



## ANALYSIS OF APPROACHES TO THE PROBLEM OF AGGRESSION IN PRIMARY SCHOOL AGE

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### ABOUT ARTICLE

**Key words:** Aggressiveness, primary school age, aggressive behavior.

**Received:** 11.03.2024

**Accepted:** 16.03.2024

**Published:** 21.03.2024

**Abstract:** The article discusses the main approaches to the problem of aggressiveness in children of primary school age, and also formulates the reasons for its occurrence.

### INTRODUCTION

Increased aggressiveness in children has recently become one of the most pressing problems not only for teachers and psychologists, but also for society as a whole. The constant increase in the number of children prone to aggressive forms of behavior determines the tasks of analyzing the causes of children's aggressiveness and the conditions for its prevention. Solving these problems acquires the greatest importance at primary school age, when aggressiveness is just becoming established and can be corrected.

### METHODOLOGY

Research in recent years shows a significant increase in interest in the problem of childhood aggression and aggressiveness. It is reflected in the works of Andreeva M., Gritsenko A.V., Kolosov S.L., Kolchina L.P., Platonov N.M., Rean A.A., Rumyantseva T.G., Semenyuk L.M., Smirnova E. O., Sobkina V. S., Furmanova I. A., etc. Despite the large number of studies devoted to the topic of childhood aggression, key issues related to its nature and origins remain not fully disclosed.

Let us differentiate the basic concepts on the subject of research. First of all, it is necessary to distinguish between the concepts of aggression and aggressiveness. Aggression is behavior aimed at causing harm to objects, which can be living beings or inanimate objects, and aggressiveness is already a personality quality that can manifest itself in various situations [4, p. 2]. From Latin, "agredi" is equivalent to the word "to attack." Until the beginning of the 19th century, any active behavior, benevolent or hostile, was considered aggressive. After some time, the meaning of the word "aggression" became narrower and more focused. Aggression was given a new definition - hostile behavior towards others. The definition of aggression given by K. Lorenz is still considered relevant. In his understanding, aggression

is an open form of behavior that causes hostility and is aimed at insulting or harming another living being who does not want such a relationship [3, p. 129]. Aggression is defined by A.V. Petrovsky and M.G. Yaroshevsky as individual or collective behavior, an action aimed at causing physical or psychological harm, damage or destruction of another person or group [7, p. 2]. The literature notes that in the overwhelming majority of cases, aggression arises as a reaction of the subject to frustration and is accompanied by emotional states of anger, hostility, hatred, etc. Hostile aggression should be distinguished from such reactive aggression in its various manifestations (expressive aggression, impulsive aggression, affective aggression) , characterized by a purposefully conscious intention to harm another, and instrumental aggression, where the goal of the subject's action is neutral, and aggression is used as one of the means to achieve it.

Aggression in the literature is considered as a personality trait consisting in the willingness and preference to use violent means to achieve one's goals [8, p. 190]. Aggression is most often understood as a short-term emotional state or character trait of a person; aggression is like any behavior that contains a threat or causes harm to others [6, p. 1] One can come across a point of view according to which aggressiveness is the subject's readiness for aggressive behavior [5]. Analyzing approaches to the problem of manifestation of aggression in childhood, we agreed with the opinion of E. O. Smirnova that certain forms of aggressiveness are characteristic of most children. However, in a certain category of children it not only develops into a form of behavior, but also develops and transforms into a stable personality quality [1, p. 4]. As a result, the child's productive potential decreases, the possibility of full communication decreases, his personal development is formed, and an aggressive child brings a lot of problems not only to those around him, but also to himself [1, p. 4].

