



**“ZAMONAVIY PSIXOLOGIYADA
ILMIY TADQIQOTLAR:
MUAMMOLAR, YUTUQLAR,
INNOVATSIYALAR”**

xalqaro ilmiy-amaliy anjuman

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Уважаемые гости и участники!!

Я рад приветствовать вас на международной научно-практической конференции **«Научные исследования в современной психологии: проблемы, достижения, инновации»**, в которой принимают участие ведущие ученые и специалисты Узбекистана, России, Украины, Казахстана, Кыргызстана, исследующие позитивную природу современного человека и условия оптимизации позитивного функционирования личности.

В настоящее время мы являемся свидетелями всё возрастающей актуальности психологии как науки, как сферы жизни, в которую включён каждый человек современного общества. Искусство жить в сложном и динамичном мире требует от нас умения заглянуть за грань очевидного и прикоснуться к глубинам человеческой психики.

За последние годы психология как наука сделала большой шаг вперед. В последние годы наблюдается активное развитие психологии как науки, академической и прикладной, обусловленное многообразием теоретических и практических задач, встающих перед нею. В нашей стране интерес к психологии огромен, причем практически во всех отраслях современного общества: образовании, политике, медицине, спорте, экологии, искусстве, бизнесе и др. Конечно, способствуя всему этому положительному сдвигу, вырос и круг проблем психологии.

Современная психология в Узбекистане находится на этапе становления и определения приоритетов будущего развития. В данной связи особую актуальность приобретает научная и инновационная деятельность ученых. Обращение исследователей к актуальным проблемам общества, в котором они осуществляют свою изыскательскую деятельность, поиск ответа на злободневные вопросы является неотъемлемым условием становления их научной культуры.

Узбекская земля дала стране немало блестящих ученых - психологов, которые приумножили ее славу в этой сегодня популярной и значимой в мире сфере человеческого познания. Здесь родились, получили специальное образование и сложились как профессиональные психологи - профессора: Э.Г. Гозиев, Г.Б. Шоумаров, А.С.Бегматов, Ш.Р. Баратов, А.М. Жабборов, Б.Р. Кадыров, В.М.Каримова, З.Т.Нишанова, Н.С.Сафаев, Б.М. Умаров и др.

Мы очень внимательно следим за успехами кафедры психологии нашего университета, которая получила разрешение на проведение конференции, видим её вклад в научную и общественную жизнь области и страны.

Во-первых, Журнал «PSIXOLOGIYA» стал первым профессиональным периодическим изданием психологов не только Узбекистана, но и заметным научным явлением на огромном географическом пространстве стран СНГ. Сегодня «PSIXOLOGIYA» не останавливается в своем развитии и способствует продвижению психологической науки и практики; растет его популярность не только в Узбекистане, но и за ее пределами. В апреле 2021 года журнал был зарегистрирован в (РИНЦ - Российский индекс научного цитирования) и включен национальную библиографическую базу данных научного цитирования.

В университете открыт Специализированный Совет по присуждению ученой степени (PhD) по двум специальностям: 19.00.05. - Социальная психология. Этнопсихология. и 19.00.06. – Возрастная и педагогическая психология. Психология развития.

Преподаватели плодотворно сотрудничают с кафедрами психологии вузов России, Украины, Казахстана, Кыргызстана, а также со школой психологии Сассекского университета Великобритании.

Поэтому целью международной научно-практической конференции является обсуждение современных тенденций развития психологии, обмен опытом ведущих

специалистов стран ближнего и дальнего зарубежья по различным направлениям практической психологии, знакомство с новейшими методами исследования в области практической психологии, а также консолидация усилий психологов многих стран в решении актуальных задач науки и практики.

Беглый анализ заявленных секций: методология современной психологии, интегративная парадигма психологии, организация психологической службы, психология в образовании, психология в здравоохранении, психическое здоровье детей и подростков, современные психологические проблемы общественного развития, психология профессионального становления и реализации личности и т.п. позволяет убедиться, насколько разнообразнее стала тематика исследований, насколько вырос исследовательский потенциал, насколько возросла значимость решаемых практических задач. Все это говорит о том, что обмен научной информацией сейчас, как никогда важен. Именно это, прежде всего, учитывали организаторы конференции при её формировании.

