

## SOCIAL PEDAGOGICAL FACTORS FOR PREVENTING AGGRESSIVE SITUATIONS CHILDREN IN PRESCHOOL EDUCATION

*Raxmatova Ikbolxon Inomjonovna*

*Teacher of Termez State Pedagogical Institute*

*Ergasheva Nilufar Erkinovna*

*student of Termez State Pedagogical Institute*

**Annotation:** In this article, the need to optimize the early prevention of the abnormal activity of a growing person, which is an important link in the system of socio-pedagogical prevention of deviant behavior, in the aggression of a preschool child, the instability of the behavior and demands of parents, issues of family education, problems arising from the breakdown of parent-child relations, and the problem of preventing aggressive behavior are covered.

**Keywords:** deviant, aggression, person, socio-pedagogical, art therapy, visual activity, subject, training, morality, concept, nature, aesthetics, activity, thinking, ability, system, thinking (analysis, synthesis, comparison, generalization), perception, creative development.

### INTRODUCTION

In the current process of globalization, the organization of visual activities based on innovative technologies in the preschool education organization is one of the reforms in the field of education. Education of a mature generation in accordance with the requirements of the time demands a great responsibility from preschool teachers. Image activity increases the child's psychological and mental readiness for school. We can see this in the way a child behaves and consciously performs all actions. Drawing, working with clay, applique training, teaches to do it correctly, to create something new, to acquire certain skills and competencies. After all, by forming activity skills in children, they begin to feel aware of the lifestyle of their people, existing artistic traditions through this activity.

Also, visual activity classes conducted in pre-school education as the first stage of aesthetic education are the mental development of children and the cultivation of their artistic taste, the development of creativity, the ability to see the beauty around and in nature, to enjoy it and to It is a pedagogical guarantee of having the right attitude and teamwork skills.

Therefore, this process is not only in terms of artistic and aesthetic education, but also a means of complex influence for the development of children in all aspects, that is, in the process of engaging in visual activities, children's imaginations about things and objects and events are formed, physical development at a certain level is provided. Therefore, it is necessary to research this situation from the psychological, pedagogical,

methodological and physiological aspects, to provide the practice with conclusions based on the educational and educational needs and requirements of the development stage of the society, and scientifically based developments.

According to educators, one of the most urgent and difficult to solve problems in their professional activity is the problem of children's aggression, which causes alienation, conflicts, and hostility between the participants of the educational process. Aggression increases various deviant behaviors of students: vandalism, gambling, criminal attacks on a person, etc.

The serious concern of educators and parents is connected not only with the increase, but also with the rejuvenation of aggressive manifestations in the subculture of children and teenagers. Today, persistent forms of aggression can be observed in small schoolchildren and even preschoolers. Faced with situations of aggression, many employees of preschool educational organizations have difficulty choosing adequate means of response.

In this regard, there is a need to optimize the early prevention of the abnormal activity of a growing person, which is an important link in the system of socio-pedagogical prevention of deviant behavior of minors. The problem of prevention of aggressive behavior has been in the center of attention of representatives of medical, psychological and pedagogical knowledge for more than a century. G.Parens, G. Figdor and other representatives of psychoanalytic pedagogy are looking for ways and means to eliminate and prevent aggression in preschool children. In the works of local psychologists, the manifestation of children's aggressive behavior is considered in the context of the influence of the social environment.

Determining the social context of aggressive behavior, researchers turn to the study of factors influencing its formation in preschool age, which is sensitive to various forms of environmental influences. Social factors (mass media, family, preschool education, etc.) described by researchers (T.V. Burminskaya, Yu.V. Smik, etc.) make it possible to distinguish the family as an influencing environment, complex.

A number of researchers (F.E. Vasilyuk, S.N. Enikolopov, I.A. Furmanov, etc.) believe that the aggression of preschool children is a consequence of deformation in the family and does not have a positive effect on the developing personality. The analysis of existing literature showed the absence of evidence-based pedagogical programs aimed at the prevention of child aggression. Analysis of the theory and practice of prevention of aggressive behavior in preschool children made it possible to identify the following contradictions:

- the growth of the public, the need to eliminate child aggression - and the lack of evidence-based pedagogical models for its prevention;
- increasing interest in the problem of aggressive behavior of pedagogues-educators and paying less attention to aggressive manifestations of preschool children

in the family and preschool education; the increase in the number of preschool children with aggressive behavior in need of preventive measures, and the lack of skills of pedagogues and parents of preschool educational organizations in this matter.



*The following issues are important when conducting psychological-pedagogical consultations for parents:*

Visual activity, art therapy, "Sand play therapy - a method of eliminating emotional stress in a child", "Peculiarities of the emotional world of a preschool child", "Games to reduce aggression and weaken negative emotions and exercises", "Conflicts with the child" in theoretical and practical sessions with pedagogues-educators of the preschool educational organization, etc.: "Emotionally creating a comfortable environment in the group", "Communication between employees of the preschool educational organization and aggressive children development of an installation algorithm", "Impact of creative potential on the quality of professional activity", "Optimization of communication of participants in pedagogical interaction", "Self-realization of a person - his self implementation process and result", "Using methods aimed at determining the level of aggression and related characteristic deviations in groups of children of different ages" and others.

The analysis of different approaches convinces us to understand aggression as purposeful destructive behavior that violates the norms and rules of people's coexistence in society, harms the objects of attack, causes physical harm to people and causes them psychological discomfort (negative): experiences, stress, depression).

In the structural form, aggression is manifested in the form of aggressive behavior, as one of the forms of response. For example, situations that cause various uncomfortable physical and psychological aspects of life: stress, despair, etc. Aggression is the preservation of individuality and identity, protection and growth, a sense of self-worth, the level of claims, a signal of escalation, psychological protection.





