International Journal of Pedagogics

Developing Teachers' Competencies For Resolving Bullying Situations In The Educational Environment

Oribbayeva Dilafruz Dadamirzayevna

Associate Professor, Namangan State Pedagogical Institute, Uzbekistan

Abstract: The article examines the types of bullying in the educational environment, as well as pedagogical and psychological factors that contribute to the emergence and spread of bullying in educational institutions. Particular attention is paid to the formation of teachers' competencies necessary for identifying, preventing and resolving conflict situations related to bullying.Based on an analysis of modern research and practical approaches, recommendations are proposed for the development of professional skills and strategies for interacting with students aimed at creating a safe and supportive educational environment.

Introduction: Adolescent cruelty is an urgent problem, becoming more and more important in Uzbekistan. There is a steady increase in the number of registered cases of aggressive behavior among young people. Often the actions of adolescents are characterized by a high degree of unpredictability and go beyond the generally accepted norms of rational behavior. The Law of the Republic of Uzbekistan of November 14, 2024 № ZRU-996 "On the protection of children from all forms of violence" systematizes various types of violence, including physical, sexual and psychological violence, as well as bullying, including in the digital environment, and manifestations of neglect of care. [1] The development of this normative act was carried out from October 2023 with the participation of the National Agency for Social Protection under the President of the Republic of Uzbekistan, the Ministry of Justice and the United Nations Children's Fund (UNICEF). The main task of the law is to form a comprehensive system for preventing violence, providing support to affected children and ensuring the well-being of families. The law came into force on May 15, 2025. According to sociological studies, the nature of interpersonal communication among adolescents has changed significantly over the past ten years, and the adoption of such a law has become a requirement of the time. Aggressiveness and rudeness have become widespread phenomena, which is manifested in the widespread use of obscene language and contempt for interlocutors, regardless of their age and social status.

The causes of teenage cruelty are due to the social conditions of the whole society. The key factors in the formation of aggressive behavior in adolescents are an unfavorable family environment, the environment in which the teenager develops, interaction in an educational institution, as well as the influence of the media. These factors contribute to an increase in the level of violence among schoolchildren. Almost every class has students who are ridiculed and openly bullied by their peers. Of particular importance is the fact that almost any student can get into the risk group. This phenomenon has traditionally been referred to by such terms as "white crow" or "scapegoat", reflecting the social isolation and stigmatization of individual students. [5]

Currently, a specialized term "bullying" (from the English bullying, derived from bully - hooligan, bully, aggressor) has become entrenched in the scientific and practical environment, which means systematic intimidation, as well as physical or psychological violence aimed at the formation of fear and submission of the victim. Previously, this phenomenon was considered mainly as a household phenomenon, but over the past two decades it has been recognized as an international socio-psychological and pedagogical concept that includes a complex of interrelated social,

psychological and pedagogical problems. [6]

Bullying is defined as a situation in which a student is subjected to systematic aggressive actions by one or more individuals for a certain period of time. At the same time, the victim acutely perceives this aggression, but for various reasons is unable to give an adequate answer (Dan Olveus, Norwegian psychologist). [3]

The key signs of bullying are the imbalance of forces between the participants, the repetition of aggressive manifestations and excessive sensitivity of the victim. According to most researchers, as well as materials presented in the public Internet space, bullying is characterized by four main components:

1. Aggressive and negative behavior;

2. Regularity of this behavior;

3. Inequality of power between participants in interaction;

4. Intentional nature of aggression.

Further, various types of bullying are distinguished, which are classified depending on the forms of aggression and methods of influence on the victim.

Physical aggression includes actions such as pushing, pushing, hitting and kicking, and can also manifest itself in the form of violent physical violence. In the most severe cases, it is possible to use weapons, such as knives. This type of aggression is observed mainly among boys compared to girls.

Verbal bullying is characterized by the use of vocal means to inflict psychological trauma. It manifests itself in the form of a constant appeal to the victim with offensive nicknames, which leads to her insult and humiliation. Most often, this type of bullying is directed against persons with noticeable differences in appearance, accent, voice features, as well as students with high or low academic performance. Insults can take the form of hints at the alleged sexual orientation of the victim. A common form of verbal bullying is anonymous phone calls, which can be addressed not only to students, but also to teachers.

Intimidation is the use of aggressive facial expressions, body language and intonation means in order to force the victim to perform undesirable actions. The facial expression or look of the aggressor often demonstrates hostility and dislike. Threats serve as a tool to undermine the confidence of the victim.

Isolation is initiated by the aggressor and consists in the intentional exclusion of the victim from social interaction with individual members of the group or the entire team. This process can be accompanied by the distribution of offensive notes, the whispering of humiliating comments accessible to the victim's perception, as well as the application of derogatory inscriptions on the board or in public places.

Extortion is characterized by the requirement to transfer funds or other material values under the threat of punishment. In addition to money, breakfasts, meal vouchers or other resources can be extorted. The victim is often forced to steal property to transfer it to the aggressor. This tactic is aimed at placing responsibility and blame on the victim.

