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“ZAMONAVIY PSIXOLOGIK TADQIQOTLAR TENDENSIYALARI”

XALQARO ILMIIY-AMALIY ANJUMANI
TO'PLAMI

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**O‘ZBEKISTON RESPUBLIKASI
OLIV TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

PSIXOLOGIYA VA SOTSIOLOGIYA KAFEDRASI

**ZAMONAVIY PSIXOLOGIK TADQIQOTLAR
TENDENSIYALARI**

**XALQARO ILMIY-AMALIY ANJUMAN
2024-yil 20-aprel**

Buxoro – 2024

O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni, O‘zbekiston Respublikasi Prezidentining 2022 yil 28-yanvardagi “2022-2026 yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi PF-60-son Farmoni, O‘zbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrdagi “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli Farmoni, O‘zbekiston Respublikasi Prezidentining “Ma’muriy islohotlar doirasida oliy ta’lim, fan va innovatsiyalar sohasida davlat boshqaruvini samarali tashkil qilish chora-tadbirlari to‘g‘risida” 2023-yil 4-iyuldagi PQ-200-son qarori 9-bandiga asosan xalqaro ilmiy-texnik hamkorlik ko‘lamini kengaytirishga qaratilgan xalqaro va respublika miqyosidagi ilmiy anjumanlar, simpoziumlar, seminarlar va boshqa ilmiy hamda ilmiy-texnik tadbirlarning o‘z vaqtida samarali o‘kazilishini hamda Oliy ta’lim, fan va innovatsiyalar vazirligining 2024-yil 20-martdagi 76-sonli buyrug‘i ijrosini ta’minlash maqsadida 2024-yilning 20-aprel kuni Buxoro davlat universitetida **“ZAMONAVIY PSIXOLOGIK TADQIQOTLAR TENDENSIYALARI”** mavzusida Xalqaro ilmiy-amaliy anjuman o‘tkazildi.

Xalqaro ilmiy-amaliy anjumani asosiy maqsadi - psixologiya sohasidagi tadqiqotlarni yanada yuqori bosqichga olib chiqish va ushbu yo‘nalishdagi yangi ilmiy tadqiqotlar bilan yaqindan tanishish, ularni amaliyotga tadbiiq qilish, psixologiya fanlarini o‘qitishda zamonaviy psixologik va information texnologiyalardan samarali foydalanish, yoshlarni milliy g‘urur va ma’naviy fazilatlariga tayanadigan barqaror axloqiy-ruhiy holatni ta’minlash, murakkab vaziyatlarga shaxsning bardoshlilikni, yuksak hislarni tarbiyalash hamda ilmiy, innovatsion, pedagogik faoliyatida psixologik xizmatni ko‘rsatish va tegishli mutaxassislarining bilim va ko‘nikmalarini mustahkamlashdan iboratdir.

Anjuman materiallaridan oliy ta’lim muassasalari talabalari, magistrilar, doktorantlar va professor-o‘qituvchilar foydalanishi mumkin.

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Maqolalarning to‘g‘ri va aniqligiga mualliflar mas’uldir.
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PEER INFLUENCES ON BULLYING AMONG SCHOOL STUDENTS

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Bullying within educational institutions represents a pressing concern with widespread implications for students, educators, and the broader society. It is imperative to comprehend the intricate dynamics of peer influence and bullying to formulate effective measures to combat this detrimental conduct. The forthcoming discussion will investigate various elements contributing to bullying, encompassing the distinctive traits of victims and bullies, the impact of school atmospheres, and societal perspectives on bullying. By acquiring a more profound comprehension of these elements, efforts can be directed towards establishing safer and more supportive school environments for all students. As asserted by Smith, et al. (2019), bullying stands as a prevalent issue in schools necessitating attention from educators, researchers, and policymakers. The repercussions of bullying can be profound, encompassing psychological distress and academic challenges for victims, as well as enduring social and emotional obstacles for both victims and bullies. Hence, it is crucial to scrutinize the fundamental factors fostering bullying behavior to formulate efficient strategies for prevention and intervention. Peer influence and bullying in educational settings present multifaceted challenges requiring a comprehensive approach. Individual attributes and peer-related factors significantly influence the onset and perpetuation of bullying behaviors (Salmivalli, 2010).

