



ПСИХОЛОГИЯ XXI СТОЛЕТИЯ

Ярославль - 2024



**ПСИХОЛОГИЯ
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Сборник научных статей по материалам международной конференции посвящён актуальным вопросам современной психологии. В сборнике опубликованы статьи учёных–психологов Узбекистана, педагогов образовательных учреждений.

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muhitning ta'siri katta bo'ladi. Ayniqsa, ota-onaning salbiy ma'naviy axloqi oila muhiti va farzandlar tarbiyasiga ta'sir ko'rsatadi. Ta'kidlash joizki, ijtimoiy shart-sharoitning jinoiy xulq-atvor bilan aloqasi murakkab xususiyat kasb etadi. Ba'zi hollarda bunday xulq-atvor jinoyatning sodir etilishiga olib keladi. Bunday nosog'lom oilalardagi muhitning ta'siri u yerda o'sib kelayotgan voyaga yetmaganlar tarbiyasiga tahdid soluvchi xavf desak mubolag'a bo'lmas.

Adabiyotlar.

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BULLING IN SCHOOLCHILDREN SOCIO-PSYCHOLOGICAL MECHANISMS OF NORMALIZATION OF BEHAVIOR

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***Annotatsiya.** Maqolada “Bulling” xulq-atvor zamonaviy jamiyatning ijtimoiy psixologik hodisasi sifatida taxlil qilinadi. Shuningdek y determinantlarni o'rganish va bezorilikni oldini olish konsepsiyasini ishlab chiqish zarurligini asoslaydi.*

***Kalit so'zlar:** Og'zaki zo'ravonlik, haqoratli imo-ishoralar yoki, harakatlar, qo'rqitish, izolyatsiya qilish, tovlamachilik, mulkka zarar yetkazish va boshqalar.*

***Аннотация.** В статье анализируется феномен “Буллинг” как социально-психологического явления современного общества. Также обосновывается необходимость изучения детерминант и разработка концепции превенции буллинга.*

***Ключевые слова:** вербальный буллинг, обидные жесты или действия, запугивание, изоляция, вымогательство, повреждение и иные действия с имуществом,*

***Annotation:** The article analyzes the phenomenon of bullying as a socio-psychological phenomenon of modern society. It also substantiates the need to study the determinants and develop a concept for the prevention of bullying.*

***Keywords:** verbal bullying, offensive gestures or actions, intimidation, isolation, extortion, damage and other actions with property.*

Around the world, ages 13-15; about 50% of adolescents say they have been exposed to peer abuse in and around school.

Bulling has become a part of student life around the world.

The problem of school violence arose at the beginning of the 20th century, when in 1905 K. Dukes first published his work on the subject. The first systematic studies of the problem of bullying were carried out by Scandinavian researchers: D. Olweus, P.P. Heinemann, A. Picas,

E. Roland. They developed the concept of bullying (from English bully - bully), which they described as oppression, discrimination and violence.

This problem later became known as V.T.Orton, D.A. Lane, D.P. Tattum, E. Monthe. interested British scientists like.

Tattum (1989) understood bullying as a specific type of violence that when a person physically attacks or threatens another powerless person for a long time, a person feels lonely, deprived of fear and freedom of movement.

D.In his study, Lane wrote that E.Relying on Roland's work, bullying provides the following definition: violence, which can be both short-term and long-term, can be physical or psychological violence and manifests itself in such a way. Attitude towards a person or group of people who cannot defend themselves today.

Other foreign scholars, such as Besag, have advanced their views on the concept of bullying. Besag (1989) mentioned that behavioral forces that can be described as intimidation, physical, psychological, social, or verbal repeated attacks can occur repeatedly in people who are formally or situationally large, compared to those who do not have any means of self-defense.

T.R.According to Heald (1994), bullying is a long - term, physical or psychological abuse carried out by one person or directed against an individual who cannot defend himself in a group and tactical situation, consciously causing pain, intimidating or threatening to stress a person for a long time.

P.K.Smith & I.Whitney defines bullying as a situation, showing specific examples of bullying, such as; threatening, beating and kicking, locking the room, sending intimidation messages, and refusing to communicate with a person.

Arora (1994) studied the problem of bullying in a school environment and concluded that bullying can be observed, causing dissatisfaction or stress, which occurs among young people attending school. From an advantage over the "victim", who is physically and mentally weaker, the "offender" receives a sense of satisfaction; the "offender" uses this behavior to devalue others, to stand out from his background.

Bullying is common in the world and has always existed. They have been struggling with this problem for a long time, the problem of intimidation cannot be solved instantly and forever. If the manifestation of violence is not stopped in time, over time they become more dangerous. To solve the problem of violence, it is important to correctly and timely respond to attempts to create a state of violence. If all participants in the educational process are actively and seriously engaged in the problem of violence, then there is a high probability of preventing many conflicts.

