

CHARACTERISTICS OF PRINCIPAL WAYS AND METHODS OF CORRECTION OF AGGRESSIVE BEHAVIOUR AMONG TEENAGERS

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ABSTRACT

Brief analysis of principle approaches to the correction of aggressive behavior is revealed in the article; also, the problem of aggressive behavior diagnosis is represented. The author pays special attention to the tasks of correction work with teenagers and to the special course and methods.

Keywords: Aggressive behavior, aggression, aggressive actions, correction of aggressive behavior, correction methods.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Correctional work to overcome aggressive tendencies in the behavior of adolescents is based on the results of psychological and educational assessment, which is necessary to complete in two main directions:

- 1) identification of the existing level aggressive tendencies in adolescents as well as the most typical forms of aggressive behavior used by them to overcome difficult situations;
- 2) identification of the main factors responsible for the emergence and manifestation of aggression in the behavior of adolescents.

To detect the presence of aggressive tendencies in the behavior of adolescents using various methods such as observation, discussion, expert surveys of teachers, parents, peers, various projective techniques and drawing tests (method of "House - a tree - man" (BCD), "Figure of nonexistent animal " and etc.); "Test the hands" (Hand-test) E. Wagner (1971), a questionnaire Bass-Darky (1957), the scale of aggressiveness in the method of T. Leary (1954) and others.

The most popular method for the determination of the existing level of aggressive tendencies, as well as the most typical forms of aggressive behavior is a Bass-Darky questionnaire.

The second area of psycho-pedagogical diagnostics involves identifying the main factors that lead to the appearance and manifestation of aggressive behavior in teenagers. Given the diversity of the causes of aggression in this age, a number of basic tasks diagnostic work in this directions allocated:

- study of personality characteristics of aggressive adolescents (diagnostics of temperament, character traits, peculiarities of motivational, emotional, volitional, moral spheres);
- study of the features of family education (total family atmosphere, especially the relationship between family members, especially educational influences, leading type of

family education, character traits parents, parental attitudes toward children);

- Diagnosis teen interpersonal relationships with peers (stoichiometric status of the child in a group of peers, especially its attitudes to them, the degree of satisfaction of its need for communication and interaction with them, especially the perception of adolescent peer groups);
- study the features of a teenage relationship with teachers (relationship style, especially pedagogical influences, especially attitudes to each other, and so on. D.).

As pointed out by A.K Osnitsky, psycho-pedagogical help in overcoming and preventing aggressive behavior in teenagers above all should be focused on the factors of personality development and characteristics of the environment, which in this age can become its main causes (4. S. 66).

As it is known, some interconnected levels in the structure of aggressive behavior are accented: motivation, urging to aggressive behavior; the emotional processes accompanying aggressive behavior; processes of self-regulation; cognitive information processing; at last, outwardly observable displays and actions. One of the most effective and adequate forms psychological influences on the persons inclined to aggressive behavior, the majority of experts allocates behavioral correction.

The behavioral approach has a number of obvious privileges, among of which there are conceptual clearness and absolute simplicity of methods. Besides, it is directly aimed at behavioral changes and has the expressed practical character. Psychological influence can be directed on:

- Easing or elimination of aggressive behavior;
- Strengthening assertive behavior;
- Ability development to understand the feelings;
- Reduction of emotional reactions (for example, anxiety), accompanying aggressive behavior;
- Formation of skills of adequate and safe expression of anger;
- Ability development to relax;
- Ability development to assert itself;
- Development of effective social skills (for example, a constructive resolution of conflicts).

Achievement of positive behavioral changes in a concrete direction is the correction purpose of aggressive behavior. Psychological intervention is implemented in the form of consultation, pedagogical correction, psychological trainings, psychotherapy. Also it may take the form of individual, family or group work. In all cases, regardless the form and conditions, following principles of behavioral corrections should be observed:

- ***Objectivity principle***

Assumes orientation mainly on outwardly shown and measured variables. It can be: emotional reactions, statements, gestures, physiological displays (heartbeat, redness, shiver), impellent reactions, symptoms (dizziness, a spasm of muscles, fears), thoughts, concrete actions and acts. Behavioral displays should be maximum fixed particularly (objectively) and regularly.

- ***The Principle of a behavioral estimation***

Specifies in necessity of carrying out functional analysis of behavior of the client. The behavioral estimation is spent at the first meeting, and also subsequently - for an estimation

of overall performance or for the purpose of changing the tactics of influence. It can be carried out in the form of filling of the table with three columns, each of which accordingly contains:

- 1) Stimulus and situations (that preceded to the aggressive behavior);
- 2) Behavioral reactions of the person (as the person reacted);
- 3) Results and consequences of the given reactions (that pursued the behavior immediately).

Behavioral estimation is usually conducted during the interview with the client or people, whom they are familiar with. For behavioral analysis it is possible to use a diary of introspection of the client, direct supervision over the client; reception of information from other experts; the organization of role-playing games and etc. Additional sources of the data necessary for an estimation, can be: the medical information, questionnaire and testing results, expert estimations.

