

MENTAL CHARACTERISTICS OF AGGRESSIVE ACTION IN PRIMARY SCHOOL AGE

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ABSTRACT

The article is devoted to the actual topic of aggression in children of primary school age. Aggressiveness in children has a specific character, and this specificity manifests itself especially sharply in adolescence and primary school age. The analysis of the classification of the aggressive behavior of schoolchildren. The development of aggressiveness in primary schoolchildren is influenced by the natural characteristics of temperament, excitability and the strength of the emotions of the nervous system, which contributes to the formation of such traits as hot temper, irritability, inability to restrain oneself.

Keywords: Aggressive behavior, junior schoolchildren, anger, upbringing

INTRODUCTION

In accordance with modern trends in the modernization of the education system, the problem of preserving not only the physical, but also the psychological health of children of primary school age, the formation of their emotional well-being is of particular importance.

Increased childish aggressiveness is currently one of the most acute problems of doctors, teachers, psychologists, society as a whole. The relevance of this topic is undoubted, since the number of children with aggressive behavior is steadily growing [3]. This is facilitated by many factors, including the deterioration of the social living conditions of children, an increase in the number of pathological births that leave consequences in the form of damage to the child's brain, the school's inattention to the neuropsychic state of children, and the promotion of the cult of violence by the media. In general, aggressive manifestations or a constructed expectation of the same from others limits the child's activity, increases his anxiety, and forms an underestimated or compensated self-esteem. The relevance of the problem in the modern world. Aggressive children, as well as children who fear aggression, are classified as at risk. Behavior in childhood allows, according to many researchers, to fairly reliably predict behavior in adulthood. Consequently, the correction of early manifestations of aggressiveness, the teaching of adequate social skills of interpersonal communication is one of the most important tasks of practical psychology.

Aggression is behavior that is aimed at causing physical or psychological harm, up to the destruction of the object of aggression. Objects can be objects or living beings. Aggression can occur as a person's reaction to stress, frustration, physical or psychological discomfort. In a state of aggression, a person has anger, hatred, etc. Aggressive behavior can serve as a means to achieve any goal - for example, to improve their own status through self-affirmation [1].

For the modern generation and society, the problem of aggressive behavior of children is very relevant. The growth of aggressive tendencies, the spread of cruelty and violence on the screen and in the media are of concern to teachers and parents. Children's enthusiasm for computer games, videos and aggressive films also plays a role.

There are different reasons and different forms, criteria for aggressive behavior of children. It is accompanied by age-related crises (approximately one year, ten, seven, three years). Outbursts of aggression can be caused by diseases of the brain, inflammatory processes in the body, etc., and also be a compensation for hopelessness or insecurity, a means of attracting attention, release of accumulated tension, etc. Perhaps the child simply does not know how to act otherwise, because the behavioral experience in children is still small. Aggression can also be a consequence of education [4]. It is possible to single out the factors that determine the appearance of aggressive behavior in primary schoolchildren:

- individual, which determines the psychobiological prerequisites for antisocial behavior that make it difficult for the child to adapt to society;
- psychological and pedagogical, which determines the defects of family and school education;
- socio-psychological, which determines the unfavorable characteristics of the child's interaction with the immediate environment in the family, in a peer group, on the street;
- personal, which determines the child's actively selective attitude to the preferred environment of communication, to the values and norms of his environment, to the pedagogical influences of the public, school, family, as well as the ability to self-regulate behavior and personal value orientations;
- social, which is determined by socio-economic conditions.

Moreover, in the teacher, the normative requirements are embodied for the child with greater certainty than in the family, because in the primary conditions of communication, it is difficult for a child to assess the nature of his behavior and to distinguish himself. In accordance with this, only a teacher who strictly makes demands on students, evaluating their behavior, creates conditions for the socialization of children's behavior.