Prevention of bullying; should include aspects such as warning, elimination and control.

Preventive work involves changing the social, family and personal State of the student, helping to improve the quality of his life and behavior, applying special pedagogical and educational measures through changing personal directions.

The main goal of measures to prevent bullying situations: to help children learn to fight stressful situations and aggression.

The goals of violence prevention include:

- teaching teachers to work with difficult children and solve bullying situations;
- * promote the social well-being of students;
- * psychological and pedagogical education of parents;
- * elimination of traumatic and socially dangerous situation;
- * development of tolerance and patriotism in students;

"Adolescent bullying prevention program" (co.S. Shalaginova) after implementation, "bullying request (self-assessment)", "aggression test" (L.G. Pochebut), a repeated study using "Sociometry" methods. "(Moreno). The study was carried out in the control group of Class 6 "B" and the experimental group of Class 6 "B", with which a program for the Prevention of bullying among adolescents was carried out.

To determine if there are cases of bullying in the classroom, consider the results of the "Bullying Survey (self-assessment)". According to the survey, the number of "victims" of violence has slightly increased - 46%, 50% of adolescents among boys, and 44% among girls. The share of the total number of "victims" of bullying has slightly increased, they scare less than once a week, and bullying lasts less than six months - 15%.

Later we got T.R. we rely on the concept given by. Heald (1994), Violence is a prolonged physical or psychological violence directed against an individual who is carried out by an individual or group and cannot defend himself. This concept most fully and accurately describes the concept of "bullying" and includes all the features that we have identified.

Determine what forms bullying takes at school. As previously noted, D. Lane incorporates physical and mental violence into the concept of violence, researcher I. Berdyshev speaks of the presence of verbal, behavioral and, in fact, aggressive violence with physical violence; T.Mertsalova divides physical, emotional, verbal, mental and sexual violence.

Based on this, the following forms of violence can be distinguished:

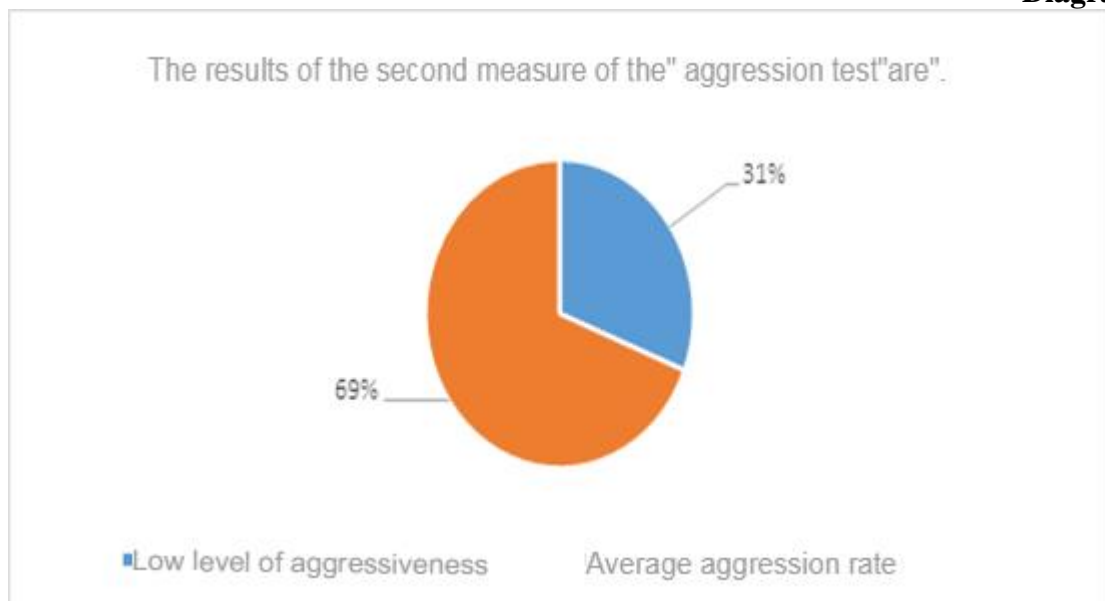
1. Bullying in physical school is the act of intentionally pushing, kicking, kicking, beating, and inflicting other bodily injuries, etc. Sexual violence is also possible, which involves actions of a sexual nature.

2. Psychological school violence-violence associated with exposure to the psyche of a child, psychological trauma is carried out through constant abuse, threat, harassment and intimidation.

