



PSYCHOLOGICAL STUDY OF THE RELATIONSHIP OF THE LEVEL OF AGGRESSIVENESS AND VALUE ORIENTATIONS IN ADOLESCENTS

Khudaiberganov

*Independent Applicant, National University of Uzbekistan,
Edited by Associate Professor, Doctor of Ps.Sc. (DSc) Kh. Alimov*

ANNOTATION

Currently, aggressive behavior has become a global problem of our time. This requires widespread use of methods for early identification of the roots of aggression and eliminating its determinants. This article examines the problems of the relationship between value orientations and the degree of aggressiveness of adolescents. Value orientations, being one of the central personal formations, express a person's conscious attitude to social reality and have a significant impact on the prevention of individual aggressiveness. In this article, a teenager's aggressiveness is considered as a psychological personality trait that destroys systems of motivation for activity and life.

KEY WORDS: value orientations, aggression, more, moderately and less aggressive adolescents, physical aggression, irritation, verbal aggression, indirect aggression, negativism, resentment, aggressiveness index, hostility index, stability of types of aggression in adolescents.

At any age, in the process of interaction with others, a person constantly finds himself in situations that require him to make one decision or another. The choice of solution depends on value orientations and life positions. Values in adolescence have not yet been established, and their preference depends on many personal qualities. A high degree of aggressiveness in a teenager negatively affects the system of value orientations and destroys the content side, negatively differentiating the basis of his views on the world around him, towards other people, towards himself, the basis of her worldview, the core of motivation. Since value orientations can be a way of differentiating objects of reality according to their significance (positive or negative).

Purpose of the study: to theoretically and experimentally establish the connection between the value orientations of adolescents and the degree of their aggressiveness.

The problem of value orientations has been given much attention by domestic and foreign philosophers, sociologists and psychologists. For example, scientists O. M. Vovchenko, V. V. Gavriluk, V. M. Kirsanov, G. Lotze, A. T. Moskalenko, R. Perry, V. F. Serzhantov, V. P. Tugarinov, E. From, T. Shibutani, E. Spranger, E. A. Yablokova defined the concept of "value" as objects and phenomena of the surrounding reality that are significant for the individual.

Value guidelines represent the foundation, orientation of thought and action in accordance with idealistic values. L. N. Antilogova defines value guidelines as values that are not intended to increase material profit, but comply with social norms, improve the mental quality of life, internal enrichment, and personality maturation. This requires an understanding of

intangible values and the ability to distinguish between beneficial thinking and aspirations [1].

Erich Fromm fundamentally distinguished between "idealistic" and "materialistic" views on values. He considered the alternative of enriching himself with external goods or human qualities [6].

Herman Lotze uses the term "value guidelines" in the sense of "an emotionally recognized superior that can be seen, recognized, adored, strived for, and behaved" [3].

In our opinion, culturally transmitted values serve as a "guideline" for understanding or knowing the world and, therefore, become a prerequisite for planning behavior.

In the modern digital world, the value orientation system of teenagers has changed in many ways. And if earlier this concept was considered as an element of the dispositional structure of the individual, now there is a need for the general formation of both internal and external elements that create these value orientations of the individual.

Issues of adolescent aggressiveness are reflected in the works of domestic and foreign scientists. Furmanov I. A. looked at aggression and its manifestations in childhood and psychological problems of aggression in social relationships. K. Lorenz studied many aspects of aggressive and sexual behavior of animals, including human behavior in a comparative ethological analysis of these forms of behavior. K. Horney studied personality theories of aggression. L. Berkowitz studied the causes, consequences and control of aggression. T. G. Rummyantseva studied factors contributing to aggression. The methodological foundations of gender analysis in psychology



are developed both by foreign psychologists - S.Bern, K.West and D.Zimmerman, and by domestic researchers: O.A.Voronina, T.A.Gurko, I.S. Kletsina, L.V.Popova, N.A.Chelyshev and others.

Having analyzed approaches to determining the value orientations and aggressiveness of a teenager, we experimentally established their connection. The experimental study was carried out on the basis of Ahmad international school in the city of Kokand, Fergana region of the Republic of Uzbekistan. The representative sample consisted of 54 teenagers studying in grades 4 to 8.

The methodological tools were: the methodology of M. Rokeach "The Nature of Human Values" and the test questionnaire of A. Bass and A. Darka "Diagnostics of the state of aggression".

Having established the preference for instrumental and terminal values of school adolescents and the degree of their aggressiveness, we processed the results of the study using mathematical statistics. The results of the study are reflected in the tables.

Indicators of differences in preferences for terminal values by adolescents with different levels of aggressiveness are reflected in table 1.

Table 1.

