

## THE MEDIATION EFFECT OF CYBERBULLYING AND SOCIAL- PSYCHOLOGICAL SUPPORT IN ADOLESCENT PERIOD

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### **Abstract**

In this article, the essence of cyberbullying, which is a form of cyber violence, its manifestations, specific aspects, causes and social consequences are studied on the basis of foreign experience.

### **Key words**

cyberbullying, cyberbullying, Internet, virtual space, doxing, IP address, Corporate cyberstalking.

### **Аннотация**

В данной статье на основе зарубежного опыта изучаются сущность кибербуллинга, который является формой кибернасилия, его проявления, конкретные аспекты, причины и социальные последствия.

### **Ключевые слова**

кибербуллинг, кибербуллинг, Интернет, виртуальное пространство, доксинг, IP-адрес, Корпоративный киберсталкинг.

### **INTRODUCTION**

One of the social, moral, and legal problems that is gaining importance worldwide today due to globalization and that affects both the virtual space and the real space is cyberbullying, in particular, cyberstalking. is considered Just as the possibility of transferring elements from real life to virtual life does not always lead to positive consequences, the presence of cyber threats against people in cyberspace has become one of the main social problems today, and the philosophical analysis of this problem is gaining importance.

### **MAIN PART**

Bullying on the Internet, or cyberbullying, is a long-standing part of cyber culture, the deliberate use of insults, insults, threats, slander, and the transmission of information that is generally harmful to others using modern means of

communication. Cyber-mobbing is also used to refer to the phenomenon - this is a term borrowed from English (English: Cyber-Mobbing), as well as Internet-mobbing (Internet-mobbing), cyberbullying (cyberbullying), trolling (trolling - "catch"), fire (fire - is used in the meanings of "fire"). Bullying is carried out in the information space through information and communication channels and tools. Including on the Internet by e-mail, instant messaging programs (for example, ICQ), social networks, forums, as well as by posting offensive video materials and messages (usually with obscene words) on video portals (YouTube, Vimeo, etc.) or by mobile phone (e.g. through text messages or nuisance calls). Perpetrators of this type of bullying, often referred to as trolls, bullies or mobbers, often act in secret, so the victim does not know who is doing the bullying. The main differences between online bullying and 'traditional' bullying are:

Bullying usually refers to the aggressive harassment of one member of a community by another, but often by a group of individuals. In a broad sense, bullying is a systematic, long-term harassment, insult, or humiliation of another person's dignity, for example, at school, at work, in prison, on the Internet, etc. Common acts of bullying include knowingly spreading false information (rumors and gossip), teasing and provocation, direct insults and intimidation, social isolation (boycotts and demonstrative ignorance), demeaning and demeaning behavior. attacks are also a person who causes material or physical damage.

The possibilities of the World Wide Web are added to the forms of psychological pressure inherent in traditional bullying, as a result of which it has the following functions:

Invasion of privacy. Bullying has no time or geographical limitations. The attacks don't end after school or after work. A cybercriminal (mobber) has 24/7 direct access to the victim via technical means: mobile phone or social network profile and e-mail. Due to constant numbers and accounts, the victim is not protected from attacks at home. On the other hand, a less persistent and capable bully may be blacklisted and marked as spam. Unlimited audience, speed of information dissemination. Electronic messages or images are very difficult to monitor once they are online. For example, videos are easily transferred from one Internet portal to another. Therefore, the audience size and scope of cyberbullying is much wider than "normal" bullying. Long-forgotten content can become public again, making it difficult for a victim to neutralize it.

Anonymity of the perpetrator. A cybercriminal does not identify himself to his victim, he can act anonymously, which gives him a sense of security, albeit in appearance, and often increases the duration of his negative "cyber activity". The

fact that the victim does not know who the "other" is who is abusing him can frighten him and deprive him of peace.

Victims of cyberbullying: Children who are victims of cyberbullying have previously been bullied in real life. In many cases, the stalker's main focus is on appearance, the "avatar" of a teenager or adult (eg, too thin or too fat, etc.).

The main number of victims and their stalkers corresponds to the age of 11-16 years-puberty, characterized by high sensitivity to any insults, rumors and social failures.

Victims often do not get enough help from parents or teachers because they still lack experience and knowledge about this issue.

Chasers: About equal numbers of boys and girls are involved in chasing. A 2017 study found that 38 percent of those surveyed had experienced online bullying themselves at some point, and 40 percent of them perceived the act as a prank or a prank.

One form of violence classified by Nancy Willard is bullying. As a rule, this is done through offensive comments, rude references and comments in the open public space of the Internet.

Bullying (English: Harassment). Targeted, systematic cyberattacks by strangers, social network users, people in immediate real social environments.

