

THE STUDY OF AGRESSION OF SMALL SCHOOL AGE CHILDREN IN THE PSYCHOLOGICAL LITERATURES

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ABSTARCT

The article describes the problem of aggression in children and its relevance, the study of aggressive behavior by foreign and local scientists, scientific innovations and research results.

Keywords: small school age, aggression, aggressive behavior, foreign and local scientists, psychodiagnostics, psychoprophylaxis, psychocorrection, frustration, socialization, conflict.

INTRODUCTION

Nowadays, the problem of aggression has become one of the most topical topics in psychology. The state of aggression in humans depends on various factors, and a number of studies have been conducted abroad on the psychodiagnostics and psychoprophylaxis of this condition, which are used by our practicing psychologists. However, preschool staff and school psychologists have noted that aggression in children has increased significantly in recent years. Aggressive behavior in children is especially noticeable during their transition. That is, in any difficult situation, the child's age crisis is fraught with problems. Among the current measures are to increase the activity of primary school students in the educational process, to improve interpersonal relationships, to improve the psychological mechanisms of formation of moral skills.

LITERATURE REVIEW

Researchers who have studied aggressive behavior and aggression in children in psychology and a number of fields include A. Bass, L. Berkovitz, E. Fromm, A. Bandura and R. Walters, R. Beron, D. Richardson, L. M. Semenyuk, G. E. Breslav, I. A. Furmanov, K. S. Shalaginova, Yu. S. Bashkatova, I. F. Nurmukhametova, E. L. Golenisheva, E. I. Berezhkova, S. A. Travina, T. P. Smirnova and from Uzbek scientists E. G. Goziev, N. G. Kamilova, G. Q. Tulaganova, The scientific views of researchers such as F. F. Rasulova in this regard are particularly noteworthy.

Scientific research methods such as interdisciplinary theoretical analysis of scientific literature, methods of statistical processing of experimental data were used in the work.

DISCUSSION AND RESULTS

If we analyze the diversity of Western concepts, we can distinguish three of the most important of them. The first includes theories that view aggression as an innate, instinctive property of the individual (this includes psychoanalytic theories). The second describes aggression as an act of frustration. The third is the notion that aggression is a feature of behavior that is formed as a result of the study (behavioral theories).

L. Berkovitz makes three important changes to the conceptual scheme of "frustration-aggression": a) frustration does not occur in aggressive actions, but encourages preparation for it; b) aggression, even when ready, will not occur without appropriate conditions; c) Getting out of frustrating situations with the help of aggressive actions fosters the individual's habituation to such actions. [8] (Semenyuk L.M.)

There are also gender differences in the strength of the manifestation of aggressive reactions. Boys are characterized by a predominance of physical aggression reactions, while older girls are more likely to resort to

indirect ways of expressing aggression: verbal, indirect, and negativism. Perhaps this is due to the fact that boys' aggression is directed "outward" and girls' inwardly. [2] (Butner K.)

I.A. Furmanov different methodological and conceptual approaches to explaining children's aggression, psychological and social factors that stimulate or provoke aggression in the child's behavior, direct and auxiliary methods of psychodiagnostics, as well as areas of psycho-social correction. clearly explained. He points out that conflicts between children arise when these boundaries related to the possession of objects and toys intersect, meaning that several children try to expand their boundaries by taking other children's toys. This is confirmed by the results of long-term follow-up of three boys aged 2, 4 and 7 years. It was observed that the most conflicts related to aggressive behavior were between small, large and medium children, and the conflict between minors and adults was minimal. It was pointed out that the disputes arose only for the possession of certain toys. Surprisingly, there was no conflict between them in the presence of toys. [3] (Furmanov. I.A.)

E. Fromm emphasizes aggression in a broad sense, in which he considered aggression to harm not only humans and animals, but also inanimate objects. [6] (V.S.Nevenchanni)

The influence of the media on manipulating the mind and encouraging aggressive behavior is reflected in B. Craichi's study. [5] (Kreyhi B.)

S. A. Travina's research has shown the effectiveness of the process of coordination of actions in the interaction of teachers and school psychologists in the prevention of aggressive behavior in primary school students. [10] (Travina.S.A.)

