

PSYCHOLOGICAL CONSEQUENCES OF BULLYING FOR THE PERSONALITY OF A TEENAGER AND HIS SOCIALIZATION

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Abstract

The article presents the views on the psychological consequences of bullying for the personality of a teenager and his socialization, the results of scientific research, the results of analysis in schools, and the cases of harm to each other in adolescents.

Keywords: Bullying, life, school, social, consciousness, state, aggression, anger, violence, emotion.

Introduction

Children who find themselves in a difficult life situation and find themselves in the conditions of the rehabilitation process, are faced with such a phenomenon as "bullying" in the teenage environment. The task of teachers and educational psychologists of the rehabilitation center is to identify the causes of bullying, to help as much as possible (without relapse) to eliminate the current situation. Bullying - from the English bullying - intimidation. This is physical and / or psychological terror, aggressive actions on the part of one or more persons, in relation to a child - the victim. Bullying differs from other forms of aggressive behavior in that it is carried out by a stronger group or individual classmates, against a classmate who is obviously weaker mentally or physically, has various forms of manifestation, occurs systematically over a long period of time and is carried out consciously. The victim acutely experiences the effects of bullying, but for various reasons cannot respond to aggression. Bullying is a social phenomenon, characteristic mainly of a children's group. Bullying is a difficult situation for the child himself and is often encountered in the teenage environment and has become so frequent in recent years. Types of bullying:



Physical aggression: includes pushing, shoving, kicking and hitting - can also take the form of severe physical violence against a teenager. Verbal bullying: in this case, the weapon is the word, voice and intonation. It can exist in the form of an offensive name, with which the pupil is constantly addressed, thereby hurting, insulting and humiliating him. This type of bullying is often aimed at those victims who have noticeable differences in physical appearance, accent or voice features and high or low academic performance. Name-calling can also take the form of hints and omissions for various reasons. Intimidation: is based on the use of very aggressive body language and voice intonation to force the victim to do something he / she does not want to do. The facial expressions or "look" of the aggressor may convey threat and/or hostility. Threats are also used to undermine the victim's confidence. Isolation: This method is usually initiated by the leader of the group. The victim is deliberately isolated, excluded or ignored by part of the group or the entire class. This may involve the distribution of notes, whispering insults that the victim may hear, or humiliating writing on a board or in public places. Extortion: In this case, money is demanded from the victim under threat. Breakfasts or lunches may also be extorted. The victim may also be forced to steal property for the bully. This tactic is used solely to place the blame on the victim. Property damage: Teens may focus on the victim's property. As a result, clothing, textbooks or other personal belongings of the student may be damaged, stolen or hidden. An even more difficult life situation is when bullying from real life moves to social networks, as teenagers' communication has become more active on social media. networks - this gave a new impetus to the development of Bullying among teenagers and was called "Cyberbullying". Bullying is accompanied by the development of crisis states in teenagers. It does not pass without a trace for any of its participants and literally breaks the personality of the child. The instigators and persecutors develop antisocial traits, they are prone to addictions, are subject to excessive anxiety and depression. Teenage victims of bullying have a falling self-esteem, develop inferiority complexes, experience various forms of social maladjustment, and the role of "victim", "loser" is reinforced, which is often extrapolated to other areas of relationships. Victims of frequent or constant bullying in adolescence, becoming adults, complain much more often about their health, suffer from depression, nervous disorders and are prone to suicide. They are less successful in their professional activities, have a low income, are more often left without work, lead