Spreading slander and rumors (English: Denigration). Deliberately making the victim look bad by posting photos or videos on websites, forums, newsgroups, or e-mail, such as to destroy a friendship or get revenge on an ex-girlfriend.

Using a fake name (English: Impersonation). An attacker deliberately impersonates a victim, using the victim's password, for example to harass a teacher.

Outing and Trickery. Sharing personal information such as intimate photos, financial status, occupation, for example to harass or blackmail an ex-partner.

Social isolation (English: Exclusion). Refusal to communicate (both business and informal), ban from Instant-Messenger group or gaming community, etc.

Stalking and continued stalking (English: Cyberstalking). Systematic (sexual) harassment, including threats and harassment.

Open threats of physical harm (English: Cyberthreats). Direct or indirect threats to kill or cause bodily harm.

Causes of bullying:

Fear: To avoid becoming a victim of bullying, they often join the active, supposedly powerful group of the community.

Recognition: the need to "stand out", to be seen, to gain influence and prestige in the group.

Intercultural conflicts: culture, traditions, national differences in language, atypical appearance. Boredom: For example, commenting negatively on someone's photo out of boredom.

Demonstration of power: the need to show one's superiority.

Deficiency complex: the ability to "escape" a complex or transfer it to another. There is a high probability of becoming the cause of ridicule due to a sense of inferiority.

Personal crisis: breakdown of love relationships, friendship, feelings of hatred and jealousy, failures, mistakes.

Cyberbullying in an educational institution:

It's not always easy for teachers to spot online bullying at school. As a rule, teachers learn about bullying cases too late, when the conflict is at an escalation stage. Proactive awareness of cyber-terrorism in schools can help mitigate conflict and prevent its spread.

Possible signs of online bullying at school include:

Mailbox anonymity. Students can report bullying anonymously from their inbox. Please note that these anonymous mailboxes may be used to harass other students.

Deterioration of the psychological climate in the classroom. If the relationship between students in the class becomes more and more unpleasant, if conflicts increase, this will help the development of violence.

Disrupting student friendships:

School activities. At various school events (excursion trips, holidays, competitions, sports competitions), it becomes clear how close the class team is, the "break line" of interpersonal relations in the class becomes noticeable.

Symptoms that victims of cyberbullying may experience include:

Deterioration of health indicators. These may include symptoms such as headache, stomach ache, sleep problems, and depressed mood.

Behavior modification. A wake-up call can be the student's unexpected isolation and closeness, decreased performance in school, separation from the real world, fantasy world and online gaming world.

Loss of student's personal belongings. A sudden loss of a student's favorite things and money that parents can easily spot.

Underestimating the seriousness and importance of cyber terrorism. In the first phase of communication with adults, victims of bullying often hide the cyberbullying that other students are experiencing or downplay their importance in

the eyes of adults. If there is serious suspicion of cyber terrorism, the student should be interviewed and monitored more closely.

Protecting yourself from cyberbullying:

As soon as a person is a victim of violence, they feel completely helpless. Verbal arguments or requests to be left alone have no chance against an anonymous cyber-bullying group. Even bloggers get cyberbullied. A victim's low self-esteem increases the feeling of hopelessness and helplessness. If you are "alone" with a stalker, it is difficult to expect help or support from the outside: if a negative video enters the network, it will get a lot of views in a short time. As a result, the victim can be immediately socially stigmatized.

Parents should ask their child about the bullying incident and report it to the school. Adults can also help children and teenagers fight cyber-terrorism: for example, they can report to the police, mediate in conflict resolution.

Increasing the media literacy and understanding of parents, teachers, and students is the best prevention against bullying.

## CONCLUSION

Today, after analyzing the data on cyber-bullying, the international attitude to the topic, it is possible to present the following suggestions and recommendations instead of a conclusion:

1. Information about cyber-violence of the population, especially children and women, its types and forms, what to do in case of cyber-violence, direct appeal to relevant authorities, psychological support creation of specialized sites with the possibility of rendering;

2. Organization of special courses for high school students, seminars and trainings based on interactive methods in order to have a preliminary idea about the types of cyberbullying, in particular, cyberbullying, cyberstalking, sexting, doxing, harassment, etc. and their legal consequences. ;

3. Announcing grants for projects aimed at preventing cyber-violence and mitigating its consequences, attracting qualified national and foreign experts;

4. Stimulating the activities of non-governmental non-commercial organizations in the prevention of cyber-violence, ensuring cooperation between state and non-governmental organizations;

5. Adoption of relevant normative legal documents on combating cyber-bullying, improvement of the legal framework of the field.



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