

FORMATION OF CONSTRUCTIVE BEHAVIOR AS A FACTOR IN THE EFFECTIVENESS OF SCHOOLCHILDREN'S EDUCATION

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ANNOTATION

This article discusses some issues of changing the aggressive behavior of schoolchildren in the process of organizing educational activities in a constructive direction, as well as some socio-psychological factors for its elimination, reflecting the ongoing psycho-prophylactic and psycho-corrective work. in education and family relations.

Keywords: aggression, creative behavior, destructive morality, affectively excitable, emotionally labile, psychoprophylaxis, psychocorrection.

Of particular importance are the questions of the formation of constructive behavior in schoolchildren. As you know, schoolchildren of all ages are characterized by age-related aggressive behavior. In the field of psychology, special attention is paid to the prevention and elimination of aggressive behavior in schoolchildren, since these behavioral manifestations negatively affect the learning activities of students. Aggressive behavior in general is a pattern of behavior acquired in the social environment. Only certain social conditions help prevent and eliminate such behavior.

One of the most important institutions of socialization, along with the school and the group of peers, has been and remains the family. It is known that the appearance of emotional, behavioral disorders and other psychological problems is associated with a number of unpleasant events in a child's childhood. Features of the interaction of the child with relatives, the degree of response of loved ones to the signals coming from the child and the completeness of satisfaction of his needs are largely formed from the first years of life and determine the nature of his relations with people. Therefore, the main aspects of eliminating the aggressive behavior formed in the personality are related to the family. Well, the question arises as to how and by what means a child learns aggressive behavior in the family.

In most studies and in the activities of the owners of the field of work with children, the influence of parenting on the formation of aggressiveness in young children is distinguished by individual parameters [3, p.19-20]:

Firstly, the parents themselves set an example of aggressive behavior, in which the elders in the family will stop at nothing in the way of their own interests, exerting pressure and oppression on the weak and seeking to satisfy the need for self-interest.

Secondly, the commission of inappropriate actions to punish the child will form negative attitudes in him. As a result, the child becomes grumpy, aggressive, "naughty", "finds what's inside me", and does not speak well.

Thirdly, if the punishment is too strong, the child does not understand why he was punished, but a strong impact causes the child to have negative feelings towards others, that is, hatred.

In our opinion, all three levels of influence shape the dynamics of a child's emotional arousal. As a result:

- develops emotional lability or neurotic character;
- manifestations of physical and verbal aggression are formed or existing ones are growing;
- Adequate self-esteem decreases, that is, reflection decreases;
- destructive conflicts are growing due to the imbalance of interpersonal relationships with others;
- there are deviations in the recognition of social norms adopted in society;
- in the cognitive field of the schoolchildren, such phenomena as radical regression are observed.

Our observations show that the behavior of adolescents with aggressive behavior is characterized by a decrease in adaptability, which indicates a high level of maladaptation to common stressors and the social environment. Therefore, to study aggressive situations that arise in adolescent behavior, we A. Bass-A. To determine aggressive reactions, we used a questionnaire developed by Darki [1, p.56]. The questionnaire is aimed at studying the features of the adaptation of adolescents, who are the object of our study, to the usual stressful situation and social environment, as well as to the following manifestations of 8 main forms of aggression:

- physical aggression;
 - indirect aggression;
 - verbal aggression;
 - tendency to irritation;
 - negativism;
 - in the garden;
 - suspicion;
- Studied the manifestation of the sensual properties of wines. In this case, we see that the majority of adolescent subjects exhibit aggressive reactions in the form of anger, negativism, verbal, chagrin, and suspicion. In particular, high and medium levels of anger, negativism, frustration attracted special attention in the course of our study and necessitated the development of perfect options for psycho-corrective programs for adolescents with these aggressive characteristics, the identification of socio-psychological determinants (factors) that cause them to require.