Надеюсь, что данная конференция получится интересной, запоминающейся, позволяющей осознать всю глубину и масштаб социальных вызовов нового времени психологии, проанализировать результаты исследований, посвященных широкому кругу проблем,

Желаю всем участникам международной научно-практической конференции плодотворной работы, здоровья, мира и добра!

Хамидов Обиджон Хафизович – ректор БухГУ, доктор экономических наук,
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Maktabda muvaffaqiyatsizlikka olib kelishi mumkin bo'lgan asosiy omillar: bolani maktabga tayyorlashdagi kamchiliklar, ijtimoiy-pedagogik e'tiborsizlik; uzoq muddatli va ommaviy ruhiy mahrumlik; bolaning somatik zaifligi; maktab ko'nikmalarini shakllantirishning buzilishi (disleksiya, disgrafiya); harakat buzilishi; hissiy buzilishlar.

Boshlang'ich sinf o'quvchilarining o'quv faoliyatiga moslashuvi ko'p omilli hodisa hisoblanadi. Ta'limdagi kechikishlar ta'lim usullari, o'qituvchining shaxsiyati, bolaga ota-onaning yordami, maktab va sinfdagi muhit, bolaning bolalar va o'qituvchilar bilan munosabatlaridagi o'rni, o'qituvchining shaxsiyati kabi omillar bilan bog'liq. Hozirgi vaqtda birinchi sinf o'quvchisini maktabga moslashtirish muammosi eng keskin va keng tarqalgan muammolardan biridir. Bola uchun birinchi sinf - bu qiyin va qiyin hayot davri. Maktabga moslashish - bu tizimli tashkillashtirilgan maktab ta'limiga o'tish davrida bolaning kognitiv, motivatsion va hissiy-irodaviy sohalarini qayta qurishdir. Bolalar bog'chasiga boradigan bolalar yanada qulay sharoitlarda bo'lishadi, chunki u erda maktabga tayyorgarlikning elementlari pedagogik ta'sir bilan maqsadli shakllanadi. Maktabga yetarlicha tayyorgarlik ko'rmaslikdan kelib chiqadigan qiyinchiliklar bolaning noto'g'ri moslashishiga sabab bo'lishi mumkin. "Maktabga mos kelmaslik" tuchunchasi maktab o'quvchilarining ta'lim faoliyatidagi har qanday og'ishlar bilan bog'liq bo'lib, ularning paydo bo'lishidan oldin ba'zi sabablar mavjud. Xulosa o'rnida shuni ta'kidlash mumkinki, boshlang'ich sinf o'quvchilarning maktabga va o'quv faoliyatiga moslashuvi ota-ona va atrofdagi insonlar shu bilan birga o'qituvchilari tomonidan amalga oshiriladi

Adabiyotlar.

1. ЗЖ Ахмедова Трудности социальная адаптация студентов в вузе Science and Education, 2022
2. Z.J. Axmedova Positive aspects of the communicative psychological effect of social networks on the individual Asian Journal of Research in Social Sciences and ..., 2022
3. A.Z.Djamilovna Study of the formation of crime motivation in adolescents as a problem of psychological research, I.H.Bakhtiyorovna - ResearchJet Journal of Analysis and Inventions, 2022

EVOLUTION OF SCHOOL BULLYING IN VARIOUS SOCIAL COUNTRIES AND THEIR CONCIQUENCE

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Abstract: This thesis provides information about the emergence and development of bullying among schoolchildren in different countries. Various manifestations of bullying situations and their negative consequences are discussed.

Keywords: bullying, social context, aggressive behavior, school violence.

Introduction

Bullying among students in schools has rapidly become a global issue. Since Dan Olweus's first work on bullying prevention and intervention in the late 1970s (Olweus, 1978), a great deal of research has been conducted on this topic, leading to a growing understanding of bullying behavior and related factors. But the majority of the work was completed in Western countries, which have cultures of independence. There is currently relatively little knowledge about the magnitude phenomenology and determinants of bullying behavior in collectivistic cultures. In general, the role of cultural beliefs was not sufficiently investigated. Bullying isn't

