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THE IMPACT OF LONELINESS ON THE DEVELOPMENT OF AGGRESSION IN ADOLESCENTS

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Abstract: This article provides a socio-psychological analysis of the feeling of subjective loneliness during adolescence and its impact on the formation of aggressive behavior. The study examines family relationships, emotional detachment, and modern technological factors as core catalysts for both external and internal (auto-aggressive) manifestations of aggression. Furthermore, it comparatively reviews the theoretical frameworks of international scholars (J. Dollard, L. Berkowitz, A. Bandura) alongside domestic psychologists, ultimately proposing a comprehensive system of preventive measures aimed at mitigating loneliness and destructive behaviors in adolescents.

Keywords: adolescence, feeling of loneliness, aggressiveness, frustration, destructive behavior, parental relationships, social adaptation, auto-aggression, self-regulation.

Introduction.

Loneliness is a common problem during adolescence, which has a significant impact on psychological, social, and emotional development. During this period, a person experiences a process of self-awareness, identification, and a sense of independence [5]. However, if social support is not sufficient during these processes, a feeling of loneliness can arise, which can lead to the development of various psychological problems, including aggression [4].

Studies show that as loneliness increases during adolescence, a person's social adaptation decreases and the level of aggression increases [6; 9]. Loneliness can arise for various reasons, including:

• Insufficient emotional connection with parents - the teenager feels misunderstood, rejected, or not receiving enough attention [13].

• Problems with friendships – inability to find close friends, difficulty integrating into social groups [12].

• Impact of modern technology – excessive dependence on the Internet and social networks, reduced interaction with people in real life.

• Academic pressure and stress – failure in school, criticism from teachers or peers.

Loneliness in adolescence can lead to aggression in two ways:

1. External aggression – this is direct physical or verbal aggression, which can be directed at friends or family [2].

2. Internal aggression – this manifests itself in forms such as depression, self-harm, self-deprecation, and low self-esteem [11].

Psychologists have put forward several theories to explain the link between loneliness and aggression:

• Theory of accumulation of emotions (J. Dollard, L. Doob, etc.) – as a result of the inability to express emotions in a person, pressure increases, which ultimately manifests itself in the form of aggression [3]. The feeling of loneliness increases the internal emotional tension in the teenager, as a result of which he resorts to aggression to release this energy.

• Frustration-aggression theory (L. Berkowitz) – if the teenager cannot achieve the goals he has set for himself or his relationships with others are not positive, he experiences frustration, and this can manifest itself in the form of aggression [2].

• Theory of learned aggression (A. Bandura) – teenagers can acquire aggressive behavior by learning from the environment [1]. If they see a solution to problems through aggressive actions (for example, in the family or in society), they can also apply this method in their own lives.

Uzbek psychologists have also been studying the issue of loneliness and aggression in adolescence. For example, S. N. Mustafoyev analyzed the level of aggression in adolescents and studied its relationship with social adaptation [8]. G. T. Tokhtayeva analyzed the impact of family upbringing methods on the emotional state of adolescents and found that adolescents with a high level of loneliness are prone to aggression [13]. A. R. Sayfuddinova analyzed the relationship between the social environment and the psychological stability of young people and showed that social support helps reduce aggression [10].

When loneliness increases during adolescence, it can lead to the formation of aggression. There are various forms of aggression, which negatively affect the social life and emotional development of a teenager. Studies by Uzbek psychologists also show that family upbringing, relationships with friends, and psychological support play an important role in reducing loneliness and aggression in adolescents. Therefore, a comprehensive approach is required to solve this problem. Loneliness is one of the most common negative emotions in everyday life. Loneliness has various negative effects and can even lead to suicidal thoughts. Loneliness can be experienced in different ways. We will consider it in terms of the likelihood that children in adolescence will experience it. Adolescence is one of the most complex and important stages in a person's life. During this period, adolescents not only change their physical and mental states, but they also experience new experiences in the process of social and emotional development. Feeling lonely, unsupported, or alienated can become common during adolescence, especially if there are some problems in the family environment. The influence of the family in this process is very large and plays an important role in how adolescents feel lonely. In this article, we will analyze the influence of the family on the loneliness of adolescents, the factors that lead to it, and how to eliminate this situation. We know that the upbringing of adolescents has its own characteristics, laws, opportunities, and complex mechanisms for the expression and emergence of behavioral motives. Therefore, it is necessary to use educational and educational measures that fully take into account their characteristics when raising adolescents. Loneliness is often mentioned in life, and systematic research on loneliness has not yet been conducted. There is no single definition of loneliness, although most studies are focused mainly on interpersonal relationships, that is, they consider loneliness to be a negative feeling that arises when one cannot satisfy one's needs in terms of interpersonal relationships. In other words, the development of loneliness is strongly associated with the lack of interpersonal relationships. Loneliness is such an acute emotional experience that it reflects a certain form of self-awareness and indicates the breakdown of the system of relationships in the inner world of a person. Forcing a child to perform actions that are incompatible with his inner nature (for example, forcing him to study music when he has no musical talent) creates a state of emotional fear in the child. On the one hand, he loves his parents for creating all the conditions for him, on the other hand, a feeling of hatred begins to form towards them for preventing him from realizing his desires. Hostility is not allowed in the child's mind, then a feeling of insecurity arises, but it is also suppressed to the subconscious. Gradually, various psychological defense mechanisms begin to form, one of which is a socially approved role. But in the mind, a feeling of loneliness, abandonment, and misunderstanding remains, and this feeling of a person may not leave him

throughout his life. Even if there are many relatives, colleagues, and friends around him, this feeling continues to haunt him. People who spend a lot of time alone may not feel lonely, but at the same time, they are in regular communication Those who are lonely can also feel lonely. This is due to the difference between objective manifestations of loneliness and subjective manifestations of loneliness. There is a clear difference between loneliness or loneliness, which can be considered as an objective manifestation of loneliness, and the subjective manifestation of loneliness, which is primarily a feeling of loneliness experienced within the individual. What is usually called loneliness refers to the subjective manifestation of loneliness.

