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## **Causes and manifestations of aggressive behavior in adolescence.**

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### **ANNOTATION**

Aggression is any form of behavior aimed at insulting or harming another living being who does not want such treatment. At first glance, this definition seems somewhat simplistic. However, upon closer examination, it turns out that it includes some features that require a deeper analysis. Let's consider them in more detail. Aggression as a behavior suggests that aggression should be viewed as a behavior model, and not as an emotion, motive, or attitude.

**Keywords:** aggression, aggressiveness, aggressive behavior, adolescent, adolescence.

### **Relevance of the topic**

The problem of aggressive behavior has recently become perhaps the most significant in developmental psychology. This is primarily due to the increase in violence among the population in general and among adolescents in particular.

Throughout the history of the study of the phenomenon of aggression, researchers have encountered a number of complex, ambiguous questions to resolve. The variety of existing concepts that try to explain the phenomenon of aggression, no doubt, indicates the diversity and multidimensionality of the problem of aggressive behavior. The difficulty, however, lies in the fact that one solved problem poses a number of new ones for researchers.

Aggressive behavior of adolescents is one of the urgent problems that concern modern society. Adolescence refers to a special period of ontogeny, associated with intense psychophysiological development, emotional instability, impulsiveness, increased vulnerability and special sensitivity to environmental influences. The concept of "crisis" in relation to adolescence is used not only to emphasize the severity and painfulness of the transitional state from childhood to adulthood, but also to explain the characteristics of the aggressive behavior of adolescents.

The socio-economic reform carried out over the past two decades has affected all spheres of the life of modern society. Today, Uzbekistan, following the so-called developed, civilized countries, is turning into a consumer society. The tense social and economic situation causes the growth of various deviations in the personal development and behavior of the younger generation. In the adolescent environment, there is an increase in inadequate aggression, violent actions, and vandalism.

The object of the study was the psychological characteristics of adolescence.

The subject of the study was aggressive behavior.

The purpose of the study is to study the features of aggressive behavior of adolescents.

The first task is connected with the definition of the phenomenon of aggression and its boundaries, since in psychology there is no single definition of the phenomenon under discussion acceptable by all researchers.

The second task is to determine the normative assessment of aggression: it is significant for us to find out whether aggression is always negative, asocial, or whether it can be constructive, healthy.

The third task is to answer the question about the determination of aggression: it is important to discuss what factors (biological or social) have a dominant effect on human aggression.

To achieve the goal of this work, the following tasks were set:

- to conduct a theoretical analysis of scientific literature on the problem of aggression;
- to analyze the psychological characteristics of the aggressive behavior of modern adolescents.

### **Research hypotheses**

The main hypothesis is that aggressive behavior in adolescence can act as a way of adapting to modern social conditions. In modern historically, culturally and socio-economically determined conditions, aggression for a teenager becomes one of the ways to solve problems related to the preservation of individuality and identity, which ensures the protection and development of a sense of personality. Adolescent aggression is one of the forms of response to deprivation of structural units of self-consciousness that are especially sensitive to it.

### **Research methods**

1. a method for diagnosing indicators and forms of Bass-Darka aggression;

2. a method for diagnosing a tendency to aggressive behavior by R. V. Ovcharova;
3. diagnostic method Non-existent animal;
4. study of temperament types (Eysenck test).

The results of the study were subjected to mathematical processing. As an additional method, we used the method of participant observation of adolescent aggression and reflective reports.

The scientific novelty of the study lies in the methodological approach to the study of the aggressive behavior of adolescents. This study examines the aggressive behavior of adolescents in the context of changing cultural, historical and socio-economic conditions. At the same time, aggressive behavior is considered through the context of a personal position.

The practical significance of the study lies in the use of the results of the study in working with adolescents.

The theoretical significance of the study lies in the introduction of the results of the study into the course of developmental psychology.

Aggression (from Latin *aggressio* - attack) is a motivated destructive behavior that is contrary to the norms of human coexistence, harming the objects of attack, causing physical, moral damage to people or causing them psychological discomfort.

Aggressiveness is a stable characteristic of the subject, reflecting his predisposition to behavior, the purpose of which is to cause harm to the environment, or a similar affective state.