a modern issue, but has continuously been a part of life. The primary critical diary article which tended to bullying among youthful individuals was composed by Burk [2], but since at that point there was a long crevice some time recently the issue was taken up once more. The address of bullying was considered in Scandinavia within the 1970s. [7] Since the late 1970s, thinks about on bullying have created with differing approaches and have been considered completely different social settings. [9] Bullying is a big issue in societies with individualism. Bacchini et al. [1] found that 40% of all pupils experienced bullying at least once during their stay in school. For one thing sure, estimates of the extent of bullying conduct vary between research. [4] But, bullying behavior is especially prevalent in middle schoolchildren. These high rates in middle schools are especially concerning. As a result, effective interventions are desperately needed. Bullying conduct generates issues not just for the victim, but also for the person who commits the offense. Victims are expected to suffer from severe and immediate negative consequences that will exist for years. They regularly show signs of sadness, nervousness, and a variety of unpleasant psychological effects. Furthermore, bullying victims commonly show a lack of confidence.

Theoretical background Over the past twenty years, the majority of empirical data on bullying has worked from the Scandinavian continent, in large part to the developing work of Olweus. (1978). [7] Olweus tested an extensive analysis of 140.000 Norwegian children between 8-16 years in 1987 to determine the incidence of bullying. [10] According to the findings of this survey, 9% of students reported being bullied, while 7% of pupils bullied others "now later on or more commonly." Further from Olweus' research, many studies on bullying phenomena have been conducted in a variety of countries, including Sweden, Norway by a variety of researchers, with varying results.

Sweden

Olweus introduced a research project into widespread school aggression problems in the late 1970s. His first bullying research, a longitudinal study, began in Sweden in 1970. [7] He looked at the impacts and stability of bullying and being bullied, as well as the stability of individual variations in aggression. Olweus' longitudinal research began with 900 6- to 9-year-old boys in Stockholm. Furthermore, information on their youth was gathered through a retrospective interview with their parents. Official crime registers of participants were also investigated up to the age of 24. He discovered a high stability of individual differences in aggressive behaviors across time in this study. He discovered that 60% of males identified as bullies in grades 6-9 (based on teacher recommendations and peer assessments) had been convicted of at least one officially reported offence by the age of 24. Following Olweus' investigations into school violence, many Swedish schools and even towns adopted Olweus' ideas to establish the law against bullying at school. [8,9] According to this the law, a child's right to feel guarantee in school is a basic a democratic value. Community members and schools used Olweus' bullyvictim questionnaire that had a school discussion day on bullying, and took moves to address aggressive issues at the school, group, and personal levels. In 1994, the Swedish parliament passed a new school law item that had language remarkably close to Olweus' suggestion. Since 1993, the National Agency for Education has funded a variety of local school programmes focused at avoiding and intervening with bullying at school. Since the beginning of 1995, more efforts have been made in an effort to reduce bullying among children and teenagers. More than 6000 13-year-old participants came up with letters expressing their own perspectives on bullying issues and offering solutions. These operations are known as Ombudsman activities [10] and are still ongoing. The children who took part in the events underlined the necessity of cooperation among school levels, governments, youngsters, and communities.

Norway

Although the media, teachers, and parents were worried about bullying issues in schools throughout the 1970s and the early 1980s, there was no trial to settle the issues in Norwegian

schools. However, issues escalated to the point that the three children committed themselves a suicide because of bullying by their peers. This incident sparked a flurry of emotions and activities, culminating in a statewide anti-bullying campaign in Norwegian elementary and junior high schools. In the fall of 1983, the Ministry of Education started this campaign. Bully-victim issues might be discovered through teacher assessments and peer nominations with these exercises. Bullying affected 15% of pupils in elementary and junior high schools in grades 1-9. [9] Approximately 9% of the pupils were victimized by their classmates, while 7% of the students were characterized as bullies who frequently bully others. In all, around 5% of the pupils were involved in more significant bullying situations.

