



ISSN 2181-1709 (P)
ISSN 2181-1717 (E)

2024/№ 1

**ТА'ЛИМ ВА
INNOVATION
TADQIQOTLAR**

**ОБРАЗОВАНИЕ И
ИННОВАЦИОННЫЕ
ИССЛЕДОВАНИЯ**

**EDUCATION AND
INNOVATIVE
RESEARCH**

TA'LIM VA INNOVATSION TADQIQOTLAR
ОБРАЗОВАНИЕ И ИННОВАЦИОННЫЕ ИССЛЕДОВАНИЯ
EDUCATION AND INNOVATIVE RESEARCH



№1/2024
YANVAR (2)

Muassis:
 Buxoro davlat universiteti
 Fan va ta'lim MChJ

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E-mail:
 eirjurnal2020@gmail.com

Jurnalning elektron sayti:
 www.interscience.uz

Jurnal OAK Rayosatining
 2021 yil 30 sentyabrdagi
 306/6-son Qarori bilan
**PEDAGOGIKA,
 PSIXOLOGIYA,
 FILOLOGIYA, TARIX
 FANLARI** bo'yicha falsafa
 doktori (PhD) va fan doktori
 (DSc) ilmiy darajasiga
 talabgorlarning dissertatsiya
 ishlari yuzasidan asosiy
 ilmiy natijalarini chop etish
 tavsiya etilgan ilmiy nashrlar
 ruyxatiga kiritilgan

Bosishga ruxsat etildi:
 14.12.2024 y.
 Qog'oz bichimi 60x84 1/8.
 b/t.12,5.
 Buyurtma raqami 1.23
 «FAN VA TA'LIM»
 nashriyotida chop etildi.
 Buxoro shahar

Jurnal 28.07.2021 yilda 9305
 raqami bilan O'zbekiston
 Ommaviy axborot vositalari
 davlat ro'yxatidan o'tgan

Jurnal 2020 yilda tashkil topdi
 va 2 oyda 1 marta chop etildi.
 2021 yil noyabr oyidan
 boshlab har oyda 1 marta
 o'zbek, rus va ingliz tillarida
 chop etiladi

«Ta'lim va innovatsion
 tadqiqotlar» xalqaro ilmiy-
 metodik jurnalidan ko'chirib
 bosish tahririyatning roziligi
 bilan amalga oshiriladi

Maqolada keltirilgan
 faktlarning
 to'g'riligi uchun muallif
 mas'uldir

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SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF TYPES OF BULLYING SITUATIONS AMONG SCHOOLCHILDREN

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Abstract: This article examines the occurrence of bullying among schoolchildren, as well as its various forms and types. The researchers thoroughly analyzed the theoretical aspects of the scientific works and formed the basis for the article. They extensively studied the research problem in both local and foreign literature. Moreover, they analyzed the social factors that contribute to bullying and its prevalence among students. The article also mentions effective and consistent measures to combat bullying and violence among schoolchildren. Additionally, the results of theoretical and empirical studies within this topic were carefully analyzed. The literature was scrutinized in relation to psychological predictions of violence and bullying among schoolchildren, including aggression, anxiety, worry, and victimization. Furthermore, the article provides information on different types of bullying among schoolchildren, such as verbal, physical, cyberbullying, psychological, and emotional.

Keywords: Bullying, verbal bullying, physical bullying, aggression, sexual bullying.

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКАЯ ХАРАКТЕРИСТИКА ВИДОВ БУЛЛИНГОВЫХ СИТУАЦИЙ СРЕДИ ШКОЛЬНИКОВ

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Аннотация: В данной статье рассматривается возникновение буллинга среди школьников, а также различные его формы и виды. Исследователи тщательно проанализировали теоретические аспекты научных работ и легли в основу статьи. Они широко изучали проблему исследования как в отечественной, так и в зарубежной литературе. Более того, они проанализировали социальные факторы, которые способствуют издевательствам и их распространенности среди студентов. В статье также упоминаются эффективные и последовательные меры по борьбе с буллингом и насилием среди школьников. Кроме того, были тщательно проанализированы результаты теоретических и эмпирических исследований по данной теме. Литература была тщательно изучена на предмет психологических прогнозов насилия и издевательствах среди школьников, включая агрессию, тревогу, беспокойство и виктимизацию. Кроме того, в статье представлена информация о различных видах буллинга среди школьников: вербальном, физическом, кибербуллинге, психологическом и эмоциональном.

