

## INFLUENCE OF SOCIO-PSYCHOLOGICAL FACTORS IN THE MANIFESTATION OF BULLING RELATIONSHIPS AMONG ADOLESCENTS

Tillaeva Nodira Iskandar qizi

Tashkent University of Applied Sciences

Psychology department teacher

**Annotation.** In this article, several socio-psychological factors are studied that affect cases of violence in which bullying relationships among adolescents are currently becoming actualized. During this period, there may be an increase in cases of bullying, i.e. purposefully insulting, humiliating or harassing an individual or group. The methodological aspects of the scientific work carried out by the researchers were analyzed and applied to the article. In this article, several socio-psychological factors are studied that affect cases of violence in which bullying relationships among adolescents are currently becoming actualized. During this period, there may be an increase in cases of bullying, i.e. purposefully insulting, humiliating or harassing an individual or group. The methodological aspects of the scientific work carried out by the researchers were analyzed and applied to the article. Effective recommendations were given to prevent bullying among adolescents.

**Keywords:** bullying, teenager, conflicts, violence, bullying, social factor, aggressor, victim, negative attitudes, family factors, school system. **eywords:** bullying, teenager, conflicts, violence, bullying, social factor, aggressor, victim, negative attitudes, family factors, school system.

During our life, when access is developing, one of the problems that is becoming one of the pressing issues is the bullying relationship among adolescents, a form of violence that is less visible, but more common, called "bullying", which is now 15% -20% among students in schools. Our society has set as a national goal to free the school environment from violence in order to make education more effective. ur society has set as a national goal to free the school environment from violence in order to make education more effective. Many bills strongly stipulate that child abuse is not allowed in educational organizations, that any form of violence, including corporal punishment and other cruel acts, be allowed as a disciplinary punishment in educational institutions, or that discriminatory treatment of dignity is not allowed. As noted in the article, the fact that categories of children at risk of violence (orphans, uncontrolled, with a defect in mental development, children engaged in prostitution, begging) are clearly defined in the bill, helps competent authorities in the field to identify children affected by violence, at risk of abuse, keep their records and, if necessary, timely implement individual measures to prevent violence against them. The study of the Bulling issue is now a serious problem in schools, which poses a serious threat to the physical and mental health of children and adolescents. A child who is bullying, we can see a number of negative consequences in his mental health. Stress, depression, decreased self-happiness, decreased acquisition of knowledge, refusal to go to an educational institution, and the worst can go as far as suicide. he study of the Bulling issue is now a serious problem in schools, which poses a serious threat to the physical and mental health of children and adolescents. A child who is bullying, we can see a number of negative consequences in his mental health. Stress, depression, decreased self-happiness, decreased

acquisition of knowledge, refusal to go to an educational institution, and the worst can go as far as suicide. In the early 20th century, French scientist C. Ducas (1905) first described school bullying. Bullying was later succeeded by D.Lane, E, Munte, D, Olveus, a, Pikas, E, Roland analyze. UNESCO's " what's behind the numbers?"(2019) reports that more than 30% of readers worldwide have been abused. Bullying was later succeeded by D.Lane, E, Munte, D, Olveus, a, Pikas, E, Roland analyze. UNESCO's " what's behind the numbers?"(2019) reports that more than 30% of readers worldwide have been abused. Bullying is the act of violence directed at a person who cannot defend himself, by a group of individuals or by one person. As an object, however, one or more students with their status in the classroom choose a weak student. Among adolescents, bullying relationships we can classify 2 different, direct and indirect. Indirect bullying-is aimed at the victim through verbal or physical aggression. It manifests itself in the form of ridicule, beating, aggression, taking away or breaking things. Among adolescents, bullying relationships we can classify 2 different, direct and indirect. Indirect bullying-is aimed at the victim through verbal or physical aggression. It manifests itself in the form of ridicule, beating, aggression, taking away or breaking things. Indirect bullying is represented by the likes of ignoring the victim, spreading rumors, isolating in the classroom, spreading intrigue among friends. Bullying and its types Bullying can manifest in various forms among adolescents. Among them: 1. Physical bullying is the use or threat of physical force. 2. Emotional bullying-discrimination, isolation or deprivation of friendship. 3. Cyberbullying is bullying or harassment through the internet and social media. Physical bullying is the use or threat of physical force. 2. Emotional bullying-discrimination, isolation or deprivation of friendship. 3. Cyberbullying is bullying or harassment through the internet and social media. Socio-psychological factors a number of socio-psychological factors play an important role in the formation of Bullying relationships: • the influence of the family environment: relationships within the family, parenting and social skills affect the attitude of adolescents towards bullying. • Friends and groups: friendships and groups among adolescents can increase social pressure, which can lead to bullying. • Culture and social norms: each society has different views on bullying. In some cultures, bullying can be perceived as normal. F• Friends and groups: friendships and groups among adolescents can increase social pressure, which can lead to bullying. • Culture and social norms: each society has different views on bullying. In some cultures, bullying can be perceived as normal. A.V. Methodological recommendations for the Prevention of bullying in schools aimed at students were developed by Gorbunov. The main goal of the program is to change the structure of opportunities and rewards of bullying behavior. What is important is that not being afraid to ask for help from adults, using this program, as an object of research, we found out how many children can open bullying cases among schoolchildren. Socio-psychological factors are also responsible for the occurrence of a state of violence, and they are often interconnected: 1) problems in the family. What is important is that not being afraid to ask for help from adults, using this program, as an object of research, we found out how many children can open bullying cases among schoolchildren. Socio-psychological factors are also responsible for the occurrence of a state of violence, and they are often interconnected: 1) problems in the family. Children raised in the hands of an alcoholic, a divorce, conflict situations of the parents, another family member in an orphanage may be assaulted, or may be buller himself. 2) low self-esteem can also sometimes be intrusive in an inadequate way, with the aim of compensating for its own disadvantage. 3) deficiencies in the education system, lack of anti-bullying programs in schools, lack of adequate supervision by teachers, lack of fair resolution of disputes, beetibility of the school psychologist may be the cause.) low self-esteem

