



SOCIOLOGICAL APPROACH TO THE CONCEPT OF "VIOLENCE"

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Article history:	Abstract:
Received: 24 th March 2021 Accepted: 6 th April 2021 Published: 23 th April 2021	Violence as a social phenomenon specific to all periods of human development has been studied in one way or another in most of the social sciences. In particular, the concept of "violence" is of interest to sociologists as one of the manifestations of human relations. Therefore, in recent years, this concept has become more common in the research of many foreign and domestic scientists. This article discusses the issues of violence that have emerged as one of the most pressing issues in the education system today. As the phenomenon of violence against each other by schoolchildren increases, attention needs to be paid to strengthening the work on identifying its causes and organizing their prevention. Especially through the study of its theoretical aspects, a sociological approach to this concept was attempted to reveal the essence of the content of this phenomenon.
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International globalization trends are gradually eroding the distinctions among different peoples as well as removing borders among states. As a result, the specific social appearance of nations, in particular, their moral and ethical aspects, is becoming more and more similar to each other. It is worrying that in this series of processes, especially as a result of the rapid influx of negative traits of other nations into Uzbekistan, it has a negative impact on the psyche of adolescents who are not ready for adulthood, and negative traits in their upbringing. One of the cases that requires special attention is the fact that hooliganism, disrespect, indifference, hooliganism and especially violence among schoolchildren are becoming more and more alarming.

As the phenomenon of violence among schoolchildren increases, the theoretical aspects of these phenomena, ie the approaches of scientists in different fields to the basic concepts, in explaining it by different schools, are identified in the organization of its causes and prevention. identification of specifics is important.

The concept of "violence" similar to that of "force", "violent", "voltage" is based on the word "zo'r" (force, power, effort, pressure, oppression) which came from into Uzbek language from the Persian-Tajik language. According to the annotated Uzbek dictionary, the meanings of this concept in Uzbek consist of: 1) strength, power, influence; 2) attempt, movement; 3) strong, severe hit [14, - P.166] It can be seen that violence refers to the targeted effect of a subject on an object using this force. Our conclusion was also based on the meanings of the concept in English and Russian.

The word "violence" listed in dictionaries as the English translation of the word "zo'ravonlik" in the Uzbek language is used as the meanings of "extremely powerful actions or words aimed at harming people; too strong harm, superpowers that are intended to harm or may harm to people; racial / ethnic / family violence". Similarly, the Russian term "насилие" is also used to mean "the use of brutal physical force or moral pressure; unnatural influence on something"[5].

Violence as a social phenomenon specific to all periods of human development has been studied in one way or another in most social sciences. In particular, as one of the manifestations of human relations, representatives of the field of sociology are also interested in the concept of "violence". A.A.Guseynov, a Russian researcher who has studied this concept extensively, described violence as "the occupation of free will, a form of interpersonal relations in which one side transfers its will to the other under external pressure" [9, -P.32]. At the same time, A.A. Guseynov and R. Gasparyan say that the pressure with the consent of the other party is not violence. That is, they argue that the "teacher-student, legislator-citizen" relationship should not be viewed as violent [9, -P32]. However, even in these cases, one party transfers its will to the other under external pressure.

It can be seen from the above that the concept of violence is a term that can be interpreted differently, and even in legal norms, this concept is not sufficiently defined. Although there is a situation in criminal law that affects a number of norms, this concept is not defined in the Criminal Code of the Republic of Uzbekistan.

From a legal point of view, this concept was first introduced in the Law of the Republic of Uzbekistan "On protection of women from oppression and violence", which states that "violence _ against women, physical, mental, sexual or an unlawful act (without action) that threatens their life, health, sexual integrity, honor, dignity, and other rights and freedoms protected by law by threatening to impose economic sanctions;)"[19]

The forms of violence are specified without comment in the Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child". "Involvement of the exploitation of children and the use of physical, mental and sexual violence, torture or other cruel, inhuman or degrading treatment, sexual abuse, delinquency or antisocial behavior as forms of violence against them" is defined[16].

This notion is elaborated in Encyclopedic sources, particularly, in the National Encyclopedia of Uzbekistan, which states that "the physical or mental influence of one person on another, leading to a violation of the constitutionally guaranteed personal inviolability of the individual." reported [15, -P.47]. It is stated that "violence _ the abuse of another person by violence, physical force, oppression" in the "Legal Encyclopedia of Uzbekistan"[20, -P. 199].

International organizations rely more on the definition proposed by the World Health Organization. According to this, It is shown that violence is "the use, attempting to use, or threat of physical force or power that increases the likelihood of injury to oneself or others, death, trauma, malformation, or deprivation; "[6].