Ключевые слова: Буллинг, вербал буллинг, физическое буллинг, агрессия, сексуальное насилие

MAKTAB O'QUVCHILAR ORASIDAGI BULLING HOLATLARI TURLARINING IJTIMOIIY PSIXOLOGIK XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada maktab o'quvchilari o'rtasida bezorilik holatlari, shuningdek, uning turli shakllari va turlari ko'rib chiqiladi. Tadqiqotchilar ilmiy ishlarning nazariy jihatlarini chuqur tahlil qilib, maqolaga asos yaratdilar. Ular tadqiqot muammosini

mahalliy va xorijiy adabiyotlarda keng o'rgandilar. Bundan tashqari, ular bezorilik va uning talabalar orasida tarqalishiga yordam beradigan ijtimoiy omillarni tahlil qildilar. Maqolada maktab o'quvchilari o'rtasida bezorilik va zo'ravonlikka qarshi kurashish bo'yicha samarali va izchil chora-tadbirlar ham qayd etilgan. Bundan tashqari, ushbu mavzu bo'yicha nazariy va empirik tadqiqotlar natijalari diqqat bilan tahlil qilindi. Adabiyot maktab o'quvchilari o'rtasida zo'ravonlik va zo'ravonlik, shu jumladan tajovuz, tashvish, tashvish va qurbonlikning psixologik bashoratlari bilan bog'liq holda tekshirildi. Bundan tashqari, maqolada maktab o'quvchilari o'rtasida qo'rqitishning og'zaki, jismoniy, kiberbulling, psixologik va hissiy kabi turlari haqida ma'lumot berilgan.

Kalit so'zlar: Bezorilik, verbal bulling, jismoni bulling, aggressiya, jinsiy zo'ravonlik.

Introduction. The detection of incidents of bullying among students involves analyzing the social and psychological traits. By comprehending the social and psychological traits that contribute to bullying, educators and researchers can formulate effective strategies for prevention and intervention. These strategies can foster a supportive and inclusive school environment that encourages positive social interactions and diminishes the occurrence and impact of bullying. Several social and psychological traits that may be examined include aggression, social dominance, lack of empathy, low self-esteem, and a desire for power and control. Bullying has emerged as a prevalent societal concern. Prior investigations have centered on both males and females across different academic stages; they have demonstrated that initiatives decrease instances of bullying and enhance the social environment as well as attitudes towards education. Bullying victimization can greatly affect a student's overall well-being and their ability to succeed academically. Bullying has emerged as an extensive problem in high schools, exerting harmful consequences on the physical and mental welfare of students. The impact of bullying is not limited to the victims alone, but it also has ramifications for the perpetrators and the overall atmosphere of the school. Bullying manifests itself in different ways, encompassing physical, verbal, psychological, sexual, social, and property-related forms. Bullying refers to the persistent occurrence of physical or verbal abuse, characterized by a power imbalance, where the targeted individual is subjected to repeated negative behaviors from one or multiple fellow students. Since the early 1990s, the educational institution has evolved into a setting that is distinguished not only by the acquisition of knowledge, but also by an atmosphere wherein students encounter instances of victimization and endure mistreatment from their fellow classmates.[1] Bullying constitutes a societal issue, whereby one out of every three individuals, chosen at random, has experienced physical, verbal, and social harassment. Bullying can be identified as a manifestation of behavior that is aggressive in nature and encompasses the act of repeatedly causing harm to another individual, whether it be through physical, verbal, or emotional means. This phenomenon is characterized by an inherent power discrepancy, wherein the perpetrator holds a greater degree of power or influence over the target. Examine diverse interpretations of bullying offered by esteemed scholars and institutions. Analyze shared components within these interpretations, including recurrence, deliberateness, and disparity in authority. Cite seminal works by academics such as Dan Olweus, who has substantially advanced the comprehension of bullying. Olweus is an esteemed figure in the field of bullying research, and his scholarly endeavors place considerable emphasis on the recurrent and deliberate aspects of the phenomenon. His conceptualization has exerted a significant impact on the development of our comprehension regarding the occurrence of bullying within educational environments. [2]