Damage to property. The aggressor can direct his actions to the personal belongings of the victim. As a result, clothes, textbooks and other items for personal use may be damaged, stolen or hidden. [4]

Forms and methods of bullying are constantly evolving. Modern technologies open up new opportunities for intimidation and bullying through the Internet, mobile phones and other technical means. This type of violence, known as "cyberbullying", is a much more serious threat than what existed just one generation ago.

In psychology, the following types of psychological portraits of bullying participants are distinguished: initiators, aggressors, victims and witnesses. Any conflicting event includes a certain distribution of roles. In the case of harassment, initiators, victims and, of course, aggressors are always highlighted - most children who, under the influence of the initiators, take part in the harassment. In addition, there are often neutral witnesses in the class, who, in fact, are no different from the aggressors, since they support harassment with their inaction and silence and do not try to stop it. [3]

Dan Olveus' research distinguishes two main types of victims of bullying. The first group includes children who are unable to hide their weaknesses - these are physically weak, insecure, emotionally vulnerable and anxious children, as well as those who prefer to communicate with teachers instead of peers. The second category includes children who unintentionally provoke a negative attitude towards themselves. This includes those who react too violently to provocations, causing ridicule from others, children with unpleasant habits, for example, slopy, as well as those who cause active dislike in adults. Sometimes the teacher himself singles out an "unpleasant" student in the class and, publicly humiliating him, thus establishes norms of acceptable behavior for other schoolchildren. In the group of rejected children, there are several typological categories, such as "favorites", "sticky", "jokers" and "scapegoats". In addition, there are two additional categories - "embittered" and "unpopular" children who, despite the lack of direct bullying, ridicule or bullying by peers, experience social isolation and

loneliness in the classroom.

The justification of the need to form the teacher's competencies in countering bullying is associated with its complex negative impact on the participants of the educational process. Bullying has a devastating effect on both victims and aggressors, manifesting itself in the form of immediate and delayed consequences, including psychological, emotional and social dysfunctions. Acts of bullying significantly worsen the socio-psychological climate of the educational environment, which reduces the effectiveness of the educational process and the quality of interpersonal interactions in the team.

In addition, bullying observers experience stress, anxiety and decreased sense of security, which negatively affects their emotional state and motivation to learn. Consequently, the development of teachers' competencies in the detection, prevention and correction of bullying is a prerequisite for creating a favorable educational environment and ensuring the psychological well-being of all participants in the educational process. [6]

Bullied persons are classified as an increased risk of depressive disorders and suicidal tendencies, which emphasizes the need for prompt detection and preventive measures in relation to these conditions.

Factors contributing to the manifestation of bullying in educational institutions include several key aspects. First, insufficient control over the behavior of students during periods of change and in the so-called "hot spots" - such as toilets, locker rooms, dining room and secluded corners - creates favorable conditions for conflict situations. Secondly, among the schoolchildren themselves, there is often an attitude of indifference to peer violence, due to uncertainty about how to act correctly, as well as disbelief in the possibility of effective assistance. Finally, an important role is played by the indifference of teachers, expressed in the lack of an active position and intervention in the detection of cases of bullying, which aggravates the problem and reduces the effectiveness of preventive measures.

To effectively counter bullying in educational institutions, it is recommended to implement an integrated approach that includes several levels of work. Initially, it is necessary to review and improve the internal rules of the institution regarding cases of bullying, ensuring their clear formulation and strict compliance in practice. The next important step is to train teachers, especially class teachers, in specialized programs aimed at identifying and working with manifestations of bullying in the class team; at the same time, the principle of early intervention should become a priority to prevent the escalation of conflicts.

And, of course, regular and systematic support of both students affected by bullying and their parents should be integrated into the work plan of the school psychologist, which will provide the necessary support and increase the effectiveness of preventive measures. [2]

It is important to remember that a student should not be left alone with violence - this is the principle that underlies the effective fight against bullying. At the same time, common mistakes that reduce the effectiveness of interventions should be avoided. You should not shift all responsibility exclusively to the school psychologist or forward the problem to the parents, because this limits the integrated approach and reduces the support of the child. It is also ineffective to limit one-time events or actions - short-term actions cannot change the atmosphere in the team and prevent the recurrence of conflicts. In addition, sending the parties to the conflict to the director with a demand from the buller to apologize is not enough to solve the problem and can aggravate the situation. And finally, it is categorically not recommended to advise the victim to simply ignore the aggression, as this leaves her without protection and support. Only a systematic, well-organized work of the whole school will create a safe environment for each student. An important element of such work is the development of relevant competencies among teachers: the ability to recognize signs of bullying, effectively intervene in conflict situations, support victims and build trusting relationships with students. Advanced training of teachers and their continuous professional development contribute to the creation of an atmosphere of mutual respect and security in the educational space.

In pedagogical psychology, there are several recommendations for the actions of teachers when detecting bullying in an educational organization.

