THE PROBLEMS OF CREATING A HEALTHY PSYCHOLOGICAL ENVIRONMENT IN SOCIETY BULLYING IN EDUCATIONAL INSTITUTIONS THE IMPORTANCE OF LICENSING PSYCHOLOGISTS

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Abstract
The article describes the author's model of psychological service in the educational environment, reveals the main goals and objectives of its work, as well as innovative tools for collecting and analyzing the results.

Keywords: psychological service, educational environment, social and psychological climate in the team, bullying, stress audit.

INTRODUCTION

Currently, the education system of Uzbekistan is being reviewed in order to conceptually improve it, introduce advanced pedagogical techniques and information and communication technologies into the educational process [1]. The result of these measures should be the functioning of an effective educational system capable of forming personalities open to the world, leaders who are able to work in a team and contribute to the development of the country.

The task is really difficult, requiring an integrated approach and solving parallel problems, including those affecting a healthy psychological environment in educational institutions.

In most European countries and the United States, psychological services have been operating in educational institutions at all levels for many decades, whose task is to provide psychological assistance, create and develop a psychologically healthy environment for children, adolescents, and youth through consultations, effective programs to solve their various problems arising in the field of education and training. An analysis of the experience of educational institutions in these countries shows that the work of psychological services not only contributes to the overall improvement of the quality of the educational process, but also helps to prevent many crimes, including latent ones.

Today, many countries, taking into account the enormous benefits of psychologists in the educational process, are introducing psychological services in educational institutions.

However, with the development of information and communication technologies, social networks, and mobile applications, psychologists in many countries, both developed and

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developing, face complex problems affecting a healthy psychological environment in educational institutions.

One of such urgent problems is "bullying" – a type of social aggression, bullying, intimidation, that is, "prolonged physical or mental violence by an individual or group against an individual who is unable to defend himself in this situation"[3]. The aggressor (aggressors) gains power over the victim through fear caused by the latter [4]. When bullying or bullying, the victim is unable to adequately resist harassment, this is the difference from a conflict in which approximately equal parties are involved. Bullying initiated by one person can infect an entire social group if this group is socially immature, and occurs mainly in all adolescent and unhealthy social groups, and its result can lead to criminal consequences, or to the death of the victim targeted by the bullying. In particular, information and communication technologies contribute to the spread of Internet bullying - "cyberbullying", bullying through social networks "Facebook", "Odnoklassnik", "Instagram", "Telegram".

For a long time it was believed that the victims of bullying are children who, due to the peculiarities of their behavior and emotional response, unwittingly provoke other people themselves. These are excitable, maladaptive, low self-esteem children, as well as children who have unpleasant habits. "For students with these kinds of disabilities, bullying is just a pandemic," says James Wendorf, executive director of the National Center for Learning Disabilities, "every day 60% of students with special needs are the target of bullying compared to 25% among all other healthy children." But the traits of a person capable of becoming the author, initiator, aggressor of bullying turned out to be easier to identify: most often they are easily excitable and impulsive children with aggressive behavior who do not know how to sympathize with other people, physically strong boys, children with weak self-control, etc.[4, 18].

But today victimization also affects quite sociable students who have friends and normal self-esteem. Any student can become a victim of bullying, which is confirmed by today's statistics, and developing the right approach to solving this problem is relevant for all educational institutions, psychological services, and in general countries worried about a healthy environment in their educational institutions.

Studying the experience of foreign countries shows that comprehensive measures are being taken to identify and prevent bullying by introducing various methods into psychological work and fixing clear prohibitions on bullying in regulatory legal acts.

In particular, many US states have established norms on the unacceptability, prohibition of any form of harassment, intimidation, bullying, as well as prescribing that every incident should be taken seriously by the school administration, school staff (including teachers), students and families of students. The laws of Florida and Kansas define the concept of bullying and cyberbullying [8]. Measures are also being taken not only by psychological services, but by the entire administration of the educational institution, aimed at informing about the negative consequences of bullying, bullying of students, which ultimately affect student learning, the safety situation at school and the school environment.

The experience of the US Department of Education, which actively uses automated IT products in the activities of psychological services, deserves special attention. The state of California has created an application - "Sit with us", which helps timid students find a comfortable area of communication and company. Such programs offer a progressive solution to the problem of bullying and deserve to be implemented in other countries. By creating games and applications, maximally involving students themselves and competent specialists, by collecting relevant information, it is possible to correctly diagnose the behavior and well-being of students and teachers of educational institutions, and accordingly take response measures.

In Uzbekistan, as in many countries, the phenomenon of bullying, psychological stress and violence is widespread, which is confirmed by media materials. In particular, Uzbekistan does not lag behind Western countries in terms of the level of teenage aggression and bullying. It should be noted that effective psychological work in Uzbekistan is hampered by a number of problems, including persistent distrust of the profession of a psychologist, the lack of a regulatory framework for the proper functioning of psychological services in educational institutions, as well as the absence of prohibiting norms in legislation for actions such as harassment, intimidation.

Nevertheless, innovative programs are being implemented in the country aimed at creating a healthy psychological environment and combating bullying.

In particular, the author's program "Psychological Service–BR", tested in 2014 on the basis of the International Westminster University in Tashkent, in 2017 on the basis of the Turin Polytechnic University in Tashkent, showed an effective result, contributed to a real improvement in the socio-psychological climate in educational institutions. The success of the program was achieved precisely due to the correct use of Internet applications (chatbots, messengers, social networks, etc.) aimed at diagnosing and stress-auditing the psychological state of participants in the educational process, their socio-psychological support and strengthening the mental health of students and staff in order to optimize the educational and labor process.

