

## "BULLING" AS AN URGENT PROBLEM OF SOCIETY

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### Abstract

this article focuses on the problem of “bullying”, child-centered violence, and its prevention. Bullying is the use of violence, coercive behavior, derision or threat with offensive words, abuse of trust, aggression, or intimidation of dominance. This behavior is often repeated and commonplace.

**Keywords:** Bullying, violence, family, cruel attitude, physical and psychological violence, aggression.

### Introduction

Child-centered violence is one of the major risks to the welfare of the community and is more of a concern. When it comes to violence and abuse, children are the most unprotected category of the population. Not only are they physically unable to defend themselves, but they are also most vulnerable because their survival itself depends on adults, and they cannot directly defend their rights. In this regard, they are often victims of various injuries and damage that lead to the development of their personality. Child abuse is more common than adult abuse. Abductions, infancy, beatings, sex, psychological and physical abuse are mostly found inside, not outside, families. However, child abuse also exists outside of families. Children are victims on the street, in parks, in boarding schools and even in the system itself. Children have the right to protection from all forms of physical and personal immunity and physical and psychological abuse. Despite the general trend of humanizing the educational process, the statistics of cruel treatment of children confirm the need to strengthen the activities of the services of educational institutions in this direction. Usually, in the educational environment, permanent characters are involved in cases of violence. Almost every class has students who are different from any characteristics that are victims of peer abuse. The analysis of modern foreign works dedicated to the problems of bullying in the educational environment shows the need for a deep and

systematic study of this phenomenon. At the same time, it is taken into consideration to distance the school and teachers from the problem of school harassment, as well as the insufficient level of teacher awareness about the causes and forms of bullying in the relationship between schoolchildren. Usually, teachers do not report the degree of spread of the problem and do not know how to solve this accelerating phenomenon (Calliotis R., Olweus D.). "Despite the spread of bullying in the educational environment, we note the lack of scientific research that reveals the psychological nature of this phenomenon in our country." Bullying can be in both physical and psychological form. It manifests itself in all ages and social groups. In difficult cases, certain characteristics of Group crimes can take. Bullying leads to the fact that the victim is losing self-confidence. Also, this phenomenon can lead to mental disability, as well as psychosomatic illnesses, and lead to suicide. In this case, it is important to explain to this person and show how to preach how to act in the current situation. Unfortunately, there are not many enthusiasts in this area who ask teachers to provide information about cases of invasion, victims and violent initiators, as well as work with other students. In fact, bullying at school also leads to trauma to "observers": children are afraid that they themselves can become the object of bullying, so they easily obey the attackers, follow their instructions. This is a very common phenomenon among adolescents from Uzbekistan. However, the lack of funds also leads to the fact that experts on this issue develop methods for studying the problem, combating it. In Uzbekistan, too, today the problem becomes more relevant, and if in European countries they try to fight bullying, then Uzbekistan will simply turn a blind eye. It is easier to claim that nothing is happening to the state of modern Uzbekistan, so children will be sentenced to an unhappy childhood. But bullying does not disappear on its own, and if you do not take measures to prevent it, it will begin to take on new forms. Bullying is a problem of today's society, and its unresolved state today will have terrible consequences tomorrow. Thus, violence is an aggressive social form of behavior that is inherent only in a person is negative and subjective. The object of this relationship is assessed and incompatible, normative-valuable rules in society, as well as the mechanism of coercion, that is, the attempt to act on the object will be against its will or in accordance with the wishes of the subject. With this is a clearer understanding of the definition of "violence". M.S.Prudnikova writes about topics and objects: "aggression and violence can be not only individuals, but also a group of people.