The "victim" constant name begins to feel insecure due to calling (malicious nicknames), ridicule, spreading unpleasant rumors, isolation, intimidation (the "criminal" can force the "victim" to do what he does not want), extortion. money, food, forced to steal something, damage property and other actions (Theft, Robbery, hiding the personal belongings of the "victim"). This also includes "cyberbullying" - bullying using mobile phones, the internet, controversial images, the dissemination of photos and rumors, names, etc.

Thus, on the basis of the analysis, we can conclude that bullying is understood as violence that is systematically carried out by an individual or a group of individuals over a long period of time in relation to an individual who cannot defend himself, and these actions are the act of harming the victim for a long time and, receiving psychological or physical satisfaction from the

Diagram



We consider bullying that occurs in the school environment between adolescents in relation to the educational process, whether at school or outside of it, with participants in the educational process.

"Aggression test" (L.G. Pochebut) results remained the same, with 31% of adolescents having low levels of aggression and high levels of adapted behavior. The remaining 69% of adolescents have an average level of aggression and adaptation.

According to the results of the aggression scale, the results remained the same: 16% of adolescents in the class had a higher level of physical aggression, 12% had a higher level of objective aggression, and 19% of adolescents had a higher level. self-aggression.

Table

Quantitative data using the "aggression test" method (L.G. Pochebut).

Degree of aggression	Verbal aggression		Physical aggression		Object aggression		Emotional aggression		Self-mutilation	
	n	%	n	%	n	%	n	%	n	%
Normal level of aggression and flexibility in measurement.	26	100	22	84	23	88	26	100	26	81
High levels of aggression and low levels of flexibility on the scale	0	0	4	16	3	12	0	0	5	19

A comparison of results was made to determine the reliability of differences in the level of aggression between experimental and control groups (according to the "aggression test" method) and in the sociometric Status Index ("Sociometry"). From the analysis of the data obtained, it is possible to assess the differences between the groups. Prior to the adolescent violence prevention program, groups had the same metrics across all studied metrics.

At the control stage, differences in indicators were found: the level of aggression of adolescents in the control group was higher than that of adolescents in the experimental group, and the sociometric status of participants in the experimental group was higher than that of adolescents. control group. Consequently, preventive work has led to significant changes in all variables for the positive.

Comparing the two group-control and experimental results, using the "bullying survey (Self-Assessment)" Method to determine the presence of violent situations in the classroom, it can be seen that class 6-"B" has a higher number of "victims". and the violent cases themselves are more than the Experimental Group 6 "b". Thus, in the control group, the "victims" of intimidation are 46% of the total number of the class, and in the experimental group-27%, almost twice as low. Also, in the control group, 31% of cases of violence occur over a long period of time; in the experimental group, this percentage is lower and is 23%.

Calculating the results using the Wilcoxon T-test showed that the empirical t value corresponds to a zone of significance in terms of "importance". In an experimental group, aggressive behavior and decreased levels of flexibility (Temp. = 153), as well as a slight improvement in the sociometric status of adolescents in the group (Temp. = 3) followed a positive trend.

Using theoretical analysis, we found that violence is systematic violence against an individual or a group of individuals who cannot defend themselves for a long time.

The main causes of violence in adolescence can be divided into external, personal and intra-family.

- external reasons are the environment of the educational institution in which the teenager is studying,
- personal causes are based on adolescent experience and include psychological and physiological changes,
- the reasons within the family, on the other hand, arise from problems in the relationship of the parent brother, sister and child. These reasons are related to the psychological changes of the teenager and his experiences, and also apply to the "offender" and "victim".

Taking into account Individual characteristics, it is important to carry out individual work with potential “bullies” and “victims”, in order to achieve a good result in the Prevention of violence, group work on the Prevention of intimidation should be carried out throughout the school and in each class separately.

During the practical study, it was diagnosed that there were cases of bullying in the lessons, the degree of aggression of adolescents was measured, “Sociometry” was carried out to identify potential “victims” and “offenders”.

In this regard, a program for the Prevention of bullying among adolescents was selected, which includes tasks for constructive response in disputes, reduction of aggressive reactions, optimization of interpersonal relationships and the development of tolerance. During the trainings, participants actively worked, expressed their opinion, discussed the proposed topics of classes with interest.

As a result of the program, a decrease in cases of bullying among adolescents was achieved, repeated diagnostics proved the effectiveness of the program.

The stated goal of the study was achieved. All prescribed tasks for bullying and prevention among adolescents were completed. A diagnosis was made and a program for the Prevention of bullying among adolescents was chosen, which had a positive effect on the results of re-diagnosis.