Literature review

Definition of bullying

In order to comprehend the ramifications of bullying, the underlying factors contributing to

bullying, as well as strategies for mitigating bullying, it is of utmost importance that we engage in introspection and possess the capacity to provide a response to the inquiry, «What constitutes Bullying?» In our quest for a comprehensive definition, we initially refer to the insights of Dan Olweus. Olweus is recognized as a highly accomplished and productive academic within the field of bullying. The concept of bullying was first formally defined and extensively referenced in 1974, marking the start of a significant focus on peer victimization in Scandinavia. Olweus defines bullying as a form of aggression that is characterized by three key elements. Firstly, the behavior is carried out with the intention of causing harm or disruption. Secondly, the bullying behavior is repeated over a period of time. Lastly, there is an imbalance of power, with a stronger individual or group targeting a weaker one. [3]

According to Forero et al. bullying refers to the act of a student or a group of students saying or doing unpleasant and mean things to another student. It also encompasses situations where a student is repeatedly teased in a manner that they find undesirable. [4] Bullying refers to the occurrence of aggressive behavior among children of school age, which is characterized by an imbalance of power that may be either actual or perceived. Over a period of time, the behavior is duplicated or possesses the capability to be reiterated. Engaging in intimidation, disseminating false information, physically or verbally attacking others, and deliberately excluding individuals from a collective are all instances of bullying. Bullying can occur either face-to-face or online. The concept of cyberbullying has been in existence since the early 1990s and refers to the act of bullying through the utilization of electronic communication technology. According to Sticca and Parren (2012), cyberbullying is defined as the intentional and repetitive use of electronic means, such as cell phones, the Internet, and social media, to engage in offensive behavior against a vulnerable victim. [5]

Types of bullying

The phenomenon of bullying manifests itself in various ways, encompassing direct physical harm also known as physical bullying, the use of verbal taunts and threats which is referred to as verbal bullying, the act of excluding individuals, subjecting them to humiliation, and spreading unfounded rumors, a type of bullying known as relational or social bullying, as well as the use of electronic means to harass others, such as through text messages, emails, or online platforms, which is termed cyberbullying. While physical and cyberbullying tend to attract the most attention and concern, it is in fact social and verbal bullying that are more commonly experienced by students. There exist five distinct classifications of bullying, encompassing physical bullying, verbal bullying, social bullying, reactive victims, and cyberbullying. Vaillancourt, Trinh, and their colleagues conducted a study in 2010 where they discovered that a significant percentage of students, ranging from Grade 4 to Grade 12, acknowledged experiencing physical bullying from their peers. Specifically, 31% of the students reported such incidents. Additionally, 12% of the students reported being victims of cyberbullying. In contrast, a greater proportion, 51% of the students, reported experiencing verbal bullying, while 37% reported being socially bullied. It is worth noting that students often possess knowledge about regulations that prohibit causing physical harm to others. However, distinguishing and identifying instances of verbal and social bullying prove to be more challenging for them. [6]