Aggression is an emotionally colored hard targeted attack. Desire and readiness to inflict damage, strike, destroy.

According to L. Berkowitz, aggression is behavior aimed at insulting or damaging another person or object.

In most cases, aggression is understood as strong activity, the desire for self-affirmation. X. Delgado argues that "human aggressiveness is a behavioral reaction characterized by the manifestation of force in an attempt to harm or damage an individual or society". A. Basse defines aggression as a "reaction", as a result of which another organism receives painful stimuli. The term "aggressiveness" refers to a situational or personal tendency to destructive behavior. At the same time, aggression as an act of behavior is not always accompanied by aggressiveness as a personality trait and, conversely, aggressiveness may not be outwardly expressed in aggression (aggressive behavior).

The form of aggression is divided into verbal, direct and indirect. A. Basse introduced the concepts of hostile and instrumental aggression. Hostile aggression is motivated by negative emotions and the intent to do harm. With instrumental aggression, on the contrary, goals that are not related to causing harm are pursued. In the case of instrumental aggression, the suffering of the victim usually does not come into the focus of the subject's attention.

Dodge and Koye distinguished between reactive and proactive aggression. Reactive aggression is a response to an apparent or real attack or threat. Proactive aggression is initiated by the instigator to satisfy his own needs.

E. Fromm distinguished between malignant and benign aggression. Thus, benign aggression contributes to the maintenance of life and is adaptive. E. Fromm defines malignant aggression as destructiveness that is not associated with the preservation of life. Separately, mention should be made of pathological aggression, which may be a consequence of a psychotic state and requires medical intervention. It can act as a subjectively perceived means of self-defense, the embodiment of the ideas of messianism, manifestations of heroism, and so on.

A. Basse and A. Darki distinguish the following 8 types of aggression:

- Physical aggression (use of physical force against another person);
- Irritation (willingness to display negative feelings at the slightest arousal (temper, rudeness));
- Verbal aggression (expression of negative feelings both through the form (scream, squeal) and through the content of verbal responses (curses, threats));
- Indirect aggression, directed and undirected (aggression indirectly directed at another person or directed at no one);
- Negativism (oppositional behavior from passive resistance to active struggle against established customs and laws);
- Resentment (envy and hatred of others for real and fictional actions);
- Suspicion (ranging from distrust and caution towards people to the belief that other people are planning and causing harm);
- Feelings of guilt (expresses the subject's possible conviction that he is a bad person, that evil is being done, as well as remorse he feels).

Aggression takes a wide variety of forms. According to formal characteristics in psychology, the following forms of aggressive actions are distinguished:

- Negative - positive (destructive - constructive);
- Explicit and latent (outwardly observable aggression - latent aggression);
- Verbal - physical (verbal attack - physical attack);

- Direct - indirect (directly directed to the object - displaced to other objects);
- Hostile - instrumental (for the purpose of causing harm/pain to another person - for other purposes);
- Egosynthonic (accepted by the person) - egodystonic (alien to the "I", condemned by the person himself).

The most familiar, obvious expressions of aggressive behavior are: slander, raising the tone and volume of the voice, affectation, coercion, negative assessment, insults, threats, the use of physical force, the use of weapons. Hidden forms of aggressive behavior are expressed in avoiding contact, inaction with the aim of harming someone, harming oneself and suicide.

Aggression can be directed:

- on people around
- only for close people
- on animals
- to myself
- to external physical objects
- on symbolic and fantasy objects.

The most common targets of non-psychiatric aggressive behavior in the transition from hostility to manipulateness can be:

- causing pain to the victim, her suffering;
- revenge for suffering;
- causing damage;
- dominance, power over another person;
- receiving material benefits
- affective relaxation, resolution of internal conflict;
- self-affirmation
- protection from real or imagined threat, from suffering;
- defending autonomy and freedom;
- gaining authority in a peer group;
- removal of obstacles to the satisfaction of needs;
- to attract attention.

Aggressive behavior of a particular person can be differentiated:

1. According to the degree of personal involvement:

- situational aggressive reactions;
- aggressive state;
- persistent aggressive behavior of the individual.