a lonely lifestyle, without family and friends. In adolescents, the presence of long-term bullying causes a violation of identity. Long-term stress affects the feeling of hopelessness and despair, which in turn is fertile ground, a risk factor for the emergence of suicidal thoughts. Bullying has negative consequences, both immediate and delayed, for all children involved in it! If bullying is not stopped in time, then over time it becomes more and more dangerous. Corrective work with students who have signs of being instigators and victims, or who have become them. Conversation with students (discuss the case of bullying with teenagers. Such a conversation will remove the cover of "secret" from the situation of violence, make it obvious to everyone, help resolve a conflict situation, discuss together the existing rules against bullying or develop new ones. At the same time, the potential of those teenagers who behave positively is actively used). In order to understand how to correct the status of an outcast, you should understand the reason why the persecution began. The fastest and most competent separation of the child (teenager) from the corresponding stressful influences. Strengthening the protective forces of the individual and the body in resisting bullying. Inform the teaching staff (the teaching staff should be aware of the bullying incident and take control of the situation. In particularly difficult cases, it is necessary to seek outside help, for example, from the juvenile affairs commission, resource and advisory center, etc.) Take measures of psychological, pedagogical and social support aimed at the personal development of the child. Preventive and developmental activities to develop skills of conflict-free interaction. Work with the teenager's parents (if possible): define the boundaries and restrictions of unacceptable behavior for all family members; parental love is not an obvious thing for a child; if the parents do not show their warm feelings in any way, the child may decide that they are not loved and this will form a feeling of helplessness and insecurity, and, consequently, self-doubt. Conducting discussions and educational work on the topics: "Psychological characteristics of adolescence", "Ways of effective interaction with a child", "Family education styles", "Prevention of child abuse", "How to teach a child to be strong", "Prevention of suicidal behavior in children". Trainings for parents "Effective parent". Develop a work plan to resolve a difficult situation and actively use individual and group sessions and conversations, observations, trainings, etc. Diagnostics to determine the level of Bass-Darki aggressiveness, determination of the tendency to deviant behavior (A.N. Orel). The forms of the conducted

correctional activities include conversations "Responsibility", "Ability to resolve conflicts", trainings "Self-regulation", "Ways to get out of conflict situations", "Psychological defenses", "From conflict - with a positive", "Ways of effective communication", "Tolerance", "Ways of effective communication", "Positive thinking". Preparation of information stands "Responsibility", addresses, hotlines. Color therapy sessions, direction to reduce stress, psychological relief. In a children's group, bullying is often the result of unemployment of teenagers. In the MBU "Social and rehabilitation center for minors" of the Korocha district, the program "The world around us" is successfully implemented, which solves the problem of raising children and teenagers in socio-cultural conditions. The educational tasks are solved: instilling in teenagers the principles of humanism, spirituality, cultural values, civic responsibility, improving children's interpersonal communication skills, friendship, mutual assistance, goodwill, and justice.

Bullying at school is a recurring pattern of behavior that implements the group's intention to harm one student. It manifests itself verbally and nonverbally. It always corresponds to the structure: a group of aggressors, witnesses, and a victim who is unable to defend themselves. It is characterized by physical and psychological violence: threats, humiliation, beatings. Diagnostics are carried out using conversations, observations, questionnaires. To correct bullying, group trainings, psychological consultations are held, and student organizations are created. The term "bullying" comes from the English language, meaning "hooliganism". A synonymous name is harassment. It is widely used in organized, formal groups: school classes, student groups, army companies. Among students of military educational institutions, bullying takes on the form of a custom, a tradition of initiation of newcomers. According to the sociological survey, 45% of young people have faced bullying, about 30% have friends or relatives who have acted as victims. Among those who have experienced threats and violence, 24% are girls, 37% are boys. Bullying at school divides its participants into three groups. The first suffers from violence, the second incites hatred towards the victim, asserts itself, and has fun. The group of "sufferers" includes not only victims, but also witnesses (the third group). They experience secondary effects of violence, live with tension, and fear that bullying will be directed at them. Thus, the group consists of three roles: persecutors, witnesses, and victims. Bullying is always based on physical inequality and/or a special position in the



reference group. The initiators of aggression are students who occupy an extreme status position: the most popular or rejected. The latter can gather "support" from the same outcasts around themselves. The role of the victim is assigned to rejected or isolated students. Bullying at school can be considered as a mechanism for experiencing negative emotions (anxiety, discomfort) and as a way of self-identification, during which students gain an idea of their position in the social group.

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