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Sumgayit State University, master's degree<https://doi.org/10.5281/zenodo.19050758>**Abstract**

Bullying in schools can have profound psychological effects on both the students who are exposed and those who witness it. Students who are exposed to bullying may experience problems such as low self-esteem, anxiety, depression, and isolation. This can negatively affect the victim's school performance and reduce their motivation to study. Students who are exposed to bullying may often feel inadequate and may tend to avoid social interactions. In addition, traumatic experiences resulting from bullying may lead to trust issues in future relationships. This may also negatively affect the emotional health of students and they may have difficulty developing coping mechanisms due to the stress they experience. Students who witness bullying may also be affected by these events. Lack of empathy, difficulty in emotional connection, and feelings of guilt can negatively affect the psychological health of students who witness it. At the same time, students who are exposed to an environment where bullying is common may worry about their safety. Therefore, combating bullying in schools and providing emotional support to students is very important for protecting the psychological health of both victims and witnesses. School staff should strive to develop sensitivity and empathy towards students, implement effective strategies to prevent violence, and create a positive learning environment.

Keywords: schoolchildren, bullying, psychological symptoms, strength, development, personality

Cases of exposure to violence and aggression among schoolchildren are still among the current problems of today. This phenomenon, called bullying, is observed when schoolchildren put pressure on each other morally and physically. Children's hostile attitude towards their peers, their use of force over them causes the victim of bullying to have difficulty defending themselves, lack of self-confidence, a tendency to be lonely, and be easily deceived by strangers. Studies show that people who practice and show bullying are those who have physical superiority and a strong body shape. The victims of bullying are mostly weak, emotional, constantly depressed, and children who are weak in communication. They play the role of victims. Bullies are usually people who like to draw attention to themselves and tend to be dominant. Therefore, they choose a weak point for themselves. Therefore, they observe in advance which child in the class to bully". Aybeniz Zamanova, who said that there are types of violence among schoolchildren such as cyberbullying, social bullying, and verbal bullying, said that cyberbullying is more widespread in modern times. The psychologist said that cyberbullying mainly occurs in upper grades and among teenagers: "Schoolchildren share their photos and make threats. Currently, we most often encounter group correspondence on social networks regarding bullying. School psychologists and social workers must definitely inform students about bullying. If a child bullies another, the first person to take action is called the one who comes to their aid (the victim), the one who intervenes. In this case, the person who is bullied during the incident does not feel alone. However, when this person who comes to help does not know what to do or how to help during bullying, he begins to withdraw. At this time, the bully begins to press another classmate or other student even more. The bully threatens the person in front of him by saying, "Carry

my bag," "You are weak," and throwing him out of his group."

Expressing his opinion on the subject, education expert Elmin Nuri said that according to studies, all children encounter bullying sooner or later: "The term bullying was first used in 1985 when a study was conducted in Great Britain schools. The roles of victim, victimized person, or witness have a devastating effect on the child's personality. According to a report by the US Department of Education, one in four children aged 12 to 18 has been a victim of bullying during the last school year. According to research conducted for UNICEF in Ukraine, 89 percent of schoolchildren encounter bullying. According to Western sources, 50 percent of students under the age of 14 are bullied at school. This percentage drops as they get older.

Research in this area in Russian schools began in the late 2000s. It was revealed that bullying is a widespread phenomenon. In 2010, researchers found that 22 percent of boys and 21 percent of girls under the age of 11 had been bullied by their peers. A survey of 1,200 students in Moscow found that 78 percent of them had witnessed bullying at school. Among teenagers, the figures were 13 and 12 percent, respectively.

In Norway, 11 percent of boys and 21 percent of girls 2.5 percent admitted to engaging in aggressive behavior towards their peers, such as bullying. Currently, research on bullying is being conducted in countries such as the USA, France, Britain, Finland, and South Korea. The expert said that, compared to foreign countries, when assessing the quantity and quality of education in Azerbaijani secondary schools, the number and reasons for bullying incidents occurring during the year are not indicated: "Although the details of the reasons are more or less known to many, it is not so easy to estimate the quantitative indicators. I think that official statistics should be announced in this direction, and the Ministry of Science and Education should provide the

society with statistical data. Because in order to know whether any problem related to bullying or other incidents has changed for the better or worse in the next academic year, we can only make a comparison between quantitative indicators and come to the right conclusion. I do not see a serious problem with disclosing bullying incidents occurring in local secondary schools and registered on the basis of official complaints. The incidence of bullying in our schools is very low compared to similar incidents in many countries. There are other reasons for this, including certain mentalities and the quality of education. Especially in rural schools, the closer relationship between the population and the compact living space factor are the main reasons for preventing bullying among students.

The sharp reactions of society to the bullying incidents experienced in recent years, their coverage and publicization through the media, have led to a more sensitive approach to such incidents in the educational community. However, we have not witnessed any reporting information on the results of those incidents or the investigations conducted for a long time. The work done by the Baku City Education Department in this direction, the institution's immediate response to bullying incidents and the subsequent disclosure of the results of the incident to the public should be considered commendable. However, it is very useful to have a general annual report at the end of each academic year solely on bullying incidents. Unfortunately, there is no report on the quantity, cause, psychological details, criteria for occurrence of bullying incidents, as well as their consequences and preventive measures taken. The existence of this report could also play the role of a much-needed database for the media.

