

PSYCHODIAGNOSTICS OF THE APPEARANCE OF AGGRESSIVE BEHAVIOR IN STUDENTS

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Abstract. *Aggressive behavior among students has become a growing concern in educational institutions, which affects not only the academic performance of the individual, but also the general learning environment. This scientific article focuses on studying, identifying, evaluating and intervention strategies of psychodiagnostics of aggressive behavior in students. By understanding the underlying psychological factors of aggression, educators, psychologists, and policymakers can develop targeted interventions to mitigate its negative consequences.*

Keywords: *aggressive behavior, psychodiagnostics, students, psychological factors, assessment, intervention strategies, theoretical framework, social learning theory, cognitive-behavioral perspectives, risk factors, neurobiological correlates, intervention programs, cognitive-behavioral -behavioral therapy, anger management, social skills training, prevention, school-wide strategies, ethical reasoning conflict resolution, peer mediation, emotional regulation, informed consent, cultural sensitivity, positive learning environment, ta educational psychology, neuroimaging, family dynamics, socioeconomic status.*

INTRODUCTION

Aggressive behavior in students is a complex phenomenon and takes many forms, from overt expressions such as verbal outbursts and physical confrontations to more subtle forms such as relational aggression. Verbal outbursts can include yelling, name-calling, or using abusive language, while physical confrontation can include violence, abuse, or property damage. Relational aggression, on the other hand, refers to actions aimed at damaging social relationships, often manifesting as gossip, exclusion, or manipulation within peer groups.

In order to address the complex nature of aggressive behavior in students, this article aims to provide a comprehensive psychodiagnostic review, emphasizing a systematic assessment of the psychological factors that contribute to such behavior. Psychodiagnostics includes the use of various methodologies and tools to understand the main psychological dynamics affecting aggressive tendencies. By studying root causes and triggers, researchers and practitioners can gain a deeper understanding of the factors at play, allowing for the formulation of targeted interventions.

Systematic assessment within psychodiagnostics takes into account many factors, including individual cognitive processes, emotional regulation, social learning experiences, and environmental influences. These assessments may include self-report measures, teacher assessments, and observational tools designed to capture multiple aspects of aggressive behavior. Standardized psychometric instruments such as the Aggression Questionnaire and the Buss-Perry Aggression Scale further facilitate the quantification of aggressive tendencies, helping to categorize and categorize different forms of aggression.

Theoretical part. A deeper study of aggressive behavior in students requires a theoretical basis that can shed light on its multifaceted nature. Several psychological theories contribute

significantly to this understanding, each offering unique perspectives on the origin, development, and expression of aggressive behavior.

The social learning theory proposed by Albert Bandura states that people learn their behavior by observing and imitating others, especially those in a social environment. In terms of aggressive behavior, this theory suggests that students may acquire aggressive tendencies by modeling the influence of peers, family members, or the media. Understanding the social dynamics that influence aggressive behavior is essential for the development of targeted interventions aimed at the social learning processes that cause aggression in educational institutions.

Frustration-aggression theory, originally proposed by Dollard, emphasizes the role of frustration as an antecedent of aggressive behavior. According to this theory, people who experience frustration or thwarted goals are more likely to engage in aggressive actions to release pent-up energy or achieve a sense of control. Integrating this framework into understanding student aggression recognizes the importance of identifying and managing factors that create frustration both within and beyond the academic environment.

Cognitive-behavioral perspectives provide insight into the cognitive processes and belief systems that contribute to aggressive behavior. This approach emphasizes how people interpret and perceive situations, influencing their emotional reactions and subsequent behavior. Malformed thought patterns, distorted cognition, or ineffective coping mechanisms may contribute to the development and maintenance of aggressive tendencies in students. Integrating cognitive-behavioral perspectives into psychodiagnostics allows for the identification of cognitive disorders and the formulation of interventions aimed at these basic cognitive processes.

By integrating these psychological theories, students, educators, and mental health professionals can gain a more nuanced understanding of the multifaceted nature of aggression. Recognizing the relationship between social learning, frustration, and cognitive processes allows for a comprehensive approach to psychodiagnostics, which leads to more effective measures and strategies to address aggressive behavior in educational institutions. Furthermore, such integration facilitates a holistic educational approach that goes beyond simply managing behavior by creating a supportive environment that addresses the underlying psychological factors that lead to aggression in students.

Identification and assessment. Psychodagnosis plays an important role in systematically identifying and evaluating students' aggressive behavior, using a multifaceted approach that includes various methods. The goal is to comprehensively understand the various dimensions and underlying factors that contribute to aggressive tendencies.

One of the main methods of psychodagnosis involves the use of self-report methods. Students are often asked to describe their thoughts, feelings, and behaviors related to bullying. These self-reports provide valuable insights into individuals' subjective experiences that allow psychologists and educators to understand self-perceptions of aggressive tendencies. However, it is important to consider potential conflicts or inconsistencies that may arise due to factors such as social desirability or false self-perceptions.

