



AGGRESSIVE BEHAVIOR AMONG ADOLESCENTS AND ITS PSYCHOLOGICAL CAUSES

(O'smirlar orasida kuzatilayotgan agressiv xulq va uning psixologik sabablari)

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ANNOTATION: *This article analyzes the psychological causes of aggressive behavior among adolescents on a scientific basis. Types of aggressive behavior - physical, verbal, passive and nonverbal forms - are described with examples, and their impact on personal development, self-awareness and social adaptation is considered. The authors analyze frustration, violence in the family environment, emotional deprivation, uncertainty about social roles and problems with self-esteem as the psychological roots of aggression. The article also presents effective corrective and preventive approaches and forms of psychological assistance in working with adolescents.*

Keywords: *Adolescence, aggressive behavior, frustration, psychological causes, family environment, emotional control, corrective approaches, self-assessment, pedagogical prevention, aggression.*

ANNOTATSIYA: *Ushbu maqolada o'smirlar orasida kuzatilayotgan agressiv xulqning psixologik sabablari ilmiy asosda tahlil qilingan. Agressiv xulqning turlari — jismoniy, verbal, passiv va noverbal shakllari misollar bilan bayon qilinib, ularning shaxs rivojiga, o'z-o'zini anglashiga va ijtimoiy moslashuviga ta'siri ko'rib chiqiladi. Mualliflar tomonidan frustratsiya, oila muhitidagi zo'ravonlik, emotsional yetishmovchilik, ijtimoiy rolga nisbatan noaniqlik hamda o'z-o'zini baholashdagi muammolar aggressiyaning psixologik ildizlari sifatida tahlil qilinadi. Shuningdek, maqolada o'smirlar bilan ishlashda*



samarali bo'lgan korreksion va profilaktik yondashuvlar, psixologik yordam shakllari ham keltirilgan.

Kalit so'zlar: O'smirlik davri, agressiv xulq, frustratsiya, psixologik sabablar, oilaviy muhit, emotsional nazorat, korreksion yondashuvlar, o'z-o'zini baholash, pedagogik profilaktika, tajovuzkorlik.

АННОТАЦИЯ: В статье представлен научно обоснованный анализ психологических причин агрессивного поведения подростков. Описываются на примерах типы агрессивного поведения — физическое, вербальное, пассивное и невербальное, а также рассматривается их влияние на развитие личности, самосознание и социальную адаптацию. Авторы анализируют фрустрацию, домашнее насилие, эмоциональную депривацию, неопределенность социальной роли и проблемы с самооценкой как психологические корни агрессии. В статье также представлены эффективные коррекционно-профилактические подходы и формы психологической поддержки в работе с подростками.

Ключевые слова: Подростковый возраст, агрессивное поведение, фрустрация, психологические причины, семейная обстановка, эмоциональный контроль, коррекционные подходы, самооценка, педагогическая профилактика, агрессия.

In today's globalization and digital society, the psychological state, behavior, and social balance of the growing younger generation have become one of the most relevant research topics. In particular, adolescence is the most complex period in human life, a period of emotional instability, search for individuality, and transition to independent thinking. During this period, various internal conflicts, problems with social adaptation, and relationships with family and school can lead to the formation of aggressive behavior. The basis of aggressive behavior is the motive of aggression. Aggressive behavior is characterized by the fact that it causes moral,



material or physical harm to the individual, and influences the emergence of destructive behavior. The psychologically difficult aspect of eliminating such behavior is that the person who commits aggressive behavior brings various arguments to justify his actions and tries to shift the blame from himself. Aggressive behavior (or aggression) is a form of action or attitude that is carried out with the intention of causing physical or mental harm to others. In psychology, it is interpreted as follows: Aggression is a socially unacceptable action, a set of actions aimed at causing harm to other individuals, causing them pain, discomfort, psychological pressure or threat.