• ***The Principle of consistency***

Assumes an estimation of a role of aggressive behavior in various social systems and life of the person as a whole. It is important to understand, what function aggressive behavior fulfils in various situations and systems (in a family, group of peers, education-professional group). Also it is necessary to estimate, as systems support dysfunctional behavior. The obtained data allows to define in what an essence problems arise and being solved. Thus the estimation of functional value of aggressive behavior is very crucial, as it is that psychological "benefit" which the person derives and self-supports the given behavior as well.

As a result of the behavioral analysis assisting problems and also ways of its efficiency control are formulated. As clients usually have several problematic areas, it is necessary to reveal degree of danger of each of them according to what to plan the order of works.

• ***Cooperation Principle***

Behavioral correction is estimated as the enough authoritarian system assuming control of the expert over the behavior of another person. For the person with behavioral problems there is a real danger of transfer of responsibility for the behavior to the expert. In accordance with a principle of cooperation the client should not only show the realized desire of change own behavior, but also actively participate in a choice of the purposes and methods of the subsequent work (taking into account concrete internal and external conditions). Responsibility allocation happens in the form of the conclusion of the contract on cooperation. An important role is given to the independent work (of a client) on performance of home tasks in the increasing of productive activity of the person in intervals between therapeutic meetings. Thus primary factors, inducing the client to cooperation are personal relations between the client and the expert, based on honesty, responsibility, support and respect.

The causes of children aggression and methods of their correction

Causes	Methods of correction
1. Lack of motorialand physical activity	<ul style="list-style-type: none"> • Outdoor games • Sports relay races • «Minutes of pleasure» between studies
2. Deficiency of the parental attention, unsatisfied need for parental love and acceptance	<ul style="list-style-type: none"> • Conversation with parents • Referral to the psychologist • Supervision over the child's behaviour

	<ul style="list-style-type: none"> • Joint inclusion in role-playing games • Adjustment of emotional contact with the child
3. The raised anxiety (discrepancy complex)	-//-
4. Mastering of reference of aggressive behaviour in the family	<ul style="list-style-type: none"> • Conversation with parents • Referral to the psychologist
5. Indirectly stimulated aggression (mass-media, toys)	<ul style="list-style-type: none"> • To interfere with occurrence in group of such toys or to direct their aggressive potential to a positive channel • To lose and stipulate plots of positive cartoons and fairy tales • Aretopsychotherapy • An unobtrusive explanation of acts of characters • To give ways and samples of peaceful ways of dialogue • To discuss the books provided by the program • Transfer of fights in a constructive channel: games in pirates, thieves of treasures
6. Low level of development of game and communicative skills	<ul style="list-style-type: none"> • Mobile, role-playing games, games on understanding of an emotional condition • Psychogymnastics, games on mimic and pantomimic self-expression • Training to self-relaxation methods • Development of training programs to communication skills

So, if the basis of aggressive behavior of teenagers are certain irregularities in the emotional-volitional or moral spheres, then corrective actions should primarily be directed at overcoming these violations.

If the main reason for the emergence and manifestations of aggression in adolescent behavior are the disadvantages of family education, the leading trend of psycho-pedagogical correction should be working with aggressive teen parents. The main objectives of this work are: the harmonization of existing interpersonal relationships; enrichment and reorientation of the joint emotional experience of parents and children; correction of existing views, attitudes, parental attitudes towards the child; development of an effective style of interaction with children, as well as the Correction of individual character traits of parents, causing a child's choice of tactics training.

Psychologist work with aggressive teen parents is carried out in the form of conversations, lectures, training a variety of group classes. Recent suitably provided with parents from several families with similar problems. Training participants are offered a variety of tasks, exercises, joint implementation, and the discussion of which helps develop new pedagogical skills, helps parents acquire new experiences interact with their children through the practical training of communication skills, corrects the views and attitudes of parents towards their children. With skillful leadership psychologist training group is transformed into a kind of mutual aid and support groups.

Correctional work to overcome this or that personality disorder in a child's parents is often complicated by the lack of basic psychological and pedagogical knowledge. Therefore, for the purpose of correction and prevention of aggressive behavior in adolescents is necessary to conduct psychological and pedagogical education of parents.

Special role in the appearance and manifestation of aggressive tendencies in the behavior of teenagers play difficulties in interpersonal relationships with peers. As we have noted, the aggressiveness of adolescents in this case can serve as a way of self-affirmation, the attempt to occupy a certain status in the group relevant to him or as an emotional reaction to the self-doubt, anxiety, feelings of loneliness (8.s23).

In this connection special importance is the work on the harmonization interpersonal relationships in a team of peers, create the conditions for widening and deepening of interpersonal connections, status claims meet teens, their needs for self-expression and self-affirmation. First of all this work should be carried out in pupils group. In a number of psychological and pedagogical work indicates that this is the age qualitatively complicated informal classroom structure and relationships classmates acquire a distinct intimate and personal character and different selectivity and stability. Of course, this is no reason to ascribe high student group referentiality in the eyes of every teenager. It depends largely on how this group of opportunities opens up for a teenager "in terms of manifestations of his personality, the satisfaction of his communication and status claims, and ultimately in terms of its implementation needs to be an individual and to be perceived by others as such." Organization of the system socially approved activity of teenagers not only strengthens their personal relationships, but also promotes the development of business cooperation between them. During this activity the teenager produced organizational skills, formed a sense of duty, ability to sacrifice personal interests for the sake of a common cause, which helps to overcome self-centeredness and aggressive tendencies. The collective forms of work on the implementation of significant cases produced demanding, self-criticism, self-control, and other important personal qualities.

