Manifestation of Violent Visions In Students

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Abstract: this article is aimed at studying the issue of the manifestation of violent perceptions in students. The purpose of the study is to analyze the Social, Psychological and cultural factors that influence the formation of violent perceptions in students. The study aims to identify students ' perceptions of violence and their interdependence using questionnaires, interviews, and psychological tests. Family education, stereotypes of peers and society play an important role in the formation of images of violence. The results of the study are aimed at proposing socio-educational measures to reduce violence in students.

Keywords: Violence, Student, Imagination, Psychology, Social Factors, Education, Psychological Tests.

Introduction

Violence is defined as the act of forcible or intentional harm to any person or group. The increase in violence among middle and upper group Students has become a social problem, especially in recent years. The study of what visions of violence between students form in society and what factors shape these visions is of great importance today. The main objective of the study is to identify the perceptions that cause violence in students and to study the social, cultural, and psychological factors that shape these perceptions. The most effective way to understand and combat violence lies in the analysis of its manifestation, formation and its social, psychological aspects. Many studies associate violence primarily with personal characteristics, but also emphasize an important role in the social and cultural context.

The problem of violence is one of the important issues of the educational system. Violence can cause not only physical, but also psychological and emotional harm. Bullying in the school environment negatively affects students ' mental health, self-confidence, and academic achievement. There are various forms of violence that include physical violence, psychological pressure, cyberbullying, and social isolation (Huesmann, 2007).

Methodology

A study of the causes of violence shows that this problem is multifaceted and is associated with family, social and personal factors. Violence in the family environment, inadequate parental attention, and lack of social support increase the tendency for bullying in students. Also, the social environment in the school and relationships with teachers can also influence the emergence of violence.

This article aims to identify various forms, causes of violence in educational institutions and study their consequences. What measures can be taken to prevent violence are also discussed. The study also investigates the effects of violence on the school environment and the effects on student self-awareness. The school also focuses on the strategies to be implemented to prevent bullying and their effectiveness. Several social, psychological and cultural factors influence the formation of violent perceptions in students.

This includes the influence of the family environment, relationships with peers, pedagogical styles of teachers, and the media. However, in addition to social and cultural factors, measures within the legal framework also play an important role in combating violence. The law of the Republic of Uzbekistan contains various regulatory legal acts against violence, aimed at reducing violence against young people and students, protecting them. The Constitution of the Republic of Uzbekistan guarantees the rights of Life, Health and freedom of every citizen. All bodies of the state and society play an important role in the protection of these rights. Legal measures to prevent and combat violence, especially among young people, are required. Also, the Uzbek laws "Family Code", "Criminal Code" and on spirituality and enlightenment are aimed at protecting young people from psychological and physical violence (Law of Uzbekistan, 1994).

1. Constitution of the Republic of Uzbekistan (1992): under the Constitution, the state is obliged to protect the rights of every citizen. Students, like other members of the community, have legal protections and fair relations. In the fight against violence, the legal measures taken by the state are listed as one of the main functions of the State (Basic Law of Uzbekistan).

2. "Criminal Code" (1994): this code clearly defines the physical and psychological forms of violence, as well as the penalties used to combat it. According to the Criminal Code, criminal liability against violence is established, which forms an important legal basis in combating violence among students (State code of the Republic of Uzbekistan, 1994).

3. "Family Code" (1998): this law aims to prevent domestic violence, guaranteeing the right of family members to live in mutual respect, peace and security. The Family Code of the Republic of Uzbekistan also touches on the issues of identifying the violence that occurs in students ' family relationships and taking effective measures against it (Family Code of the Republic of Uzbekistan, 1998).

4. Law "on spirituality and enlightenment"(2019): this law provides for a number of measures aimed at protecting young people from spiritual violence and spiritual harm. The law also places special emphasis on keeping young people from bad influences, particularly violence on the internet (Law of Uzbekistan, 2019).