1. Do not ignore and do not downplay the importance of the problem. When an educational institution achieves a common understanding and recognition of bullying as a form of violence, the sensitivity of all participants in the educational process increases, including those who are not direct participants in conflicts. This contributes to the formation of adequate reactions to bullying and the creation of an environment in which such situations are not ignored.

2. Taking a clear and unambiguous position. When receiving information about the case of bullying or with its direct observation, the teacher is obliged to take a clear and unambiguous position, express condemnation of violence and take measures to change the attitude to the situation not only by victims

and aggressors, but also observers. It is important to explain to all participants in the conflict the psychological consequences of bullying for the victims, which contributes to the formation of empathy and the reduction of aggressive behavior.

3. Holding a group discussion. Organizing an open discussion of the bullying incident in a group of students allows you to demystify the situation, remove its "secret" status and make the problem visible to everyone. The joint analysis of the case contributes to the resolution of the conflict, the revision and consolidation of the rules for combating bullying. At the same time, it is recommended to actively involve schoolchildren with positive social behavior to strengthen the constructive impact on the team.

4. Informing the teaching staff and controlling the situation. The teaching staff should be aware of the facts of bullying and take the situation under systematic control. In cases of increased complexity, it is advisable to involve external resources: commissions for juvenile affairs, psychological counseling centers, parents' councils and other specialized organizations for a comprehensive solution to the problem.

5. Early involvement of parents in dialogue. It is important to initiate interaction with students' parents as early as possible in order to discuss possible alarming signs of bullying and jointly identify effective response strategies. Parental support is a key element of conflict prevention and resolution, contributing to the creation of a safe educational environment. [6]

Educators should develop competences in recognizing potential victims of bullying, showing increased vigilance and sensitivity to signs of aggression among students. It is important that students who are subjected to violence have confidence that they can count on timely and adequate support from the teaching staff. In addition, teachers should master the skills of identifying students with power-loving tendencies and be able to differentiate the degree of severity of aggressive behavior, which allows to identify malicious aggressors and take appropriate measures. The key competence is the ability of teachers to constructively interact with manifestations of aggression, using methods of effective conflict resolution and violence prevention. At the same time, it is necessary to develop students' skills of constructive response to bullying, which contributes to the development of their social stability and ability to protect their own rights in conflict situations.

REFERENCES

Law of the Republic of Uzbekistan dated November 14, 2024 No. ZRU-996 "On the Protection of Children from All Forms of Violence"

https://lex.uz/ru/pdfs/7219505

Byazyrova A.T., Gadzhiev A.A. Psychological and pedagogical conditions for the prevention of school bullying. Problems of Modern Pedagogical Education. 2017. No. 55-8. pp. 105–111.

Yekimova V.I., Zalaldinova A.M. Victims and offenders in bullying situations: who are they? Modern Foreign Psychology, 2015, Vol. 4, No. 4, pp. 5–10.

Korneyeva N.Yu., Shatalova E.I. Preparing future teachers to resolve pedagogical conflicts in educational institutions. Volga Region Pedagogical Bulletin. 2015. No. 4 (9).

Nesterova A.A. Psychological characteristics of children prone to victimization in school bullying situations. Personality in Extreme Conditions and Crisis Situations of Life Activity. 2015. No. 5, pp. 277–285.

Slastikhina Oksana Aleksandrovna, Zhelonkina Yuliya Nikolaevna, Yuzhakova Irina Olegovna. Bullying in the school environment and its prevention. Problems of Modern Pedagogical Education. 2019. No. 64-1.

Oribboyeva , D. (2024). BULLING O'SMIRLARDA DOLZARB MUAMMO SIFATIDA. Universal Xalqaro Ilmiy Jurnal, 1(12), 115–117. Retrieved from ttps://inlibrary.uz/index.php/universaljurnal/article/view/58095

Д Д. Ориббоева, Н Б. Каримова Психологик тадқиқотларда буллинг муммосининг гендер тахлили // Science and Education. 2025. №3. URL: https://cyberleninka.ru/article/n/psihologik-tad-i-otlarda-bulling-mummosining-gender-tahlili (дата обращения: 13.06.2025).

Qurbonova, Z. B. (2023). DD Oribboyeva Mehnat va muhandislik psixologiyasi (o'quv qo'llanma)–T.:". O'ZKITOBSAVDONASHRIYOTI''NMIU.

Dilshoda, I., & Oribboeva, D. D. (2024). AUTIZM NAMOYON BOLISHINING PSIXOLOGIK XUSUSIYATLARI. Journal of new century innovations, 63(3), 74-77.

Oribboyeva, D. D., & Assertiv, S. B. Q. G. A. (2024). xulq shakllanishining o'ziga xosligi. Science and Education, 2.

Oriboeva, D. D. va Rafiqova, RA (2024). O'zbekiston Respublikasida inklyuziv ta'limni amalga oshirishning xususiyatlari. Fan va ta'lim, 5(6), 290-293.