of parental aggression in the family as much as possible;

- Establishing trusting relationships;

- If a teenager has hobbies, it is necessary to direct his energy in this direction, always praise and encourage him for his achievements and hard work.

Therefore, the scientific study of the causes of the emergence of aggressive behavior in adolescents, the prevention of destructive behavior, shows that a deep study of this phenomenon in human nature is the most important part of the science of psychology today. is becoming a demand.

CONCLUSION

Aggressive behavior is currently a pressing problem that teachers and parents are thinking about. Because in children with such mental disorders: inability to master the school program, slow participation in classes, sometimes not coming to school at all, frequent conflicts with friends and peers, sometimes open quarrels, etc. Aggression with dropped objects, agitation and inattention are seen as cases of anger and rage. In such a situation, teachers and parents need the services and intervention of a psychologist. The school psychologist should identify such children using special methods and take necessary measures, diagnostic and corrective work. Difficulties and obstacles should be overcome by students, let the student overcome these difficulties and be happy with his achievements. Obstacles that are beyond the strength of the child and do not correspond to his age characteristics create a dead end for the child and weaken the child's will instead of strengthening it. At school, the child regularly receives news. This is the source of the student's knowledge of various contents, which is increasing day by day. As a result of the child's systematic assimilation of knowledge, his scope of knowledge expands.

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