

## **PSYCHOLOGICAL NATURE OF AGGRESSION, CAUSES AND CONTROL MECHANISMS**

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**Abstract:** This article analyzes the scientific and psychological content of the concept of aggression, its forms, causes of origin and its role in human activity. The internal and external factors, biological, social and psychological foundations leading to the emergence of aggressive behavior are widely covered. The study compares classical and modern theories and analyzes the mechanisms of aggression control, the importance of emotional intelligence and self-control skills based on scientific evidence.

**Keywords:** aggression, emotion, frustration, conflict, stress, motivation, behavior, personality, control, social environment.

### **Introduction**

Aggression is a complex psychological phenomenon that has existed in all periods of human history. It is reflected not only at the personal level, but also in social processes. In psychology, aggression is interpreted as an individual's behavior aimed at harming others or himself. This process is often associated with emotional distress, stress or frustration. There are various theories about the causes of aggression: biological, psychoanalytic, cognitive and social learning approaches. Each of them sheds light on a certain aspect of aggressive behavior. Z. Freud considered aggression to be one of the human instincts, while K. Lawrence presented it as a natural animal defense mechanism. A. Bandura described aggression as the result of social learning. A person's aggressive behavior is closely related not only to individual, but also to social factors. Upbringing, family relationships, social environment, scenes of violence in the media and stressful life conditions are considered factors that increase the level of aggression. Therefore, the study of aggression is an important scientific direction at the intersection of psychology, pedagogy, sociology, and neuroscience.

### **Materials and methods**

In the process of preparing the article, psychological, pedagogical and social sources were analyzed. The factors of aggression among adolescents were studied based on theoretical sources. Also, the factors of biological and physiological development, the role of the family environment, school and society were summarized based on scientific literature.

### **Conclusion**

In conclusion, aggression in adolescence is one of the most pressing problems in personality

formation. It is influenced by family environment, biological factors, social and educational processes.

Representatives of the psychoanalytic direction consider aggression to be an external manifestation of a person's internal energy. According to Z. Freud's theory of the "Thanatos" instinct, a person has a tendency to lose himself or harm others. To combat this, a person must develop "Eros", that is, the instinct to love life. Supporters of the biological approach explain aggression with genetic factors. According to K. Lawrence, aggression is a natural protective instinct that has passed from the animal kingdom. According to the theory of social learning, aggression is formed through experience. A. Bandura, through his famous "Bobo Doll" experiment, proved that children observe the aggressive behavior of adults and imitate them.

We all know that the social environment, that is, society, plays the most important role in the formation of a person. No matter how healthy or mature a human child is born, if he is not influenced and directed by other people through the second signal system (i.e. speech), he cannot become a person. The science that organizes the formation of people in the social environment (spiritually and mentally) is psychology.

Psychology, like other sciences, is a new science with a number of problems that have not yet been fully studied and do not have a complete solution. In other words, the science of psychology is currently expanding very rapidly and acquiring new branches. It should be noted that this rapidly growing science also has its own big problems, the biggest of which is the problem of aggressive behavior in adolescents, which has now become very popular and even a global problem.

Before we start talking about aggression, let's give some information about this term.

Aggression is derived from Latin and means "attack", "invasion", "aggression".

The number of young adolescents with aggressive behavior has been increasing recently.

There are a number of main factors and several minor causes of aggression, which is the biggest problem of today, that is, the twenty-first century.

If we start from the influence of the first factors in the formation of a child as a person and take into account that (a child is an individual up to the age of three) he is formed as a person after the age of three, the smallest social factor that has the first psychological impact on children is the family.

When each child is born, he is an individual with several instincts. Over the years, this individual develops into a person under the influence of the social environment. Time affects many aspects of a child's life, but it also affects their rights.

The family and the conflict situations that occur in it have a very strong influence on the origin of aggression in children. Children, in turn, receive their first impressions and emotions from the family.

The main problem in the family that affects the origin of aggression in children is financial insufficiency or excess.

Lack of financial security, in turn, causes family conflicts and problems.

Family problems, due to psychological stress, and as a result of the mother's physical and physiological influence on children, aggression develops very strongly.

The family environment determines the level of aggression in a child, and lack of attention to

children is also one of the causes of aggression in children.

But it should be noted that excessive pampering of children and an increase in their material security also lead to the development of a sense of dominance in the child. Children who have more than they need for material security are not adapted to difficulties and are prone to stress.

As each child reaches adolescence, biochemical and psychophysiological changes begin to develop in them in rapid stages as a result of sex hormones.

There are several other main causes of aggression in adolescence, the most difficult of which is the inability to adapt to adulthood and the inability to cope with childhood.

Since adolescents have aggressive behavior, they are now beginning to have their own opinions in society.

In turn, aggression also develops at different ages to different degrees.

At the same time, the forms of its manifestation are also different.

Some adolescents are prone to feelings of dominance, while others are prone to crime.

Aggression in adolescence begins to awaken as a result of interest in members of the opposite sex, regardless of gender.

