



# CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

eISSN: 2660-6828 | Volume: 04 Issue: 12 Dec 2023  
<https://cajlp.centralasianstudies.org>

## Psychogenic Factors of Aggressive Behavior in Children.

**Bakhramova Abira Abdullaevna**

*SamSU, Senior Lecturer, Department of General Psychology*

*abira.bakhramova@gmail.com*

*Telephone: (97) 924 75 35*

*Received 06<sup>th</sup> Oct 2023, Accepted 07<sup>th</sup> Nov 2023, Online 25<sup>rd</sup> Dec 2023*

### ANNOTATION

One of the main problems in defining aggression is that the term covers a wide variety of actions. When people characterize someone as aggressive, they may say that he habitually insults others, or that he is often unfriendly, or that he, although quite strong, tries to do things his own way, or perhaps that he is a strong advocate. his beliefs, or, perhaps, without fear he rushes into the maelstrom of insoluble problems.

**KEYWORDS:** aggression, aggressive impulses, children's behavior, psychological and pedagogical measures, effectiveness of correctional work, psychological discomfort, types of aggression.

### Introduction

Aggressive actions in a child can be observed from early childhood. Even in the first years of life, aggression manifests itself almost exclusively in impulsive bouts of stubbornness, often beyond the control of adults. This is most often expressed by outbursts of anger or anger, accompanied by screaming, kicking, biting, and pugnacity.

There are many reasons why children suppress aggressive impulses that arise in them.

The growth of aggressive tendencies among teenagers reflects one of the most acute social problems of our society, where youth crime, especially teenage crime, has sharply increased in recent years. At the same time, the fact of an increase in the number of crimes against the person, entailing serious bodily harm, is alarming. Cases of violent group fights between teenagers have become more frequent.

One of the main reasons that many children constantly find themselves in problematic situations is incredibly simple: they lack basic social skills, they are socially incompetent in matters of communication and communication. All these factors determine the relevance of our study using the example of aggressive behavior in children.

The relevance of the study is determined by the fact that in the practice of teachers and psychologists of educational institutions, aggressive behavior of children is one of the most common and serious problems, which has numerous and varied manifestations: conflicts with teachers, hostility towards classmates, confrontation with parents, participation in informal groups and etc. When faced with manifestations of aggression, teachers and psychologists experience difficulties in resolving it. The need to develop psychological and pedagogical measures to reduce aggression in the educational environment is of particular

importance and determines the need for theoretical and practical development of the problem of aggressive behavior in children.

The object of the study is manifestations of aggressive behavior.

The subject of the study is the characteristics of the psychological factors of aggressive behavior in children.

The purpose of the study is to study the characteristics of psychological factors of aggressive behavior and methods for its correction.

To achieve the goal of this work, the following tasks were formulated and set:

- study the features of the nature of aggression in foreign literature;
- analyze the structure of aggression;
- consider the features of aggressive behavior in adolescence;
- conduct an experimental study to study the manifestation of aggression in adolescence;
- check the effectiveness of correctional work to reduce the level of aggression.

Research methods:

- processing and analysis of scientific sources;
- analysis of scientific literature, textbooks and manuals on psychology, pedagogy, psychodiagnostics;
- conducting experimental research using tests;
- interpretation and analysis of results.

Main part.

According to B.G. Meshcheryakov, aggression is “motivated destructive behavior that contradicts the norms of coexistence of people in society, harms the targets of attack, causes physical harm to people or causes them psychological discomfort (negative experiences, a state of tension, fear, depression, etc.)” [3].

Baron R. believes that aggression is a form of behavior “aimed at insulting or harming another living being who does not want such treatment.”

Rean A.A. states that “human aggression is a behavioral response characterized by the manifestation of force in an attempt to cause harm or damage to an individual or society” [5]. L. Bender speaks of aggression as a tendency to approach or move away from an object, and F. Allan describes it as an internal force (without explaining its origin), which gives a person the opportunity to resist external forces. Aggressive behavior, according to B.G. Meshcheryakov, is “one of the forms of response to various unfavorable physical and mental life situations that cause stress, frustration and similar conditions” [3].

The large number of definitions of the concept of “aggression” is due to the variety of theories of aggressive behavior. Let us characterize the main ones.

Thus, in psychoanalysis, aggression has long been understood as a kind of reaction to the suppression or destruction of libido. In Freud's late psychoanalysis, aggression was considered as a kind of constantly present in the body, a moving impulse, conditioned by the very constitution of the human being, the very nature of man. Both of these judgments about aggression did not have any empirical support and were not further developed.

