

THE FORMATION OF AGGRESSION IN BEHAVIOR - BEHAVIOR OF PRESCHOOL CHILDREN

Saliyeva Dilorom Abdullayevna

Kokan State Pedagogical Institute, Head of the "Applied Psychology"

Department, Associate Professor, Candidate of Psychology

Gmail: solievad78@gmail.com

ABSTRACT

In the article, the problem of aggressiveness is covered by Eastern and Western scientists and the issue of the specificity of aggressiveness in preschool children is reflected. At the same time, the causes of aggressiveness in children of kindergarten age have been studied by psychologists and their experimental analysis is presented.

Keywords: aggression, aggressive stress, anxiety, empathy, emotional state, aggressive state, fear

INTRODUCTION

The psychic development of a child depends on the objective and subjective factors that affect his psyche, in particular, on the perception of the self in it, self-giving assessments and the nature of the relationship. Since our state is boldly striving to take a place among developed countries, the importance of strict requirements for the level of knowledge, potential of intellectuals developing our country in every possible way will be given, laying the foundation for the future prosperity. First of all, it is the duty of each of us to educate the younger generation, to bring up a mature person in every possible way.

Our President Sh.M. The decrees of April 5, 2018 "on measures to further stimulate and develop the preschool system" by Mirziyoyev also emphasize that special attention should be paid to preschool institutions. In the correct Organization of mental, physical and mental development of children, teachers, along with parents, are key and important. Because teachers are considered a person with life experience, having studied and deeply read pedagogical and psychological knowledge. In the formation of new positive qualities in children, taking into account the age characteristics of children, cognitive processes, individual qualities and talents, the elimination of negative qualities that are manifested in their behavior, the content of positive qualities, the high skill of the teacher, the possession of knowledge and qualifications, potential is of great importance.

Aggressive behavior is the result of the interaction of the situation with a person. Aggressiveness has qualitative and quantitative descriptions, and like all properties, it is expressed at different levels. Aggressiveness is present in each individual in a certain amount. Individuals with high levels of aggressiveness are more likely to exhibit aggressive reactions towards others. Aggressive reactions may include reactions directed at condemning, insulting, or physically harming other people. The basis of aggressive behavior is the motive of aggressiveness. Aggressive behavior is characterized by causing moral, material or physical harm to an individual, affecting the occurrence of destructive behavior. The psychologically

difficult aspect of eliminating such behavior is that an aggressive behaviorist brings a variety of evidence to justify his actions and attempts to discredit his own guilt.

The frequent expression of aggressive behavior is associated with the emotional state of the individual, the basis of which is the following:

- neuromuscular diseases, extremely tired of the human nervous system;
- unhealthy psychological environment in the family and lack of pedagogical-psychological knowledge in parents;
- character, trait of the individual, deterioration of the social environment.

As a result of an increase in aggressiveness from the norm, a person experiences negative consequences such as nervous system disorders, neuromuscular disorders, decreased communicative skills, inability to give adequate self-esteem, loss of confidence, inability to self-control, increased anxiety levels, frustration, depression, stress.

A scientific study of the problems of identifying the causes of manifestation of aggressive behavior observed in humans, preventing or controlling destructive behavior, shows that an in-depth study of this appearance in human nature is becoming a requirement of Psychology Today. Today, the growing number of children with aggressive behavior has caused them to occupy a place in the ranks of current problems in psychology. The occurrence of aggressive behavior in children is a complex and multifaceted process, which is influenced by many factors. It has been found that aggressive behavior is formed under the influence of a family, peer group, Family Information medium.

