

Manifestation of Aggression in Adolescents

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Abstract: This article examines the manifestation of aggression in teenagers. In particular, the characteristics of adolescence and what factors affect the increase in the level of aggression in them, as well as crises in adolescence in various literatures, are discussed. In order to determine the level of aggression, a study was conducted and the results were recorded.

Keywords: Adolescent, aggression, crisis, negativism, verbal aggression, defensive reaction, autonomy.

INTRODUCTION

Today, we can see aggressive actions on the street, in the family, in educational institutions, and in mass media. An increase in aggressive behavior has been noted, especially among teenagers. Adolescence is the period from 10-11 to 14-15 years. Adolescence is a period of transition from childhood to adulthood, characterized by physiological and psychological characteristics. Aggression in adolescents is mainly formed due to dissatisfaction with the position of adults in society, as a form of protest against misunderstanding, which is manifested in appropriate behavior. If aggressive behavior appears without any reason, it can be said that this person is suffering from a hormonal imbalance in the body. If it is not caused by illness or physical disorders, it can be a form of protest against the desire to express oneself at home, at school, among peers. In addition, the causes of aggression can be family disputes between parents and children, mass media, movies, family level. In any case, the situation should not be allowed to go in its direction.

LITERATURE ANALYSIS AND METHODOLOGY

According to D. I. Feldstein's research, in the first stage of early adolescence (10-11 years old), a child is characterized by a very critical attitude towards himself. About 34% of boys and 26% of girls attribute negative characteristics to themselves, emphasizing negative characteristics and patterns of behavior, including rudeness, cruelty, and aggression. At the same time, physical aggression prevails in children of this age, and indirect aggression is the least expressed. Verbal aggression and negativism are at the same stage of development [1].

The situational negative attitude toward oneself remains in the second stage of adolescence (12-13 years old), which is largely determined by the evaluation of others, both adults and peers. At this age, negativism is most evident, there is an increase in physical and verbal aggression, and indirect aggression is still less pronounced, although it shows a shift compared to adolescence.

In the third stage of adolescence (14-15 years old), a teenager compares his personal characteristics and behavior patterns with certain norms accepted in reference groups. At the same time, verbal aggression comes to the fore, which is 20% higher in 12-13 year olds and

almost 30% higher in 10-11 year olds. Physical and indirect aggression increases significantly, as well as the level of negativism.

According to the classification proposed by A. N. Leontiev, it can be assumed that the main reasons for the manifestation of verbal aggression in hypothetically specific speech situations are the motives associated with the following needs of children:

- the need for self-awareness: expanding into someone else's personal space; the desire to violate the interests of another person, harm other participants of the communication situation, and achieve goals through others;
- the need for self-affirmation: dissatisfaction with excessive protection and restriction of freedom by adults; the need for autonomy, independence; the desire to achieve a prestigious position in the children's community, etc.;
- the need to protect oneself: the desire to protect oneself from verbal aggression from other participants in the speech situation - ridicule, discrimination, etc. [4].

I. Yu. Kulagina connects the manifestation of aggressive behavior in adolescents with difficulties in social adjustment experienced by adolescents in the context of a group of teenagers, that is, such adolescents learn how to relate to peers and does not know how to control himself [2].

I. Lalayans, on the contrary, emphasizes that the appearance of aggression of a teenager is related to their behavior in the family [3].

There are many methods to detect aggression. These are projective methods such as "Assinger Questionnaire", "Bass-Darkey Questionnaire", "Hand" and "Non-Existent Animal". The Assinger test is a questionnaire aimed at assessing the aggressiveness of a person in a relationship. The test developed by A. Assinger makes it possible to determine whether a person is correct enough in interpersonal relations, whether it is easy for him to communicate with them. Also, thanks to this test, it is possible to determine the level of aggressiveness in people's communication. This information already helps to understand how prone a person is to conflicts. The test consists of twenty questions, each of which includes three possible answers. The person is asked to choose one of three answers. The answers come in a certain order. The obtained results make it possible to understand a person's tendency to conflict and predict his behavior in possible situations.

"Hand" projective methodology. The test was developed by E. Wagner in 1962 and is designed to predict open aggressive (aggressive) behavior. The projective hand test consists of nine images of the hand in different positions, the tenth card is blank. The test taker must say what the character on the tenth card is doing.

Bass-Darkey questionnaire. The Bassa-Darki questionnaire was developed by A. Bass and A. Darki in 1957. This is the Aggression Study Questionnaire. This methodology consists of 75 opinions, the respondents' answers are developed with the help of a special key, and information on eight indicators is obtained for the key.

