



SOCIO-PSYCHOLOGICAL BASIS FOR THE MANIFESTATION OF AGGRESSIVE BEHAVIOR IN ADOLESCENTS

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Article history:	Abstract:
Received: 6 th April 2022 Accepted: 6 th May 2022 Published: 14 th June 2022	This article provides an empirical analysis of the socio-psychological basis of the manifestation of aggressive behavior in adolescents, both theoretically and practically, and provides conclusions and recommendations.
Keywords: adolescence, aggressive, behavioral, motive, physical aggression, verbal aggression, indirect aggression, negativism, aggression, skepticism, resentment, guilt.	

INTRODUCTION

One of the most pressing issues today is the problem of aggressive behavior, which is prone to delinquent behavior typical of adolescence, because we face such behavior in all aspects of our lives. Evidence of this is the media coverage of the growing number of delinquent adolescents around the world who are exposed to antisocial behavior (alcoholism, drug abuse, hooliganism, etc.). Due to the low propensity of such adolescents to adopt social, spiritual and moral norms, education imposes an important task on the family, community and society. Adolescent behavioral disorders and their degree of social maladaptation are dynamic. A person's tendency to be aggressive is largely determined by his or her individual developmental characteristics. Many factors are involved in the development of aggressive behavior, including young individual traits, external physical and social conditions. However, according to researchers, the direct social environment plays an important role in the formation of aggressive behavior in a person.

The problem of delinquent behavior is central to many social studies, as social norms play an important role in the life of an individual and in the development of a country. Therefore, it is important to find an answer to the question of what psychological methods of effective treatment of delinquent behavior, which is most common during adolescence, are effective.

Literature review and methodology

In psychology, the concept of "aggression" is interpreted differently. Some researchers rate aggression negatively, while others rate it positively. Aggression is a physical act or threat posed by one person to another that threatens the freedom of another (L.M. Semenyuk, 1996).

According to A. Bandura and R. Walters (2000), aggression is a motivated action in which norms and rules are violated, leading to pain and suffering. Here, intentional and instrumental aggression are distinguished. In instrumental aggression, a person does not aim to act aggressively, but "remains so" or "no longer possible." There is a motive for this action, but it is not fully understood. In intentional aggression, the harm is motivated.

Discussion and results

Today, research by Western psychologists on adolescent aggression is expanding. We also selected 80 11- to 15-year-old boys and girls from Fergana City Secondary School No. 10 as respondents to study the characteristics of aggression in adolescents. In order to determine the sex difference, we selected them from 40 people.

The aim of the study was to study students' propensity for aggressive behavior. A.Bass-A.Darky's "Study of Aggression" method, which is one of the classical methods, can provide objective information on adolescent aggression, has high validity and reliability, was used as a research method. The methodology consists of 75 comments, and the test takers' answers are checked against eight indicators.

The results showed that no student showed a high level of aggressive behavior. The number of students with intermediate and low levels is shown in Table 1.

Table 1. Results of A. Bass-A.Darky's "Study of Aggression" method (N=80)

№	Index name	Boys		Girls	
		Number	%	number	%
1	Physical aggression	2	5	0	0
2	Verbal aggression	1	2,5	4	10
3	Indirect aggression	5	12,5	6	15
4	Negativism	14	35	7	17,5
5	Hot-temperedness	4	10	3	7,5
6	Doubt	9	22,5	13	32,5
7	Sadness	2	5	6	15
8	Feelings of guilt	3	7,5	1	2,5
	Total	40	100	40	100

The results show that "physical assault" was 5% in boys and 0% in girls. In this case, it may be higher in boys due to gender differences.

Verbal aggression accounted for 2.5% of boys and 10% of girls. In this case, it may be higher in girls due to gender characteristics.

Indirect aggression accounted for 12.5% of boys and 15% of girls. In this case, we can see that the difference is not so great.

Negativism accounted for 35% of boys and 17.5% of girls. This condition is more common in adolescents and is more common in boys.