Research indicates that specific individual traits like low self-esteem, aggression, and social seclusion can heighten the propensity for engaging in bullying activities. Likewise, distinct aspects of the peer environment, such as peer approval and social power dynamics, can fuel the emergence of bullying within school contexts. Notably, students with elevated social standing or influence among peers might exhibit a greater inclination towards bullying behaviors (Pellegrini & Long, 2002). Furthermore, group dynamics can intensify bullying occurrences, as individuals might feel compelled to adhere to the conduct and attitudes of their peers. By scrutinizing the interaction between individual characteristics and peer-related factors, valuable insights can be gleaned into the underlying mechanisms of bullying, facilitating the development of precise interventions to tackle this pervasive issue. Subsequently, the ensuing sections will delve into each of these factors in greater detail, assessing their impact on bullying conduct and contemplating implications for prevention and intervention endeavors. Through collaborative initiatives involving educators, researchers, policymakers, and community stakeholders, the establishment of safer and more inclusive school environments conducive to the flourishing of all students becomes achievable.

Peer influences have a substantial impact on the occurrence and continuation of bullying in educational settings. Studies indicate that peer interactions and social dynamics can significantly influence the likelihood of bullying behaviors among students. It is imperative to comprehend these influences to develop effective interventions for addressing bullying and fostering safer school environments. One key aspect of peer influence on bullying pertains to peer acceptance and social status. Individuals who are socially embraced and possess higher social standing within their peer circles may exhibit a greater tendency to partake in bullying behaviors (Pellegrini & Long, 2002). This inclination could stem from a desire to uphold or elevate their social position within the group, thereby prompting them to assert dominance over

their peers through acts of bullying. Moreover, the presence of peer pressure and group dynamics can intensify bullying behaviors. Students might experience pressure to conform to the attitudes and actions of their peers, even if they personally disapprove of bullying (Salmivalli, 2010). Group norms that tolerate or even promote bullying can foster an environment where such conduct is normalized and accepted, rendering it challenging for individuals to resist involvement in bullying situations. Furthermore, the impact of peer relationships extends to the bystander role in instances of bullying. Peers who witness bullying incidents may either reinforce or challenge the behavior through their responses (Hawkins et al., 2001). Bystanders who endorse or join the bully can further empower the aggressor and escalate the bullying episode. Conversely, bystanders who intervene or offer assistance to the victim can mitigate the adverse effects of bullying and discourage future occurrences. Educators and interventionists must acknowledge the influential role of peer influences in shaping bullying behaviors. By nurturing positive peer connections, advocating for empathy and prosocial conduct, and cultivating an atmosphere of zero tolerance for bullying, educational institutions can strive to alleviate the adverse effects of peer influences on bullying. Through tailored interventions targeting peer dynamics and fostering a supportive school climate, students can be empowered to combat bullying and establish a safer, more inclusive educational setting for all individuals.

Peer relationships have a significant impact on bullying among school students through various mechanisms:

Social Acceptance and Status: Bullying behaviors are more likely among peers who are socially accepted and hold higher social status within their social circles. This inclination may stem from a need to uphold or boost their social position, prompting them to assert dominance over their peers through bullying strategies (Pellegrini & Long, 2002).

Peer Pressure and Group Dynamics: The presence of peer pressure and group dynamics can worsen bullying behaviors. Students may sense pressure to adhere to the beliefs and actions of their peers, regardless of their personal disapproval of bullying (Salmivalli, 2010). Group standards that tolerate or even endorse bullying can establish an environment where such conduct is acknowledged and normalized, rendering it challenging for individuals to resist engaging in bullying situations.

Bystander Role: Bullying is also influenced by peer relationships through the bystander role. Peers observing bullying incidents may either reinforce or challenge the behavior through their responses (Hawkins et al., 2001). Bystanders who endorse or participate in the bullying can bolster the perpetrator and escalate the situation. Conversely, bystanders who intervene or provide support to the victim can help alleviate the negative impacts of bullying and deter future occurrences.

Social Rejection and Isolation: Conversely, individuals facing social rejection or isolation from their peers are more susceptible to becoming targets of bullying. Peer relationships marked by exclusion or ostracism can lead to feelings of solitude and alienation, increasing the likelihood of experiencing bullying from peers (Gini & Pozzoli, 2013).

In general, peer relationships are pivotal in shaping the dynamics of bullying among school students. By comprehending how peer influences contribute to bullying behaviors, educators and interventionists can formulate specific strategies to enhance positive peer relationships, nurture empathy and prosocial conduct, and establish a supportive school atmosphere that discourages bullying. Through collaborative endeavors involving students,

educators, and the wider school community, efforts can be made to construct safer and more inclusive environments where all students are esteemed and respected.

Conclusion: Peer connections assume a central role in molding bullying dynamics among scholastic pupils. Grasping how peer influences contribute to bullying behaviors is imperative for crafting efficacious interventions and cultivating secure school surroundings. By addressing elements such as peer approval, social standing, peer coercion, and group dynamics, educators can strive towards instilling a climate of compassion, dignity, and integration within academic establishments. Through cooperative endeavors involving pupils, teachers, policymakers, and community stakeholders, the aspiration of instating safer and more supportive school environments conducive to the flourishing of all students becomes attainable.

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