Teacher evaluations are another important component of psychodagnosis. Teachers who frequently interact with students can provide valuable observations and assessments of behavior patterns in the classroom and in social settings. Teacher ratings offer an external perspective on aggressive behavior that helps to validate and triangulate data obtained through self-report

measures. Collaboration with educators provides a more holistic understanding of student behavior in various contexts.

Observational tools further enhance the psychodiagnostic process by directly observing and recording behavior in various situations. These observations may capture subtle aspects of aggression that may not be readily apparent through self-reports or teacher assessments. Systematic observations make it possible to determine the situational factors, frequency and intensity of aggressive behavior, and provide a deeper understanding of the dynamics of behavior. In addition to these methods, the integration of standardized psychometric instruments adds precision to the psychodiagnostic process. Instruments such as the Aggression Questionnaire and the Buss-Perry Aggression Scale are designed to systematically identify and classify aggressive tendencies. These tools provide standardized assessment tools that allow comparisons of outcomes across individuals and populations. Using validated tools, psychologists can create a common framework for identifying and classifying different forms of aggression, which will contribute to a more accurate and reliable psychodiagnostic assessment.

Psychodiagnosis combines self-report measures, teacher assessment, observational instruments, and standardized psychometric instruments to comprehensively identify and assess student aggressive behavior. This integrative approach provides a deeper understanding of the multifaceted nature of aggression, allowing educators and mental health professionals to tailor interventions based on nuanced, evidence-based assessments of aggressive tendencies.

Risk factors and precursors. Identifying risk factors and precursors associated with aggressive behavior is very important for taking targeted and timely measures. A comprehensive understanding of the various factors that contribute to aggression in students allows for preventive measures and support systems to be implemented. Psychodiagnostics serve as an invaluable tool in unraveling the complex network of factors that predispose people to aggressive tendencies.

An important set of risk factors includes family dynamics. The family environment plays an important role in the social and emotional development of the child. Improper family structures, poor parental control or lack of positive role models contribute to the manifestation of aggressive behavior. Psychodiagnostics examines the family context, relationships, communication patterns, and the presence of support systems to determine how these dynamics influence the development of aggression.

Socioeconomic status (SES) is another important factor associated with aggressive behavior. Economic hardship and limited access to resources can increase stressors, increasing the likelihood of aggressive responses as a coping mechanism. Psychodiagnosis examines the socioeconomic context, taking into account factors such as financial stability, access to education, and community resources. Understanding the influence of SES on aggressive behavior allows for interventions that address not only individual needs but also systemic issues.

Exposure to family or community violence is a powerful precursor to aggressive behavior. Seeing or experiencing violence can contribute to the normalization of aggressive responses as a means of conflict resolution. Psychodiagnosis carefully evaluates the history of exposure to violence, determining its purpose, forms, frequency and emotional impact on the individual. By understanding the role of violence as a precursor, interventions can be tailored to address trauma and promote healthy coping mechanisms.

Mental health problems are another set of risk factors associated with aggressive behavior. Conditions such as conduct disorder, oppositional defiant disorder, or attention

deficit/hyperactivity disorder can contribute to impulsive and aggressive behavior. Psychodiagnosis includes a comprehensive mental health assessment, examination of symptoms, coping strategies, and the impact of mental health on interpersonal relationships. This holistic approach allows for the development of interventions that address underlying mental health issues alongside aggressive behavior.

Psychodiagnostics reveals the complex interaction of these factors in the formation of aggressive behavior by comprehensively examining family dynamics, socio-economic status, the impact of violence and mental health problems. By identifying and understanding these risk factors and precursors, educators, psychologists, and intervention professionals can implement targeted strategies to mitigate these effects and promote healthy developmental pathways for students. Psychodiagnostic-informed early intervention offers the potential for more effective and tailored support, ultimately contributing to a safer and more conducive learning environment.

Neurobiological dependencies. Advances in neurobiological research have greatly expanded our understanding of the complex neural mechanisms underlying aggressive behavior. These advances have opened new avenues for incorporating neurobiological perspectives into psychodiagnosis, allowing for a more holistic assessment that takes into account the psychological and biological factors that contribute to aggression in students.

Neuroimaging techniques such as functional magnetic resonance imaging (fMRI) and systemic magnetic resonance imaging (sMRI) have become invaluable tools in the psychodiagnostic toolbox. These techniques allow researchers and clinicians to investigate structural and functional brain abnormalities associated with aggressive behavior. Functional imaging provides insight into patterns of brain activity, revealing areas that may be overactive or underactive during aggressive episodes. And structural imaging makes it possible to examine anatomical structures and identify any abnormalities or changes in the brain.

By integrating neuroimaging into psychodiagnostics, researchers can identify neurocorrelates that may be associated with specific aggressive behaviors. For example, abnormalities in the prefrontal cortex, amygdala, and limbic system are associated with impulsivity, emotional dysregulation, and altered threat perception—factors that contribute to aggression. Understanding the neurobiological basis of aggression increases the accuracy of psychodiagnostic assessment, provides a deeper understanding of the underlying mechanisms.