Bullying and its history in the United Kingdom

Although the term bullying was not used in the nineteenth century, the pattern of it has been defined as interpersonal aggression in ordinary life (e.g. D'cruze, 2000). [3] This aggressive behavior was seen as private in the sense that it was primarily a concern between individuals. Swift (1997) [13] claims that this type of daily violence was frequently documented in the nineteenth century. Swift stated that Irish people were the victims of racial violence directed at individuals and occurring in urban and frequently local areas in the country in question. This is consistent with Heinemann (1972), [5] who identified victims' exterior traits (such as being an immigrant and speaking a dialect) as factors for bullying. The classification of these incidents as "everyday violence" or "interpersonal violence" does not indicate that the violence was inconsequential. Rather than trivializing these occurrences, the daily or interpersonal is a good method of comprehending the unhealthy connection between individuals who know one other yet have different levels of authority. In early Victorian times, there is a nice example of introducing and discussing bullying. 'Very right then, let's roast him, yelled Flashman, and gets hold of Tom by the collar: one or two lads hesitate, but the others join in,' says Flashman in Tom Brown's Schooldays, first published in 1857. [6]

However, distressing and serious occurrences of bullying, using the precise term bullying, were documented among school children or children in institutions, particularly those where males predominated, and were reported in daily news media such as The Times. The first bullying episode was reported in The Times on August 6, 1862, following the death of a soldier called Flood. The terrible problem of bullying and its effects demanded government attention, and this was The Times' first public declaration on bullying since 1790. Furthermore, at the time, bullying was viewed as a misadventure of young schoolboys, particularly in boarding schools, perpetrated by senior pupils and instructors. The killing of a child at Cambridge's King's School is an example of this type of bullying. In the United Kingdom, much attention was paid to an event in 1885 in which a twelve-year-old child at the King's School died as a result of bullying by an older group. Following the death of the boy, a former student of the King's School wrote a letter to the editor of The Times on April 27, 1885, reporting on the tragic incident in the school and the teachers' ignorance of the phenomenon, as well as how a few physically stronger boys bullied peer group members and senior groups as a substitute for harsh punishment by teachers.

People wrote letters to the council after a 12-year-old kid died in an accident, requesting that the death be investigated. Council inspectors investigated the tragedy and concluded that bullying was a mistake. The boys that were involved received no penalty. The committee also stated that this behavior might be a natural part of a boy's school life. It is reasonable to suppose that bullying was portrayed as an acceptable behavior among adolescent males at the period.

Taking all of these perspectives on bullying, as well as all of the elements associated with bullying behavior, the dispute over forms, criteria, and outcomes may be summarized by the 4Ps, as follows.

The first P stands for Power. Bullying, according to Roland (1989), [11] is long-term physical or psychological aggression perpetrated by a person or a group against an individual who is unable to defend himself in the real circumstance. This comment demonstrates the power

disparity between bullies and victims. Victims often never defend themselves. The kid who is bullying is often regarded to be stronger or perceived to be stronger; at the very least, the victim is not (or does not perceive himself/herself to be) in a position to react very successfully. Bullying is defined as a physical or verbal assault with an imbalance of physical or psychological power. Those who are believed to be powerful attack those who are perceived to be helpless. Because of these features, bullying behavior may be exceedingly stressful to the recipient, resulting in a terrible experience for victims.

The second P-Pain, is a byproduct of bullying. Bullying, according to Wolke, Woods, Stanford, and Schulz (2001), [16] can result in common health concerns. Williams, Chambers, Logan, and Robinson (1996) [15] discovered that 9-10 year olds who reported typical health conditions including tummy pains or sleeping problems were also bullied. In addition, stress is caused not just by what happened but also by the danger and worry of what could happen. A youngster does not have to be physically present for the bully to cause anxiety and discomfort (Tattum & Herbert, 1993). [14] It causes agony to the victims of violent behavior. Victims may endure emotional distress as a result of melancholy, powerlessness, wrath, or hatred. Physical discomfort might be accompanied by sleepiness, lack of appetite, and nausea.

Persistence is the third P. The third P is important in the definition of bullying. When we consider aggressive behavior to constitute bullying, we generally witness a sequence of occurrences amongst the same people over a lengthy period of time rather than a single hostile act. Smith and Thompson (1991) [12] notice that bullying is defined as a recurrent action; anything that occurs just once or twice is not considered bullying. Furthermore, according to Olweus (1999), [10] bullying is typically described as a subcategory of aggressive behavior characterized by recurrence.

