

" PSYCHOLOGICAL BASIS OF REDUCING AGGRESSION AMONG SCHOOL STUDENTS WITHIN THE FRAMEWORK OF THE NEW DEVELOPMENT STRATEGY OF UZBEKISTAN "

Dilnoza Nazarova Eraliyevna

Associate Professor, Department of History, Nizami National Pedagogical University of Uzbekistan, Doctor of Philosophy (PhD) in Historical Sciences

Ro'ziboyeva Barchinoy Baxtiyor kizi

Master's student of the Faculty of Psychology of the National Pedagogical University of Uzbekistan named after Nizami

Annotation: This article analyzes the issues of reducing aggressive behavior among school students within the framework of the New Uzbekistan Development Strategy. Based on the principle of enhancing human potential, the study explores the psychological mechanisms and socio-emotional factors influencing aggression in the school environment. The importance of developing emotional intelligence, empathy, self-regulation, and communicative competence among students is substantiated. The article also highlights the role of psychological training, pedagogical cooperation, and family involvement in forming a healthy psychological climate in schools.

Keywords: New Uzbekistan, development strategy, aggression, psycho-prevention, socio-emotional development, empathy, self-regulation, school psychology.

Today, the New Uzbekistan Development Strategy (2022–2026) identifies “Human Potential Enhancement” and “Comprehensive Support for Youth” as priority areas, the content of which is aimed at ensuring not only the knowledge, but also the psychological and spiritual maturity of the younger generation [1]. In this regard, aggressive behavior among students in the school environment negatively affects the development of society and socio-psychological stability in educational institutions. The problem of aggression is being studied not only as an individual trait, but also as a social factor. In modern psychology, this phenomenon is associated with the internal emotional imbalance of a person, the inability to express himself, and low stress tolerance. The strategic goals of New Uzbekistan also include the task of strengthening the mental health of young people and forming a socially active, tolerant, and tolerant generation [2]. Aggression is a form of emotional or physical behavior aimed at causing harm to others or oneself, which occurs in the process of social interaction. K. Lawrence interpreted aggression as a biological instinct and considered it a protective reaction. A. Bandura explains aggression as a result of social learning: a child learns by observing the aggressive behavior of others [3]. Modern research shows that the causes of aggressive behavior in schoolchildren are: Family conflicts, emotional coldness or excessive control, discrimination of the student by peers, conflicting relationships with the teacher, and cyberbullying on the Internet also increase aggressive behavior. For example, as a result of constant quarrels in the family or indifference of parents to the child, he becomes aggressive, irritable or capricious in class. At the same time, psychological pressure, discrimination or a sense of injustice at school increase stress in students, intensify self-defense reactions, and as a result, they are more likely to show aggressive behavior. A deep analysis of the psychological mechanisms of aggression allows us to identify and eliminate the emotional tension that arises in the student’s personality.

The New Uzbekistan Development Strategy pays special attention to strengthening the mental health of young people. Goal 4 of the Strategy sets the task of “raising a healthy and harmonious personality”, which includes not only the quality of education, but also the socio-psychological environment [1].

From a psychological point of view, the positive development of a student's personality occurs at the following three levels. The first is the emotional level, where students develop the ability to understand and manage their emotions, as well as the ability to express their feelings and demonstrate constructive reactions in stressful situations. The second level is the social level, which includes the skills of effective communication with peers, cooperation and peaceful resolution of conflicts. The third level is the mental level, that is, the student forms the ability to think logically in complex situations, constructively solve problems and make responsible decisions[4].

The strategic aspect of reducing aggression is the development of socio-emotional competencies in the student. This, in turn, is considered a psychological mechanism for increasing "human capital" [5].

The following psychological mechanisms are effective for reducing aggression in the student. Development of emotional intelligence. According to the theory of D. Goleman, if a person learns to analyze his feelings, the level of aggression decreases [6]. For example, the following are distinguished: identifying and naming his feelings - the student can understand his internal state and determine when and why he gets nervous. For example, analyzing how they feel when they are humiliated or criticized during class. Also, increasing empathy skills - preventing conflicts by understanding the perspective of others and taking their feelings into account. For example, trying to understand the reason for a classmate's behavior; and self-management strategies - controlling impulses and choosing logical solutions instead of emotional decisions. For example, controlling reactions by taking deep breaths or taking a short distance from the situation when angry; and developing social skills - strengthening communication and cooperation skills, learning to compromise and argue constructively. This helps reduce aggressive behavior.

Psychoprophylactic work is the main strategic direction in reducing aggression in schools. In this, the psychologist, teacher, class teacher and parents work together. Also, cooperation with the neighborhood, youth affairs agency and healthy lifestyle promotion makes the student's environment more positive [7]. Three stages of such prevention are distinguished. The first is primary (prevention): early detection of aggression, psychological training. The main goal at this stage is early detection and prevention of aggression. The behavior of students is monitored and psychological training is conducted to develop their emotional intelligence. At the same time, cooperation with parents and teachers is established, ensuring a uniform approach. As a result, the student develops socio-emotional skills and contributes to a healthy school environment. The second stage is called secondary (corrective), and the main goal of individual work with the student is to reduce aggressive behavior and deepen personal socio-emotional skills. Through individual consultations, psychological training and strategies tailored to the student, skills in managing emotions, resolving conflicts and adapting to the social environment are developed. In this way, correctional work serves to reduce aggression and strengthen the social stability of the student. The third stage is considered the rehabilitation level, and at this stage, attention is paid to the social re-adaptation of children who have suffered psychological or social damage as a result of aggressive behavior. Through special psychological support, individual and group training, children's emotional stability is restored, social skills are strengthened and they are successfully integrated into a healthy school and social environment. At the same time, constant cooperation with parents and teachers ensures the sustainable development of children. In conclusion, it is worth noting that within the framework of the New Uzbekistan Development Strategy, strengthening the mental health of schoolchildren, reducing aggression and creating a healthy psychological environment are factors ensuring the well-being of the future generation. Reducing aggression is carried out through the integral cooperation of psychological,

pedagogical and social systems. In this regard, the widespread introduction of socio-emotional education in the educational process, the development of empathy, patience, self-control, and tolerance serve the strategy of spiritual and psychological upliftment of New Uzbekistan.

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