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**Kakhramon Palvanovich Arslanov**  
Bukhara State University  
Associate Professor, Uzbekistan

**Saodat Bakhridinovna Uroкова**  
Bukhara State University  
student of (MD), Uzbekistan

## THEORETICAL AND PRACTICAL ASPECTS OF SELF-GOVERNANCE IN SPORTSMEN

**Abstract:** This article examines theoretical and some practical aspects of self-controlling in sportsmen. The development of self-governance, specific requirements, behavior and some other demands of sport terminology has been discussed, and observed by examples.

**Key words:** behavior, psychoanalytic, adaptation, aggressive movements, self-control, sportsmen.

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### Introduction

The nature of aggressive behavior in athletes is often determined by the age characteristics of the individual. Each stage of age has a specific developmental context and has specific requirements. Adaptation to age demands is usually followed by different displays of aggressive behavior. It is known that younger children often display aggressive behavior if they cry out loud, if they cry out loud, and do not communicate. Psychoanalytic studies suggest that infants are more likely to be angered when their demands are ignored. At the same time, it is well known that young children tend to bully their newborn brother or sister in order to maintain their motherly love.

By following the kindergarden requirements, children can pinch, mock, spit, fight, bite and even swallow something that is not nutritious. Such actions take place without words - impulsive, unconscious and clear. At this age, the manifestation of passive aggression is negativity, stubbornness, speaking or refusing to eat, biting nails or lips. It should be noted that the behavior of a preschool child in a home depends on the emotional climate of the family, and the group of children, in turn, is a reflection of the

educator's inner state. Children are more likely to repeat aggression if they exhibit or experience aggression.

### Analysis

In general, child aggression is the opposite of insecurity. When a child feels safe (for example, when his or her needs for love and security are not met), he or she will experience many fears. In trying to conquer her fears, the child uses aggressive behavior to protect her. Another possible way to overcome fear is to focus on aggression. Autoaggression can be expressed in different ways, such as suicidal thoughts, shyness or self-punishment.

In junior high school, aggression is often used in the form of bullying, harassment, strife, and strife to weaker students (their "victim of choice"). Aggressive behavior of school children becomes a serious problem in a number of situations. The extreme reaction of teachers and parents to such behavior usually does not diminish the aggression of children, but on the contrary, as it is an indirect proof of the independence and power of the aggressors. Nevertheless, it is the teacher, his authority, and his ability to express openly to aggressive behavior that

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motivates children to choose the most socially acceptable forms of behavior.

A specific feature of aggressive behavior in adolescence is its attachment to peer groups against the use of adult authority. Being aggressive at this age means "to be strong or look strong." Each adolescent group has its own legends and traditions supported by a leader. For example, joining rituals are common (or testing newcomers). The group's uniforms (including teenage fashion in general) are ritualistic. Rituals increase the sense of belonging to the group and give teenagers a sense of security, but legends remain the cornerstone of their lives. Legends are widely used to justify the internal and external aggression in the group. For example, any aggression against non-members of the group is justified by the words: "They have sold us... We have to protect ourselves. Inspired by the legend of the group, adolescents experience violence, heroism, and group loyalty. At the same time, in some situations, the initiators of aggressive behavior may be individual outsiders, disadvantaged adolescents, and adolescents who have tried to exert their position through aggression.

Thus, aggressive behavior has become commonplace for a child and teenager. In addition, aggressive behavior performs a number of key functions in the socialization process of an individual. Normally, it protects your fears, promotes self-interest, protects you from external threats, and helps you adapt. There are two types of aggression: good quality adaptive and destructive - disadvantageous.

In general, aggressive demonstrations are not so dangerous for the development of the child or adolescent, but the consequences of their actions and the wrong reaction of others. If violence, dominance, recognition, money, and other rights can be achieved, children and adolescents may develop behaviors based on the dominance of power, which can also form the basis of social activities for adults (eg criminal groups). The tendency of those around them to suppress aggression may lead to the opposite, not the expected result. In adults, the types of aggressive behaviors are diverse because they are largely characterized by individual traits. As individual-personality traits that complement aggressive behaviors, they usually address the following aspects of behavior, including community dissatisfaction, nervousness, suspicion, heresies (eg ethnicity), and guilt. the tendency to feel shame. The following beliefs can play a major role in supporting a predisposition to violence: the individual's lordship (sometimes the fate of other people) and his positive attitude to aggression (useful and normal) as an event).

### Discussion

One particular category of people can be thought of as extremists, who display aggression, often, or in the form of brutality. The extremists, in turn, are divided into two groups: low and high self-

government groups. In the first group, there is a tendency to persist in aggression due to the development of barrier mechanisms, while in the second group, they can restrain themselves for a long time, but after the patient's bowl is filled with wild forms of aggression will be displayed. Another facet of aggressive behavior is its ability to exert frustration. It is known that frustration is a state of interference in meeting one's goals or needs. Some authors view frustration as one of the leading causes of aggressive behavior. In general, frustration is a common phenomenon and people are characterized by their ability to deal with it. If aggressive behaviors successfully contribute to the prevention of frustration, it is likely to be exacerbated by the training law. In this case, a person may have a high sensitivity to frustration and may experience problems if there are no socially acceptable ways of addressing frustration.