In our opinion, a teenager acquires signs of aggressiveness as a result of shortcomings in educational work, mistakes, and the complexities of his environment. Of course, if we dwell on the issue of preventing the occurrence of the above situations or eliminating existing ones, then special attention should be paid to the issue of changing destructive behavior, embodied as a form of aggressive behavior, to constructive behavior. At the same time, prevention, which is the main form of work with children with aggressive behavior as a manifestation of antisocial behavior in children and adolescents, is more effective for the subject and society than correction. Because as a result of aggressive actions that direct the subject outward, he causes spiritual, mental and physical damage to individuals, groups, as well as to himself. The wisdom of our people says that "It is better to prevent disease than to cure it." Based on these wise ideas, we consider it appropriate to make the prevention of aggressive behavior the problem of our study, and we recognize the implementation of primary preventive measures as the main phenomenon in the management of aggressive behavior.

Indeed, in order to free children and adolescents from aggressive actions, we will show the following preventive measures, which include the following areas: - work with students individually and in groups; - carrying out information and explanatory work among parents, - improving the characteristics of psychological and professional perfectionism among teachers. The initial preventive activity should be based on work with the family, humanization of relations with the child in the family, restructuring of family relations, family education.

In this regard, the opinions of T. P. Smirnova are relevant, in which it is noted that the process of working with a family includes the following [4, p. 6-9]: - family counseling, diagnosis of the influence of the family and methods of education; - reconstruction of family relations; - psychological education, raising the psychological and pedagogical culture of parents, promoting the creation of conditions for the optimal development of adolescents; - development of joint preventive measures based on solidarity and mutual cooperation; - individual counseling (parents with difficult life helps to eliminate situations).

Also, interaction with the family should be carried out through individual and group consultations, parent meetings, parent training, preventive advice, organizing the work of parent councils. To implement this work, appropriate programs should be developed (for example, programs for socio-psychological cooperation, cooperation between families and schools, the development of comprehensive educational programs for parents, monitoring programs, programs for the social and information development of children, etc.).

It is desirable that work with students includes the following:

- early identification of problems (dangers, threats) by conducting socio-psychological monitoring in an educational institution;
- preventive work on a healthy lifestyle (organization of recreational and educational activities);
- early identification of factors that negatively affect the development of the personality of students and contribute to the commission of offenses, and provide the necessary psychological support to students;
- formation of adequate self-esteem and appreciation of students;
- development of cognitive and moral-aesthetic and patriotic culture;
- organization of a psychodiagnostic examination of students: determining the type of character traits, the level of cognitive development, the interests of the child, the level of anxiety, the characteristics of family relationships, etc.

Therefore, in order to prevent the manifestation of aggressive behavior among students and their external migration, the organization of preventive work on the spot will provide great opportunities to eliminate the physical and spiritual stresses that form in them, aimed at people, animate and inanimate objects. It will also not be an exaggeration to say that it makes it possible to develop the process of mental health of the student's personality, forms the transfer of the level of emotional lability to other positive characteristics of behavior.

In this regard, the opinions expressed by I.V. Vachkov, and psychological assistance is considered as a complex system of technologies for development, correction and rehabilitation aimed at creating external and internal conditions for revealing the full potential of the individual. It is also emphasized that the mental development of a person and the expansion of the boundaries of interaction with the surrounding reality [2, p. 437].

In fact, today it is believed that there are various possibilities for providing psychological assistance, and it differs in the type and content of tasks, based on the nature of ensuring the physical, mental and spiritual well-being of a person. In particular, it is implemented in the field of pedagogical, social, medical and rehabilitation, speech therapy and psychological support.

The methods of psychoprophylaxis and psychocorrection, which are a type of psychological assistance, should be mastered not only by psychologists, but by all teachers, and they should

be constantly used in their work, taking into account the individual characteristics and problems of children.

In terms of content, psychocorrection is carried out in the following areas of influence on a person:

- cognitive sphere of a person;
- affective sphere;
- field of behavior.

Separately, it should be noted that, given that the age of younger and older students is the most convenient and sensitive to psycho-corrective influences, we considered it appropriate to use corrective methods to polish aggression, which is the problem of our study. It can be said without exaggeration that corrective methods are the main core of applied psychology in the direction of the activity and behavior of schoolchildren towards constructivism.

In conclusion, it should be noted that the timely detection of aggressive behavior in schoolchildren, the correct organization of psycho-prophylactic and psycho-corrective work is considered one of the main factors of effectiveness in the education system, which in turn requires knowledge and responsibility from the teaching staff of the school.

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