Because the above linguistic and legal definitions are intended to express the general public and all cases or as many cases as possible, the scope for explaining the meaning of the term "violence" is limited. Therefore, it is necessary to analyze the coverage of this concept in the scientific literature.

Different approaches to the phenomenon of violence have been formed in the scientific literature, and the most common is to interpret it with the concept of "aggression". In the CIS countries, including Uzbekistan, this concept is studied more by psychologists, and in Western countries, aggression is also widely studied by sociologists. In these literatures, "aggression" is an individual's (innate) quality (or ability) that varies according to this trait and the individual's ability to learn, ranging from self-defense to cruelty. (studied and socially conditioned) are interpreted as behavioral patterns manifested in individual and collective forms- [3, - P.18]. It can be seen that certain forms of active behavior, perceived as 'Aggression', have a creative content and are even endorsed by society. A striking example of this is aggressive behavior in sports competitions or in a competitive environment.

Scientists have been trying to analyze the differences and similarities between aggression and violence. The term violence is used in a wide range of areas and even in places that are not related to each other at all. For example, if breaking a tree is called violence against nature, a fight between school children will be violence in school. Violence in the narrow sense is "... direct targeted physical impact on people or things. In this form, the use of physical force is primarily held in the grave" [4, -P.49]. The advantage of this approach to violence is that only the observed elements of behavior are emphasized, thus the possibility of scientific analysis of the phenomenon facilitate. However, in sociology, there is a need to analyze all events or processes in a social sense. As a result, the concept of physical violence remains very vague because the social norms and values regarding the use of physical force are different. Violence can be seen in different historical, cultural and legal interpretations even in Uzbekistan itself. From a historical and cultural point of view, physical exposure to children or the consequences of their interactions (bruising, hits, slipping) can lead to different approaches (positive, indifferent, and completely negative) depending on the specific situation. From a legal point of view, in the modern interpretation, the rights of children completely negate any physical influence.

Verbal, mental, and structural violence can be highlighted as other forms. These cases should be taken into account when studying school violence. Because, "... abuse, insults, discrimination, hatred do more harm than physical pressure" [3, -P.21]. Psychological violence is often accompanied by physical violence, and the effect of this is even stronger. While this act can be observed, it is difficult to study and verify. The word used to assess violence in this case will depend on the behavior, gestures, and so on. Therefore, a subjective assessment of the relationship is important in determining violence. If one person accepts the same spoken word as an insult, the other may ignore it altogether. The concept of structural violence was introduced by the Norwegian scientist J. Galtung to understand any effect that leads to a limitation of the ability to perform physical or mental behaviors that are important to the individual [2, -P.167].

In this case, the violence is done indirectly, the violence and the violent person are treated in general. This can be seen as a simple social phenomenon because of its similarity to M. Weber's theoretical views on power and dominance. But at the same time, it should be noted that a huge potential of violence is hidden at the heart of today's social inequality.

In general, in the scientific study of any violence, it is necessary to distinguish three main criteria that distinguish it from other phenomena: 1) use of means for the purpose of violence, including their physical force; 2) causing mental or social harm to the oppressed; 3) the existence of the purpose of harm to the subject of violence.

In approaching the phenomenon of violence in general, based on the subjects of the research process, scientists are divided into two major areas: A group of researchers, such as Gobs, Marks, and Weber, look at violence as a problem

in society as a whole, and study violence in conjunction with social problems in society [8,-P.292]. The second group of scientists, whose representatives are more psychologists, focus more on interpersonal relationships, the study of the causes of violence between two people, and, as mentioned above, try to interpret violence with aggression.

In the approaches of Gobs and his followers, there is talk of violence in the sense of 'positive' and 'negative'. In particular, M. Weber speaks about the fact that the state is defined by the possession of a legitimate monopoly of violence within a certain territory [7, -P.292]. That is, the state considers violence in its territory to be a "positive" phenomenon in a sense, because it determines its statehood. While these views of Weber and others are certainly aimed at justifying violence in political systems, it should be seen as an approach that has very serious consequences. In this regard, that is, on the question of the defining feature of statehood, they seem to agree with JJRusso from a moral point of view that citizens voluntarily submit their will to the state on the basis of social agreement [12, -P.146]. Because, relying on the approaches of Gobs, Marx, Weber, later, like L. Trotsky, they put forward ideas that justified "state terror" and laid the groundwork for the extermination of millions of people through implementation. In the general approach to violence, it should be negatively assessed by the whole society and accepted as an unacceptable form of acts.

Today, violence is a relationship between conflicting parties with conflicting goals, and violence in the social sphere is a conflict between the interests of the individual, social groups, ethnic groups, peoples, states, and psychological relations. It is seen as a manifestation of a sharp appearance [13, -P.109].