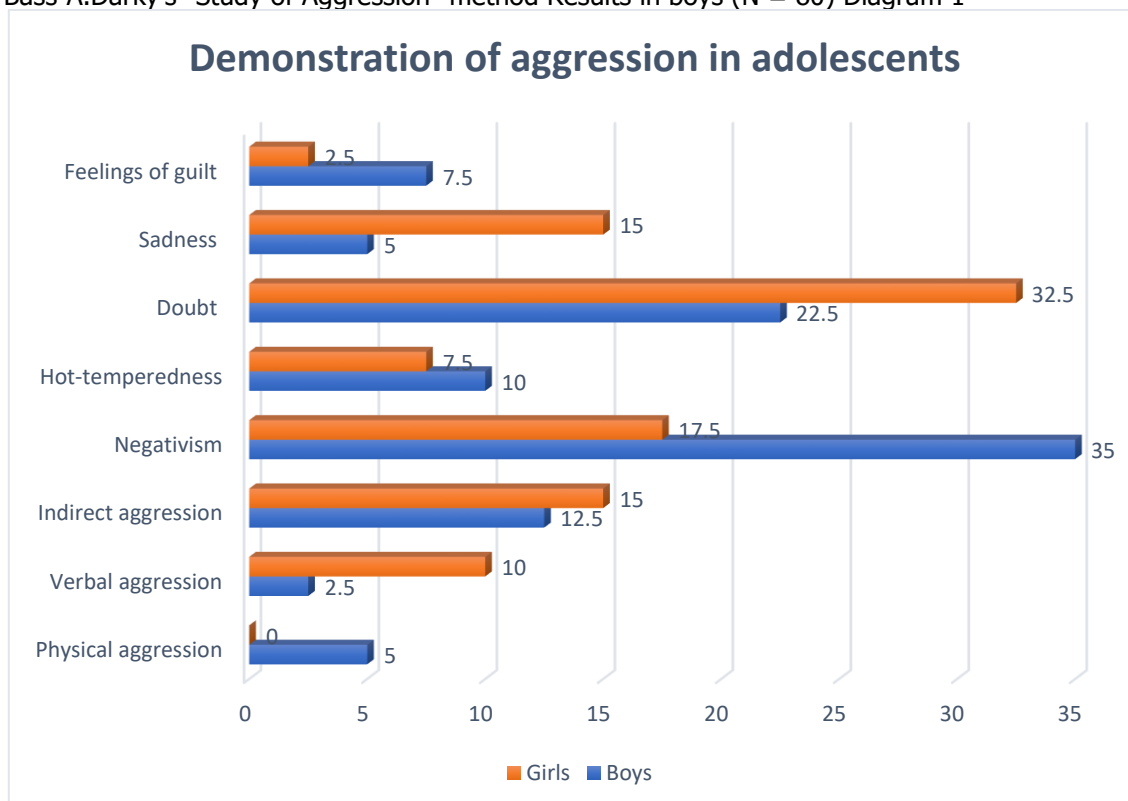
Hot-temperedness accounted for 10% of boys and 7.5% of girls. In this case, we can see that the difference is not so great.

Suspicion was 22.5% for boys and 32.5% for girls. Suspicion was more prevalent among girls.

Depression was 15% in boys and 5% in girls. Depression is more common in girls than in boys.

Guilt was found in 7.5% of boys and 2.5% of girls. Boys are more likely to feel guilty than girls.

A. Bass-A.Darky's "Study of Aggression" method Results in boys (N = 80) Diagram 1



CONCLUSIONS AND SUGGESTIONS

Among the students observed during the study, children who were involved in the arts had moderate to low levels of almost aggressive behavior. This shows that living in the world of art has a positive impact on young people, creating conditions for them to assimilate universal, universal values, the great heritage of our ancestors. Therefore, the reforms being implemented by our state to ensure the full development of young people are having a positive impact on young people. The existence of many music and art schools is a great contribution to ensuring that students are brought up to be full-fledged adults.

This means that the arts, especially music, have a positive effect on the prevention and elimination of deviant behavior in our youth. We believe that the widespread use of music psychotherapy by psychologists in their work, as well as the training of music psychotherapists, will increase the effectiveness of this issue.

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