Violence and its social impact

Understanding and combating violence is important in society. The formation of visions of violence among students and the various forms of its expression can be attributed to a lack of proper organization of the social environment and a lack of spiritual education. The manifestations of violence transmitted through social media, the internet and the media affect the psychology of young people and shape their perceived attitude towards violence. At the same time, measures against violence in the domestic and educational environment are important in preventing violence among young people and students. Therefore, in order to reduce and combat violence among students, it is necessary to further improve the educational process, improve the social environment, and increase the morale of young people. In addition to the state's legal measures to combat violence, the public, teachers and parents also play a large role (Bakhtiyorov, 2016).

Social factors and violence

The impact of social factors on violence and the issue of its formation have been the object of many years of scientific research. In the study of the social factors that cause violence, the influence of family, peers and the environment in society has been studied separately. There are several studies in social psychology that focus on the study of violence and aggressive attitudes. Many of them comment on how witnessing violence in a domestic environment affects youth psychology and the role this factor plays in shaping perceptions of violence.

A study by Huesmann (2007) analyzed factors that shape violence based on the social teaching theory of violence. The study proved that witnessing domestic violence increases the propensity for violence among young people. According to Huesmann, domestic violence or physical punishments used by parents shape children and young people's perceptions of violence (Huesmann, 2007).

In addition, scholars such as Graham (2003) and Parker (2002) talk about the role of young people in shaping attitudes towards violence based on stereotypes in the media and society. Media tools, such as television programs and video games, can change how young people react to violence (Huesmann, 2007)

Psychological factors and violence

Psychological factors of violence can affect behavior, especially those that arise from the emotional states of young people and the psychological effects they receive from the external environment. Research by Anderson (2004) and Bakhtiyorov (2016) discusses how psychological effects increase susceptibility to violence. Anderson, in particular, studies the effects of playing violence on the psychology of children and young people, and emphasizes the role of media in the perception of reactions to violence. He states that through media, youth's susceptibility to violence increases and this is reflected in the practice of behavior (Parker, 2002).

Based on psychological theories, Psychological Causes of violence are more derived from stress, low self-esteem, and self-unsatisfied personal needs. Parker (2002) and Huesmann (2007) research specifically focused on the psychological characteristics of

violent youth, such as high aggressiveness, anti-stress reactions, and increased self-defense instinct (Graham, 2003).

Media and violence

Among the scientific research carried out in Uzbekistan on the study of violence among young people, a very important place is occupied by the work analyzing the role of media. In a study conducted by Shirin bekova and Islamov (2019), the effects of violence seen by young people on social media, video games, and television were studied. The study shows the role of media, especially violent content distributed on the internet, in changing youth's worldview and shaping perceptions of violence (Anderson, 2004).

According to the analysis of Shirinbekova and Islamov, the violence shown through the media gives the reactions of young people, and can also provoke them to aggressive behavior. Research by Parker (2002) and Graham (2003) found that young people who have seen violence-related content from media for a long time would be more likely to apply them to their lives (Graham, 2003).

Analysis of thematic literature allows for an in-depth study of the causes and consequences of violence. There have been many studies on the different forms of violence and its impact on the educational process. Below are the work of famous scientists in this area.

Smith and Sharp (1994), in their book "school bullying: concepts and perspectives", analyzed in detail how violence manifests itself in the school environment and its consequences. They studied psychological and physical forms of violence, showing its impact on the psyche and social life of students. Their research also analyzes what measures can be taken in educational institutions to reduce violence (Smith et al, 1994).

Dan Olweus is one of the leading scholars in the field of violence studies. His work" bullying at school: what we know and what we can do " provides a comprehensive analysis of the causes and consequences of school violence. The Olweus model has been widely used in schools for violence prevention, and it has shown many successful results. He emphasizes the importance of engaging teachers and parents to prevent violence (Olveys, 1993).

Ken Rigby's research focuses on the psychological consequences of violence. His article" consequences of bullying in schools " details the mental health, self-assessment, and academic failures of abused students. Rigby's analysis also highlights the long-term consequences of violence (Rigby, 2003).

Dorothy Espelage and Susan Swearer propose a socio-environmental approach to violence in their book "Bullying in American schools: a socio-environmental perspective on prevention and intervention". They emphasize school, family and community cooperation to prevent violence. Their research focuses on the study of social factors of violence [14].