When a person joins a certain group, he associates his claims with the claims of the group members so that he seeks his interests in the individual area". Violence and aggression are two sides of one phenomenon, an integral part as a biological and social side. The difference is that aggression has a natural origin in the quality of instinct, but over time acquires a meaningful character that is consistent with the objective and value of such behavior. Violence is a social concept and is the main part with a negative character, since it leads to suffering, destruction and deprivation. G. M. According to Andreeva, "the development of personality affects the environment. The child spends a large part of the time spends therefore the school has a great influence on the formation of personality traits that they pursue with their peers, especially at school". The Bulling problem is relevant in our time, and it is as follows, at the same time, has no effect on sanctions. The school has several roles of participants in the harassment process: this process, the main "victim", is "bulling" and "third party". These observers often play an indirect role because they are afraid of being victims of violence, so they try not to participate. D.N.Greenenko writes of the presence of observers: "the formation of bulling's aggressive behavior is not of great importance, since it condemns such behavior, which leads to its strengthening, and the degree of aggressiveness increases." Classmates in this case have a double effect, on the one hand their silence can be interpreted as follows, silent support M.S.Prudnikova said that "bullying in the children's environment is a mental upheaval" as an important change in the lives of leading children. reinforcement, on the other hand, seeks to show something else. D. A. Kutuzova writes that adults play an important role, "if they do not give a negative assessment of Buller's actions and take steps to eliminate harassment in the classroom, in this case, aggressive behavior becomes more entrenched." In addition, E.A. Ponomaryov noted that " the absence of punishment and the accusations of others only aggravate the condition of the victim; the school should be supported by harassment, but with the actions of the silent consent aggressor, observers will give the impression that they are on it" it is necessary to be afraid that it may be one of the reasons for the development and strengthening of bulling in the classroom. Observers are afraid to take the victim's position in the classroom, so they show or do not show their sympathy. Teachers and parents confuse themselves for not knowing what to do in this case and put harm to the victim. The phenomenon of Bulling often occurs in adolescence, so others attribute such hattiharakat to the peculiarities of this century. The next

reason is the incorrect assumption of development tasks of school harassment. D. Laine wrote of some things that " teachers consider bullying to be a good way to provide communicative education-but account for the victim's skills. In this case, the victim learns to resist the aggressors by taking actions such as acting and acquiring new skills or transferring to another school."Conditionally permissible aggression negatively affects all participants bullying, especially in the case of "sacrifice" constant emotional stress and ineffective methods of solving the problem lead to the formation of low self-esteem, high levels of anxiety " avoidance of interactions, imbalance of peers and constructive methods interaction with others, in addition, the victim also has a choice of radical ways to resolve the situation: lead to suicide or deviant behavior. Scientists have a negative impact on the observers of this process. The situation is a constant fear, and the impossibility of resolving the situation is a lack of barriers to self-awareness and full-fledged development, in addition, this situation affects the formation of observers. Conditionally permissible aggression negatively affects all participants bullying, especially in" sacrifice". Constant emotional stress and ineffective methods of solving the problem lead to low formation. Self-esteem, high levels of anxiety, avoidance of interactions, imbalance of peers and constructive methods, interactions with others are difficult to establish. The victim also has Choose radical ways to resolve the situation. The analysis of modern foreign works devoted to the problems of bullying in the educational environment shows the need for a deep and systematic study of this phenomenon. At the same time, attention is paid to the fact that the school and teachers move away from the bullying problem, as well as the lack of teacher awareness about the causes and forms of bullying in students ' interactions. Usually, teachers do not understand the extent of the problem and do not know how to deal with this growing phenomenon. Despite the spread of bullying in the educational environment, we note the absence of scientific research in our country that reveals the psychological essence of this phenomenon. In our opinion, in a situation of bullying, a personal resource that allows a high school student to cope with a difficult situation can be his strength. Nevertheless, at the present stage we note the inequality of ideas about this phenomenon. Knowing the psychological characteristics of high school students, it is necessary to improve approaches to the implementation of measures to level the manifestations of bullying in the relationship between bullying participants, students in the modern educational

environment. In contrast to a fight or casual struggle, bullying is a process of intentional long-term violence over another or when a group is unable to defend itself and the person involved in a social group interaction in a researcher, led to bullying being carried out in a school environment that arises in the interaction between the appearance of stress and the feeling of anger. The process of psychological violence directed to a child who cannot independently defend himself on the one hand in the definition of a human or group of people "bullying" is based on the concept of Regush formal or situational power of the offender and the repeated manifestation of harassment against this vulnerable face so that it can be concluded that bullying is a complex phenomenon.

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