can also sometimes be intrusive in an inadequate way, with the aim of compensating for its own disadvantage. 3) deficiencies in the education system, lack of anti-bullying programs in schools, lack of adequate supervision by teachers, lack of fair resolution of disputes, beetibility of the school psychologist may be the cause. 4) lack of formation of a system of values in the family in the matter of upbringing, lack of strong ties between parents, grandparents, sisters, brothers, lack of understanding of the child about self, family, friendship, society. 5) to have their place by force. Sometimes a teenager or child becomes an authority figure through discrimination and aggression, saying that he will pass his rule. 6) complacency, lack of empathy, sometimes children do not know how to show empathy and understanding towards their peers.) to have their place by force. Sometimes a teenager or child becomes an authority figure through discrimination and aggression, saying that he will pass his rule. 6) complacency, lack of empathy, sometimes children do not know how to show empathy and understanding towards their peers. By examining these causes, it can help prevent bullying relationships among adolescents and increase educational effectiveness. In our society and schools, we can consider the following in order to prevent bullying cases among adolescents: identifying bullying victims in educational institutions and, together with their parents, offering problem-solving resources. Explaining the concept of Bullying through events among adolescents. Forming a warm and positive relationship between students, making each student feel that they are a part of society.n our society and schools, we can consider the following in order to prevent bullying cases among adolescents: identifying bullying victims in educational institutions and, together with their parents, offering problem-solving resources. Explaining the concept of Bullying through events among adolescents. Forming a warm and positive relationship between students, making each student feel that they are a part of society. Increase the sensitivity and responsibility of teachers and staff, and the school psychologist in the occurrence of bullying situations. Workshop-training through trainings. Creating a safe and protected environment for students. Teaching students the value and understanding of respect for others, empathy, constructive conflict resolution. It is through these measures that we achieve a reduction in: violence and aggressive behavior. The effect of bullying on socio-psychological factors is reduced. The quality of education increases, and the quality of students ' level of assimilation increases. In the process of working on measures to prevent bullying in the place of conclusion, it will pay off to form a system of values among adolescents and young people in the family through a special program and, of course, to develop a program that will be carried out by teachers and psychologists together with parents and in schools, and to educate our children in this It is important to create and implement programs that will help children to understand exactly their peers, classmates, schoolmates. Development of communication skills. Application in schools and universities by creating an Antibullying program. To explain bullingn harm to students, conduct a moral-spiritual lesson, trainings with them. Creating a safe environment in educational institutions. Monitoring child behavior in school areas. Cooperation with the fathers, the application of clear rules and punitive measures for bulling at school also pays off.pplication in schools and universities by creating an Antibullying program. To explain bullingn harm to students, conduct a moral-spiritual lesson, trainings with them. Creating a safe environment in educational institutions. Monitoring child behavior in school areas. Cooperation with the fathers, the application of clear rules and punitive measures for bulling at school also pays off. As a result, adolescents begin to understand the consequences of their actions. Education, family and community involvement are important to address this problem. By protecting and supporting



adolescents from bullying, we can improve social environments and promote healthy relationships.

### REFERENCES USED

1. Gorbunov A.V. Metodicheskiye rekomendatsii dlya uchiteley i uchenikov dlya predotvrasheniya bullinga v uchebnix zavedeniyax // Molodoy ucheniy, 2022. №52(447). S. 182-184. URL: <https://moluch.ru/archive/447/98363/> (data obrasheniya: 18.03.2024).
2. Vigotskiy L.S. Pedologiya podrostka. Psixologicheskoye i sotsialnoye razvitiye rebenka. M.: Progress kniga, 2021. 224 s.
3. Smith K. "Teenagers and Media Influence: Psychological Perspectives" – Springer, 2022.
4. PSYCHOLOGICAL VIOLENCE IN ORGANIZATIONS (MOBBING)IMPACT ON EMPLOYEES AND PREVENTION MECHANISMS. (2025). International Journal of Artificial Intelligence, 5(10), 27-29. <https://www.academicpublishers.org/journals/index.php/ijai/article/view/6693>
5. Tillaeva Nodira Iskandar. (2024). PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS AND ACTIVATION OF ITS COGNITIVE ACTIVITY. American Journal Of Social Sciences And Humanity Research, 4(05), 57–63. <https://doi.org/10.37547/ajsshr/Volume04Issue05-09>