

## Psychological Factors of Manifestation of Aggressive Behavior in Teenagers during Globalization

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**Annotation.** This article is written about the influence of psychological factors on the manifestation of aggressive behavior in children of adolescent age, and the scientific research works of psychologists who conducted scientific research on this topic were analyzed. Also, the factors that cause aggression in adolescence "Aggression is one of the behavior models caused by disagreement between people, and it is clearly manifested in interpersonal relations. The fact that aggression as a mental reality has specific characteristics, orientation, forms of manifestation, intensity. A wide range of opinions have been expressed about the purpose of aggression - in particular, to inflict pain on the victim, and about the means of achieving other goals.

**Key words:** aggression, behavior, anger, anger, aggression, hate, negativity, intensity, psyche, discord, emotion, revenge, correction, environment, factor, aggressive affect, pain, danger, hatred, dominance, injustice, maltreatment, emotional, physical, verbal.

The 21st century, which is the age of high information technologies, is also characterized by increased attention to the human factor. The desire to manage one's mental experiences and to have sincere and healthy relationships with loved ones is increasing day by day among ordinary citizens. One of the aspects that require attention in this regard is the ability to communicate, interact, and express one's identity to others.

Achieving social and political independence started a new era in the social development of the Republic of Uzbekistan. Old, ideological ideas were rejected, and new views were formed, guaranteeing the development and prospects of society. In the years of independence, the foundation of the idea of national independence made it possible to determine the effective directions of development at the level of developed democratic states by more intensively implementing large-scale reforms in all spheres of society.

These documents, which incorporate socio-educational views, state that the main goal of the general pedagogical process is "fundamental reform of the field of education, freeing it from the ideological views and prejudices of the past, developed democratic states level, is to create a national system of highly qualified personnel training meeting high moral and ethical requirements".

Today, the role of aesthetic education in the comprehensive formation of a well-rounded

personality of the young generation is incomparable. Raising the young generation in a mentally and physically healthy spirit is the demand of the present time.

It is known that genetic characteristics are innately transmitted from generation to generation, but despite this, the representatives of this flow are the human personality and all its characteristics based on "internal laws", that is, what comes to the field on the basis of genetic characteristics, biological they say that it depends on the factors.

The state of affairs caused by aggression or disagreements between people is one of the urgent problems that interest not only psychologists, but also sociologists, lawyers, pedagogues, philosophers, social workers and leaders of various levels. Aggressive situations, especially among children, have a negative impact on the education of the environment and the development of a healthy lifestyle among children. We believe that it is necessary to revive the issues of school-family cooperation.

Studying the laws of relationship between mental development and the forces that cause these changes is one of the important and urgent problems of every science. Australian psychologist K. Buhler states that not only the intellectual development of children, but also their moral development is determined from the generational point of view. American pedagogue and psychologist D. Dewey - human nature cannot be changed, a person is born with the needs and mental characteristics created by heredity. He believes that these needs and mental characteristics are manifested in the process of education and sometimes change, and it is a criterion that determines the amount of education.

The biogenetic doctrine states that the level of development of human abilities (for example, the limit of capabilities, its highest point) is determined by fate, the student's capabilities and abilities are determined using special tests, and then the educational process is determined by his heredity. They emphasize that it is necessary to adapt to the level of development, to study in schools of different positions depending on the level of their intellectual talent. One of the supporters of this direction, the American psychologist E. Thorndike shows the "natural powers" and "innate inclinations" of students as the leading factors of mental development, and says that the influence of the environment and education is secondary.

A special feature of aggressive behavior in adolescence can be explained by the fact that it is connected to the peer group against the background of the use of adult authority. At this age, being aggressive means "being strong or appearing strong." Any youth group, supported by a leader, has its own myths and legends. For example, membership offers are common (or testing new arrivals). A conspicuous group "uniform" (also a teenage fashion in general) has a character of Udums. Myths reinforce a sense of belonging to a group and give adolescents a sense of security, but myths remain the foundation of their life activities. Myths are widely used to justify in-group and out-group aggression. For example, any aggression towards non-members of the group is justified by saying - "they sold us out..., we have to defend ourselves..., we have to make everyone respect us" Inspired by the myth of the group violence takes the form of assertiveness, heroism and group loyalty in adolescents. At the same time, as initiators of aggressive behavior in specific situations, there can be individual outsider-adolescents, maladapted adolescents for various reasons, and adolescents who try to raise their status with the help of aggression.

In general, for the development of the personality of a child and a teenager, aggressive demonstrations themselves are not so dangerous, but their results and the wrong reaction of

those around them are dangerous. If violence gives attention, dominance, recognition, money, other rights, children and adolescents can develop a behavior based on the dominance of power, which can form the basis of social activity of adults as well (for example, in criminal groups). The desire of those around to suppress aggression by force can lead to the opposite result, not the expected result.

Manifestation of aggressiveness in a teenager or its form depends on the family environment in which he lives, peer group, macro environment (educational institution), customs and traditions of the society he lives in, and the type of informational flow flowing to him. 'liq. The family plays a crucial role in this. It includes the attitude of spouses to each other in the family, the relationship between parents and children, moral rules in the family, worldview and plans and goals of the family.

In conclusion, the main reason for aggression is frustration. Frustration is all the obstacles that prevent you from achieving your goals. If a person's goal is strongly motivated and he expects to get satisfaction from the realization of his goal, if his desire is blocked, then frustration can increase in this case.

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