Various forms of aggressive behavior

1.	Physical aggression	Hitting, pushing, throwing objects, using force
2.	Verbal aggression	Profanity, insults, threats, shouting
3.	Nonverbal aggression	Cold attitude, threat through facial expression
4.	Internal aggression	Self-harm, self-blame, depressive states
5.	Passive aggression	Deliberate silence, failure to comply with an order, unreasonably resisting

Literature review. The Viennese psychologist Z. Freud and his students consider the unconscious desire to establish one's own position, which arises as a sign of some kind of inclination given to a person from time immemorial, to be the most important basis for assessing adolescence. Today, aggressive behavior among adolescents is one of the most urgent psychological and social problems that is increasingly becoming a problem. Adolescence is a complex transitional period in



human life, during which biological, psychological and social changes occur. Aggression is one of the forms of behavior that most often manifests itself during this period. This article discusses the types of aggressive behavior observed among adolescents, their causes and their psychological foundations. Aggressive behavior is an active or passive action aimed at causing physical, mental or social harm to another person. In psychology, aggression plays an important role in interpersonal relationships, and its theoretical foundations are explained by various scientific approaches. The theoretical foundations of aggression can be considered through the following main psychological approaches: Another diagnosis of aggression by Z. Freud, one of the founders of the psychoanalytic approach. Although aggressive behavior has existed throughout human history, its in-depth psychological study began in the 20th century. In psychology, aggression is interpreted as an action by a person with the intention of harming another person or thing. Sigmund Freud sees aggression as a natural instinct in the human psyche. According to him, there are two main instincts in a person: the life instinct (Eros) and the death instinct (Thanatos). Aggression is an expression of the death instinct, and a person creates relief by directing his destructive energy outward - onto other people. If this energy is not released, it leads to neuroses. Freud's approach shows that aggression exists in a person both naturally and without social influences. Therefore, it is important not to waste this power, but to direct it into constructive activity. This view differs from other approaches that consider aggression to be behavior that occurs only under the influence of external factors. Based on Freud's theory, in pedagogical and psychological practice, there is a need not to suppress aggression, but to recognize it and direct it into socially acceptable forms. This further increases the relevance of maintaining mental health, teaching emotional discipline, and developing alternative behavioral models in working with children and adolescents.



One of the founders of the behaviorist approach (J. Dollard, N. Miller) According to this approach, aggression is the result of frustration. Frustration is an internal tension arising from the inability of a person to achieve his goal. The "Frustration-Aggression" hypothesis, put forward by Dollard and Miller in 1939, shows that when a person cannot satisfy his needs, he responds with aggressive actions. In this approach, aggression is interpreted as a behavior that is simply learned and depends on external stimuli. Frustration is a psychological state that occurs when a person's desires or needs are not met, and it can cause emotions such as anger, hopelessness, anxiety, and aggression. Frustration may not always lead to aggression, but it can increase the tendency to do so. Aggression may not always be associated with frustration, but it often occurs as a result of internal pressure. This hypothesis is widely used in experimental psychology to explain the causes of human behavior. The "Frustration-Aggression" hypothesis, proposed by Dollard and Miller, is based on the idea that human serves as an important theoretical basis for understanding negative emotions and reactions to them in the psyche. It scientifically explains the psychological mechanisms through which aggressive behavior is formed in a person, especially in cases of dissatisfaction that arise as a result of unsatisfied internal needs. This hypothesis is also of urgent importance in the education system. Because situations of frustration of students (for example, low grades, inability to express themselves, neglect, family pressure) often cause their aggressive or destructive behavior. In such cases, it is necessary to develop in students the skills of analyzing the problem, managing their emotions, and finding a positive solution through a pedagogical approach. The Dollard and Miller hypothesis means that aggression can be corrected not by simple punishment, but by identifying and eliminating the source of frustration. This is one of the important conceptual foundations for modern psychological and pedagogical approaches. In psychological literature, aggression is usually interpreted as a set of behaviors aimed at causing physical or mental harm to another person, consciously or



unconsciously. There are the following types of aggression: physical, verbal, direct and indirect, overt and covert aggression. Constructive (positive) and destructive (negative) forms of aggression are also distinguished. Destructive aggression is especially common during adolescence. Adolescence is a very sensitive stage characterized by biological, hormonal and psychological changes. Aggressive behavior can occur under the influence of the following main factors:

- Biological and hormonal changes (testosterone levels, reactivity in the nervous system);
- Family environment: violence, lack of control or excessive strictness;
- Psychological pressure at school, humiliation, conflicts between teachers and young people;
- Humiliation and exclusion among peers;
- Virtual aggression in social networks, “cyberbullying”. A number of psychological techniques are used to identify aggressive behavior among adolescents. For example Bass-Darki test - determines what type of aggression a person has. The Lüscher test allows you to analyze the internal psychological state based on colors. Observation, interviewing and diagnostic cards are also widely used. Individual and group psychological training, emotional intelligence development programs, stress management techniques, art therapy and role-playing games are widely used to reduce and control aggressive behavior. School psychologists can conduct prevention by conducting special training with adolescents.

In psychology, aggression is defined as a system of conscious or unconscious behavior aimed at causing harm to another person, living being or physical object. This harm can manifest itself in physical, mental or social forms. Aggression is not only associated with violence, but also with mental states such as discontent, resistance, hostility, revenge. Aggressive behavior is not always perceived as a



threat to others - sometimes it occurs in hidden, passive, even socially acceptable forms. Therefore, a complex approach to identifying and assessing aggression in psychology is necessary. Aggressive behavior is classified according to its form and purpose as follows: Physical aggression

1. Physical aggression is a form of aggressive behavior aimed at causing direct physical harm to another person, manifested through actions such as hitting, pushing, hitting, kicking, throwing objects or breaking. In this type of aggression, a person directly causes physical harm to another person or attempts to cause harm through actions such as hitting, pushing, fighting.

2. Verbal aggression

Verbal aggression (verbal aggression) is a form of aggressive behavior aimed at insulting, insulting, belittling or causing psychological harm to another person through words. R. Baron (psychologist): "Verbal aggression is a conscious attempt by a person to cause harm through words." It is manifested through words, insults, insults, threats or loud shouting. This form is less visible than physical aggression, but has greater psychological harm.

3. Passive aggression

This is a hidden form of aggression, in which a person causes discomfort to others without direct hostility, but through discontent, sluggishness, denial, refusal to help.

4. Direct and indirect aggression

-Direct aggression is a person's behavior directed directly at a target (person or soul).



-Indirect aggression is harmful actions carried out through others or by instrumental means (gossip, slander, stalking).

5. Instrumental aggression

In this type of aggression, aggressive behavior is used as a means to achieve the main goal (for example, violence for money or influence)

6. Affective (emotional) aggression. In this case, aggression occurs impulsively, under the influence of strong emotional reactions (anger, fear, resentment).

7. Constructive and destructive aggression

-Constructive aggression is actions that help achieve a goal, restore justice, defend one's opinion, and are positively evaluated by society.

-Destructive aggression is aggressive behavior that only causes harm, violates normative norms, and leads to negative consequences.

Conclusion: Aggression is an integral part of human personality and social relations, and it has various forms. Each of them has its own causes, manifestations, and psychological consequences. Especially in adolescence, early detection of aggression and analysis of its forms play an important role in the formation of a teenager as a healthy person. Aggressive behavior is explained differently by different theories: some consider it an internal instinct, others interpret it as behavior learned in a social environment. Each approach serves as an important scientific basis for explaining aggression, and on the basis of these theories, various psychological solutions are developed in working with adolescents. Aggression among adolescents is a complex and multifactorial problem, and a systematic, psychological and pedagogical approach is necessary to eliminate it. Each case must be assessed individually and solved in cooperation with the family and school.



Modern psychology offers constructive and effective methods for eliminating aggression.

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