Premeditation is the fourth P. This is also crucial in characterizing bullying. Some youngsters, who may have true difficulties comprehending the perspectives of others and are unable to empathize with their classmates' anguish, may perceive their own mocking and taunting of them as harmless fun. In this scenario, victims' declarations of agony are crucial. If the violent behavior persists after the victim has communicated his distress, it may be considered bullying. According to Smith and Thompson (1991), [12] bullying purposely causes harm to the recipient.

Conclusion

This research makes two recommendations. For starters, the definition of bullying has evolved throughout time to encompass indirect forms. Second, attitudes regarding it have shifted; it was once regarded as a normal part of growing up, but it is now regarded as a social problem that must be addressed. Both are critical concerns because various developmental forms of bullying may be predicted, and more effective preventative programs might be implemented to lower the occurrence of bullying. Furthermore, based on the outcomes of this study, I expected that bullying would be established in more impersonal ways rather than face to face. Although it has not yet been thoroughly researched, it is clear that some schoolchildren are being bullied via mobile text messaging and/or e-mail. As a result, academics should revisit schools and youth culture to explore new developing and evolving forms of bullying and their potential impact.

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JINOYAT SODIR ETISHGA MOYIL BO'LGAN O'SMIRLARNI O'RGANISHNING PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada voyaga yetmagan shaxslarni xulq-atvorning buzilishi yoki ijtimoiy moslashuvning muammolari. Jinoyat sodir etishga moyil bo'lgan o'smirlarni o'rganishning psixologik xususiyatlari yoritilgan.

Kalit so'zlar: tajovuzkor xulq-atvor, o'smir, zo'ravonlik, hayotiy pozitsiya, iqtisodiy inqirozlar, agressiya, buzg'unchi harakatlar, kuzatish, suhbat, tabiiy eksperiment, biografik tahlil, psixologik ekspertiza, bo'ysunmaslik, psixokorreksiya, psixoprofilaktika, obyektivlik, subyektivlik, ehtiyojlar, qiziqishlar, his-tuyg'ular, ijtimoiylashuv, jinoyatchilik.

Аннотация. В этой статье рассматриваются несовершеннолетние с поведенческие расстройства или проблемы социальной адаптации. Выделены психологические особенности исследования подростков, склонных к совершению преступлений.

Ключевые слова: агрессивное поведение, подросток, насилие, жизненная позиция, экономические кризисы, агрессия, деструктивные действия, наблюдение, беседа, естественный эксперимент, биографический анализ, психологическая экспертиза, неповиновение, психокоррекция, психопрофилактика, объективность, субъективность, потребности, интересы, эмоции, социализация, преступность.

Annotation. This article presents underage individuals with behavioral disorders or problems of social adaptation. The psychological characteristics of studying adolescents prone to committing crimes are covered.

Key words: aggressive behavior, teenager, violence, life position, economic crises, aggression, destructive actions, observation, conversation, natural experiment, biographical analysis, psychological examination, disobedience, psychocorrection, psychoprophylaxis, objectivity, subjectivity, needs, interests, feelings, socialization, crime.

Mavzuning dolzarbligi. Bugungi kunga kelib, insonning tajovuzkor xulq-atvori muammosini o'rganish butun dunyo psixologlarining tadqiqotlaridagi mashhur yo'nalishlardan biriga aylandi. Bu, ehtimol, zamonaviy jamiyatda tajovuzkor xatti-harakatlar va zo'ravonlikning yuqori darajada o'sishi bilan bog'liq.

Zamonaviy jamiyatda o'smir o'zining mazmuni va ijtimoiylashuv tendentsiyalari jihatidan nihoyatda murakkab bo'lgan dunyoga kiradi, bu hali aniq hayotiy pozitsiyasi va himoya mexanizmlari shakllanmagan o'smirning ruhiyatiga chuqur ta'sir ko'rsatadigan ma'lumotlarning haddan tashqari to'yinganligi bilan bog'liq; o'quvchilar oldiga yangi talablar qo'yadigan ilmiy-texnikaviy o'zgarishlarning sur'ati va ritmi bilan; jamiyatimizni boshdan kechirgan ekologik va iqtisodiy inqirozlar, murakkab siyosiy va mafkuraviy-ma'naviy qiyinchiliklar bilan; avlodlar o'rtasidagi davomiylilikning buzilishi, ma'naviyatning yetishmasligi va yot qadriyatlar va an'analarning kirib kelishi bilan; yosh avlodning katta

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