



## BULLING AS AGGRESSIVE PUPILS BEHAVIOR AT SCHOOL

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<b>Received:</b> October 11 <sup>th</sup> 2021 <b>Accepted:</b> November 13 <sup>th</sup> 2021 <b>Published:</b> December 28 <sup>th</sup> 2021	This article is devoted to the spread of such aggressive behavior among secondary school pupils as bullying, which is a factor in reducing the performance of human capital. It was revealed that the victims of bullying are mostly children with physical disabilities, representatives of national or cultural minorities, as well as children from socially or economically disadvantaged families. It was concluded that psychodiagnostic tools need to be developed to identify bullying participants' motives, feelings, personality traits, as well as the necessity of organization specialized psychological trainings for pupils, teachers, parents in order to prevent and resolve conflicts between participants in bullying.

**Keywords:** Bullying, Students, Parents, Educators, Victim, Aggressor, Cyberbullying

The priority task of Uzbekistan, on its way toward democratic and civil society, is the development of the educational system, which is a key factor for country's sustainable development, strengthening its independence, ensuring peace and stability both within the country and abroad, as well as improving the performance of human capital.

It is known that a child acquires fundamental life knowledge and skills at school, where study is of great significance in the social and psychological development of boys and girls. The educational institution is aimed to ensure them with a secure environment, provide emotional support and teach them how to build relationships with peers. However, there are often cases of abuse and persecution at school, resulting in daily deprivation of basic rights to education as well as physical and psychological health, self-confidence, and trust in others. Abuse, bullying, calling offensive nicknames, psychological manipulation, physical violence and social isolation in modern psychology is denoted by the concept of "bullying".

Bullying in educational institutions is a serious problem, according to UNESCO. It makes educational institutions unsafe for pupils and negatively impacts on their health and well-being. Bullying is characterised by aggressive behaviour that involves unwanted, negative actions, is repeated over time, and an imbalance of power or strength between the perpetrator or perpetrators and the victim [3].

In 1993, D. Olweus, the Norwegian psychologist, published a widely accepted definition of bullying among children and adolescents: "Bullying is the systematic abuse of power and is defined as aggressive behaviour or intentional harm-doing by peers that is carried out repeatedly and involves an imbalance of power" (Olweus, 1993) [10]. D. Olweus's research served as a starting point in the study of the phenomenon of bullying within the framework of the science of psychology and encouraged many scientists to study this phenomenon both in theoretical and practical aspects due to the large number of negative impact of bullying for its participants, which manifested itself in physical injury, sometimes in suicide.

According to A.A. Bochaver, K.D. Khlomov, direct and indirect bullying are distinguished. Direct bullying is observed when one child extorts money or things from another, when a child is beaten, called names, teased, spoiled his things [1]. Indirect bullying involves spreading false rumors about a person, boycotts, avoidance, and manipulation of friendship are observed ("If she is your friend, you are no friends of ours").

Farmer, Xie are of the view that direct bullying more common in primary school, and indirect bullying more common in middle and secondary school age (Farmer, Xie, 2007) [9]. Boys are more likely to participate in bullying in different roles than girls (Cook et al., 2010), are also most likely become victims of physical bullying, money taking and things spoiling, threatened and forced to do something, while girls more often become victims of gossips, obscene speech and gestures (Finkelhor et al., 2005; Nansel et al., 2001; Olweus et al., 2007). With the spread of the Internet, a new form of bullying has appeared - cyberbullying, defined as bullying using modern technologies like SMS, e-mail, social networks, creation of slanderous websites.

The most common victims of bullying are children with disabilities, members of national or cultural minorities, and children from socially or economically disadvantaged families. Bullying inevitably leads to difficulties in communicating with peers and poor academic performance for both the aggressor and the victim. Bullying students are more likely exposed to feelings of depression, loneliness, anxiety, or suffered low self-esteem than their classmates.

And aggressors are often resorted to aggression because of frustration, irritation, experienced humiliation, or in response to public ridicule.

The problem of bullying is also relevant for Uzbekistan. However, there is not enough research in this area. The role of parents in preventing aggressive behavior – bullying at school, ethnopsychological features of bullying expression in educational institutions, the mechanisms and patterns of psychoprophylactic and psychocorrective measures to against bullying, based on the regional, age-specific particularities of the family upbringing system and other socialization institutions have not been studied.

This paper draws attention to the role of parents in identifying bullying towards their children. Studies show that many parents believe that bullying is not as serious a problem as the use of banned substances (tobacco, alcohol, drugs) in schoolchildren, but its consequences can be very severe and lasting. Many children deliberately avoid going to school because they are afraid of bullying. Bullying negatively affects not only those who suffer from insulting and humiliation, but also those who inflict it.

Children who are bullied at school are more frequently inclined to: study poorly, have low self-esteem, experience a depressive state, show aggressiveness in order to protect themselves and take revenge on their offenders.

Parents can play a significant role in preventing bullying. It is important to note that most children are embarrassed to talk about being bullied. If a child does not request the support, parents should pay attention to the following signs, which indicate that he / she has become a victim of bullying: the child becomes unsocial, loses friends, learns worse, loses interest in activities that he previously loved, his clothes are torn or stained, he comes home with bruises, asks for more pocket money.

We believe that parents should follow a number of recommendations in terms of preventing and preventing bullying: teach children to solve problems constructively, without aggressiveness; praise children when they are good at something; praising them when they behave well, which will help them to raise their self-esteem, self-confidence. Only under these conditions they can defend their point of view. It is also necessary to ask every day how their day at school was, listen carefully to what they have to say about the school environment, their classmates and problems. If it is revealed that your child is the abuser, you must definitely stand up for the offended child. You need to know that if children are offended at home, they will take out anger on others.

We consider it important to develop psychodiagnostic tools to identify the participants in bullying, their motives, feelings, and personal characteristics. It is important to prepare parents and teachers for the prevention and resolution of conflicts between bullying participants. It is necessary to develop innovative mechanisms for combating bullying and its prevention at the social, group, and personal scale.

Consequently, the problem of bullying, coercion and violence is not only a problem of a specific family, school, college or lyceum, a specific student. This is a problem of culture, politics, economics, where relationship is stands on equality, democratic principles, ethnic and religious tolerance, a system of universal, humanistic and national values. Bullying, therefore, is a factor in reducing the performance of human capital.

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