In her research, Yu. A. Bashkatova found that communicative universal educational actions affect the aggression of students in grades 2-3 of primary school. That is, in primary school students, communicative universal learning behaviors were low and aggression was high, as well as communicative orientation, which differed in the directions of frustration and types of reactions. Therefore, not only the correctional group but all classmates should be involved in the development and correction work. The authoritarian type of parental relationship has been shown to influence the development of general communicative learning behaviors in young school-age children and their aggressive communication with others. This means that parents should also be involved in developing work with students. Necessary conditions for effective work on the development of communicative universal educational movements of students in grades 2-3 have been identified. A correction and development program has been developed taking these conditions into account. [1] (Bashkatova.Yu.A.)

In 2005, E.L. Golenisheva in her Candidate's dissertation considered the problem of aggression of primary school students in terms of studying the relationship of micro-social factors (parents, teachers, peers). During his research, he studied the individual psychological characteristics of young school-age children and, as a result, the main personal characteristics of aggressive primary school students: low social normality, poor communication activity, independence, indifference, cowardice, anxiety, or 'found a high level of self-esteem. There were also gender differences in aggression. Aggressive boys are characterized by low levels of verbal intelligence, high levels of anxiety, insecurity, and indifference. Toughness and insecurity are characteristic of aggressive girls. [4] (Golenishcheva E.L.)

K.S. Shalaginova scientifically substantiates the concept of "Aggression" in her research work from 2003 to 2007, and she characterizes the four levels of aggression in primary school age: at zero level - abnormal aggression is lost, in the first level - aggression is mainly divided into the emotional-volitional sphere, the second level - the emotional-volitional sphere dominated by the intellectual sphere, the third level - the emotional-volitional, intellectual, activity dominated by the sphere. The study resulted in the development of a model of systematic psychological support for aggressive primary school students, which implies the existence of three interrelated components:

- 1) definition of the apparatus of the category belonging to theoretical, including research work;
- 2) systematic psychological assistance to aggressive primary school students, developed in the context of a systematic approach to the detection, diagnosis and correction of empirical category 1 (school) apparatus, including implementation;
- 3) in the empirical component 2 sets the task to develop a teaching-methodological framework (on the example of a voluntary course) for the professional training of future educational psychologists in the implementation of systematic psychological assistance to aggressive primary school students. [9] (Shalaginova.K.S.)

In her study, FFRasulova studied the stratified internal evolution of aggressive tendencies in young, middle, and older adolescents, as well as the psychological factors that determine the behavioral and social relationship of gender differences in the relationship between forms of aggression. that the method of adoption and cooperative upbringing in children's relationships is a psychological factor that reduces aggression; and developed an algorithm for parents, educators, and psychologists to work collaboratively effectively for psychocorrection. As a result of his research, a social training program that systematizes psychodiagnostic methods to study the age, gender and individual psychological characteristics of adolescent aggressive behavior in the local environment and provides a spelling to correct aggressive behavior in adolescents is scientifically based, tested in practice and recommended to be applied in the practice of public educational institutions. [7] (F.F.Rasulova.)

CONCLUSION

Anger, fear, and other similar emotions play a role in adapting to the environment. Anger helps people, like animals, to overcome obstacles, achieve their goals, and defend themselves. Therefore, it is not illegal to show any aggression. Aggressive behavior is common in children's lives. Adolescent children can have negative consequences if they do not pay attention to their psychological state in time.

Foreign scholars L.Berkovitz noted the interdependence of frustration and aggression, I.A. Furmanov described the aggression of children, E.Fromm described aggression in a broad sense, K. S. Shalaginova described the provision of systematic psychological assistance to primary school students, Yu.A. .Bashkatova development of communicative universal educational movements in aggressive small school students of different levels, I. F. Nurmukhametova psychological and pedagogical conditions of aggression reduction in small school students, E. L. Golenisheva socio-psychological factors of aggression in small school students, S. A. Travina small school the interaction of psychologists and teachers in the prevention of aggressive behavior of students, E. I. Berejkova studied the impact of social aggression on the aggression of primary school students. F. F. Rasulova, an Uzbek scientist, studied the psychological characteristics of aggressive behavior in adolescents.

Based on the above research, we can say that aggression and aggressive behavior in primary school age is one of the areas that should be studied in our country, in the Republic of Karakalpakstan.

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