

**PSYCHOLOGICAL TECHNOLOGIES FOR IDENTIFYING AND MANAGING  
BULLYING AMONG STUDENTS**

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**Annotation:** This article provides a comprehensive analysis of modern psychological technologies for identifying and managing bullying cases occurring among students in general education schools. The study examines the psychological nature of bullying, its causal factors, diagnostic methods, as well as directions of prevention and correction. The role of the school psychological service, the importance of teacher competence, and mechanisms of cooperation with parents are analyzed on a scientific basis.

**Keywords:** bullying, school environment, psychological technologies, aggression, prevention, diagnostics, cyberbullying.

**Introduction.** In the school education system, interpersonal relationships among students are considered an important factor in personality development. However, in some cases, these relationships may manifest in a negative form — bullying. Bullying is a long-term psychological pressure that negatively affects not only the victim but also the aggressor and students who witness the situation. In the modern education system, reducing bullying is one of the main conditions for creating a safe school environment. Therefore, developing scientifically grounded psychological technologies for identifying, analyzing, and managing bullying is considered an urgent task.

Bullying (from English “bullying”) is a repeated, intentional, aggressive behavior of one or several individuals toward another person, which occurs based on an imbalance of power. That is, the aggressor has a dominant force (physical, social, or psychological), while the victim is usually defenseless. Physical bullying is one of the most frequently identified forms among children and adolescents, in which the aggressor demonstrates physical dominance and intimidates the victim by hitting, pushing, or damaging personal property. This type of violence often occurs during school breaks or sports activities and harms the psychological and physical health of the victim. As a result of physical bullying, the student experiences fear, stress, and feelings of helplessness, which reduces learning motivation. The aggressor, in turn, tries to increase their status in the class and demonstrate superiority through such behavior. Physical bullying often occurs together with other forms, such as social exclusion or mockery. Therefore, teachers and psychologists emphasize the importance of early detection of physical bullying and taking necessary measures.

Verbal bullying is a form of verbal violence in which the aggressor insults, mocks, uses offensive language, or assigns humiliating nicknames through speech. This form often damages interpersonal relationships among students, lowers the victim’s self-esteem, and increases psychological stress. Verbal bullying may be perceived as normal behavior by many students, but it leads to long-term psychological trauma. The aggressor tries to strengthen social status in the class and attract attention from other students through such behavior. This form is often continuous and repetitive, which prevents the creation of a safe environment for the victim. Therefore, regular teacher observation and psychological counseling are important in identifying verbal bullying.

Social bullying is carried out by isolating students from the group, restricting communication with friends, spreading rumors, or socially discrediting them. This form can be very hidden because it is less noticeable than physical or verbal violence, but it has a deep psychological impact on the victim. As a result of social bullying, the student feels lonely, avoids communication with peers, and loses social status in the class. The aggressor attempts to strengthen dominance within the group and appear stronger to others. This form is often related to group dynamics and may involve other students. Therefore, creating a healthy social environment at school and monitoring relationships through group activities is very important.

Cyberbullying is a form of harassment and mockery carried out through the internet, social networks, chats, or electronic messages, which intimidates students by spreading personal information or creating online isolation. This form spreads quickly and is difficult to control, causing constant stress and anxiety in the victim. Cyberbullying is often carried out anonymously, which allows the aggressor to avoid responsibility. The victim, being under constant threat in online environments, loses emotional and psychological stability. The negative effects of cyberbullying last long and may occur together with physical or verbal bullying. Therefore, continuous monitoring of online safety by parents and teachers and increasing students' digital literacy is important.

Psychological analysis of the bullying phenomenon shows that it differs from ordinary conflict. In bullying processes, an imbalance of power is observed. The aggressor uses physical strength, social status, or psychological superiority. The victim often cannot defend themselves. This leads to long-term psychological trauma. During adolescence, identity formation, dependence on peer opinion, and emotional instability increase bullying risks. Students may apply psychological pressure on others to strengthen their status or gain leadership in the group. In some cases, bullying becomes a way for aggressors to assert themselves.

Bullying has various forms. Physical bullying is detected quickly because it is openly expressed. However, psychological bullying is considered more dangerous because it occurs secretly. Mockery, discrediting, social isolation, and spreading rumors damage a student's mental state. Cyberbullying spreads quickly to a wide audience through the internet and social networks. Family factors play an important role in bullying formation. Violence in the family, lack of attention, or excessive strict control may form aggressive or vulnerable behavior in children. If parental pedagogical literacy is low, the child may not learn constructive conflict resolution. The school environment also affects bullying development. If a healthy psychological climate is not formed in the class community, bullying cases increase. Teacher unfairness, humiliation of students, or favoritism also increases bullying risk. Therefore, developing teachers' communicative competence is important.

A complex diagnostic approach is necessary to identify bullying. Sociometric analysis helps identify informal relationships in the class. This allows detection of socially isolated or overly dominant students. Anonymous surveys help reveal real student situations. Psychological interviews help identify students' internal emotional experiences. The observation method is also effective in identifying bullying. Teachers can analyze student behavior during breaks, group work relationships, and participation in social activities. This allows detection of hidden bullying cases. Prevention is a priority in bullying management. Empathy development training helps students understand others' feelings. Conflictology training forms skills of solving problems without violence. Correctional work requires an individual approach. Psychological support should be provided to the victim. Behavioral correction sessions should be conducted with the aggressor. In some cases, mediation technology gives effective results. Creating a unified anti-

bullying system at the school level is important. In this process, cooperation among teachers, psychologists, and parents plays a major role. In our country, systematic work is also being carried out to create a psychologically safe environment in schools. In particular, special attention is being paid to the development of psychological services in schools by the Ministry of Preschool and School Education of the Republic of Uzbekistan.

**Conclusion.** Bullying is a complex socio-psychological phenomenon that negatively affects students' personal development. To manage it effectively, early detection, implementation of comprehensive preventive measures, and systematic introduction of psychological technologies are necessary. Cooperation among teachers, psychologists, and parents is an important condition for reducing bullying. Creating a healthy psychological environment at school ensures the comprehensive development of students.

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