



SOCIO-PSYCHOLOGICAL ACCOMPANYING TEENAGERS WITH AGGRESSION

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Abstract

Socio-psychological support is a complex 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 gives the results of an empirical experiment.

Keywords: accentuation of character, 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 being solved: an identity crisis (a tendency to depression and suicidal behavior), a crisis of authority (a consequence of the Oedipus complex - a protest against the father), a sexual crisis (a change of erogenous zones from oral to genital), fear of roles, hormonal dissonance - thus, an emotionally-social psychological one is stretched over time stress. In recent years, a lot of theoretical and experimental material has been accumulated in psychology, which reveals the special role of accentuated character traits in the personal and professional development of a person [3]. The problem of character accentuations has also traditionally been associated with the problem of deviant behavior of children, which has deep historical roots. 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 in adolescents. And in our opinion, it is very timely to create a program of socio-psychological support, which would allow diagnosing this problem at an early stage and implementing a set of measures to correct character accentuations.





Materials and Methods

The concept of “support” has firmly entered 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. Support has a goal, criteria, result. It should be emphasized that the accompanying process naturally contributes to the social adaptation and socialization of a teenager’s personality, and does not artificially set goals and tasks for him 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 adaptability, 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 the diagnosis of mental and social health of adolescents, the development of recommendations for adolescents, subject teachers, classroom teachers, parents aimed at optimizing the relationship of adolescents with peers, parents and teachers, advising all participants in the support process on ways and means of solving the problems of a teenager with character accentuations and his social environment, as well as the ability to predict the result of socio-pedagogical support [1, 2]. Based on the above, the purpose of our work is formulated – the study of character accentuations and aggressive behavior in adolescence and the development of a program of socio-psychological support for adolescents with various manifestations of character accentuations. The problem of character accentuations was studied by K. Leonhard, A.E. Lichko, E.N. Kamenskaya, L.D. Stolyarenko, K.K. Platonov, etc.

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 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 the tasks set, we used the following methods :





1. Analysis of theoretical sources on the research problem
2. Methods for diagnosing Bass-Darkey aggressiveness
3. Methods of quantitative and qualitative data processing

The base and sample of the study. The study was conducted on the basis of secondary school No. 6 in the city of Ferghana, Uzbekistan. Students in form 9 “A” and “B” were studied at the school, with 24 children in each class. A total of 48 adolescents aged 13-15 years were examined.

The research was carried out in two stages:

The first stage was the analysis of scientific publications and basic concepts on the research topic, working out the conceptual apparatus of research, setting goals, determining the object, subject and objectives of research, choosing research methods;

The second stage is 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 self-worth and instrumental aggression as a means. Creating their questionnaire differentiating the manifestations of aggression and hostility, A. Bass and A. Darki identified the following types of reaction:

1. Physical aggression is 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 doing harm.
7. Verbal aggression is the expression of negative feelings both through the form (screaming, screeching) and through the content of verbal responses (curses, threats).
8. A sense of guilt is a possible conviction of the subject that he is a bad person, that he is doing evil, as well as the remorse he feels. The questionnaire consists of 75 statements to which the subject answers “yes” or “no”. The Bass-Darkey questionnaire is processed by indexing various forms of aggressive and hostile reactions.





During the diagnosis using the Bass-Darky method, it was found that in the “B” group of children with a low level of aggressiveness is 30%, with an average of 20%, and 50% have a high level of aggressiveness. In the “A” group, these indicators were 35%, 15% and 50%, respectively. Thus, we see 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 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 on the Bass, the average values for individual types of aggressiveness within 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%). Same average value, as well as the level of general aggression, there are indicators such as negativism, suspicion, verbal aggression and irritation. But the average value for such an indicator as resentment exceeds the value of general aggression by 5%.

The feeling of 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 with the average value of general aggressiveness (60%), the average value of the level of physical aggression is 10% lower (50%), the level of irritation is 10% lower (50%), verbal aggression is 10% lower (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, the following facts can be noted. Compared with the average value of general aggressiveness (80%), the average value of the level of physical aggression is 10% lower (80%), the level of irritation is 5% lower (75%). The average values for such indicators as indirect aggression and suspicion exceed the value of general aggression by 5% (85% each). Such indicators 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.

Conclusion

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 completely depends on age. There are individual deviations that should always be kept in mind. Character is not a frozen formation, it is formed throughout a person's life path, and not so much in difficult moments of life as in everyday life, everyday activities.
2. The main reason for the manifestation of aggressiveness are unfavorable factors of family upbringing, among which the leading place is given to the absence of warm emotional relationships.
3. Difficult to explain behavioral reactions of adolescents may be the result of sharpenings, character accentuations. If earlier accentuations were considered an anomaly of personality, now they are included in the criterion of norm, since 90% of adolescents are characteristic. 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 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-Darky technique, an increased level of aggressiveness in adolescents was revealed, which confirms the revealed predisposition to deviation.
6. For the effective implementation of socio-pedagogical support of children with character accentuations, an integrated approach is needed in working with students and their parents, a class teacher and a social pedagogue, a school doctor, a teacher-psychologist, and the school administration in close cooperation with representatives of organizations and institutions dealing with family and childhood issues.

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