



MAKTAB IJTIMOY MUHITIDA O'QUVCHILARDA BULLING HOLATINING NAMOYON BO'LISHINING KONSEPTUAL ASOSLARI

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Abstract: This article examines the manifestations of bullying in schoolchildren and how it affects children's learning. It analyzes how physical, psychological, social and cyberbullying forms of bullying can occur among students. The article also highlights the impact of bullying on children's self-confidence, social skills, friendships and school performance. The article also discusses the measures that schools, teachers, parents and society should take together to prevent and combat bullying. This shows how children can develop socially and psychologically. The article explains the importance of supporting students' social development, preventing and combating bullying.

Keywords: bullying, early childhood, social development, psychological bullying, physical bullying, social bullying, cyberbullying, self-confidence, social skills, empathy, learning and education, prevention of bullying at school, psychological health, parent-school partnership, role in society.

Historically, school bullying was described in detail in Thomas Hughes's 1857 novel Tom Brown's School Days, but the first major academic journal article on school bullying was written in 1897. [1] Research on school bullying has expanded significantly over time, increasing from 62 citations in the 90 years between 1900 and 1990 to 562 in the 4 years between 2000 and 2004. [2] In modern educational settings, the phenomenon of bullying (peer violence, discrimination, intimidation, social exclusion) is viewed not only as a product of individual psychological factors, but also as a product of the overall social structure, culture, and communicative system of the school. The factors that make up the school social environment - teacher-student relationships, social roles between students, the management system, formal and informal groups, digital communication networks - play a central role in the formation and continuation of bullying. In a school as a complex social system, bullying often develops covertly and has a long-term psychological, social and academic impact on students.

The internal psychological climate of the school is the main determinant in the emergence of bullying. The clearly defined hierarchy of power and position among students, the "Leader-Subordinate" model, creates favorable conditions for bullying. In an environment where aggressive behavior is accepted as the norm, bullying often becomes a means of gaining social status. Bullying has become a part of the lives of students around the world. Bullying is the intentional harm to another child that is regularly repeated. Bullying is an act that implies an inequality of power that does not allow the victim to stop the violence against him. Bullying can happen anywhere and at any time: in everyday life, in correspondence or on social networks. It not only prevents a child from concentrating on studying, but can also cause long-lasting psychological trauma. The reasons for bullying in students include: Psychological factors: Low level of empathy, Impulsivity, inability to control anger, Lack of self-confidence, Normalization of aggressive behavior in the family or society

Socio-pedagogical factors: Low conflictological competence of teachers, Weakness of the school discipline system, Insufficient prevention and monitoring, Lack of active pedagogical participation of parents

Socio-cultural factors: Predominance of the strong-weak model in society, Abundance of violent content on television and the Internet, Social comparison and psychological pressure between digital identities,

Modern research links the tendency to bullying and the tendency to be a victim with the following: high reactivity of stress hormones, neurobiological differences in the emotional regulation system, personality temperament characteristics

Bullying has many negative effects on the educational process of students. The main effects of bullying are considered below. a) Low self-esteem Children who are bullied lose their self-confidence. They have low self-esteem and experience feelings of inadequacy. Low self-esteem reduces students' sense of self-worth and their enthusiasm for their academic activities. b) Difficulties in friendships and social relationships Children who are bullied often feel isolated from their classmates and other peers. They may have difficulty establishing and maintaining friendships. This, in turn, limits their social relationships and worsens their psychological state. c) Depression and anxiety Children who are bullied often experience depression, anxiety and worry. They may feel bad about themselves and even not want to go to school. Younger children may have difficulty expressing their emotional states, which can be more damaging to their inner feelings. d) Academic failure Bullying also affects academic performance for children. Feelings of frustration and exclusion from friends negatively affect children's concentration and motivation to study. This, in turn, causes students to fall behind in their studies. The effects of school bullying on victims include feelings of depression, anxiety, anger, stress, helplessness, and decreased school performance.[3] Empirical research conducted by Samir Hinduja and Justin Patchin with a national sample of US youth found that some victims of school bullying have attempted suicide.[4] The following approaches can be effective in reducing the negative effects of bullying: Family and school partnerships: parents and teachers

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