Bullying, like the phenomenon of deviant behavior, is an acute socially significant problem during school years. In almost every school, in every class, there are schoolchildren with characteristics that distinguish them from their peers. Distinctive schoolchildren's characteristics often lead to ridicule and violence in the classroom. Episodic aggression, school violence is called bullying in modern science. In public consciousness and in the media, the problems of bullying are presented in a rather modified and truncated form. Society believes that bullying occurs rarely and is limited only to individual cases involving socially disadvantaged citizens. However, this is not so, bullying exists in all categories of the population, regardless of socio-economic, racial, cultural, demographic aspects. Violations that arise as a result of a schoolchild's exposure to bullying lead to certain changes, and they affect all levels of human activity (Audmayer, 2016).

In the conditions of modern educational activity, the development of psycho-correctional and preventive programs aimed at preventing or preventing violence in the classroom has become necessary. Such programs should be implemented at the initial stages of team formation and be based on a systematic approach, that is, they should involve work not only directly with schoolchildren, but also with the pedagogical and administrative staff of the school, as well as with parents. Pro-

grams based on bullying factors will provide high-quality and long-term assistance in achieving results (Malkina-Pykh, 2016).

The problem of bullying has always existed at all stages of human life (both in childhood in educational institutions and in adulthood at work). Adolescence is the most difficult, contradictory and controversial stage of personality development. At this stage, physical and psychological changes, puberty, and a person's search for his own "I" take place. For a teenager, education takes a back seat, and peers become a reference group. Situations such as the struggle for leadership and conflict are observed. Despite the fact that the participation of a schoolchild in conflicts is quite normal, the problem of bullying has been occurring for a long time. In the struggle for leadership, everyone wants to assert themselves against the background of other peers, and persecution begins. It is very difficult for the "victim" to change his status, as he is constantly subjected to attacks from the "criminal" and his friends. It is important to prevent and stop any attempts at violence among schoolchildren. The relevance of the problem of bullying prevention lies in the fact that it is necessary to create universal ways of combating this problem in schools. b, many teachers do not pay attention to or do not want to note violence among schoolchildren, therefore, the necessary support for the "victim", as well as the "criminal", is not provided in a timely manner. Bullying is beginning to take new forms. It is more difficult for modern schoolchildren who are "victims" of bullying to avoid situations of violence that negatively affect their psychological state and may have consequences in adulthood (Olweus, 1993). The problem of bullying is a wide area of study in psychology, sociology, clinical psychology, criminology, medicine, pedagogy, philosophy and other fields of scientific knowledge. The first works dedicated to the problem of bullying began to be published in 1905. The first studies were conducted by Scandinavian scientists (D. Olweus, E. Roland, P. Heinemann), and then by British scientists (D. Lane). Abroad, much attention is paid to this problem, where there are very well-established effective programs to prevent violence. In domestic psychology, bullying was not generally recognized as a specific phenomenon until recently. In schools and science, the problem of bullying has long been considered a category of problems that are considered to be hushed up. However, recently, interest in the problem of bullying in psychology has increased and is gradually becoming more stable. At the modern stage of development of society, negative trends in interpersonal relationships in the educational environment are widespread. Such distribution is often expressed in various forms of pressure and, as a rule, has the character of violence against a person, and this can be directly defined as the problem of bullying. Determining measures to prevent bullying in the educational environment is a multifaceted phenomenon that requires a complex approach. In order to understand bullying in the educational environment and consider the main approaches, it is first of all necessary to refer to the definition of bullying in general. Thus, this term is understood as an attempt on the personal safety of a person in the form of intentional physical or mental

harm to the victim against his will by means of energy (physical) or information (mental) impact on the human body. Indeed, a social problem such as bullying should be classified in terms of causing specific harm to a person by negatively affecting their psychophysiological state. Such harm should, first of all, be of a preventive nature, aimed at eliminating factors that disrupt the stability of behavioral relationships. In turn, G. Azimli gives the following description of the concept under consideration: "Bullying is broadly interpreted as:

- applying physical force to someone;
- forcibly influencing someone, something, using force to achieve something;
- oppression, lawlessness (Azimli, 2008, p.328).

Thus, this phenomenon is characterized by various aspects, which are primarily the criminogenic consequences of the violation of human rights and freedoms, personal integrity. School bullying is a variety of systematic actions of the perpetrator of the crime aimed at humiliating the victim through physical, psychological, economic or sexual aggression. Bullying can arise from a certain antisocial attitude as a result of the deviant behavior of the perpetrator of the crime. Such actions are expressed by various illegal means of influence aimed at causing any harm determined by public danger (Alizadeh, 2004).

School bullying is a significant problem in many countries (Borntrager et al., 2009; Eslea et al., 2003). The term "school bullying" is defined by most modern researchers as violence. As A. Alizadeh noted, this term was first introduced by the English journalist Andrew Adams in the early 90s of the 20th century (Alizadeh, 2004, p.236). At the same time, the concept of "school

violence" appeared. N. Huseynova notes that in psychology, the problem of school bullying, denoted by the scientific term "bullying", has a longer and more extensive research history than the problem of school bullying (Huseynova, 2018, p.66).

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