



The correct approach of a teacher to teenagers in a state of aggression

Lola ROZIKOVA¹

Samarkand State Medical Institute

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ABSTRACT

In this article, the formation of teachers' skills of the correct approach to adolescents in a state of aggression is analyzed. The opinions of foreign scientists engaged in the study of this topic are considered and analyzed. In addition, the article discusses possible environmental factors that provoke the aggressive state of modern adolescents.

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Agressiya holatidagi o'smirlarga pedagog tomonidan to'g'ri yondoshuv

ANNOTATSIYA

Kalit so'zlar:

tajovuz,
o'smir,
xatti-harakatlar,
tajovuzkorlik,
atrof-muhit omillari,
o'smirlik, pedagogik
yondashuv.

Maqolada agressiya holatidagi o'smirlarga pedagoglar tomonidan to'g'ri yondashuv malakasini shakllantirish va bu mavzuni o'rgangan xorijiy olimlarning fikr-mulohazalari tahlil qilingan. Bundan tashqari, maqolada hozirgi zamon o'smirlarining agressiv holatiga sabab bo'layotgan va keltirib chiqarayotgan atrof-muhitdagi omillari keng talqin qilingan.

¹ Associate professor of the Department "Pedagogy and psychology" of Samarkand State Medical Institute, candidate of philological Sciences. Samarkand, Uzbekistan.

Правильный педагогический подход к подросткам в состоянии агрессии

АННОТАЦИЯ

Ключевые слова:

агрессия,
подросток,
поведение,
агрессивность,
факторы окружающей
среды,
подростковый возраст,
педагогический подход.

В данной статье, анализируется формирование педагогами навыков правильного подхода к подросткам в состоянии агрессии. Рассмотрены и проанализированы мнения зарубежных ученых, занимавшихся изучением данной темы. Кроме того, в статье рассмотрены, возможные факторы окружающей среды, провоцирующие агрессивное состояние современных подростков.

It is known that the most intense and most unexpected in human psychology is the period of adolescence, which is rich in “surprises”. The pleasant “crisis” of this period differs in each young teenager. Unfortunately, most of them manifest themselves in this period with such experiences as aggression, aggression and hatred for the environment. One of the pleasant “unexpected gifts” of adolescence itself is aggression. Negaki is very difficult to give a general overview of when and in what condition it will appear. But, one of the main reasons for aggression in adolescence, this is the environment. So what is aggression itself? Why exactly is the teenage period considered the peak of aggression.

Aggression is the appearance of deviant behavior that manifests itself with a certain timeliness or from time to time in aggressive behavior in the harrowing state of life, the main intended purpose of which is the process of causing spiritual harm to others, in some cases physical.

The problem of aggression is one of the ancient and most important problems of psychology and pedagogy. Aggression in adolescence not only imposes a special responsibility on parents, but also on teachers who regularly communicate in the process of education and upbringing of uzmirs. In the process of communication with adolescents in a state of aggression, the educator must be able to choose the desired correct communication companion. The reason is that the state of aggression is not only an expression of the state of the adolescent, but also the surrounding itself can serve as a “pattern” for a number of peers. Aggression in adolescents and the increase in the number of crimes as a consequence of it is a major risk factor for society. Such behavior as demonstrative and refusal to obey in relation to adults is one of the signs of aggression in adolescents. L.M. According to Semenyuk, aggression is a set of destructive actions by people that contradict the norms and rules of co-existence in society, damage the signs of the attack.

New types of Deviant behavior are emerging: adolescents participate in militarized groups of political organizations of extremists, in racketeering, cooperate with the mafia, engage in prostitution and bribery. Compared to the recent past, the number of serious crimes has increased, conflicts in everyday consciousness and aggressive behavior of people have increased. We are witness to the intensive processes of changes in the entire social structure of society, stratification of the population in relation to various forms of ownership, which leads to the emergence of conflicts between the group and the individual.

Aggression is manifested in two forms:

- hostile aggression resulting from Asab-like emotionality and aimed at causing harm
- instrumental aggression, which is considered a way to achieve a positive goal.

There are 3 main theories of aggression in the science of psychology.