<p style="text-align: center;">Verbal bullying</p> <ul style="list-style-type: none"> • Name-calling • Teasing • Insults • Taunting • Threats 	<p style="text-align: center;">Physical bullying</p> <ul style="list-style-type: none"> • Hitting • Kicking • Punching • Tripping • Spitting 	<p style="text-align: center;">Social or Relational Bullying</p> <ul style="list-style-type: none"> • Exclusion • Spreading rumors • Ignoring or isolating • Manipulating friendships • Cyberbullying (using technology to harm others socially)
<p style="text-align: center;">Cyberbullying</p> <ul style="list-style-type: none"> • Sending hurtful messages online • Posting embarrassing or inappropriate content • Impersonation or hacking accounts • Exclusion from online groups 	<p style="text-align: center;">Sexual Bullying</p> <ul style="list-style-type: none"> • Unwanted sexual comments or advances • Inappropriate touching or gestures • Sexual harassment • Sharing explicit content without consent 	<p style="text-align: center;">Prejudicial Bullying</p> <ul style="list-style-type: none"> • Discrimination based on race, ethnicity, religion, gender, sexual orientation, or other personal characteristics
<p style="text-align: center;">Psychological or Emotional Bullying</p> <ul style="list-style-type: none"> • Manipulation • Intimidation • Threatening behavior • Humiliation • Emotional abuse 	<p style="text-align: center;">Bystander Bullying</p> <ul style="list-style-type: none"> • Individuals who witness bullying but do not intervene or support the victim 	

Table 1 Types of bullying

Physical Bullying:

Encompasses acts of physical aggression or harm, including but not limited to striking, kicking, propelling, or inflicting various forms of bodily injury. [2]

Verbal bullying, as defined, encompasses the act of employing language as a means to inflict harm or distress upon the targeted individual. This includes engaging in name-calling, engaging in teasing, or participating in the dissemination of unfounded rumors with the intention of causing humiliation. [7]

Relational Bullying, also known as Social Bullying, is a form of bullying that encompasses the manipulation of relationships, social status, or reputation with the intention of inflicting harm upon the victim's social standing. This harm is typically inflicted through acts of exclusion or the dissemination of rumors.[8]

Cyberbullying can be defined as the act of bullying that occurs via digital devices, such as computers or smartphones. It encompasses various forms of online harassment, including the dissemination of rumors or the sharing of embarrassing information. [9]

Sexual bullying, in essence, encompasses the unwelcome expressions, actions, or gestures of a sexual nature that are intended to intimidate or belittle the target individual.[10]

Prejudice-based Bullying: Harassment driven by prejudice or bias associated with variables including race, ethnicity, religion, sexual orientation, or gender identity. [11]

Indirect Bullying:

The concept of indirect bullying refers to the perpetration of covert measures that inflict harm upon the targeted individual sans any form of direct confrontation. Such measures may encompass the dissemination of rumors or the manipulation of social dynamics. [12]

Bystander Bullying:

Bystander Bullying refers to the act of individuals who observe instances of bullying, yet opt not to intercede due to feelings of trepidation or apathy. [13]

In a study conducted by Salmivali et al. it was observed that children who partake in bullying can be categorized based on their degree of participation as follows:

1. Ringleaders, who take charge by organizing a group of bullies and initiating acts of bullying;
2. Followers, who join in the bullying after it has already commenced;
3. Reinforcers or Bystanders, who, although not actively participating in the bullying, passively reinforce it by observing, laughing, or encouraging the behavior.[14]

Rates of bullying

A reported 20.2% of students disclose experiencing bullying. A greater proportion of male students, as compared to female students, divulge experiencing physical bullying (6% versus 4%), while a higher percentage of female students compared to their male counterparts disclosed being targeted by rumors (18% versus 9%) and intentionally excluded from activities (7% versus 4%). A total of 41% of students, who have disclosed being subjected to bullying within the school environment, have expressed the belief that they anticipate a recurrence of the bullying. Among the cohort of students who disclosed instances of victimization, a substantial 13% were subjected to various forms of mockery, verbal abuse, or derision. Similarly, an equivalent percentage of 13% were subjected to the dissemination of rumors, causing distress and anguish. Additionally, a notable 5% experienced physical aggression in the form of pushing, shoving, tripping, or spitting. Lastly, a corresponding 5% were intentionally excluded from participating in activities, thus engendering feelings of isolation and marginalization. A marginally greater proportion of female students in comparison to male students indicate experiencing bullying incidents while attending school (24% as opposed to 17%). Bullied students have conveyed that instances of bullying have taken place in various locations, namely, the school hallway or stairwell (43%), the classroom (42%), the cafeteria (27%), the school grounds outside (22%), online or via text (15%), the bathroom or locker room (12%), and the school bus (8%).[15]