The main goal of the program was to effectively identify destructive actions and intentions by automating the process of collecting information and analyzing communications in the educational environment and providing timely psychological assistance.

In particular, the objectives of the program included: organizing a stress audit at the university; timely identification of destructive behaviors; providing psychological support to students and staff; organizing training on psychological health; helping to adapt to real life conditions, overcoming crisis situations and achieving emotional stability in the form of individual consultations and trainings.

Automation of the process of information collection and data analysis by processing data accumulated from applications (chatbots, messengers, social networks, etc.), displayed information about the socio-psychological climate and behavior of individual students [5]. Taking into account the results of the data analysis, timely psychological counseling events were organized for students and staff on issues of psychological health and education.

Considerable attention was paid to informing students and university staff about the manifestations and consequences of aggression and violence, since these are the key concepts in dealing with the problem.

RESULTS AND DISCUSSION
The University students received psychological assistance in the following areas:
1. Diagnosis of the psychological state of students using content analysis of texts on social networks.
2. Preventive work with students, administration and teachers.
3. Advisory work: assistance in self-knowledge and adaptation to new living conditions for first-year students; in overcoming crisis situations, in achieving emotional stability - for students of different courses.
4. Training work with students and teachers within the framework of club projects.
The psychologists of the program conducted preventive and psychocorrective work with the students who applied.
Specialists conducted statistics on student requests and conducted a content analysis of existing problems of the mental state of students and adults. A number of problems of psychological violence and bullying among students have been identified [6, 7].
Among those who sought psychological help, approximately 70% were students, 20% were teachers and 10% were other university staff. As a result of the intervention of specialists, a number of conflict situations with aggressive pressure on members of student groups were identified and eliminated.
The results of the implementation of the program "Psychological Services - BR" contribute to the conclusion that the introduction of psychological services in educational institutions, the well-established work of these services, as well as the introduction of information and communication technologies into the work of psychological services contributes to the effective provision of psychological assistance to students and employees of these educational institutions, timely prevention of violence, and the development of a healthy psychological environment.
In this article, we will consider cases related to aggressive behavior towards some members of the team.
Case 1. A 20-year-old girl who was harassed and bullied by her classmates from another region turned for help. She was from Bukhara, and the group of female students who harassed her were from the Andijan region. As a result of our work (study of the problem, observation, individual consultations and organization of group forms of work: trainings and seminars), the bullying situation on the territory of the dormitory and the university was eliminated.
Case 2. Here is an example of a situation involving recruitment to extremist religious organizations. From my own experience of individual consultation. "A young man, 23 years old, lives in an apartment in Tashkent. Not married. There is no girlfriend. There are those whom he sympathizes with in the group. The student first signed up for an anonymous

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online consultation, then met with a psychologist (with me) in person. At the consultation, he spoke about the internal conflict between the desire to lead a secular happy life (common for young people of his age) and hatred of the defiant behavior of modern girls. This hatred is so strong that it causes a desire to beat and even kill (attractive to him) girls who attract attention and distract him from his studies. When asked by a psychologist about his motives, he replied that certain types of girls annoy him. These are "girls who dress provocatively, sexually perverted," "they are godless and depraved, who have their own demon in their soul." It turns out that they can corrupt his future children, so he decided, as far as possible, to eliminate them in advance, for his future, for a future happy life.

This worldview was formed as a result of internal conflict, searching for answers to their questions about a happy life, as well as reading materials from certain religious channels and groups on social networks. According to the results of tests by Sondi, Eysenck, he was diagnosed with a manic-depressive personality type, a high level of neuroticism, psychoticism, hypochondriac tendencies. As a result of my work (studying the problem, observation, individual counseling), destructive actions were prevented, which had the purpose of teaching the infidels a lesson on the university grounds. In the upbringing of the younger generation, spiritual guidelines, a certain creative purpose of life, awareness of one's duty and purpose in this world play an important role. This is determined by personal and spiritual orientation through upbringing in the family. If everything is in order in this regard, you are happy, because you have principles, guidelines, you are comfortable planning your life further, and you are "at ease"!

Case 3. Age 22, student. He lives in a dormitory. The student first signed up for an anonymous online consultation, after which he decided to attend several sessions with a psychologist. The situation is as follows: a young man liked a girl who had already been recruited into a religious organization, and the girl decided to interest him as well. At the time of his appeal, he had a fear that he might be punished and arrested for his interest in religious literature and related communication channels on social networks.

In all these and similar cases, timely and effective psychological assistance was provided. There are many such examples.

CONCLUSION

Based on the results of the work, it can be concluded that the organized psychological assistance to students and university staff is highly effective. As a result of the intervention of specialists and the introduction of an automation system for the search for destructive behaviors, a number of conflict situations with aggressive pressure on members of the student group were identified and eliminated. The considered model of psychological service is an example of highly effective work of psychologists in an educational environment

In connection with the above, in order to respond in a timely manner to psychological problems affecting the educational process, it is advisable:

Firstly, psychological services should be introduced in educational institutions of all levels, the task of which is to provide systemic psychological assistance, create and develop a psychologically healthy environment for students - children, adolescents, youth, through consultations, effective programs to solve their various problems arising in the field of education and training;

Secondly, to adopt normative legal acts regulating the effective functioning of psychological services in educational institutions, as well as prohibiting actions such as bullying.

Thirdly, to adopt programs aimed at raising awareness of citizens about the negative consequences of bullying, bullying of students, which ultimately affect student learning, the safety situation at school and the school environment.

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