In boys, the feeling of aggression awakens a sense of dominance and self-esteem over their chosen partner.

Since aggression is a broad topic, it is necessary to cover it in more detail with biological, nervous, physiological, and biochemical factors.

First of all, all existing situations begin with development, that is, biochemical development. Taking into account the above sentence, let's start the first information on aggression with the biochemical effect.

As we have given some information above, the biochemical effect is a factor that directly affects a person from the embryonic development period.

The role of biochemical effects in the manifestation of aggression is as follows.

There are several criteria used to classify aggression. Aggression directed at the person is manifested in the form of harming other people, while aggression directed at oneself is manifested in the form of self-blame or self-harm. Physical aggression and verbal aggression are the most common types. Indirect aggression is also observed in such forms as gossiping behind one's back and spreading false information. Constructive aggression is manifested in the defense of one's rights, in positive competition or in sports.

Testosterone, which is released in boys at the beginning of puberty (it is a male hormone), has a great impact on children's behavior.

Estrogen, which is released in girls (a female hormone), also causes a feeling of aggression in teenage girls.

Biochemical effects do not manifest themselves by themselves, but are manifested through the effects of many other types of hormones produced in the body (not only sex hormones, but also) on nerve cells and systems.

At the same time, it should be noted that the biochemical effect on the manifestation of aggression begins to manifest itself at different times in children of the same type.

The role of the nervous system in the manifestation of aggressive behavior is as follows.

During the early stages of development, as the child develops, the cells in it begin to divide and multiply. However, with the exception of nerve cells, nerve cells continue to form throughout a

person's life. As nerve cells become more complex, the tendency to use physical force against consciousness, self, and others increases in a person.

It is known that the formation of the nervous system in children is manifested in different ways, that is, as a result of natural environmental factors, as a result of biotic factors, as a result of abiotic factors, or as a result of the social environment, at different ages and to different degrees. It should be noted that physiological influences also play a role in the manifestation of aggression. That is, any dynamic influence exerted on children by the environment is considered a physiological influence.

We can give examples of these: some situations in the social environment, problems between the teacher and the student, what he sees, hears from his family, and his place among his friends determine the level of aggression.

In recent times, the difference in attention and excessive burdens in young people who are growing up are causing the emergence of aggression.

In order to prevent aggression, it is necessary to keep young people who are growing up today as busy as possible. So, how can this be done? It would be even better if our children were kept busy with their favorite sports, sports activities, or extracurricular activities from a young age. Keeping teenagers busy helps stabilize their emotional states. Focusing on one point, active and healthy thinking, in short, helps to stay away from aggression.

It should be noted that aggression is currently becoming a global problem, because today aggression in young people is at a high level and is widely manifested in all countries.

For the prevention of aggressive situations, the child's parents and people in the social environment responsible for him, namely teachers, inspectors, neighborhood workers and many other competent employees, are responsible.

Human aggression can be seen in the initial perspectives of interpersonal relationships

W. McDougall, Z. Freud, G. Murray and other scientists, who said, "There is an innate instinct of aggression in humans and animals." In the second half of the 19th century, the Italian C. Lombroso was the first to study the problem of deviant behavior in the direction of biological theory. C. Lombroso believes that the main cause of criminality is hereditary and biological factors.

Aggression also has a material side, the material side of aggression is manifested in aggression against other people's property.

Some scientists take a negative approach to aggression (X. Delgado, A. A Bass, L, M Semenyuk, G, Parens, A, Bandura, R, Walter, Y, Mozhginisky), while some evaluate aggression positively (I, Bender, D, Richardson, R, Beron).

Scientists cite the following types of aggression.

Physical aggression - from intimidation of another, to direct physical force, direct physical harm to people, bodily injuries, etc.

Verbal aggression - (i.e. aggression through sound), expressing negative feelings through shouting, arguing, swearing, insults, threats and other methods.

Aggression control is directly related to the level of self-awareness, emotional intelligence and social skills of the individual. The most effective methods are: emotional control (creating emotional relief through breathing exercises, sports, music or meditation), cognitive reappraisal (positive interpretation of negative situations, objective view of the problem), social training

(development of communication, empathy, teamwork skills), psychotherapy (cognitive-behavioral therapy).

1 The family is an active social environment that plays a key role in the development of the individual. As the child is formed, he receives the first psychological influence and attention from the home. Since the child's psyche is very simple and ordinary, his sphere of imagination also corresponds to this. The child first begins to recognize his mother in the family, and later, as the child's psyche expands, activities increase, and knowledge increases.

In addition to the fact that the child receives his first knowledge from the family, the child also spends most of his time in the family, therefore the role of the family in the development of the individual is very large.

#### CONCLUSION

IT IS NECESSARY TO INTRODUCE A SET OF PSYCHODIAGNOSTIC METHODS THAT WILL HELP STUDY THE MANIFESTATION OF AGGRESSIVE FEELINGS IN THE PERIOD OF ADOLESCENTS' SCHOOL ACTIVITIES AND TO ADAPT THEM TO THE LOCAL ENVIRONMENT.

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