Other - when assessing the effect of gender (gender), men (boys) show very high levels of physical and physical aggression, while women (girls) are directly and verbal. Generally, men tend to be more physically abusive, and women tend to use more and more psychological options. Despite the importance of gender, age, and individual factors, most researchers believe that social development is a key factor in the development of aggressive behavior. One of the most controversial issues is the impact of the media on the aggressive behavior of the individual. Proponents of the negative impact of the media come from the following: When people behave aggressively, first of all, when watching the aggression of others. M.Husmann and a group of researchers have observed a correlation between 20 years of TV viewing and aggression. They found that the gravity of the crime committed in the age of 30 was consistent with the benefits of the 8-year-old's testimony. The mechanism for generating aggressive behavior on television can be as follows: excessive interest in TV shows - aggressive fantasies - comparing oneself to the person (hero) - solving problems and influencing people mastering aggressive methods - repeating aggressive behavior - using aggression to solve problems in interpersonal relationships - support - aggressive habits - underdeveloped social and learning skills - frustration - over-broadcasting ring.

The formation of aggressive behavior through observation can be accomplished through several conditions. First of all, what he is seeing must be real and touching his personality. Second, what he sees should be perceived as aggression. Third, when the viewer sets himself up as an aggressor, aggression occurs, but for the individual, the object of aggression is imagined as the victim of aggression in the film. The next prerequisite to study is that the hero in the film achieves or enjoys the result of aggression, which is important to the viewer.

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In general, viewing aggressive scenes does not have a significant negative impact on most adults' expectations, as they are characterized by a set of internal and external conditions. Violence scenes may vary from person to person: hate, unpleasantness, verticalization (perceived events as unrealistic), and in some cases, admiration and aspiration. Nevertheless, the negative impact of the media on the development of children and adolescents poses real risks and requires special training.

While the impact of the media on the behavior of the media remains unclear, it is now recognized as the main source of aggressive behavior in the family. It is well known that aggression is not limited to enemies, competitors or strangers. Many families experience psychological or physical abuse. There are many different types of aggression in the family. This may include physical or sexual violence, cold, abusive behavior, negative assessment, pressure on the child, emotional abuse. Family members may display aggressive behaviors or behaviors of a child, such as pride in winning a child in war.

The aggressive behavior of a child is influenced by various family factors, such as low family cohesion, conflict, reduced child and parenting, poor relationships between children, and inadequate family education. For example, parents who face severe penalties, who are over-controlling (hyperopceia) or vice versa (hypoopeca), are more likely to face aggression and deafness in their children. Another idea is that the father's aggression against the mother has a negative effect on the child (physical abuse or explicit discrimination).

A. Bandura and R. Walter conducted a special study to investigate this "family" problem and have the following information. Parents of aggressive boys placed less demands on their children's achievements than parents of the control group (without aggressive behavior) and limited them in childhood. At the same time, the adolescents examined were more resistant to parental influence. Boys with aggressive behavior were more likely to be attached to their mother than their father. Agents of aggressive adolescents used more coercive methods, whereas those in the control group used more internal controls, such as persuasion.

Aggressive boys are characterized by tensions and the tendency to punish the child more often, while their mothers are less demanding and less intimate in their relationships. Aggressive boys rarely compare themselves with their fathers, compared with the adolescents in the control group, who are generally critical and abusive to their father. Researchers believe that all of this has made it difficult for the parental values to be aligned and fulfilled.

A. Bandura and R. Walter explored the social relationship between adolescents and their marital status and identified three main characteristics that determine child behavior: their willingness to establish dependence (sexual-personality)

relationships and their conscience development. degree, the power of motivation against aggression. According to the authors, the family should create minimal conditions for effective social support. The first prerequisite is to support the motivation for bonding, so that the child learns to be interested, attentive, and willing to be around. The second prerequisite is "social pressure" in the form of consecutive demands and prohibitions (in this case, parents separate the social norms). On the contrary, bad forms of behavior are established by frustration of the need for parental love in the family, the use of persistent punishment (its priority over the methods of promoting good behavior), incompatible with the demands of parents. -to show aggression by the house.

Thus, according to the "Assyrian aggression theory," the occurrence of aggressive behavior in a child is associated with a lack of care and closeness by one or both parents. Obesity can cause a child to experience constant tension as he or she develops a pattern of imitation of adults (including emotional imitation). The behavior of the child develops in the relationship with the parents and as a result is transferred to other people (classmates, teachers, spouses). If the aggression of a particular person is stopped (or if it is impossible to do so), aggression will be directed to a new object that is more "safe". Many researchers say that children of different sexes have different effects on family behaviors. According to a number of authors, when a girl is associated with atrocity in her childhood, she is more likely to develop a masochistic pattern of behavior, while a boy compares himself to an aggressor and is more likely to be sadistic. there is a high probability that the Further evidence of the family's leading role in the emergence of aggressive behavior is the prevalence of aggressive disorders in children from foster homes (unlike adoptions). At the same time, not all children without parental care will not be aggressive. Another consequence of family deprivation is anxiety, overindulgence, excessive preparation or deep anxiety (the outcome is obviously related to the degree of deprivation, the age of the child, the characteristics of the child and other conditions).

### Conclusion

Thus, aggressive interest in the negative effects of internal and external factors can actually turn into bad forms of aggression, ranging from strong destructive behavior to dangerous societies. However, aggression does not necessarily have to have negative consequences. For example, it can be focused not only on new and new facilities, but also on different forms of activity (sublimation) - business, training, sports, leadership, etc. Undoubtedly, moderate aggression is protective and serves to survive. At the same time, it is seen as a source of individual activity, its creative potential and aspiration for success. It is necessary and necessary for a person to demonstrate the various

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manifestations of aggression, non-social forms of aggression, and finally learn how to avoid violence against themselves and others. The fate of personal

aggression is the right of every adult to choose, but the aggression to conquer is one of the most difficult psychological tasks in general.

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