One of the most worrying developments in developed countries is the violence between schoolchildren, which can be divided into two types: 1) Bullying (English "bullying" distortion), in which one student uses violence in various forms in order to demonstrate superiority over another student, usually bullying is done in front of other indifferent "spectators"; 2) mobbing (English "mob" _crowd), violence committed by a group of students against a single child.

In the systematic analysis of the phenomenon of violence in schools, it is important to analyze the role of other elements of the system - the environment, culture, structure, family and community(mahalla). For example, the growing attention to human rights in society as a whole, while the social responsibility of many citizens is declining, has had a negative impact on the educational process in schools in Uzbekistan in the late twentieth and early twenty-first centuries. Violence among high school students, especially adolescents, has been one of the main factors leading to an increase in incidents.

There is a growing tendency to highlight the growing violence among students in schools, which is often attributed to factors such as the school community, the incompetence of teachers, and the lack of pedagogical skills in the family. These also definitely show a negative impact. However, these are the visible surface of the iceberg, and the root causes are related to a number of changes in the system of social relations in society. In particular, the sociologist A.Yunusov analyzes the characteristics of the manifestation of deviant situations, which is reflected in the social norms established in society and their different interpretations, the ambiguity of the values set in society, and, as a result, The fact that young people have difficulty in defining life values, social institutions in society, working with various shortcomings, and many other factors that we do not notice, together lead to an increase in the rate of deviant behavior in society. emphasizes [21, -P.49] Based on the "anomie" of E. Durkheim and R. Merton, it can be said that it provides a theoretical understanding of the phenomenon of violence (bullying) among students and youth in Uzbekistan today.

It is well known that in developing E. Durkheim's "theory of anomie", R. Merton argued that anomie occurs as a result of differences between a culturally optimized goal and the legitimized possibilities of achieving it [10, -P.299]. In this case, the violence is caused by the differences between perceptions and needs and the extremely limited level of means and goods used to meet them. That is, at a time when the system of private schools in Uzbekistan is just emerging, most students, regardless of economic means, study in one school and one class. Students with higher economic opportunities naturally show a clear advantage over most other classmates in meeting all their other needs, from simple school teaching aids. This is one of the important features related to the shortcomings in the social institution, which are being overlooked today and have a negative impact on the upbringing of adolescents in particular. However, while E. Durkheim spoke about this in sociology 100 years ago, 70 years ago R. Merton proposed a theory that was perfected and could also explain the phenomenon of bullying among teenagers today. However, while E. Durkheim spoke about this in sociology 100 years ago, 70 years ago R. Merton proposed a theory that was perfected and could also explain the phenomenon of bullying among teenagers today.

The analysis of the problems of social relations in today's Uzbekistan requires a wider use of the opportunities of sociology, the improvement of not only education, but also the system of upbringing the basis of approaches based on scientific analysis. Therefore, in the context of the ongoing educational reforms in Uzbekistan, which in recent years have required all reforms to be based on scientific achievements, the issue of upbringing is no less important than education. "School_ should become not only a place of education, but also a cradle of high spirituality for all of us, a place for vocational training of our children from childhood," said the President of the Republic of Uzbekistan Sh.M.Mirziyoyev [18]. In particular, the systematic organization of work on the prevention of violence among schoolchildren, educating them to be tolerant of others, a cultured person - ultimately in our society as a whole to teach interpersonal relationships within the law, o. It also leads to an increase in the number of citizens who can naturally accept people who are not like them.

The experience of developed countries shows that the prevention program plays an important role in the prevention of incidents of violence in schools, including bullying. The first such program was introduced in Norway in the 1980s by D. Olveus [11, -P.4]. A special study conducted in 1991 showed that this program achieved a 50 percent reduction in bullying in schools. This later led to the development of many prevention programs. D.Olveus (Norway), K.Rigby (Australia), D.Pepler (Canada), PKSmith (England), K.Salmivalli (France), R.Ortega(Spain), D.Espelage(USA) are the most well-known scientists conducting research on bullying prevention today[11,-P.5].

The growing incidence of violence among schoolchildren requires the development of modern approaches to its prevention in Uzbekistan too. In particular, it is important to adapt successful programs in foreign countries to local conditions. In this regard, Chapter 3, paragraph 8 (g) of the "Concept of development of the public education system of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 the introduction of programs aimed at preventing violence (bullying) among students in secondary schools, taking into account the best practices of the countries" [18]. Today, work is underway in this direction. Positive achievements can be achieved through the application of methods that have a positive effect on the experience of developed countries, based on the theories of classical and modern sociology, adapted to the conditions of Uzbekistan. In particular, researchers in the field of sociology need to pay special attention to these aspects in the prevention of the growing violence (bullying) in secondary schools.

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