RESULTS

In order to determine the level of aggressiveness in teenagers, 27 respondents aged 13-14 years were asked to take the "Bass-Darki" questionnaire. According to the results of the Bass-Darky questionnaire, we identified the following forms of aggression (diagram 1).

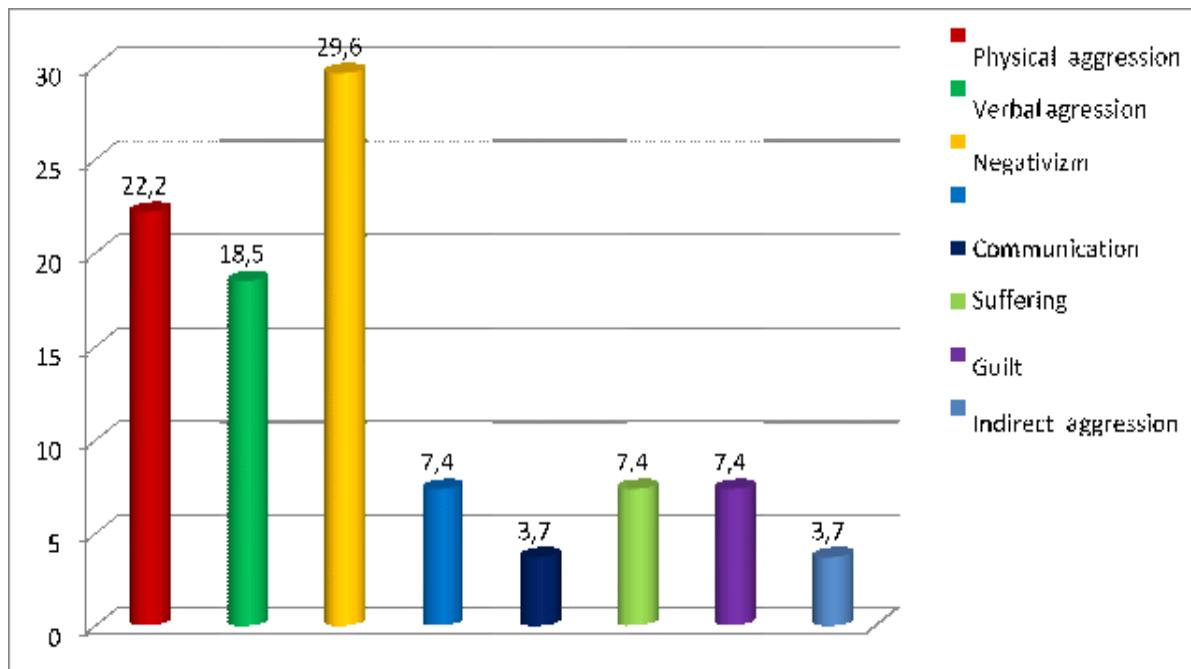


Diagram 1

According to the results, physical aggression was 22.2% (6 people), verbal aggression 18.5% (5 people), anger 29.6% (8 people), negativism 7.4% (2 people), suspiciousness was observed in 3.7% (in 1 person), sadness in 7.4% (in 2 people), guilt in 7.4% (in 2 people), indirect aggression in 3.7% of subjects (in 1 person). The research shows that physical aggression, verbal aggression and anger are at a high level among the respondents. These data show that these teenagers are sensitive to negative emotions and often express their negative emotions through shouting and anger and show their aggression.

DISCUSSION

Thus, the conducted research shows that in most cases aggressive actions of children are instrumental and reactive in nature. The open nature of aggressive behavior in adolescent children occurs as a psychological defense reaction in difficult situations. In almost all aggressive children, the situation of unfavorable development is a violation of interaction with peers, inattention to other children, inability to see and understand others.

The increased aggressiveness of teenagers is considered one of the most pressing and acute problems not only for pedagogues and psychologists, but also for society as a whole. The presence of children prone to juvenile delinquency and aggressive behavior brings to the fore the task of determining the conditions that cause these dangerous events. It is especially important during the period of adolescence, when it is in its recovery phase and timely corrective measures can be applied.

CONCLUSION

Children's aggressiveness has certain characteristics, which are related to the child's psyche and its developmental characteristics. Manifestation of aggressiveness to one degree or another can be observed in almost all teenagers. It is considered that this behavior is not voluntary enough and spiritual (ethical) norms are not formed. According to the results of the conducted research, almost all aggressive children have an undesirable development situation: a violation of relations with peers. Correctional work recommended to be carried out with aggressive children made it possible to reduce the level of aggressive manifestations in their behavior, as well as to form the skills of constructive exit from conflict situations in most of them.

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