According to K. Lorenz, who created an evolutionary approach to understanding the nature of aggression, the basis of aggressive behavior is the instinct of the struggle for survival. This instinct has developed during evolution and performs three important functions:

- fighting disperses representatives of species over a wide geographical area;
- aggression helps to improve the genetic fund of the species due to the fact that only the strongest and most energetic leave offspring;
- strong animals protect themselves better and ensure the survival of their offspring.

Aggression appears in the form of an accumulated clot of energy. From time to time a person looks for an excuse to release this energy.

An interesting theory of aggression was presented by A. Basset. In his opinion, aggression is any behavior that threatens or causes harm to others. He describes aggressive actions based on three scales:

- physical – verbal;
- active – passive;
- direct - indirect.

In the problem of aggression and destructiveness, E. Fromm combines two diametrically opposed points of view on the problem of aggressiveness - instinctivism and behaviorism. The first point of view - instinctivism - explains everything destructive in a person and reduces it to his animal essence. The second point of view - behaviorism - derives man's destructiveness solely from his social nature.

J. Dollard developed the frustration theory of aggression. Dollard defined aggression as “a predisposition to anger; indignation and the violent removal of every hindrance or obstacle that interferes with the free exercise of any other tendency.”

The essence of J. Dollard's theory is quite simple and lies in the fact that frustration always leads to aggression in some form and aggression is always the result of frustration.

This theory is based on two principles:

- aggression is always the result and consequence of frustration;
- frustration always entails aggression.

There are several interconnected levels in the structure of aggressive behavior:

- behavioral (aggressive gestures, statements, facial expressions, actions);
- affective (negative emotional states and feelings, such as anger, rage);
- cognitive (inadequate ideas, prejudices, racial and national attitudes, negative expectations);
- motivational (conscious goals and unconscious aggressive aspirations) [2].

Today, the following types of aggression are distinguished in the scientific literature:

- physical aggression (attack) - the use of physical force against another person or object;
- verbal aggression - the expression of negative feelings both through form (quarrel, screaming, screeching) and through the content of verbal reactions (threat, curse, swearing);
- direct aggression - directly directed at someone;
- indirect aggression - actions that are directed in a roundabout way at another person (malicious gossip, jokes, etc.), actions characterized by lack of direction and disorder (outbursts of rage, manifested in screaming, stomping feet, beating the table with fists, etc.).
- instrumental aggression (“defensive aggression”), which differs in that the goal of the action of the subject showing aggression is neutral, and aggression is used only as a means to achieve this goal;
- hostile aggression - expressed in actions whose purpose is to cause harm to the object of aggression (these are various forms of cruelty and violence, non-sexual, anal-accumulative and other forms of sadism and necrophilia);
- auto-aggression - manifests itself in self-accusation, self-abasement, self-harm, even cases of suicide;
- reactive aggression, which arises as a person's reaction to frustration (a mental state that arises in a situation of real or perceived impossibility of satisfying certain needs) and is accompanied by emotional states of anger, hostility, hatred, etc. Here, affective, impulsive and expressive aggression is distinguished [2].

Conclusion:

Aggression is understood as motivated destructive behavior that contradicts the norms of coexistence of people in society, harms the targets of attack, causes physical harm to people or causes them psychological

discomfort. Among the factors that provoke the development of aggression are biological and environmental factors - the influence of society on human development.

The age most susceptible to the development of aggression is adolescence. It is in adolescence that the characteristics of a child's psychophysiological maturation encounter the active influence of the social environment and an increase in the level of social expectations from the child.

The basis of psychological and pedagogical work with aggressive teenagers is their active involvement in activities that are socially approved and attractive to them.

#### References.

1. Averin, V.A. Psychology of children and adolescents. - St. Petersburg: Peter, 1998.
2. Berkowitz, L. Aggression: causes, consequences and control. - St. Petersburg. PRIME EUROSIGN. 2001. - 512 p.
3. Meshcheryakov, B.G., Zinchenko, V.P. Large psychological dictionary. - M., 2002. - 637 p. aggressive behavior correction diagnostics.
4. Pedagogy: Textbook for students of pedagogical educational institutions / V.A. Slavenin, I.F. Isaev, A.I. Mishchenko, E.N. Shiyanov. - 4th ed. - M.: School Press, 2002. - 512 p.
5. Rean, A. A., Trofimova, N. B. Gender differences in the structure of aggressiveness in adolescents // Current problems of practical psychologists Monograph: University education, 1999.
6. Semenyuk, L.M. Psychological characteristics of aggressive behavior of adolescents and conditions for its correction. - M.: Education, 1996.
7. Stolyarenko, A. M. Psychology and pedagogy: textbook for universities / A. M. Stolyarenko. - M.: UNITY-DANA, 2004. - 423 p.
8. Furmanov, I.A. Aggression and its manifestations in childhood. - Minsk: scientific and publishing association, 2004.