Providing Knowledge About the Prevention of Violence among High School Students as an Urgent Problem of Psychology

Bakhramova Abira Abdullaevna
Samarkand State University, Senior Lecturer, Department of General Psychology

Abstract: *This article explores the problem of violence in the educational environment - violence, which is seen as a phenomenon that in the future leads to serious psychological problems. This problem attracts the attention of not only society, but also science. According to research data, it can be summarized that at the moment the problem of interpersonal relations with elements of violence is becoming a social norm.*

Keywords: *violence, deviant behavior, teenager, bullying, bullying, intimidation, bullying, psychology, pedagogy.*

Introduction. Bullying, as a phenomenon of deviant behavior, is an acute socially significant problem in adolescence. In almost every class in every school there are students who have characteristics that distinguish them from their peers. Distinctive student characteristics often lead to ridicule and bullying in the classroom. Episodic harassment, school bullying in modern science is called bullying (from the English bullying - bullying, intimidation, harassment).

The relevance of the work. Currently, among the many problems that are at the intersection of pedagogical, psychological, legal and medical research, the problem of violence against children and adolescents is extremely relevant. Helping teenagers overcome the negative consequences of unfavorable socialization is one of the main tasks of specialists in the field of social pedagogy. However, we have to state that, despite a certain degree of knowledge of the problems of socialization of children and adolescents (A.V. Mudrik, V.G. Bocharova, N.F. Maslov, E.N. Sorochinskaya); negative consequences of socialization, leading to the emergence of a "victim complex" (A.V. Mudrik, I.V. Leonova, V.A. Slastenin, V.N. Gurov, S.A. Belicheva and others), - there are still not enough actual pedagogical studies, relating to the prevention of violence against victimized adolescents.

Purpose of the study: to study the factors of bullying occurrence and ways of its psychological correction in the teenage environment.

In accordance with the goal, the following **tasks** were set in the work:

➢ to study domestic and foreign literature on the research problem and identify the factors of bullying in the adolescent environment;

➢ determine the choice of psychodiagnostic tools;

➢ conduct an empirical study and interpret the results;

➢ to adapt the program of psycho-correction of interpersonal relations of adolescents in a situation of school bullying.

The object of the study is aggressive behavior and aggressiveness in adolescence.

The subject of the study is bullying as a phenomenon of aggressive purposeful (deviant) behavior in adolescence.

Research hypothesis: The main factors in the emergence of bullying in adolescence are group (unformed value-orientational unity of the group, unfavorable socio-psychological climate, low cohesion and lack of self-determination of the individual in the group) and individual factors: (aggressive (deviant) behavior, victimhood, comfort of a teenager). Consequently, a system of measures in the context of joint activities of a teacher, psychologist, parents and adolescents, aimed at correcting the aggressive behavior of adolescents, as well as improving the socio-psychological climate of the group, the formation of value-oriented unity and cohesion of the group will help reduce the manifestation of bullying in the adolescent environment.

In order to identify the characteristics of the characteristics of adolescents, it is necessary to distinguish between the concepts of "aggression", "aggressiveness" and "aggressive behavior". In everyday understanding, these concepts can merge into one, which makes it difficult to differentiate them. However, when considering approaches to the problem of aggressiveness, one may encounter an equally important problem, since there is no single correct definition of the concepts of "aggression", "aggressiveness" and "aggressive behavior". Different authors consider these concepts in different ways. The term "aggression" in our time is used massively, so for science it is necessary to clarify this concept.

Aggression includes such constructs as revenge, violence and others. From the point of view of the influence of society on the personality, it is necessary to take into account the factors that influence the formation of aggressiveness and restrain it. Depending on the type and type, aggression can manifest itself in different forms. For example, Z. Bekerma notes that slander or psychological abuse can be included in the concept of aggressiveness. Therefore, when considering such behavior, one should take into account not only the fact of causing suffering or harm to another person, but also other actions that involve the purposeful infliction of negative consequences on a person. In addition to the visible manifestations of aggressive behavior, there are those that are invisible at first glance, and they also need to be taken into account and, under certain circumstances, they can be called aggressive manifestations.

In adolescence, the problem of aggressiveness is especially relevant, because it is during this period that methods of psychological and social adaptation are formed, which are fixed and become stable in adulthood. Aggressive behavior is considered from the point of view of psychosocial adaptability by such authors as L.A. Glazyrina, M.A. Kostenko. If a teenager has not learned constructive behavioral skills, then unfavorable ways of responding are fixed, which affect the psycho-emotional state of a teenager and can cause negative changes on a personal level. Aggression can be expressed in the delinquent behavior of adolescents.