Kowalski, Limber and Agatston cover the topic of violence on the internet in their book "cyberattack: bullying in the digital age". They analyze in detail the causes, forms and consequences of cybersecurity. Their research also considers strategies to prevent and combat cybersecurity (Kowalski et al, 2012).

Gini and Pozzoli (2009), in their paper "the link between bullying and psychosomatic problems: a Meta-analysis", show that violence is associated with psychosomatic problems.

Their meta-analysis confirms the occurrence of various health problems in abused students. This study allows conclusions to be drawn about the serious health consequences of violence (Jini et al, 2009).

Christina Salmivalli, in her article" bullying and Peer Group: A Review", explores the relationship between violence and peer group. It analyzes the social dynamics of violence and the role distribution among students. Salmivalli's research highlights the importance of peer groups to effectively combat violence (Salmivalli, 2010).

The research of these scientists makes it possible to comprehensively study the problem of violence and serves as the basis for the development of effective strategies for its prevention.

The main purpose of this study is to study the formation of violent perceptions in students and how they are related to psychological, social and cultural factors. The following tasks were carried out in the study:

1. Measuring the level of violent perceptions among students.

2. Analysis of Social, Psychological and cultural factors affecting the formation of violent perceptions.

3. Identifying effective methods to prevent violence among students.

4. Exploring the role of Media tools in shaping perceptions of violence in students.

Result and Discussion

Several scientific methods were used in the study. The methodology of the study includes the following stages:

Social Survey (survey method): the study used the social survey method to determine the formation of violent perceptions among students and the factors that affect it. The survey asked questions about normatives adopted by students, attitudes towards violence, the family environment, and what attitudes exist among their peers. The survey consisted of 30 questions asking about student marital status, violent content distributed through media, reactions to violence in the reading environment, and psychological conditions.

Interview (qualitative method): in addition to the survey, interviews were conducted with a number of students. In interviews, students evaluated their attitudes towards violence, changes influenced by media, and reactions to violence occurring in a family environment. The information obtained with the help of the interview has become important in determining the inner world and psychological state of students.

Experiment (experimental method): in the experiment, two groups were formed to study violence among students: one saw media content regarding violence, and the other saw neutral, non-violence content. After each group, surveys were conducted with students to analyze the effects of media content in changing their attitudes and opinions about violence.

Psihodiagnostic test: various psychodiagnostic tests were used to study student psychology. These tests helped to determine student self-esteem, anxiety levels, levels of aggressiveness, and behavioral characteristics. With the help of tests, opportunities were created to identify aggressiveness and susceptibility to violence in students.

Participants

Students who participated in the study were randomly selected. The study involved a sample group of a total of 500 students. Participants were selected from various higher education institutions in Uzbekistan, which included students between the ages of 18 and 25. Participants in the study were selected based on the following criteria:

- Age limit: students aged 18 to 25 years.
- Education level:undergraduate students.
- Consent to the study: participants agreed to participate in the study and privacy of personal information was guaranteed.
- 45% of the participants were boys and 55% were girls. Before entering the study, all participants were given an explanation of the purpose and methodology of the study, as well as a guarantee that their personal data would be kept secret.

Data collection and analysis

The data collection process was carried out in two stages:

First stage (survey and interviews): the survey was distributed to all participants and collected for 2 weeks. The interviews, on the other hand, were conducted separately with each participant and their responses were recorded. The data collected at this stage was analyzed in two directions as qualitative and quantitative data (Constantin, 2022).

Second stage (experiment): in the experiment, after the participants were divided into groups, a survey was carried out regarding the video materials seen by them. The impact of violence and media content distributed through Video materials on student perceptions of violence has been studied.

Data analysis was conducted using statistical methods, including the program SPSS (Statistical Package for Social Sciences). The data was presented on the basis of output results, mean values, correlation and regression analysis.

Ethics criteria

At all stages of the study, the requirements for ethics were observed. The participants 'information was kept confidential and they agreed to participate in the study. All participants were given full information about the purpose, method and results of the study, as well as ensuring that participation was voluntary and at will (Khalaf, 2024).