The concept of aggressive behavior is the integrating content of the concepts "aggression" and "aggressiveness". On the one hand, the definition of "aggression" is interpreted as a system of external or internal actions, and on the other, aggressiveness is understood as an internal emotional state or personal trait. For the purposes of this study, we will understand aggressive behavior as actions aimed at causing moral or physical harm to others and arising under the influence of increased aggressiveness. When designing and implementing a program for the prevention of aggression in primary school age, we will take into account signs of aggressive behavior as markers of aggression (systems of actions), and factors that determine aggressive behavior will be considered as factors provoking the external expression of aggressiveness in primary school age. With this understanding of aggression, aggressiveness and aggressive behavior, the tasks of preventive work become the correction of the current level of aggressive behavior, the development of self-regulation skills in the situation of expressing aggressiveness and preventing the level of aggressive behavior from escalating into unconstructive aggression with an increase in the severity of aggressiveness.

Aggression is observed in all children of primary school age to a greater or lesser extent. It arises due to insufficient arbitrariness of behavior and unformed moral norms. Junior school age is the period of a child's life from 6–7 to 10–11 years old, when he is studying in the primary grades (grades I–IV) of a modern school. В этом возрасте ведущая деятельность у ребенка - учебная, в которой происходит усвоение человеческого опыта, представленного в форме научных знаний.

At this age, the child's leading activity is educational, in which human experience, presented in the form of scientific knowledge, is assimilated.

Within the framework of educational activities, two main psychological new formations of this age arise - the construction of an internal plan of action and the possibility of voluntary regulation of mental processes. Communication with peers also plays an important role for children of primary school age.

The difference between peers' communication with each other lies in its emotional intensity. The increased emotionality and looseness of schoolchildren's contacts distinguishes them from interactions with adults. Children more often agree with peers and more often enter into aggressive relationships with them than when communicating with adults. A peer becomes a more preferred and attractive communication partner than an adult. Schoolchildren already understand that in addition to their mothers and fathers, they want to communicate with other children.

The 7-year crisis and the start of school are recognized as factors aggravating the "chronic" problems of children. Younger schoolchildren with aggressive behavior, despite all the differences in their personal characteristics, are characterized by some common features, which include primitiveness of value orientations, lack of hobbies, narrowness and instability of interests. Such children are characterized by increased suggestibility, a tendency to imitate, emotional rudeness, embitterment towards peers and surrounding adults, inadequate, unstable self-esteem (it can be as positive or as negative as possible), increased anxiety, fear of social contacts, egocentrism, inability to find a way out from difficult situations.

The origin of childhood aggression is the subject of research by A. Freud, A. Adler, A. Bandura, D. Richardson, R. Baron, M. I. Buyanov, E. O. Smirnova, etc. A comprehensive analysis of the reasons for the manifestation of child aggression was carried out by K. S. Shalaginova [9, p. 201]. Based on the author's results, we will highlight the main groups of reasons for the manifestation of aggression in primary school age.

The author names the first reason as humiliation of the child's dignity, ridicule, and bullying. Such aggression is situational in nature, is not a stable trait and, in the opinion of V.V. Lebedinsky, does not require elimination, since it performs a protective function [2, p. 197].

The second cause of aggression is a consequence of restriction of freedom, independence, excessive guardianship, and suppression of the child's initiative by adults. This reaction is justified only to the extent that is consistent with the norm. This is not yet a personality trait, but an attempt to defend oneself, one's rights, one's opinion, and test the "strength" of others. It can be corrected easily and quickly if the causes are correctly understood and an individual approach to the child is found.

The author considers the third reason as a pronounced focus on others (extraversion), as a character trait. According to K. S. Shalaginova, a child cannot live until he spills out his emotions, feelings, and experiences on others. Sometimes they don't want to listen to him or accept him, and his reactions take the form of harassment, even violence. In this situation, medical consultation is required. [9, p. 4].

The Oedipus complex as the fourth cause of aggression (the direction of aggression towards an adult of the same sex as the child). According to I.P. Podlasy, outbursts that characterize this type of aggressive behavior are infrequent, but quite strong and poorly controlled. In situations of this kind, one cannot do without consulting a psychiatrist. [5, p. 271]

The fifth reason for aggression is the manifestation of rivalry between children (in the family, in the classroom, at school, in the yard). This type of aggression is one of the most common and frequently encountered, and can be easily corrected if the reasons that led to such behavior are correctly identified.