In everyday life, aggression is perceived by people as a purely negative manifestation of human nature. The concept of this phenomenon and its description in psychiatry and clinical psychology also has a negative connotation. It includes damage, destruction, mental and physical suffering. According to the accepted formulations, aggression is statements and actions aimed at causing harm, physical and mental pain to another creature.

It is also necessary to abandon the competitive start in games and classes. All types of contests, games, competitions, fights and competitions direct the child's attention to their own successes, create an orientation towards competitiveness and opposition to others. Ultimately, regardless of whether the child wins or loses, this leads to disunity and alienation among children.

Social and preventive work with aggressive children should be aimed at eliminating the causes of aggressive behavior and not be limited to eliminating the external manifestations of disrupted development. When developing preventive and corrective programs, one should take into account not only symptoms (forms of aggressive manifestations, their severity, degree of deviation), but also the child's attitude to his behavior. The most effective remedy is a game specially organized by a psychologist. This can serve not only the purposes of correction, but also provide valuable diagnostic material that allows us to see the problem through the eyes of a child.

Modern psychologists offer the following methods to reduce the level of aggression:

1. Trainings (children can attend them with their parents)
2. Relaxation aimed at relaxing various muscle groups
3. Role play aimed at resolving conflict situations
4. An unexpected moment (for example, an invitation to a group of a famous fairy-tale hero), etc.

Working with aggressive children has a number of characteristics. The main task in this work is to help the child to overcome internal isolation, show empathy, normal communication with peers. Measures to reduce aggression can be carried out in various forms. It is very important to work with parents. The formation of aggressive behavior affects many factors, including the social environment, so you need to know how the child's individual level of aggression and the general one in the group is [2].

Rather, it is the attitude towards helping children with mild instrumental aggression that matters. The purpose of the conversation is to help children cope with experiences that interfere with their normal well-being and communicate with peers in a group.

Aggressive children have high levels of muscle tension. It is especially high in the arms, face, neck, shoulders, chest and abdomen. These children need muscle relaxation. Relaxation exercises are best done with calm music. Regular implementation of relaxation exercises makes the child more calm, balanced, and also allows the child to better understand, become aware of his own anger. As a result, the child is in better control of himself, controls his destructive emotions and actions. Relaxation exercises allow the child to master self-regulation skills and maintain a more even emotional state.

Since the behavior of aggressive children is destructive and associated with unpredictable emotional outbursts, the problem of teaching a child acceptable ways to express anger is one of the most acute and important facing adults. Anger is a feeling of intense resentment, which is accompanied by a loss of control over oneself. In the correctional program, when teaching aggressive children constructive ways of expressing anger, it is supposed to teach them to express their feelings directly and express anger in an indirect form, using play techniques.

Aggressive children are often prone to muscle tightness, especially in the face and hands. Therefore, for this category of children, it is recommended to carry out any relaxation exercises. In the process of correctional work, you can talk with the child about what anger is and what its destructive actions are, you can explain to the child how angry and ugly a person becomes in a fit of anger. Therefore, it is important to work on yourself, manage and control your negative emotions.

CONCLUSION

Thus, it became clear that aggression is a one-sided reflection of reality, fueled by negative emotions, leading to inappropriate behavior, to a biased, distorted, incorrect understanding of reality.

Analysis often shows that aggression pursued some positive goal for a person, but the chosen mode of behavior - inadequate, unsuccessful - leads to a worsening of the situation and aggravation of the conflict. The stronger the neuroticity and frustration of the personality, the more and more acutely inappropriate aggressive behavior is realized.

The concept of this phenomenon and its description in psychiatry and clinical psychology also has a negative connotation. It includes damage, destruction, mental and physical suffering. According to the accepted formulations, aggression is statements and actions aimed at causing harm, physical and mental pain to another creature.

When studying the causes and consequences of childhood aggression, it is important to understand that anger is a natural reaction of any living organism to someone's cruelty or danger.

In the everyday sense, the word "aggression" means an action aimed at violating the physical and mental integrity of a person, leading to the infliction of material or mental damage.

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