In such conditions, the search for ways to constructively solve the problems of loneliness becomes especially relevant. The changes taking place in society affect the elderly and adolescents as the least socially protected groups. Researchers of adolescence (I.V. Dubrovina, V.S. Mukhina, D.I. Feldstein, E. Erikson, etc.) emphasize that it is especially difficult for adolescents in the conditions of transition from childhood to adulthood, in the conditions of formation and development.

It is during this period that adolescents often experience loneliness as a feeling of abandonment, abandonment, misunderstanding and rejection. The experience of loneliness in adolescence can develop into a persistent negative mental state, which can leave its mark on all other emotions and experiences and even hinder personal development.

D. Gaev defines loneliness as a feeling of sadness and melancholy that arises as a result of the inability to establish the necessary relationships with certain aspects of the surrounding world.

In his opinion, the constructive opposite of loneliness is the ability to be alone with oneself.

Gaev considers loneliness from the point of view of different levels of its manifestation and distinguishes two main ones: existential and pathological (painful). Existential loneliness (as the initial defeat of misunderstanding by others) is part of human existence. It involves the awareness of one's own separateness from others, the search for identity and the meaning of life.

The source of existential loneliness is the uniqueness and originality of each individual's experience, the fact of human existence. Painful loneliness (according to D. Gav, pathological) often involves a chronic disconnection with oneself and others, which is the result of the inability to establish and maintain desired relationships with significant others or a frustration with the need for social inclusion. According to Gav, painful loneliness is characterized by 4 components:

1. Lack of connection with oneself.
2. Inability to overcome emotional barriers with others.
3. Inability to find one's place in social society and helplessness.
4. Loss of meaning in one's life. According to G. Sullivan, it is precisely adolescents who experience loneliness in its most complete and terrible form.

All the experiences of a teenager are reflected in the picture of his behavior, in the impulsiveness of his actions and words. True, much still depends on the natural organization of a person (temperament).

In the holistic picture of adolescent behavior, experiences with loneliness and attempts to overcome loneliness in any way are often the cause of deviant behavior, creating difficulties in personal development. This forces researchers to address the issues related to the adolescent's perception and experience of various aspects of loneliness and to look for tools that would facilitate this set of experiences for the adolescent, helping him find the most constructive way out in various situations of loneliness. According to the analysis, the experience of loneliness is influenced by:

• problems in relationships with a peer group and in relation to oneself (misunderstanding of oneself, self-pity, lack of confidence

internal resources and motives for choosing it to maximize the positive potential of loneliness may be incorrect.

a negative assessment of one's abilities, qualities and lifestyle and ;

• characteristics of the individual's attitude towards oneself (self-doubt, lack of life prospects and a low sense of purpose, dissatisfaction with oneself, a desire for personal development, as well as a tendency to blame oneself);

• characteristics of the individual's self-perception: recognizing oneself as unable to control events in one's life, doubting one's worth to others, internal honesty (criticality of self-perception and depth of self-awareness);

• characteristic features of the individual features: contradictory behavior and a tendency to subjugation, conformity.

Based on the above information, as well as on the understanding of the dialectical nature of the relationship between the negative and positive aspects of loneliness, we identified the internal conditions for the realization of the positive potential of loneliness and the corresponding areas of the psychological sphere. and pedagogical assistance to the individual:

• awareness of loneliness and its positive perception;

Negative loneliness is conscious or unconscious loneliness that hinders personal development. Passive attitude to the current situation or destructive activity of a defensive nature. Lack of conscious positive motives for choosing loneliness, conscious or unconscious loneliness based on negative motives (not decision-making, struggle motives, but care, protection). Passivity or destructive activity

Positive (loneliness as a source of personal development) Conscious loneliness. Active attitude to the current situation. Lack of experience in coping with difficulties and internal resources. Lack of conscious motives for choosing loneliness absence Conscious loneliness. Active attitude to the current situation. Experience in dealing with difficulties and internal resources. Loneliness is based on positive motives and goals

• a positive attitude and self-awareness of the individual;

• the formation of communicative qualities that ensure successful coping with difficulties and negative experiences;

vaniyami;

• understanding the positive role of loneliness in personality development, which is the key to internal motives for choosing loneliness.

The following measures should be taken to prevent loneliness and aggression in adolescents:

Strengthening social interaction - involving adolescents in group activities, helping them establish social connections with their friends.

Psychological training and counseling - developing adolescents' skills in managing their emotions and reducing aggression.

Increasing family support - spending quality time with parents, paying attention to their emotional needs.

Developing psychological services in the school environment - organizing counseling sessions conducted by psychologists, and training to reduce aggression.

Increasing emotional stability through sports and art - creating opportunities for adolescents to express their negative emotions in a constructive way through physical activity and creative activities.

Conclusion

Correction and preventive measures for subjective loneliness and the resulting aggressive tendencies in adolescents should not be limited to an individual approach. Eliminating this problem requires a comprehensive system that includes the correlation of the family, educational institution and peer reference group. By developing conscious reflexive control and positive emotion regulation skills in adolescents, it is possible to transform the experience of loneliness from a destructive force into a source of personal development, mobilization of internal resources and creative creativity.

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