2. According to the degree of activity:

- passive aggressive behavior;
- active aggressive behavior.

3. By efficiency:

- constructive aggressive behavior;
- destructive aggressive behavior.

4. According to the severity of the psychopathological component:

- normal aggressive behavior;
- aggressive behavior within the framework of pathological reactions;
- aggressive behavior within behavioral disorders;
- aggressive behavior in the framework of personality disorders;
- aggressive behavior within the framework of mental illness and psychopathological syndromes.

Based on the results of the study using the Bass-Darkey aggressiveness method, we identified the following forms of aggression in Figure 1.

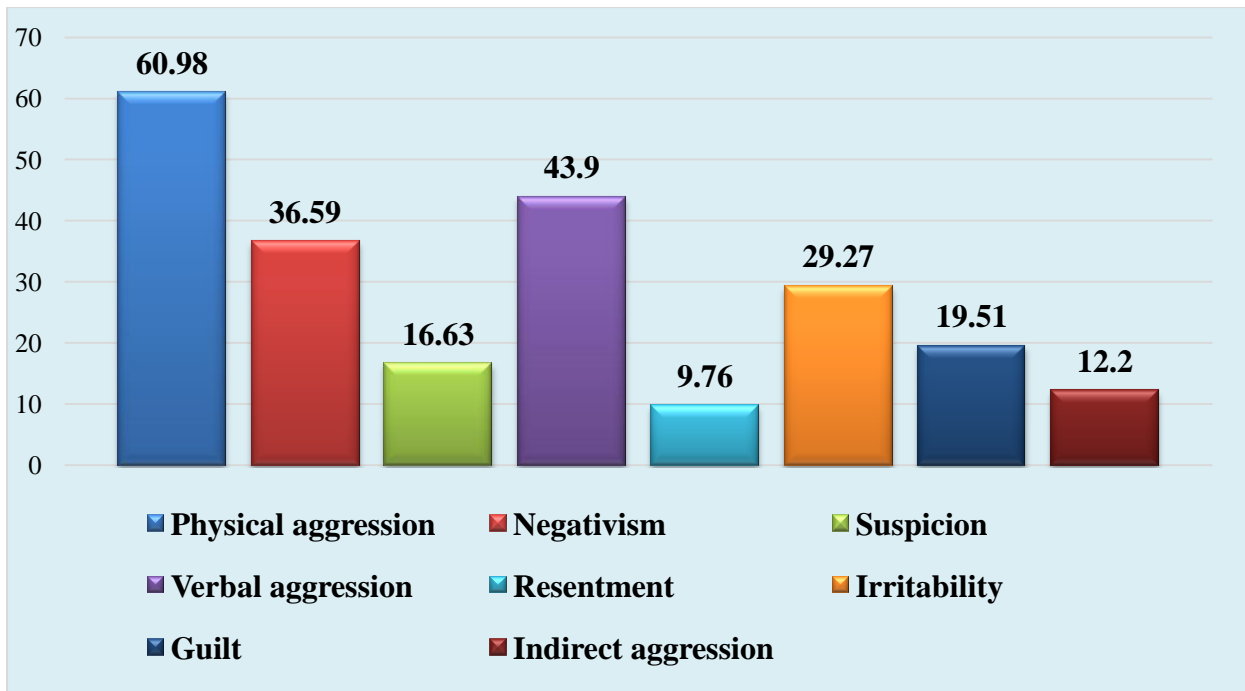


Figure 1. Bass-Darkey aggressiveness (%) results.

It can be seen that more than half of adolescents have indicators above the norm for the use of certain types of aggression. The most common type of aggression is physical aggression (60.98%), followed by verbal aggression (43.9%), it is somewhat inferior to negativism, which amounted to 36.59% and irritability (29.27%). The most "unpopular" type of aggression is resentment (9.76%). Feelings of guilt (19.51%), suspicion (16.63%), and indirect aggression (12.2%) are average.

The results according to the method of R. V. Ovcharova, their correlation between the tendency to aggressive behavior and volitional control of adolescents' emotional reactions are graphically shown in Figure 2.