1) The Theory based on instincts is associated with the names of Sigmund Freud and Conrad Laurens. According to this theory, aggression accumulates inside, just as water accumulates in a puddle. Even if this theory is difficult to prove, one should not ignore the structure of the central nervous system, which affects aggression.

2) the cause of hatred and enmity is friction. In the presence of aggressive stimuli, the nerve can produce aggression. The impression is not a direct consequence of deprivation, but it arises due to the profound difference between the needs of the individual and the level of his real success. The theory of Social Studies sees aggression as an assimilated behavior in the medium of learning. Our personal experience, observing the success of others, also proves that aggression brings certain benefits. Emotional excitement that arises due to an aversive experience causes aggression, holos. Whether the result of a negative excitement is aggression or any other reaction, it all depends on what consequences we have learned in similar situations .

It is necessary to distinguish aggressiveness and aggressiveness. aggression is a certain set of actions that cause harm to another object; aggression ensures the willingness of the aggressor-oriented person to appropriately perceive and interpret someone else's behavior. Aggression of a person can be a way to protect his attitude to himself at the level of his social activity. Aggressive behavior of adolescents, A.I.Zakharov believes that peers are determined by the influence of the family and the media. So, having considered all the basic theoretical concepts of aggression, we take the following generalizing definition of this phenomenon as a case study:

Aggression is any manifestation of behavior aimed at insulting or harming another living being who does not want such an attitude. This definition states that aggression is a model of behavior, and not emotion or motivation. Although aggression is often associated with negative emotions, such as anger; with motivations-as a desire to harm or offend. Of course, these factors have a huge impact on aggressive behavior, but their presence is not the main condition for such behavior.

Aggression in adolescence is a complex personal situation, the causes of aggressive behavior can be both psychological (motivational emotional willpower or violation of moral spheres) and socio-psychological factors (violation of the environment in the family in which the teenager lives and the divorce, including the constant turbulence in the family and the cracked mental balance). In the system of relationships between adolescents and their parents, it was found that the study of the aggressiveness of their children in alcohol-dependent families had a normal indicator of moderate malice and a high indicator of aggressiveness in them. Children from alcohol-dependent families have more hostility and aggression. Children with aggressiveness are characterized by anger, self-confidence, indifference. When communicating with them, the teacher must be strictly soft and restrained, in appearance he must show patience that the attacker perfectly understands the inner state of the ospirin: after all, during the intimidation of others, he often suffers from inability to behave. Even if he brings pain to another, calms his anger, he will continue to experience a feeling of uneasiness and discontent.

In adolescents, constant conflicts with parents and other members of the family during this period are another factor that causes the appearance of aggression. During communication with adolescents with a predisposition to aggression, special attention and sympathy is also required from parents.

Aggression in adolescents is currently not only the product of the environment in noble families. Currently, in the age of advanced information technologies, the whole daily life of adolescents is covered by techniques. Regular use of teikaika and its processes in everyday life can also lead to an increase in aggression in adolescents. A simple everyday example is the aggressive cases of today's modern computer games, the inexhaustible and inedible duration in which they also become one of the main causes of the emergence of aggression in adolescents. The impact of computer games on the aggressive spirit is so entrenched in the adolescent brain that in most cases the smirks break these situations under the consciousness as usual. Seeing such habits in practice in stages, a teenager dreams of using them in practice in relation to those whom he does not like, and through this he begins to take revenge on himself. The most obvious thing is that such cases are fraught with the loss of such feelings as compassion, compassion, which is pleasing to humanity in a teenager.

According to Dj.Kagan, the most effective way to prevent its consequences in the process of studying aggression in adolescents is to identify the process of "motivation" that causes aggression. According to the Russian psychologist Yevgeny Ilin, aggression in adolescents is not only a problem of Psychological Science davriy, but also a problem of the whole society, which concerns law enforcement agencies . The reason is that aggression in adolescents is a source that guarantees the growing dynamics of malpractices and crimes in society, as noted above.

In conclusion, the main source of aggression of the adolescent period is the factors that affect the environment and the life of the teenager in it. Each element in the environment and everyday life causes the formation of a teenage nature.

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