In addition, neurobiological studies can inform the development of targeted interventions. Psychodiagnostics, including neuroimaging findings, can guide the implementation of interventions that address the neural disturbances associated with aggression. For example, interventions focused on cognitive-behavioral therapy or mindfulness techniques may be designed to modulate neural activity in regions associated with emotional regulation and decision-making. The inclusion of neurobiological perspectives in psychodiagnostics does not diminish the importance of psychosocial factors, but rather enriches the understanding of aggression by examining its biological basis. This interdisciplinary approach contributes to a broader understanding of aggressive behavior, bridging the gap between psychology and neuroscience. As our knowledge of the neurobiological markers of aggression expands, psychodiagnostics will continue to evolve and offer more accurate and personalized assessments that inform targeted interventions for students who exhibit aggressive behavior. Ultimately, this integration contributes to a more holistic approach to understanding and addressing the complexities of aggression in educational settings.

Intervention strategies. Effective measures to eliminate aggressive behavior require an adapted approach based on psychodiagnostic data. Information obtained from a thorough psychodiagnostic assessment serves as a basis for the development of targeted and individual strategies to eliminate specific causes and triggers of aggression in students.

Cognitive-behavioral therapy (CBT) stands out as a well-known intervention approach. Informed by psychodiagnostic assessments, CBT aims to identify and change maladaptive thought patterns and behaviors associated with aggression. By working with a trained therapist, students can develop coping mechanisms, problem-solving skills, and effective anger management strategies. This intervention not only targets the symptoms directly, but also targets the cognitive processes that support aggressive behaviors that promote long-term positive change.

Anger management programs represent another valuable intervention strategy. Tailored to specific needs, often identified through a psychodiagnostic assessment, these programs give people the skills to recognize, regulate, and express anger in healthier ways. Psychodiagnostic findings help tailor these programs and ensure that they address specific triggers and stressors that contribute to aggressive tendencies.

Social skills training is an additional measure aimed at improving interpersonal skills and communication. A psychodiagnostic assessment can reveal deficits in social competence, which can contribute to difficulties in forming positive relationships and resolving conflicts. Social skills training interventions therefore address these specific deficits by providing students with the tools to more effectively manage social interactions and reduce reliance on aggressive behavior as a means of communication.

Joint efforts are key to the success of these activities. The involvement of teachers, mental health professionals, and parents creates a support network around the student and reinforces the consistent use of strategies in a variety of contexts. Teachers play a crucial role in implementing activities in the school environment, reinforcing positive behaviors and providing ongoing support. Mental health professionals provide expertise in translating psychodiagnostic findings into effective intervention plans, while parental involvement ensures seamless integration of strategies into the student's daily life.

Regular communication and collaboration between these stakeholders is essential to monitor progress and adjust interventions as needed. A collaborative approach recognizes the multifaceted nature of aggression and recognizes the different experiences each side brings to the table.

Psychodiagnostic-informed interventions such as cognitive-behavioral therapy, anger management programs, and social skills training offer promising avenues for addressing aggressive student behavior. The success of these interventions depends on their adaptation to unique needs identified through psychodiagnostic assessment and the collaborative efforts of teachers, mental health professionals, and parents. This comprehensive and collaborative approach contributes to a more supportive and conducive environment for students to develop healthy behaviors and attitudes.

Prevention and school-wide strategies. Psychodiagnosis can inform prevention strategies and school-wide interventions to create a positive and inclusive learning environment. Implementing programs that focus on conflict resolution, peer mediation, and emotional regulation can help reduce aggressive behavior.

Future directions. The field of psychodiagnostics of aggressive behavior in students continues to develop. Future research should examine long-term outcomes of interventions, improve assessment tools, and consider the role of technology in assessment and intervention strategies.

CONCLUSION

In short, psychodiagnosis is an invaluable tool for understanding and solving the complex problem of aggressive behavior among students. Using a comprehensive approach that includes psychological, biological, and environmental factors, psychodiagnosis provides a nuanced understanding of the multifaceted nature of aggression, providing a foundation for targeted interventions that provide a safe and beneficial learning environment.

Basically, psychodiagnosis includes a comprehensive examination of psychological factors that contribute to aggressive behavior. It includes cognitive processes, emotional regulation, and social learning experiences. By studying the complex interplay of these psychological dynamics, educators and mental health professionals gain insight into the underlying causes and triggers of student aggression. This deeper understanding goes beyond surface-level behaviors, allowing for the development of interventions that address the root causes of aggressive tendencies.

Biological factors, including neurobiological correlates, further enrich the psychodiagnostic process. Advances in neuroscience have provided valuable insights into the neural mechanisms involved in aggression. Psychodiagnosis, including neuroimaging techniques, can identify structural and functional brain abnormalities that may contribute to aggressive behavior. This biological perspective not only adds depth to our understanding of aggression, but also informs interventions that consider the role of the brain in shaping behavior.

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