

CHARACTERISTICS OF DEMONSTRATIVENESS, ENTHUSIASM AND AGGRESSIVENESS IN ADOLESCENCE

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ANNOTATION

In the article, the period of adolescence is considered to be the most difficult period known to us from the psychology of youth. During this period, characteristics such as enthusiasm and inactivity are clearly absent in children. In teenage girls and boys, Unwanted sudden changes in behavior are observed. It is stated that young psychological characteristics of a teenager between 10 and 15 years of age are reflected in the character of demonstrativeness.

Keywords: teenager, child, youth, aggression, demonstrativeness, characteristics, individual, self-esteem, behavior, impression.

Demonstration - purposeful, conscious behavior to make a certain impression on others, to appear in one's own way, acts of "playfulness" in behavior and excessive self-esteem and emphasizing the "I-image" . Adolescence is a transitional, complex, difficult, critical period. Often it is experienced with a heavy head, which leads to deviations. In some cases, the following situations are observed in the behavior of minors: - consumption of alcohol, drugs, -theatrical and suicidal behavior of teenagers, their - joining groups and subcultures united under different ideas is noticeable. Demonstration, scientists have unanimously concluded, is one of the characteristic features of adolescent behavior. A.E. According to Lichko, the demonstrative reaction is "the most common affective reaction in adolescent behavior." Educators often face the problem of demonstrativeness in the behavior of teenagers. In many cases, a teenager attracts attention through lies, stupidity, and rudeness. Usually such teenagers, selfish (egoist), do not want to correct the shortcomings of their behavior. These actions are performed not in a defensive way, but in order to win over those around them, to assert themselves, and to attract the attention of those around them. The word "demonstration" comes from the Latin word "demonstrative". This category is used to refer to various forms of behavior aimed at attracting the attention of others. In addition, the ability to attract attention is a necessary feature for people in professions such as actors, politicians, athletes. The desire to stand out from others is carried out in several directions, depending on the situation, it switches from one style to another, or if the result of the style at the same time is satisfactory, the teenager may not change the style. The first method is to arouse respect and admiration and sympathy for one's personality. This method works well at school and at home. In this case, the teenager tries to distinguish himself by his success in studies, sports or participation in some club. Often, a teenager explains his failures in education with external factors. In addition, actions aimed at gaining the compassion and sympathy of those around. Various tricks are chosen for this. From telling them stories about their bad luck, getting hysterical, fainting, and even getting sick. The third method is to attract the attention of others in a negative way. In the behavior of a teenager, boldness, clowning, rudeness, deliberate violation of discipline, going against the opinion of the majority and other deviations in behavior. Demonstrative escape and demonstrative suicide are among them. Many psychologists associate the concept of crisis development with "character

accentuation". Knowing the accentuation of character and personal individual characteristics of a teenager allows the pedagogue to foresee the actions of the teenager. According to G. Parens, aggressiveness is self-defense and protection of one's rights. A.A Rean and S.L Solovyova also put forward this idea. Aggression can cause the manifestation of unpleasant characteristics of a person's character. Bullying in the form of fearlessness, not being able to protect one's rights in the form of fear. Also, aggression changes with other types of delinquent and criminal behavior. Changes in the forms of aggressiveness are characteristic for teenagers. L.M. Semenyuk (1996) conducted a study on the topic of different forms of aggression at different stages of adolescence. According to him, 10-11 year olds show more physical aggression. In them, relative aggression is less noticeable than all types of aggression. Teenagers aged 12-13 show more negativity, then physical and verbal aggression. In adolescents aged 14-15, verbal aggressiveness reaches the first level. Physical and relational types of aggression, as well as the level of negativity, increase significantly. There are gender differences in the manifestation of aggressive reactions. The method of physical aggression is more noticeable in boys. In girls, verbal aggression, indirect methods of aggression, as well as the level of negativity increase. Adolescence includes age indicators associated with high and low levels of aggressive behavior that are equally relevant for boys and girls. According to Semenyuk's research, physical aggression is at a high level in adolescents aged 10-11 years, while verbal aggression is the first level in adolescents aged 14-15 years. However, this is not an age-related decrease in the manifestation of physical aggression. The maximum indicators of the manifestation of all forms of aggression (physical and verbal aggression) are clearly visible at the age of 14-15. But the growth dynamics of physical and verbal aggression are not the same as a person grows up. The manifestation of physical aggression, although increasing, is not significant. The rate of increase in the manifestation of verbal aggression is very fast. It can be noted that at a young age, for example, at the age of 10-11, the difference between different forms of aggression is not significant. That is, although they are expressed differently, the differences in the frequency of their occurrence are not noticeable. Among teenagers aged 14-15, the frequency of occurrence of aggression is more clear and there are significant differences. The structure of the manifestation of various forms of aggression depends on age and gender characteristics at the same time. In early adolescence, physical aggression prevails in boys. Physical aggression is slightly expressed in girls, but girls prefer the verbal method of aggression. Now, at the age of 12-13, the immediate form of aggression in both boys and girls is negativity. It should be said that the concept of negativity in Bass and Darki's concept of aggression is an act of opposition against established laws and regulations, which can be manifested in the form of passive resistance against existing norms and customs, and in the form of active struggle. At the age of 12-13, secondary aggression is physical in boys, and verbal in girls. In 14-15-year-old teenagers, negativism and verbal aggression are dominant in boys, while in girls, the form of verbal aggression is dominant. The form of physical aggression is not dominant among adolescents of this age, even in boys. It is clear that regardless of age, all forms of aggressive behavior are more common in boys than in girls. Research shows that aggressive and non-aggressive teenagers depend on their parents to different degrees. According to the research of A. Bandura and R. Walters, the identification of aggressive and non-aggressive teenagers with their parents is different. This study was conducted in order to find out that among adolescent boys, the

