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AGGRESSION - AS A DOLZARB PSYCHOLOGICAL PROBLEM

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Abstract: This article discusses the fact that aggression on the maturity and potential of the person is a topical psychological problem and ways to overcome it

Keywords: Social psychological relations, aggression, physical aggression, verbal aggression, negativism, irritability, skepticism, autoaggression.

Introduction

When analyzing the psychological nature of social psychological relations, it is necessary to pay special attention to its impact on personal development and potential, because it is in society that interpersonal relationships accelerate the process of self-awareness, self-improvement, sincere human relations, respect for human rights, their it allows them to more accurately imagine their knowledge of themselves, their capabilities.

One of the urgent problems of the XXI century is a system of interpersonal relations, which at the same time requires practical work on the formation of the spirituality of young people. At the same time, the growing number of negative situations related to aggression in the system of interpersonal (as well as self-relationship), which in turn creates problems that affect the formation of personality in society, poses great challenges for educators, psychologists and parents. In this regard, due to the urgency of this problem, it requires a lot of scientific research.

In psychology, emotional states are defined by the quality and intensity of an individual's urgent need and by his or her own assessment of whether that need can be met. Such an approach to the nature and emergence of emotions is called the information concept of emotions (P.V.Simonov). A person compares the information about what needs to be met, whether he realizes it or not, with the information at his disposal when that need arises. If the probability of satisfaction of needs

seems to be greater than subjective, positive emotions arise. Negative feelings arise as a result of the subject's more or less realistic or imaginary impossibility of satisfying needs, or as a result of the subject's disappearance of the probability of satisfying needs than previously intended.

When we talk about aggression in everyday life, we mean a more unjust, unjustified attack. From a scientific point of view, the concept of aggression means anger, rage, hatred. It is a neutral concept with no appearance, neither positive nor negative. This definition is given by K. Lawrence in his book "Anger: A Natural History of Aggressive Behavior". Aggression is often overlooked when attacking, but ethologists do not call aggression without aggression. In nature, one species attacks the other. However, the ethologist does not call any attack aggression. When a wolf attacks a rabbit, it is hunting, not aggression. Similarly, a hunter shooting a duck or a fisherman throwing a hook is not aggression. Because they do not feel fear, anger or hatred towards the prey. Aggressive behavior, on the other hand, is caused by these feelings.

In everyday life, our aggression comes to the fore through the trivial conflicts that arise with different people. Although man can learn to control the various manifestations of aggression manifested in himself, it cannot be completely lost because aggression is the strongest instinctive trait. It is important to remember that by eliminating the stimuli around an aggressive person, we do not lose his or her

aggression, but allow it to accumulate. As a result, we cause a strong manifestation.

A. Bass and I. Daryl's "Methods of diagnosing forms of aggression and its indicators" assessed the manifestations of personal aggression on the basis of the following 8 main manifestations of aggression:

1. Physical aggression - the use of physical force against another person;

2. Verbal aggression - verbal expression of negative emotions (quarrel, harassment, swearing, threatening, cursing, etc.);

3. Backward or indirect aggression - gossip directed at another person, indirect pain in the form of pitching, the direction of hatred may not be determined (kicking, shouting);

4. Negativism - (negative attitude to reality, denial of everything) - behavior, demands, discipline directed against the leadership or reputation can go from passive obstruction against the law to the level of active behavior;

5. Jizzakh - a tendency to jizz, to explode into something insignificant, to be tense, to be rude;

6. Suspicion - a tendency to insecurity, to be careful with people, to live with the idea that others can harm;

7. Anger is an expression of grief, imaginary or real suffering, anger, hatred, envy from others, from someone or the whole world;

8. Autoaggression is a feeling of guilt that is observed in the relationship between oneself and the environment, an action directed against oneself, i.e. self-blame, eating one's flesh as if one is one, one is one.

Unlike others, according to the Theory of Social Learning (behavioral model), deviant behavior occurs as a result of the assimilation and consolidation of appropriate forms of behavior through observation in the process of socialization. That is, the process of studying a person's exemplary behavior is underway. This

theory was proposed by Bandura, and the following table explains how to master, generate, and manage aggressive behavior.

Bandura's theory of social assimilation

Aggression is mastered by means of:	Biological factors (e.g. hormones, nervous system); Assimilation (e.g., direct experience, observation).
Aggression is created:	Under the influence of samples (e.g., arousal, attention); Unacceptable attitude (e.g. attack, frustration); Motivational motives (e.g., money, pride); Instructions (e.g., commands); Strange approach (e.g., paranoid approach);
Aggression is managed:	External incentives and penalties (e.g., material rewards, unpleasant consequences); Demonstrative experience (e.g., observing how others are rewarded or punished); Mechanisms of self-government (e.g., pride, guilt).