One in five (20.9%) tweens (9 to 12 years old) has been cyberbullied, cyberbullied others, or seen cyberbullying.[16]

Conclusion

In summary, bullying incidents among students possess different social and psychological attributes. Certain shared traits of bullying incidents encompass the utilization of verbal, physical, and social mistreatment to torment, bother, and harm others. These incidents frequently entail an uneven distribution of power, with the bully exerting authority and dominance over the victim. Bullying incidents can transpire in diverse environments, such as the classroom, playground, or online. Bullying manifests in various ways, encompassing physical aggression, verbal abuse, sexual harassment, psychological manipulation, and property theft. The victims of such bullying encounters often suffer from negative consequences, such as heightened anxiety levels, depression, diminished self-esteem, and academic challenges. Moreover, bystanders frequently participate in or witness bullying incidents, either actively or passively. To effectively address these bullying situations, it is crucial for schools to implement comprehensive prevention and intervention programs. These programs should prioritize the promotion of empathy, the cultivation of positive relationships, the instruction of conflict resolution skills, and the establishment of a supportive and inclusive school environment. Ensuring the safety and well-being of students and adopting proactive measures to prevent and address bullying situations are of utmost importance for schools. A study conducted in Jordanian schools revealed that bullying is prevalent in both governmental and private schools, highlighting its widespread nature.

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Jurnal Ommaviy axborot vositasi davlat ro'yxatidan 2020 yil 6 oktyabrda o'tgan.
Jurnal har oyda bir marta o'zbek, rus va ingliz tillarida nashr etiladi.
Jurnalning hajmi 60x84, 1/8, A-4;

«Ta'lim va innovatsion tadqiqotlar» xalqaro ilmiy-metodik jurnali 2020 yil oktyabrdan nashr etilmoqda.

Pedagogika, psixologiya, filologiya va tilshunoslik, matematika, fizika va mexanika, texnika fanlari, tabiatshunoslik, tarix va falsafa, turizm va iqtisodiyot, axborot kommunikatsion texnologiyalari, geografiya sohalardagi ilmiy va ilmiy-uslubiy materi-allarni o'z ichiga oladi. Nashr qilingan materiallar mualliflari O'zbekiston Respublikasi hamda yaqin va uzoq xorijning yetakchi olimlari, tadqiqotchilari.

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Oliy pedagogik ta'lim nazariyasi va amaliyoti; umumiy va maxsus pedagogika va psixologiya, pedagogika va innovatsiya, integratsiya, O'zbekiston, Rossiya va xorijiy mamlakatlarning ta'lim tizimi; ta'lim jarayoni; ko'p madaniyatli va mintaqaviy ta'lim; III Renessans, XXI asrdagi ta'lim; ta'lim va tarbiya sohasidagi milliy va qadriyat ustuvorliklari; ta'lim sifatini monitoring qilish; uzluksiz pedagogik ta'lim tizimi; ta'lim dasturlari; umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining davlat ta'lim standartlari; o'qituvchilarni tayyorlash tizimidagi ta'lim texnologiyalari.

Guvohnoma raqami № 8882
Bosh muharrir: B.B.MA'MUROV

Bosishga ruxsat etildi 15.12.2024. Buyurtma №2447.
«Buxoro viloyat bosmaxonasi» MCHJda chop etildi.