identification with the parents of non-aggressive adolescents is more accurate and closer than the identification with the parents of aggressive adolescents. This difference is especially noticeable in the identification with the father of aggressive and non-aggressive teenagers. Identification - (Latin *identificāre* to determine) is a partially conscious mental process of identifying oneself with another person or group of people. Identity is based on habitual attempts to be similar to another person or group of people, to adopt important characteristics. Identification is present from early childhood and gradually moves from the primitive desire to "be absorbed" to more complex, efficient and subjectively controlled forms. Identification helps to establish a deep emotional connection with another person or group of people, giving them a sense of belonging. Thus, not only character traits, but also norms, values, or other human characteristics can be modeled as identification. The difference in the identification with the mother of aggressive and non-aggressive teenagers is not so great. That is, identification with the mother is much higher and fairly close between aggressive and non-aggressive adolescents. Violations in clear identification are manifested in serious forms of personal development. A. A. Rean and M. Yu. Sannikova's research shows that adolescents' warm relationship with the social environment (as well as with father and peers) is related to their positive relationship with mother. It can be understood that the fundamental phenomenon of total negativity (negativity towards all social objects, events and norms) is manifested in individuals with a negative attitude towards their mother. In general, a negative attitude towards the mother is an important indicator of the overall dysfunctional development of the individual. The manifestation of aggression in a teenager depends on the family environment, peer group, macro environment (educational institution), customs and traditions of the society in which he lives, and the type of information flow. depends. The family plays a crucial role in this. It includes the attitude of spouses to each other in the family, the relationship between parents and children, moral rules in the family, worldview and plans and goals of the family. R. G. Ilyusheva conducted research on the wrong types of upbringing in the family, which cause the increase of aggressiveness in teenagers. The "negligent guardianship" type of upbringing, the "family idol" type of upbringing and the "Cinderella" type of upbringing. The "neglectful guardianship" type of upbringing appears in families with alcoholism, conflicting parents, in families that are officially prosperous, but in reality are deformed. Educational tasks are performed only by force, superficially, and are mainly based on the material provision of the child. Adolescents who grew up in conditions of neglect are prone to harmful habits, early awakening of interest in alcohol and tobacco. It is typical for them to avoid school, join anti-social groups of teenagers, commit crimes. As a result, they develop rudeness, quarrels and other negative habits. In the "family idol" method of upbringing, the teenager is the center of attention of the family. All his qualities are constantly praised, for example, his appearance, intellect. It is characteristic that when it comes to appearance, the most handsome or beautiful is meant, and when it comes to intelligence, the most intelligent is meant. With such an upbringing, a teenager is characterized by high arrogance, overestimation of his own qualities and a constant thirst for recognition, and the behavior is demonstrative, intensified. Interest in expensive clothes, things and activities increases. Such teenagers want to draw attention to themselves in any way. When their wishes are not fulfilled, they show malice and aggression. In the "Cinderella" type of upbringing, a teenager is overly strict by his parents. A teenager will

be unconditionally obedient to his parents. As a result, a teenager develops a lack of self-confidence, a sense of self-doubt, an inability to make an independent decision, an inability to protect one's interests, and cowardice. In some cases, anger, irritability and aggression occur. The relationship between brothers and sisters in the family serves as the basis for the adolescent to master the manifestation of his aggression. This opinion was reflected in Felson's research (Richardson D. Beron R. 1997). As a result of this study, it was found that adolescents direct physical and verbal aggression to their siblings. It was found that the parents' attitude towards the child's aggressiveness affects the relationship between the child and the parents. Parents, while trying to eliminate negative relationships between children, can cause these negative relationships to expand again. According to L.M. Chapeleva, today's school cannot always be an example of a peaceful environment. On the one hand, the difference between the child's readiness for school and the level of intellect, and on the other hand, as a result of the system of requirements related to school education, conflicts of a continuous nature arise. These internal negative conflicts lead to mass-negative behavior, such as truancy, lying, leaving home or school, and excessive irritability. In addition, the child learns about aggression in the process of communication with peers. Adolescents develop aggressive behavior by observing the actions of their peers and older teenagers. A teenager who is the most aggressive among teenagers is naturally rejected by other teenagers in many cases, so he looks for friends among other teenagers who are aggressive like him. At the same time, it increases its own problems, because the level of aggressiveness among aggressive teenagers increases the number of problems.

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