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SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF FORMATION OF INTELLECTUAL SKILLS IN MODERN YOUTH WITH THE HELP OF ARTIFICIAL INTELLIGENCE

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Annotatsiya. Maqolada zamonaviy yoshlarda intellektual qobiliyatlarning shakllanishiga turli xil ijtimoiy-psixologik omillar, jumladan, ijtimoiy tarmoqlar, tengdoshlar ta'siri va oilaviy munosabatlar ta'sir ko'rsatadi. Ushbu maqola ushbu ijtimoiy-psixologik kontekstda yoshlarda intellektual ko'nikmalarni oshirishda sun'iy intellektning (AI) rolini o'rganadi. Ijtimoiy tarmoqlarning kognitiv rivojlanishga ta'sirini, tengdoshlarning ta'lim xulq-atvoriga ta'sirini va yoshlarda intellektual ko'nikmalarni yaxshilash uchun sun'iy intellektdan (AI) dan qanday foydalanish mumkinligini tushunishga qaratilgan.

Kalit so'zlar: kognitiv qobiliyat, xulq-atvor, tanqidiy fikrlash, ijtimoiylashuv, rivojlanish, motivatsiya

Аннотация. В данной статье на формирование интеллектуальных навыков у современной молодежи влияют различные социально-психологические факторы, в том числе социальные сети, влияние сверстников и семейная динамика. В этой статье

	<i>Psychodynamic aspects of deviant behavior</i>
461	Asrorov I. B. <i>Jamiyatda huquqiy madaniyatni rivojlantirishning metodologik tahlili</i>
465	Avezova B. K. <i>Theoretical analysis of the essence of the self-management system</i>
469	Azizova D. R. <i>Tarix darslarida muammoli vaziyatlarni yaratish orqali o'quvchilarning tafakkurini rivojlantirish</i>
471	Baqoyeva M. Sh. <i>Understanding and combating school bullying: comprehensive prevention strategies</i>
474	Baxriddinov M. M. <i>Xulgi og'ishgan bolalarda destruktiv xulq-atvor va uning shakllari</i>
484	Dadaxadjayeva D.M. <i>Tibbiyot xodimlari kasbiy faoliyatida emotsional holatlar</i>
487	Djumaniozova M. K. <i>Specific aspects of the development of motivational psychology</i>
491	Djurakulova D. F. <i>Aybdorlik hissini yuzaga keltiruvchi omillar va ularning psixokorreksiyasi</i>
494	Elmurodov U. Y. <i>Boshqaruv tizimi quyi bo'g'larida rahbarlik faoliyatini takomillashtirish</i>
498	G'oziyev X. N. <i>Oiladagi nosog'lom muhitni bola psixologiyasiga ta'siri</i>
500	G'aybulloyev A. A. <i>Bullying in schoolchildren socio-psychological mechanisms of normalization of behavior</i>
504	Hamroyev J.U. <i>Socio-psychological characteristics of formation of intellectual skills in modern youth with the help of artificial intelligence</i>
508	Ibodova G.I. <i>Cyberbullying and suicidal behavior in adolescents</i>
511	Ismailova A.R. <i>Features of mental activity of schoolchildren in adolescence</i>
514	Karimova N.K. <i>Jamiyatda sog'lom turmush tarzini shakllantirishning tibbiy- psixologik xususiyatlari</i>
518	Keldiyorov O.X. <i>Yoshlarda huquqiy sovdxonlikni ortirishning falsafiy hamda psixologik talqini</i>
522	Kodirova D.T. <i>Talabalarning oila va oilaviy munosabatlariga oid jtimoiy-psixologik tasavvurlari</i>
528	Kuchiboyev Sh. A. <i>O'smirlarda huquqiy tushunchalarni rivojlantirish</i>
533	Kurbaniyozova R. Y. <i>Experimental study of psychological values</i>
535	Maxmudova Z.M. <i>Socio-psychological diagnostics of professional competence of employees</i>
541	Muradullayeva B.A. <i>Oilada ijtimoiy axloq mezonlari hamda qadiriylar tizimini shakllantirish</i>
543	Musinova R.Y., Qurbonova A.D. <i>Victim syndrome</i>
546	Mustafayeva M.Sh. <i>Text of the scientific work on the topic: the study of alexithymy phenomenon by foreign scientists and the views of eastern thinkers on this issue</i>
549	Nabiyeva D.T. <i>O'zbek oilalari funksiyalari va yoshlarni oilaviy hayotga psixologik tayyorlash</i>
552	Nabiyeva M.R. <i>Oilaviy munosabatlarda konfliktli vaziyatlarni oldini olishning psixologik jihatlari</i>
556	Ochilova F.B. <i>Avlodlararo munosabatlar muammosi psixologik tadqiqotlar ob'ekti sifatida</i>
559	Odamova U.K. <i>Text of the scientific work on the topic "content of effective organization of psychological service in the organization of preschool education"</i>
562	Oktamova Sh.O. <i>Legal bases of activity on the prevention of delinquency among minors</i>
565	Oktamova Sh.O. <i>The role of communication in the mental development of a child</i>

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