Results of the analysis of differences in preferences for terminal and instrumental values between adolescents with different indicators of aggressiveness

aggressiveness index	values	average	sets of values
18-25	Mature love (sexual and spiritual intimacy)	13,1	<i>terminal values</i>
	An exciting life (a stimulating active life)	12,9	
	Wisdom (a mature understanding of life)	12,8	
	Upbringing	16,1	<i>instrumental values</i>
	Tidiness (Neatness)	15,1	
	Cheerfulness (Lightheartedness, joyfulness)	14,7	
10-17	National security (protection from attack)	17,0	<i>terminal values</i>
	Wisdom (a mature understanding of life)	14,4	
	An exciting life (a stimulating active life)	14,0	
	Polite (Courteous, well-mannered)	16,4	<i>instrumental values</i>
	Clean (Neat, tidy)	14,5	
	Ambitious (Hard-working, aspiring)	13,7	
0-9	National security (protection from attack)	15	<i>terminal values</i>
	Family Security (taking care of loved ones)	13,5	
	Equality (brotherhood, equal opportunity for all)	13	
	Freedom (Self-reliant, self sufficient)	14,25	<i>instrumental values</i>
	Broadmindedness (Open-mindedness)	13	
	Clean (Neat, tidy)	12,75	

As a result of statistical analysis, differences were found in the terminal and instrumental values of adolescents with an aggressiveness index within the normal range (18-25) from adolescents with two other degrees of aggressiveness. Among the statistically significant differences in values among these adolescents there are: "Mature love (sexual and spiritual intimacy)" from terminal and Cheerful (Lighthearted, joyful) from instrumental values, that is, for adolescents with a degree of aggressiveness within the normal range, it is important to feel a loved one, to strive for enjoyment in life and get rid of negative energy through cheerfulness and a sense of humor.

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To prove the presence or absence of a relationship between terminal values and the degree of aggressiveness, let us turn to correlation analysis. A correlation analysis of the connections between terminal values (ranks) and aggressiveness parameters was carried out by calculating the Spearman rank correlation coefficient. The results of the study are reflected in Table 2 (significant coefficients are highlighted in bold and underlined).

Table 2.

Results of correlation analysis of connections between terminal values and parameters of aggressiveness

values	terminal values						instrumental values						
	Wisdom (a mature understanding of life)	National security (protection from attack)	Salvation (saved, eternal life)	True friendship (close companionship)	Freedom (independence, free choice)	Self-respect (self esteem)	Obedient (Dutiful, respectful)	Independent (Self-reliant, self sufficient)	Responsible (Dependable, reliable)	Self-controlled (Restrained, self discipline)	Courageous (Standing up for your beliefs)	Intellectual (Intelligent, reflective)	Capable (Competent, effective)
	Correlation coefficients r (эмн?) ($\kappa = 0,27$ for $P \leq 0,05$ & $\kappa = 0,35$ for $P \leq 0,01$)												
Indirect aggression	0,036	0,115	-0,014	-0,175	0,193	-0,026	0,082	-0,160	-0,051	0,139	0,117	0,281	-0,003
Irritation	0,357	-0,246	0,256	0,272	-0,325	-0,358	0,205	-0,280	0,325	0,275	0,242	-0,262	-0,006
Resentment	-0,038	0,081	0,228	0,065	-0,179	0,041	0,304	-0,145	-0,207	0,009	-0,012	-0,084	0,290
Suspicion	0,222	0,247	0,140	0,113	-0,019	-0,029	0,208	0,012	-0,160	0,015	-0,115	-0,329	-0,078
Verbal aggression	0,029	-0,042	0,033	0,075	-0,226	0,198	0,249	-0,133	0,087	0,275	0,109	-0,040	0,134
Guilt	0,201	0,079	0,318	-0,052	-0,224	0,115	0,239	-0,108	0,098	0,129	0,136	0,374	0,017
Hostility	0,105	0,277	0,247	0,093	-0,129	0,006	0,340	-0,124	-0,238	0,020	-0,103	-0,278	0,108
Aggressiveness	0,197	-0,320	0,232	-0,162	-0,421	0,302	0,299	0,149	0,164	0,355	0,356	0,099	0,016

Correlation analysis of the connection between terminal, instrumental values and various parameters of aggressiveness among adolescents shows a number of statistically significant relationships: The aggressiveness parameter irritation has a correlation with the instrumental values self-controlled (0.275), responsible (0.325), Independent (-0.280), as well as with the terminal values Freedom (-0.325), True friendship (0.272), in addition, a high indicator of negative correlation with Self-respect (-0.358) and with Wisdom (0.357).

Instrumental Value Intellectual is correlated with three parameters of aggressiveness: Indirect aggression (0.281), negative correlation with suspicion (-0.329), high correlation with guilt (0.374) and Hostility.

The aggressiveness parameter Resentment correlates with instrumental values Obedient (0.304) and Capable (0.290). And verbal aggression has a correlation with Self-controlled (0.275), as well as Salvation are correlated with Guilt (0.318).

Using the method of correlation analysis, a connection between Autoaggression and Hostility was identified with three criteria of values: Intellectual (-0.278), Obedient (0.340) and National security (0.277). As well as personality aggressiveness index - Aggressiveness and six criteria value orientations: Courageous (0.356), Self-controlled (0.355), Obedient (0.299), Obedient (0.299), Self-respect (0.302), Freedom (-0.421), National security (-0.320).



Thus, the results of the study suggest that the value orientations of adolescents determine and have a positive impact on reducing their aggressiveness. Value orientations are a complex socio-psychological phenomenon that is an integral part of a person's system of relationships, determining a person's general approach to the world, to himself, giving meaning to personal positions, behavior, and actions. The system of value orientations expresses the internal basis of the individual's relationship with reality, significantly reducing a number of criteria for his aggressiveness.

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