In our opinion, an "aggressive child" is a person who often exhibits models of aggressive behavior aimed at himself and others, has weak adaptive skills, and lacks constructive skills to solve life situations in interpersonal relationships with peers and adults. Often, the aggression of a preschool child is caused by a violation of the parent-child relationship, which is manifested in the instability of the behavior and demands of parents, in the use of simplified methods of family education; as well as in their authoritarian, dominant position. The inconsistency of the emotional and behavioral interaction of parents with the child leads to a violation of the process of his socialization, which is manifested in pedagogical neglect and difficult education.

Unpreparedness of teachers-educators to interact with aggressive preschool children, violation of the educational positions of educators increases the aggressive appearance of preschool child's behavior.

Activities to optimize the professional position of the teacher are related to enriching his knowledge about methods of determining mental state in kindergarten and expanding effective pedagogical methods of prevention of emotional stress in preschool children. We found that preschool teachers have serious difficulties in working with aggressive preschool children and their parents. Many families where children with increased aggression are brought up are characterized by a low level of psychological and pedagogical culture and social disadvantage.



Work to prevent aggressive behavior of preschool children is aimed at building their self-confidence, developing a sense of empathy and developing social skills. Educators involved children in cognitive activities aimed at understanding the essence of cruel personality traits and ways of their manifestation, psycho-gymnastics, art therapy, music therapy, color therapy, behavior training, dramatization games, open games with rules. As a result, the overall level of aggression among preschool children decreased by 32%.



The need to exert a targeted pedagogical influence on the behavior and activities of children through the joint efforts of the kindergarten and the family and the full use of society as an active subject of the educational process remains relevant. In this regard, the following task was set as a priority:

- to study the problem of continuity in the prevention of children's aggression between the pre-school educational institution and the general education school;
- increasing the powers of pre-school education workers to prevent child aggression.

### CONCLUSION

In conclusion, it should be noted that in order to succeed in modern society, a child must have social skills: establishing and maintaining relationships with society, establishing positive relationships with people, peers and adults show respect, resolve conflict situations that arise, participate in joint activities, etc. It is these behavioral skills that are poorly expressed in an aggressive child, which leads to a brutal reaction to the influence of the social environment. Preschool aggression can be prevented by taking corrective measures in time, since it is a personality trait in infancy.

### REFERENCES

1. САКУЛИНА.Н.П. РИСУНОК, АППЛИКАЦИЯ, РАБОТА С ГЛИНОЙ В ДЕТСКОМ САДУ. М.: ПРОСВЕЩЕНИЕ, 1993.
2. ДЖАЛАЛОВА.Д.Х ОСНОВНЫЕ ТЕНДЕНЦИИ РАЗВИТИЯ СОВРЕМЕННОЙ ЯПОНСКОЙ ШКОЛЫ. АВТОРЕФЕРАТ ДИС.К.П.Н. 2004.
3. Inomjonovna, R. I. (2022). INTERACTIVE GAMES IN THE PROCESS OF TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS.



4. Inomjonovna, R. I. (2022). CHARACTERISTICS OF UZBEK FOLK APPLIED ARTS AND THEIR PLACE IN SOCIETY. *World scientific research journal*, 2(1), 29-32.
5. Inomjonovna, R. I. (2022). FINE ACTIVITIES ARE THE MAIN TOOL OF AESTHETIC EDUCATION OF CHILDREN AND THE RELATIONSHIP WITH OTHER ACTIVITIES. *World scientific research journal*, 2(1), 25-28.
6. Inomjonovna, R. I. (2022). METHODS OF FORMATION OF IMAGINATION, THINKING AND CREATIVE THINKING IN PRESCHOOL EDUCATIONAL INSTITUTIONS. *World scientific research journal*, 2(1), 58-62.
7. Inomjonovna, R. I. (2022). FINE ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATION AS A DEPARTMENT OF INTEGRATIVE CONTENT. *World scientific research journal*, 2(1), 63-66.
8. Мурадов, Ш. К., Ташимов, Н. Э., & Рахматова, И. И. (2017). Сечение поверхностей 2-го порядка общего вида по эллипсу заданной площади. *Молодой ученый*, (50), 99-102.
9. MURADOV, S. K., TASHIMOV, N., RAXMATOVA, I., & KUKIEV, B. (2017). SECHENIE POVERXNOSTEY 2-GO PORYADKA OBshchEGO VIDA PO ELLIPSU ZADANNOY PLOshchADI. *Young Three*, 50(184), 99-101.
10. Inomjanovna, R. I., & Rozibaevna, H. N. (2021). THE GREAT SILK ROAD CULTURAL LIFE. *ResearchJet Journal of Analysis and Inventions*, 2(01), 1-4.
11. Inomjanovna, R. I. (2021). CREATIVE OPPORTUNITIES TO TEACH CHILDREN THE ART OF DRAWING WITH THE HELP OF NON-TRADITIONAL OBJECTS AND TECHNIQUES IN THE FIELD OF ART. *Journal of Ethics and Diversity in International Communication*, 1(1), 19-22.
12. Рахматова, И. И. (2016). Причины, повышающие творческие способности студентов на занятиях по созданию портрета. *Учёный XXI века*, (7 (20)), 26-28.
13. Рахматова, И. И. (2016). Место и значение игры в процессе художественного воспитания. *Ученый XXI века*, 23.
14. Practical Application of Prospects Rules in Drawing  
SAA Valiyev Azamjon, Ikbolkhon I. Rakhmatova  
*Eastern European Scientific Journal (ISSN 2199-7977), Germaniya*, 82-86