Of course, it is necessary to attract teenagers to the planning of this activity, so that it appeared to them as self-organized. At the same time, as noted by L.M Semeniuk, it is advisable to distribute organizational matters so that there was "an asset", and occasionally the head of each business was changed and its responsible organizer. In addition, no less important is the interest of every teenager in the results of this activity. "It is of interest, - writes L.M Semeniuk - involves adolescents in terms of collective concerns by allowing to find its rightful place in the peer group, meeting the needs of an aggressive child in recognition of their rights and opportunities, thereby leveling the aggressiveness" (6. S. 68) Therefore, training students understanding, the ability to plan and carry out joint socially meaningful activities, to teach to the cooperative and interaction on various levels and help in the formation of the student team are important conditions for personal development and the prevention of aggressive tendencies in adolescents. Certainly, the leading role in this process belongs to the teachers. Therefore, it is advisable to inform the teachers about the individual psychological features of the person of teenagers with behavioral and learning effective ways to interact with children by means of conflict resolution and "igroterapiya" ("playing" a critical and conflict situations in the sphere of interpersonal relations).

Most of the difficulty in carrying out remedial measures is the lack of personal interest in the adolescent change his own behavior. In order to overcome this resistance, I.A Furmanov recommends discussion with your teen age-related problems, personal difficulties that arise in

relationships with others, and offer psychological assistance in their solution by eliminating the main obstacles to the achievement of the objectives [8.s13].

After obtaining the consent of the teenager remedial work necessary to build in stages successively performing the following tasks: expansion of teen information about self and the problem of aggressive behavior; realization and evaluation of their own behavior and its consequences, both for the teenager, and for the people around him; the formation and consolidation of a conscious intention to change its own undesirable behavior and strengthen the confidence of a teenager in his own ability to do so; Search and training alternative ways of behavior and emotional response to situations that provoke aggression; the formation and strengthening of confidence in the ability of the teenager prevent recurrence of aggressive behavior in all conditions.

The prevention and correction of aggressive behavior is also used by the general methods of education: the formation of consciousness, forming behavior, incentives and special methods of pedagogical correction aimed at correcting deviant behavior: subjective pragmatically, natural consequences, reimbursement method, work method, the "explosion".

CONCLUSIONS

1. Psycho-pedagogical assistance aimed at correction of aggressive behavior of teenagers, primarily focused on the main factors that contribute to its occurrence and manifestation:
a) correction of existing violations in the emotional and volitional, motivational and moral spheres;

b) work to overcome violations of family education (correction of the parent plants, the development of an effective style of interaction with children, harmonization of the existing intra-family relations, etc...);

c) the harmonization of interpersonal relations in a group of peers (creating conditions for strengthening interpersonal relations, satisfaction with status claims adolescents, etc.)..;

d) correction of pedagogical views and attitudes toward aggressive students; training teachers effective ways to interact with them.

2. The main objectives of correctional work with aggressive teenagers to overcome violations are teaching them methods of regulation of emotional state, as well as the formation and consolidation of alternative ways of behavior in situations that provoke aggression. The most effective psycho-pedagogical correction of aggressive tendencies in the behavior of adolescents is carried out in form of group work.

3. The correction of aggressive behavior used by the general methods of education: the formation of consciousness, forming behavior, incentives and special methods of pedagogical correction aimed at correcting deviant behavior: the subject-but-pragmatic, natural consequences, reimbursement method, work method, the "explosion", as well as psychological and psychotherapeutic methods, including socio-psychological and role training, "geshtal-therapy", psychodrama, and so on.

Thus, the theoretical analysis of the problem of correction of aggressive behavior of teenagers showed the presence of fundamentally different approaches to the understanding of the essence and nature of aggression, which indicates multidimensional, enigma studied phenomenon of multifactor conditionality as a behavioral act of aggression and aggression as personality traits.

The most productive, in our opinion, it is an approach, outgoing discharged from conditionality aggressive manifestations in personal characteristics and behavior is not so much organic as social and psychological reasons. This fact is revealed clearly in children adolescence, when particularly pronounced dependence of personal formation not from a genetic predisposition, but from a qualitative change in social position.

The negative factors of the social situation of the adolescent development (disadvantages of family education, the negative climate in the family, as in the system of formal and informal relationship with the adult world, the psychological discomfort in pupils group and the negative impact of reference asocial informal groups, strained relations with teachers and so on. d.) create the objective conditions for the emergence and manifestations of aggressive behavior of teenagers as well as for the formation of aggressiveness as a stable personality traits .

The growth of destructive tendencies among adolescents makes it necessary to develop the most effective methods for correction of adolescent aggression involving an impact not only on the infringement itself, but primarily on the factors causing it.

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