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**SECTION 21. Pedagogy. Psychology. Innovations
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CHARACTERISTICS OF PRINCIPAL WAYS AND METHODS OF CORRECTION OF AGGRESSIVE BEHAVIOUR AMONG TEENAGERS

Abstract: Brief analysis of principle approaches to the correction of aggressive behavior is revealed in the article; also, the problem of aggressive behavior diagnosis is represented. The author pays special attention to the tasks of correction work with teenagers and to the special course and methods.

Key words: aggressive behavior, aggression, aggressive actions, correction of aggressive behavior, correction methods.

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Introduction

Correctional work to overcome aggressive tendencies in the behavior of adolescents is based on the results of psychological and educational assessment, which is necessary to complete in two main directions:

1) identification of the existing level aggressive tendencies in adolescents as well as the most typical forms of aggressive behavior used by them to overcome difficult situations;

2) identification of the main factors responsible for the emergence and manifestation of aggression in the behavior of adolescents.

To detect the presence of aggressive tendencies in the behavior of adolescents using various methods such as observation, discussion, expert surveys of teachers, parents, peers, various projective techniques and drawing tests (method of "House - a tree - man" (BCD), "Figure of nonexistent animal" and etc.); "Test the hands" (Hand-test) E. Wagner (1971), a questionnaire Bass-Darky (1957), the scale of aggressiveness in the method of T. Leary (1954) and others.

Materials and Methods

The most popular method for the determination of the existing level of aggressive tendencies, as well as the most typical forms of

aggressive behavior is a Bass-Darkyquestionnaire.

The second area of psycho-pedagogical diagnostics involves identifying the main factors that lead to the appearance and manifestation of aggressive behavior in teenagers.

Given the diversity of the causes of aggression in this age, a number of basic tasks diagnostic work in this direction is allocated:

- study of personality characteristics of aggressive adolescents (diagnostics of temperament, character traits, peculiarities of motivational, emotional, volitional, moral spheres);
- study of the features of family education (total family atmosphere, especially the relationship between family members, especially educational influences, leading type of family education, character traits parents, parental attitudes toward children);
- Diagnosis teen interpersonal relationships with peers (stoichiometric status of the child in a group of peers, especially its attitudes to them, the degree of satisfaction of its need for communication and interaction with them, especially the perception of adolescent peer groups);
- study the features of a teenage relationship with teachers (relationship style, especially pedagogical influences, especially attitudes to each other, and so on. D.).



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As pointed out by A.K Osnitsky, psycho-pedagogical help in overcoming and preventing aggressive behavior in teenagers above all should be focused on the factors of personality development and characteristics of the environment, which in this age can become its main causes [4. S. 66].

So, if the basis of aggressive behavior of teenagers are certain irregularities in the emotional-volitional or moral spheres, then corrective actions should primarily be directed at overcoming these violations.

If the main reason for the emergence and manifestations of aggression in adolescent behavior are the disadvantages of family education, the leading trend of psycho-pedagogical correction should be working with aggressive teen parents. The main objectives of this work are: the harmonization of existing interpersonal relationships; enrichment and reorientation of the joint emotional experience of parents and children; correction of existing views, attitudes, parental attitudes towards the child; development of an effective style of interaction with children, as well as the Correction of individual character traits of parents, causing a child's choice of tactics training.

Psychologist work with aggressive teen parents is carried out in the form of conversations, lectures, training a variety of group classes. Recent suitably provided with parents from several families with similar problems. Training participants are offered a variety of tasks, exercises, joint implementation, and the discussion of which helps develop new pedagogical skills, helps parents acquire new experiences interact with their children through the practical training of communication skills, corrects the views and attitudes of parents towards their children. With skillful leadership psychologist training group is transformed into a kind of mutual aid and support groups.

Correctional work to overcome this or that personality disorder in a child's parents is often complicated by the lack of basic psychological and pedagogical knowledge. Therefore, for the purpose of correction and prevention of aggressive behavior in adolescents is necessary to conduct psychological and pedagogical education of parents.

Special role in the appearance and manifestation of aggressive tendencies in the behavior of teenagers play difficulties in interpersonal relationships with peers. As we have noted, the aggressiveness of adolescents in this case can serve as a way of self-affirmation, the attempt to occupy a certain status in the group relevant to him or as an emotional reaction to the self-doubt, anxiety, feelings of loneliness [8.s23].

In this connection special importance is the work on the harmonization interpersonal relationships in a team of peers, create the conditions for widening and deepening of

interpersonal connections, status claims meet teens, their needs for self-expression and self-affirmation. First of all this work should be carried out in pupils group. In a number of psychological and pedagogical work indicates that this is the age qualitatively complicated informal classroom structure and relationships classmates acquire a distinct intimate and personal character and different selectivity and stability. Of course, this is no reason to ascribe high student group referentiality in the eyes of every teenager. It depends largely on how this group of opportunities opens up for a teenager "in terms of manifestations of his personality, the satisfaction of his communication and status claims, and ultimately in terms of its implementation needs to be an individual and to be perceived by others as such."