Collects aggressive behavior patterns of the child based on the following three main sources:

1. Unhealthy family environment. In some families, the absence of a parent-child relationship in a positive psychological climate, disagreements between children, conflicts in the family, conflicts, the absence of family coherence lead to the formation of aggressive behavior in children. The manifestation of aggressiveness in children is considered to depend on the degree of influence of the family environment.
2. Peer group. Children also absorb aggressive behaviors in their relationships with their peers outside the family. In most cases, children try to behave aggressively in a way that follows the behavior of their peer friends. And overly aggressive children are squeezed out of their peers. Such children, feeling humiliated, find a place from such an aggressive group of children as themselves. This does not remain without causing problems on top of the problem.
3. The opinion that the media is today the most powerful weapon that affects the strengthening of children's aggressiveness is gaining much recognition in later times. At the same time, it is noted by experts that various militant films and shows shown through the media are also affecting the content of aggressive characteristics in children. The fact that the influence of the internet in this regard is also inherent is undeniable. Children are getting acquainted with information through the internet that does not correspond to their age and psychological characteristics, causing the formation of aggressive behavior in their subconscious area by playing a variety of games that promote, shape militancy, aggression.
4. Aggressive behavior cannot be considered the same as "bad". When a severe, dangerous situation arises, aggressiveness performs the function of ximoya, and sometimes situational suppression. Aggressive behavior is especially observed in the transition period, which is characteristic of age in the child. This is evidenced by the fact that during the crisis of age

periods, it becomes difficult for a child to live, in any complex situation, the child his the difficulty, and therefore elements of aggressive behavior can be observed. This applies equally to both a child in the norm and a child with aggressive behavior.

5. Aggression becomes a normal phenomenon when there is an affective disorder, with Hatto remaining a one-to-one form of behavior. However, despite this, the presence of aggressiveness in the behavior of the child makes it difficult for them to relate to themselves. Aggressive tendencies cannot be judged as a random negative state. It should be remembered that in the process of Affective development, the child's activity can legally increase. It will be advisable to carry out corrective work with children of aggressive behavior of the schoolgacaha age or first grade, based on the use of art-therapeutic methods.

Art-terpia is a series of General-improving methods of psychoterpia, effective results have been obtained from school age, using ham among adults in different manifestations. It is advisable if the Art terpia is carried out in the following directions:

1. Isotherapy (by drawing, projective method)
2. Making things (platiline, clay, dough v.b.from).
3. Musicaterapia
4. Ertacterapia
5. Special-oriented therapy waboshkas.

In the process of applying Art terpia, the following advantages are manifested.

1. Homogeneity from various RHUs diseases.
2. Prevention of Stress, aggression and depression.
3. Carrying out non-medicinal activities as a claimant treatment, relief of diseases.
4. Identification, formation and increase in creative capabilities of new abilities.
5. Helps to adapt to social muxit.
6. Used to overcome fear.
7. Mental, intellectual salinity increases.
8. Organism and psyche teach creativity.
9. Sometimes a new work of art is born.

In order to eliminate negative emotional states in students who came to the first grade, a training program was developed. This program is aimed at correcting negative emotional states that occur in children. We conducted the program on the correction of negative emotional states of students who came to the first grade as follows.

The purpose of the program: to correct negative emotional states of students who come to the first grade. Program tasks include:

- 1.Determination of the causes of the occurrence of negative emotional states in children.
- 2.Development and use in practice of methods for batarafing negative emotional states.
- 3.Development of Will in children.
- 4.Development of positive personality traits.

The training sessions, which are carried out with children of students who come to the first grade, are also aimed at solving the following issues.

- 1.Methods for correcting negative emotional states, in which games are used that reduce negative characteristics in emotional states with children.

2. Games aimed at the development of Will in children. In this, the games are mainly focused on volitional activism.

3. Games aimed at the formation of positive characteristics in the individual. It mainly uses games aimed at developing personality traits.

4. Control experiment results

After the initial diagnostic work, training on a special training program was carried out in the Test team.

The training program was carried out during the 2nd month, and in the group of testers again methodologies were carried out, the results were analyzed quantitatively and qualitatively. In the development of children as individuals in overcoming aggressiveness in communication, it is necessary to pay attention to the fact that families first take over the norms and rules of spiritual morality, attitude to their obligations, adherence to the agenda, the norm of dealing with animals and objects.

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