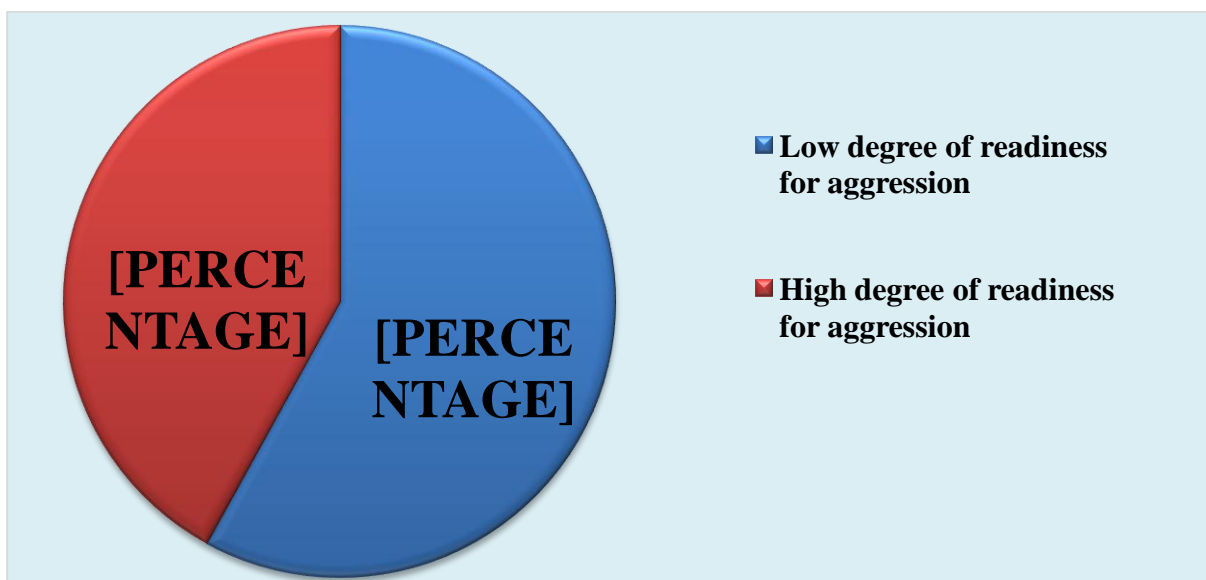


Figure 2. The results of diagnosing the tendency to aggressive behavior by R. V. Ovcharova (%)

The results obtained using the "Non-existent animal" method presented in Figure 3 allow us to assert that 37% of the subjects demonstrate signs of high aggressiveness through the drawing, 41% demonstrate an average level of aggressiveness, and only 15% of the surveyed signs of aggressiveness were not detected.



Figure 3. Results of diagnostics using the "Non-existent animal" method (%).

Diagnosis of self-esteem according to G. Eysenck is perhaps the classic method for determining temperament and one of the most significant in modern psychology (Figure 4).