Organization of the system socially approved activity of teenagers not only strengthens their personal relationships, but also promotes the development of business cooperation between them. During this activity the teenager produced organizational skills, formed a sense of duty, ability to sacrifice personal interests for the sake of a common cause, which helps to overcome self-centeredness and aggressive tendencies. The collective forms of work on the implementation of significant cases produced demanding, self-criticism, self-control, and other important personal qualities.

Of course, it is necessary to attract teenagers to the planning of this activity, so that it appeared to them as self-organized. At the same time, as noted by L.M Semeniuk, it is advisable to distribute organizational matters so that there was "an asset", and occasionally the head of each business was changed and its responsible organizer. In addition, no less important is the interest of every teenager in the results of this activity. "It is of interest, - writes L.M Semeniuk - involves adolescents in terms of collective concerns by allowing to find its rightful place in the peer group, meeting the needs of an aggressive child in recognition of their rights and opportunities, thereby leveling the aggressiveness" [6. S. 68].

Therefore, training students understanding, the ability to plan and carry out joint socially meaningful activities, to teach to the cooperative and interaction on various levels and help in the formation of the student team are important conditions for personal development and the prevention of aggressive tendencies in adolescents. Certainly, the leading role in this process belongs to the teachers. Therefore, it is advisable to inform the teachers about the individual psychological features of the person of teenagers with behavioral and learning effective ways to interact with children by means of conflict resolution and "igroterapiya" ("playing" a critical

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and conflict situations in the sphere of interpersonal relations).

Most of the difficulty in carrying out remedial measures is the lack of personal interest in the adolescent change his own behavior. In order to overcome this resistance, I.A Furmanov recommends discussion with your teen age-related problems, personal difficulties that arise in relationships with others, and offer psychological assistance in their solution by eliminating the main obstacles to the achievement of the objectives [8.s13].

After obtaining the consent of the teenager remedial work necessary to build in stages successively performing the following tasks: expansion of teen information about self and the problem of aggressive behavior; realization and evaluation of their own behavior and its consequences, both for the teenager, and for the people around him; the formation and consolidation of a conscious intention to change its own undesirable behavior and strengthen the confidence of a teenager in his own ability to do so; Search and training alternative ways of behavior and emotional response to situations that provoke aggression; the formation and strengthening of confidence in the ability of the teenager prevent recurrence of aggressive behavior in all conditions.

The prevention and correction of aggressive behavior is also used by the general methods of education: the formation of consciousness, forming behavior, incentives and special methods of pedagogical correction aimed at correcting deviant behavior: subjective pragmatically, natural consequences, reimbursement method, work method, the "explosion".

Conclusion

1. Psycho-pedagogical assistance aimed at correction of aggressive behavior of teenagers, primarily focused on the main factors that contribute to its occurrence and manifestation: a) correction of existing violations in the emotional and volitional, motivational and moral spheres; b) work to overcome violations of family education (correction of the parent plants, the development of an effective style of interaction with children, harmonization of the existing intra-family relations, etc...); c) the harmonization of interpersonal relations in a group of peers (creating conditions for strengthening interpersonal relations, satisfaction with status claims adolescents, etc.); d) correction of pedagogical views and attitudes toward aggressive students; training teachers effective ways to interact with them.

2. The main objectives of correctional work with aggressive teenagers to overcome violations are teaching them methods of regulation of emotional state, as well as the formation and consolidation of alternative ways of behavior in situations that provoke aggression. The most effective psycho-pedagogical correction of aggressive tendencies in the behavior of adolescents is carried out in form of group work.

3. The correction of aggressive behavior used by the general methods of education: the formation of consciousness, forming behavior, incentives and special methods of pedagogical correction aimed at correcting deviant behavior: the subject-but-pragmatic, natural consequences, reimbursement method, work method, the "explosion", as well as psychological and psychotherapeutic methods, including socio-psychological and role training, "geshtal-therapy", psychodrama, and so on.

Thus, the theoretical analysis of the problem of correction of aggressive behavior of teenagers showed the presence of fundamentally different approaches to the understanding of the essence and nature of aggression, which indicates multidimensional, enigma studied phenomenon of multifactor conditionality as a behavioral act of aggression and aggression as personality traits.

The most productive, in our opinion, it is an approach, outgoing discharged from conditionality aggressive manifestations in personal characteristics and behavior is not so much organic as social and psychological reasons. This fact is revealed clearly in children adolescence, when particularly pronounced dependence of personal formation not from a genetic predisposition, but from a qualitative change in social position.

The negative factors of the social situation of the adolescent development (disadvantages of family education, the negative climate in the family, as in the system of formal and informal relationship with the adult world, the psychological discomfort in pupils group and the negative impact of reference asocial informal groups, strained relations with teachers and so on. d.) create the objective conditions for the emergence and manifestations of aggressive behavior of teenagers as well as for the formation of aggressiveness as a stable personality traits .

The growth of destructive tendencies among adolescents makes it necessary to develop the most effective methods for correction of adolescent aggression involving an impact not only on the infringement itself, but primarily on the factors causing it.

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