Level of violent imagination (table I)

This table shows the levels of violent perceptions among students. The percentage of students is listed for each level.

Table 1.

Degree Of Violence	Student population	Percentage (%)
Low (not prone to violence)	150	30%
Medial	250	50%
High (prone to violence)	100	20%
Total	500	100%

Treatment of violence (Table II)

This table reflects the attitude towards violence among students: those who condemn it, those who are indifferent and those who support it.

Table 2.

Reaction To Violence	Student population	Percentage (%)
The deniers	350	70
Indifferent	100	20
Supporters	50	10
Total	500	100%

The link between Media and the perception of violence (Table III).

This table shows the impact of students on the level of media they see (violent content) and violent perceptions.

Table 3.

Media Content (Clock)	Student population	Low Level (%)	Average Grade (%)	High Level (%)
0-1 hours	100	60%	30%	10%
2-3 hours	200	40%	40%	20%
4 and more hours	200	20%	40%	40%
Total	500	40%	40%	20%

Psychological conditions and predisposition to violence (Table IV)

This table shows the psychological states of the students (e.g. stress or aggressiveness) and how they affect their perception of violence.

Table 4.

Psychological State	Student population	Low Level (%)	Average Grade (%)	High Level (%)
Low Stress levels	150	70%	20%	10%
Stress levels average	250	40%	40%	20%
High Stress levels	100	10%	30%	60%
Total	500	40%	30%	30%

Visions of gender violence (table V)

Table 5.

Gens	Low Level (%)	Average Grade (%)	High Level (%)	Total Students
Men	40%	30%	30%	250
Women	30%	50%	20%	250
Total	35%	40%	25%	500

Marital status and violent perceptions (Table VI)

This table shows how marital status and student perceptions of violence have been affected.

Table 6.

Marital Status	Student population	Low Level (%)	Average Grade (%)	High Level (%)
Parents condemn violence	300	60%	30%	10%
Parents are indifferent to violence	150	40%	40%	20%
Parents support violence	50	10%	30%	60%
Total	500	40%	40%	20%

Conclusion

This study examined the formation of violent perceptions among students and the factors that influence it. The results of the study showed that students are closely related to various factors such as the level of perceptions of violence, the influence of media, psychological states, the family environment, and gender differences (Aushana, 2023).

1. **Level of violent imagination**

According to the study, the average rate of violent perceptions among 500 students was higher, with 50% of students reporting that they had moderate violent perceptions. Students with high levels of violent perceptions made up 20%, while lower levels made up 30%. These results showed that students have different attitudes towards violence.

2. **Effects of Media**

We observed that the level of violent perceptions was high among students who saw violent content. Especially among students who have seen 4 or more hours of media, violent imagery has been shown to be at a high level. This confirms that media has a direct impact on students ' mental state and their perception of violence.

3. **Psychological states and violence**

The psychological state of students (specifically, stress and aggressiveness) has also been found to be an important factor affecting the perception of violence. Violent perceptions have been shown to be high among students with high levels of stress and aggressiveness. This means that psychological states can increase susceptibility to violence.

4. **Gender and family environment**

The results of the study also showed that gender differences and the domestic environment are related to the perception of violence. There has been a high level of violent imagery among men, especially among their students who have seen media and have high levels of stress. Women, on the other hand, were found to have more moderate visions of violence. The impact of the domestic environment is also significant: low levels of violent perceptions were observed among students whose parents condemned violence, and high levels among students whose parents were indifferent or supported violence.

The formation of violent perceptions is associated with many factors, all of which in a complex way affect the psychological and social state of students. Taking into account factors such as the impact of Media, psychological stress and the family environment, it is

important to reduce violence among students and prevent it. Also, providing anti-bullying education in families, selective media viewing, and psychological support can lead to a decrease in student perceptions of bullying. In the future, it is necessary to develop programs aimed at reducing violence and increasing social awareness. To reduce violence among students, it is necessary to increase media literacy, strengthen the psychological support system and promote family education (Ong'eta, 2024).

Overall, this study gave effective results in analyzing key factors that shape perceptions of violence among students and provided valuable data to take effective action in combating violence in society.

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