BULLYING AMONG TEACHERS: PSYCHOLOGICAL FACTORS AND SOCIAL IMPACTS

G. J. Berdiyeva

Docent, Tashkent University of Social Innovations, PhD., Tashkent

Abstract

This article is devoted to the study of psychological factors and social influences of bullying among teachers. Bullying can create a negative atmosphere in the pedagogical team, reduce teachers' motivation for work, and lead to increased conflicts between team members. This article analyzes the main psychological factors of bullying as low self-esteem, mutual competition, stress at work, and lack of social adaptation in communication. The article also discusses the impact of social influences, including informal groups within the team, organizational culture, and management styles on bullying. Effective measures are proposed to prevent bullying and create a positive team environment, including psychological support and training programs. This study also includes practical recommendations aimed at creating a stable and supportive environment in the pedagogical team.

Keywords: Teachers, bullying, psychological factors, social influence, pedagogical team, work motivation, team environment, management styles, stress.

Introduction

Bullying in the pedagogical community is one of the most important social problems among teachers. Ensuring a healthy community environment in schools and other educational institutions plays an important role in the quality of education, teachers' motivation for work, and the successful course of the educational process. However, due to strong social stress and communication difficulties in the educational sector, bullying among teachers can occur. The factors that cause bullying are diverse, and most of them are related to psychological and social influences. This study examines the factors that lead to bullying among teachers, the impact of this situation on the community environment, and measures to prevent it. Bullying not only damages community relations, but also negatively affects the quality of teachers' work, undermines their confidence in the educational process, and has a negative impact on the education system as a whole.

Main part

1. The essence and types of bullying The concept of bullying in a broad sense means constant and repeated aggressive actions that occur within a team [1, p.72]. These situations can manifest themselves in various forms among teachers:
Verbal bullying - insults, discrediting and humiliation among teachers;

Social bullying - criticism or exclusion of a member of the team from others, exclusion from informal groups;

Emotional bullying - psychological pressure among teachers and control of behavior through various manipulations.

2. Psychological factors Individual psychological factors play a significant role in the formation of bullying [2, p.33]. Bullying among teachers may be associated with the following factors:

Low self-esteem and competition - many teachers face problems with self-esteem, which leads to increased competition and sometimes doubting the worth of others.

Stress at work - the teaching profession can be subject to many stressful situations, for example, test exams, working with students and the need to meet the high demands of the team.

Communication problems - the presence of problems in communication often leads to misunderstandings and misjudgments within the team, which can lead to bullying.

3. Social influences The social environment also plays a significant role in the emergence of bullying in the teaching team [3, p.41]. The following social influences play an important role in the development of bullying in the pedagogical team:

Informal groups - in informal groups, there are cases of exclusion, isolation and even bullying of external members.

Organizational culture - the culture of the educational institution, management styles and norms accepted in the team also affect the emergence of bullying. Such situations are especially common in organizations with a critical environment.

Leadership style - management styles and leadership attention to the team environment can prevent or increase bullying.

4. Impact of bullying on the educational process Bullying can disrupt the atmosphere in the pedagogical team, reduce the productivity of teachers, and negatively affect the overall educational process. Mistrust, mutual disrespect, and competition between teachers can also be reflected in students, leading to bullying among them. Bullying increases the likelihood that teachers will doubt their professional skills and experience depression and psychological burnout [4, p.55].

Results and Discussion

According to the results of this study, bullying has a significant negative impact on the team environment and the educational process among teachers. The analysis shows that among the main factors that cause bullying, low self-esteem, high stress levels and the presence of informal groups within the team play a leading role. In addition, it was found that organizational culture and management styles play an important role in the development of

bullying. During the discussions, it was noted that teachers with a low level of social adaptation often become targets of bullying or directly participate in such behavior.

To prevent bullying, it is necessary to introduce effective social and psychological measures in the pedagogical team [5, p.112]. According to the results, training and programs to improve social adaptation, psychological support rooms and a regular monitoring system are recommended in order to improve teacher relationships. It is also noted that the role of management in shaping organizational culture is important.

Conclusion

Based on the research, it was found that bullying among teachers is a significant factor threatening the overall health and productivity of the pedagogical team. Psychological factors, social influences, and organizational culture significantly affect the emergence and continuation of bullying. The following measures are considered effective for preventing bullying:

Psychological training and communication skills development programs for teachers - with the help of these programs, team members develop mutual respect and cooperation.

Socio-cultural seminars for leadership - leadership can strengthen its role in creating a supportive environment for the team and take active measures to prevent bullying.

Controlling the social environment to reduce informal groups and their influence - reducing bullying by ensuring an equal and supportive work environment for all teachers.

References

1. Khodjaeva, G. A. (2016). Pedagogical psychology. Tashkent: NMIU of Science and Technologies.
2. Saidov, M. H., & Yuldasheva, N. A. (2019). Psychological health and teacher relationships. Tashkent: Press Publishing House of the Academy of Sciences of the Republic of Uzbekistan.
3. Tursunova, Sh. B. (2018). Fundamentals of social psychology: relationships in the educational process. Tashkent: Teacher.
4. Ergashov, A. M., & Saidova, R. N. (2020). Methods of managing stress and conflicts in the school community. Tashkent: Yangi asr avlod.
5. Karimov, A. S. (2021). Creating a healthy social environment in the pedagogical community: Ways to develop communication between teachers. Tashkent: Publishing House of the Academy of Sciences of the Republic of Uzbekistan.
6. Бердиева Г.Дж. "Социально-психологические особенности возникновения конфликтных ситуаций у студентов" // Проблемы современного образования, №5, 2020 год.

7. Berdieva G. J. "Relationships between conflict behavior and conflict situations in the student community". American Journal of Interdisciplinary Research and Development, 10, 412–415. Retrieved from http://www.ajird.journalspark.org/index.php/ajird/article/view/389

8. Berdieva Gulmira Juraevna. "Psychological basis of the concept of conflict behavior". Archive of Conferences, 2021 yil.