Aggression, as an instinctive behavior, was also considered in the ethological approach by K. Lorenz. He wrote that aggression is an innate instinct that is inherent in all living beings and is associated with the struggle for survival. This instinct has developed through several stages of evolution. At the first stage, the instinct of the struggle for survival contributed to the dispersal of the population over long distances from each other, which made it possible to use the maximum amount of food. In the second stage, aggression helped to improve the gene pool, because only

those who were stronger survived. In the third stage, those who are stronger are able to protect their offspring and survive among other species.

In the concept of E. Fromm, much attention was paid to the analysis of sadism - when one person shows power tendencies and tries to subjugate another person to his will, the main goal of such actions is to cause harm and pain to a person.

Violence acts as a compensation for the distorted life of a person, in this case a person does not know how to create and create something new, therefore he directs energy towards destruction. The right way to prevent aggressive actions is to develop the creative potential of the individual. It is the expression of one's strengths in creative activity that contributes to emotional discharge, and, consequently, to the reduction of destructive actions.

The problem of bullying is relevant in our time, it should be studied in conjunction with the problem of the psychological climate in the educational environment. Despite the fact that the facts of school violence have been noted for a long time, at this stage in the system of scientific knowledge there are still no specific, universally recognized preventive, regulatory and corrective programs.

School violence is violence when force is used between children or coercion to do something against the will of a person.

The term "bullying" most accurately reflects the situation of violence in school. Bullying can be long-term abuse or an isolated incident and is most often physical or psychological bullying. This phenomenon should be considered in more detail.

Researchers have found that bullying is not considered when two classmates of the same physical strength fight or argue, or when the bullying occurs in a playful way. Bullying is a situation of repeated bullying against a weaker person against his will.

Thus, we highlight the general characteristics of school bullying in the educational environment:

➢ bullying manifests itself in the form of physical, psychological or emotional abuse;

➢ bullying is the actions of one person or a group of people;

➢ bullying is directed against a weak person physically or psychologically, or against someone who is lower in status;

➢ bullying is a purposeful systematically repeated action and long in time.

Victims of violence have an increased level of anxiety and fear, since bullying is a long and systematic process, as well as a feeling of loneliness, depression and isolation from society. Victims have low self-esteem, are characterized by social detachment, try not to enter into conflicts, they are modest, shy, withdrawn and sensitive, they are characterized by somatic weakness and often have psychosomatic illnesses.

Conclusion.

The main factors in the occurrence of bullying can be divided into two groups: individual (aggression, victimization, conformity) and group (unformed value-oriented unity of the group, low cohesion and lack of self-determination of the individual in the group, unfavorable socio-psychological climate).

Violence in adolescence in the form of bullying leads to negative consequences that affect all participants in the process. The most unfavorable is the impact on the victims of bullying, as a result of which such exposure can lead the child to suicide.

In adolescence, when intimate and personal communication with peers becomes the leading activity, children learn the norms, values and rules of behavior through communication and interaction in a group. Bullying is systematic and is such a phenomenon, after which the roles are fixed: "victim", "offender" or "observer" and each role has a negative impact on the personality of the participant in this process.

List of used literature.

1. Alekseeva, L.S. Violence and mental health of children [Text] / L.S. Alekseeva // Family in Russia. - 2006. - No. 2. - 73-80 p.

2. Alekseeva L. S. Violence in the family: how does family trouble begin: scientific method, manual. M.: GNII family and education, 2000. 138 p.

3. Antsyferova L.I. On the psychology of personality as a developing system // Psychology of personality formation and development. M., 1981. p. 3-19.171

4. Arpentieva, M.R. The problem of social order and violence in schools [Text] / M.R. Arpentieva // Problems of modern education. - 2016. - No. 5. - 39-49 p.

5. Audmayer, K. All for one: How to protect a child from bullying at school [Text] / K. Audmayer. - Edition in Russian, translation, design by "Alpina Publisher" LLC, 2016. - 28 p.

6. Baranova E.V. Manifestation of deviations in teenage subculture [Text] / E.V. Baranova // Questions of psychology. - No. 3. - 2003. - 41 p.

7. Aggression and violence as elements of socio-cultural reality // Sotsis. 2002. No. 5. p. 67.

8. Grigorovich I.N. Child abuse syndrome: general issues and physical abuse: textbook. manual for students and doctors. Petrozavodsk: Petrozavodsk State University, 2001. 417 p.

9. Dragunova T.V. Psychological features of a teenager // Age and pedagogical psychology. M., 1979. 247 p.