The next reason for aggression is considered as a manifestation of an inferiority complex, the desire to prove one's worth. Podlasy I.P. emphasizes that aggressive behavior of this kind is most often characteristic of children who are intellectually limited, emotionally deaf, undeveloped, and indifferent to everything. These children terrorize the entire class and are on the verge of expulsion from school. Working with this category of children is especially difficult because it requires, on the one hand, special caution, and on the other hand, speed and decisive action. [5, 271].

K. S. Shalaginova considers the seventh cause of aggression to be the result of deprivation and frustration, that is, the depressing experience of failure to satisfy needs and achieve goals. In this way, the child tries to free himself from the experiences that oppress him and take revenge on others for his failures. The sight of happy, successful children irritates him. Physically weak, frustrated children usually engage in petty mischief on the sly. This type of children's aggressiveness will be corrected by the teacher as early as possible in order to prevent aggression from becoming a stable character trait.

## **DISCUSSION**

Addressing aggression in primary school-aged children requires a multifaceted approach that encompasses understanding the root causes of aggression and implementing strategies to address them effectively. Here's an analysis of various approaches to tackling this issue:

**Behavioral Interventions:** Behavioral interventions focus on modifying the child's actions through positive reinforcement, rewards, and consequences for inappropriate behavior. This can involve behavior charts, token systems, and individualized behavior plans tailored to the child's needs.

**Social Skills Training:** Teaching children appropriate social skills such as communication, empathy, problem-solving, and anger management can help them navigate social situations more effectively and reduce aggressive behaviors. Role-playing and peer mediation techniques can be employed to enhance these skills.

**Cognitive-Behavioral Therapy (CBT):** CBT helps children recognize and change negative thought patterns and develop coping strategies to manage their emotions and behavior. It can be particularly effective in addressing underlying issues such as low self-esteem or anxiety that may contribute to aggression.

**Family Therapy:** Involving the child's family in therapy sessions can help identify and address family dynamics, communication patterns, and parenting strategies that may contribute to or exacerbate aggressive behavior. Family therapy can also provide support and guidance to parents in managing their child's aggression effectively.

**School-wide Interventions:** Implementing school-wide interventions such as promoting a positive school climate, teaching conflict resolution skills, and implementing anti-bullying programs can create a supportive environment that fosters positive behavior and reduces aggression among all students.

**Individualized Support Plans:** Developing individualized support plans for children with persistent aggression can involve collaboration between parents, teachers, counselors, and other professionals to identify triggers, implement targeted interventions, and monitor progress over time.

**Peer Mediation and Conflict Resolution:** Teaching children how to resolve conflicts peacefully and respectfully through techniques such as peer mediation can empower them to manage interpersonal conflicts without resorting to aggression.

**Emotional Regulation Strategies:** Teaching children strategies to identify and regulate their emotions, such as deep breathing exercises, mindfulness, or using calming techniques, can help them manage anger and frustration more effectively.

**Positive Role Modeling:** Providing positive role models and opportunities for children to observe and learn appropriate behavior can have a significant impact on reducing aggression. This includes modeling conflict resolution skills, empathy, and respectful communication.

**Early Intervention and Prevention Programs:** Identifying and addressing aggression in its early stages through screening programs and early intervention initiatives can prevent escalation and long-term

negative consequences. This may involve collaboration between schools, mental health professionals, and community organizations.

In discussing these approaches, it's essential to recognize that every child is unique, and what works for one child may not work for another. A comprehensive approach that combines multiple strategies tailored to the individual needs of the child is often the most effective way to address aggression in primary school-aged children. Additionally, ongoing monitoring and adjustment of interventions based on the child's progress and response are crucial for long-term success.

## CONCLUSION

Summarizing the data of the theoretical analysis, we will designate childhood aggression as behavior with the intention or infliction of physical or psychological harm to the social or objective environment; aggressiveness as a complex personal formation, the causes of which are both psychological (violations in the emotional, volitional, motivational spheres) and socio-psychological factors (family, social-environmental, educational).

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