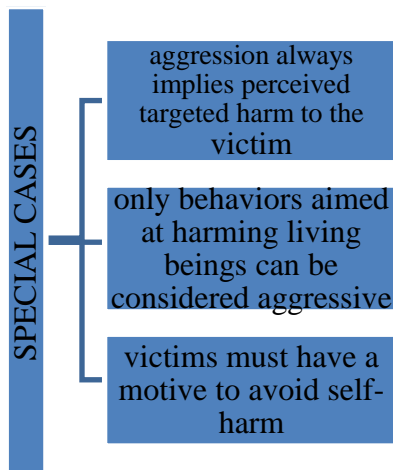
Bandura considered the following three aspects in his analysis of aggressive behavior:

1. Methods of mastering these actions;
2. Factors that cause it;
3. The conditions under which they are strengthened.

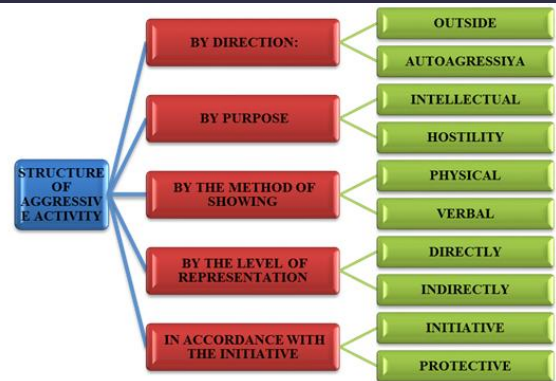
Therefore, the greatest emphasis is placed on the study of aggression in children, the primary mediators of socialization, more

specifically the influence of parents. In particular, parental behavior has been shown to serve as a model of aggression, and aggression has been observed in children of aggressive parents as well. Representatives of this approach also include the human assimilation of a wide range of aggressive reactions – a direct stimulus to this behavior. That is, the reinforcement of aggressive behavior increases the likelihood that this behavior will be repeated in the future. It is also important to achieve success as a result of the application of result-oriented aggression, i.e., aggressive behavior.

R. Baron and D. Richardson are behaviors aimed at harming another creature in any form, and that being has every reason to be protected from this relationship. This comprehensive definition covers the following specific cases:



E. Fromm, on the other hand, states that aggression means harm to another person, people or other creatures, as well as any non-living objects. According to R.S. Nemov, aggression as hostility is a person's behavior aimed at causing displeasure and harm to other people. The Dictionary of Psychology, edited by V. Zinchenko, defines aggression as a motivated, negative behavior that contradicts the norms and rules of social coexistence, causes damage to objects of attack (large and non-large), and causes physical harm to people. and causes mental discomfort (negative emotions, tension, fear, depression) in them.



They often use the concepts of aggressive behavior and aggression in the same context. However, these are two different concepts. Aggression is the manifestation of aggression as an appropriate response to a situation. If the aggressive behavior is repeated, it becomes an aggressive behavior. Aggression itself, on the other hand, is an eventual, social-mental state that precedes or continues aggressive behavior.

Studies show that the role of imitation in the implementation of a child's behavior is great. The child's observation of the aggressive activity carried out by others makes him want to imitate it. As a result of this desire effect, an illegal action can be taken.

Some researchers argue that children's perceptions of situations in which adults are encouraged to engage in aggressive activities trigger them to engage in aggressive activities. Also, cases in which adult aggression is punished may sometimes lead to a desire to imitate aggressive activity in children. This suggests that aggressive activity can occur in a child not only when the actions of others are encouraged but also when they are punished. It seems that this theory lacks clarity, a certain firm opinion, a conclusion. That is why such theories did not come to the attention of the general scientific community.

Some researchers note that children imitate some models more than others. For example, they are more likely to imitate people who reward themselves, who are strong, lucky, and respected, and who they see often. These features apply to the early years of a parent's

life. They therefore serve as role models for their children during this period. In the family, because parents serve as a source and object of imitation for children in every way, they determine how their children will behave aggressively in the future, depending on how they treat each other and their children.

Conclusion

Based on the above, we believe that through the formation and development of a system of active positive attitudes (emotions) in the minds of young people, it is possible to cultivate aggressive behavior, as well as to raise the system of interpersonal relationships (as well as self).

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