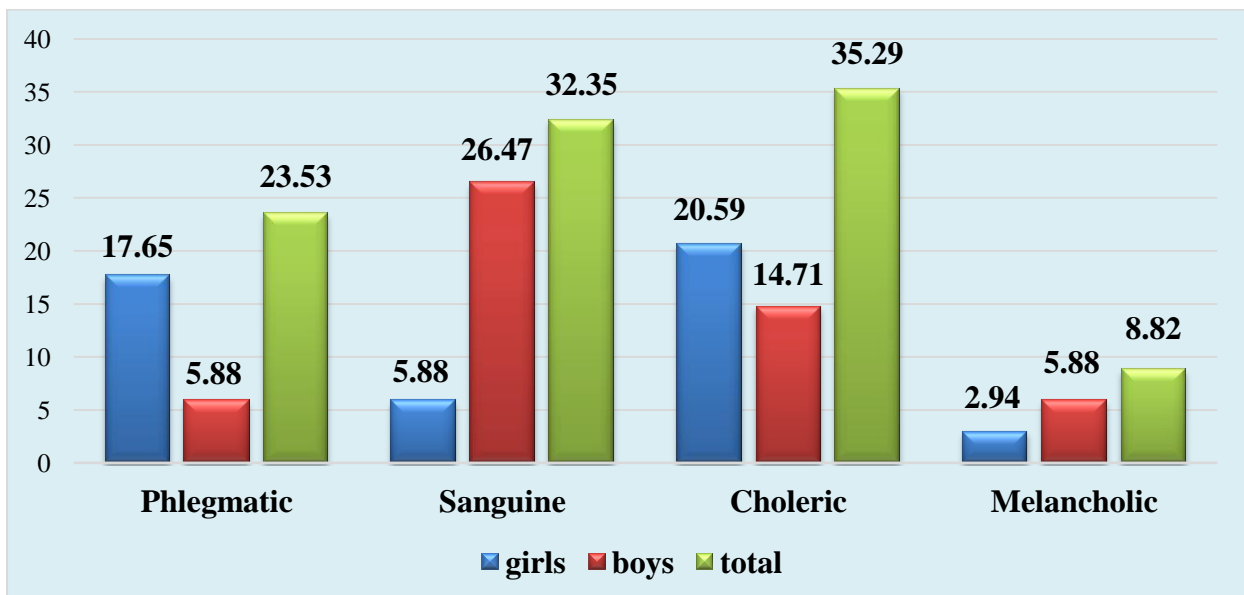


Figure 4. Summary of Eysenck test results.

Thus, it can be concluded that:

- Adolescents understand aggression as anger or a feature of human behavior. Adolescents understand goals as an outburst of emotions, a statement of a negative attitude and self-affirmation.
- In this group of interviewed people, more than half of the adolescents were identified, in whom the indicator for any type of aggression was exceeded. The most common type of aggression is physical aggression. Also, the types of temperaments were revealed in the studied group of adolescents.
- Analyzing the relationship between temperament types and the level of aggression, it can be seen that the most aggressive were choleric, and less melancholic.
- Considering the aggressiveness of extroverts and introverts, we can conclude that extroverts are more prone to aggression than introverts.
- Analyzing the level of aggression, taking into account the type of nervous system - emotional stability and emotional instability, it can be seen that manifestations of aggression exceeding the norm are characteristic of emotionally unstable types of the nervous system to a greater extent than for stable ones.
- Also, adolescents who, according to the results of the survey, had 5-6 exceeding indicators, believe that aggression is rarely used, while the purpose of using them is most often the same - to throw out emotions.

## CONCLUSION

Under aggression, adolescents most often understand anger or describe aggression as a specific feature of behavior. For most, the purpose of aggression is an outburst of emotions. The ideas about aggression among

adolescents are quite contradictory: on the one hand, condemning aggression, the majority define it as a feature of behavior, accompanied by anger, which must be controlled and restrained.

On the other hand, they seem to justify their aggressive behavior, considering its main goal the ability to defend themselves from attacks and humiliation, to achieve their own, to prove their opinion.

Self-reported aggressiveness often diverges from the results of the Bass Darkey test, as the majority of respondents who believe that they rarely use aggression, or do not use it at all, show increased levels of aggressiveness in several types. The most common form of aggression is physical.

Also, in the question of the goals of using aggression by adolescents, several options are selected, and when evaluating their own goals, only one is noted. The most common response is to throw out emotions.

The relationship between the level of aggression and temperament is pronounced, the most aggressive in this group are choleric, and less aggressive melancholic.

Also, when identifying the dependence of the level of aggression on the psychotype of a teenager, one can notice that many types of aggression are more pronounced among extroverts than among introverts. For extroverts, physical and verbal aggression is more "popular", but for introverts, negativism.

Depending on emotional stability and emotional instability, a different level of aggression was revealed, that is, in emotionally unstable personalities, namely melancholic and choleric, the indicators are much higher than in stable types of temperament.

Aggressive behavior of adolescents is characterized by frequent manifestations of impulsivity, the use of rude vocabulary, raising the voice, mood swings, the use of physical force, sudden irritability, expressing resentment and discontent by "stomping", "waving hands", using threats and insults to achieve their goal. Adolescents with a high level of aggression live in constant tension, experience a feeling of acute loneliness, feeling threatened, feeling that no one understands or accepts them. In their views, gestures, postures, it is easy to read their emotions, indicating their mental state, emotional instability and low stress resistance.

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