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SCIENTIFIC-THEORETICAL AND COMPARATIVE- ANALYTICAL ANALYSIS OF THE PROBLEMS OF BULLYING AND CYBERBULLYING AMONG CHILDREN AND ADOLESCENTS

Abstract

The article reveals the concepts of bullying and cyberbullying, provides the main characteristic features of bullying participants: aggressor and victim; reveals the reasons for the prevalence of bullying and cyberbullying among children and adolescents, among which the decline in socio-economic development of society, dissatisfaction with life, both on the part of adults (parents, teachers) and children, are particularly highlighted. low degradation of relationships in the family and among peers. A special place in the article is given to the consequences of bullying and cyberbullying for the physical and psychological health of children and their further well-being; the results of a study of the prevalence of bullying and cyberbullying among children and adolescents, the degree of involvement in the process of bullying of boys and girls, children and adolescents are given; conclusions are drawn about the necessary measures to reduce the prevalence of bullying among children and adolescents.

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Keywords: schoolchildren; bullying; cyberbullying; aggressor; victim; diagnostics.

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БАЛАЛАР МЕН ЖАСӨСПІРІМДЕР АРАСЫНДАҒЫ БУЛЛИНГ ЖӘНЕ КИБЕРБУЛЛИНГ МӘСЕЛЕЛЕРІН ҒЫЛЫМИ-ТЕОРИЯЛЫҚ ЖӘНЕ САЛЫСТЫРМАЛЫ-АНАЛИТИКАЛЫҚ ТАЛДАУ

Аңдатпа

Мақалада буллинг және кибербуллинг ұғымдарыны мәні мен мазмұны ашылып, буллингке қатысушылардың негізгі сипаттамалары агрессор және жәбірленуші, балалар мен жасөспірімдер арасында буллинг және кибербуллингтің таралу себептері берілген. Олардың арасында қоғамның әлеуметтік-экономикалық дамуының төмендеуі, ересектердің (ата-аналардың, мұғалімдердің), сонымен қатар балалардың өз өміріне қанағаттанбауы,

отбасы және құрдастары арасындағы деградация. Мақалада балалардың физикалық және психологиялық денсаулығы мен олардың одан әрі әл-ауқаты үшін буллинг және кибербуллингтің салдары ерекше орын алатыны айтылған. Балалар мен жасөспірімдер арасында буллинг мен кибербуллингтің таралуын, соның ішінде ұл және қыз балаларының, буллинг үдерісіне қатысу дәрежесін зерттеу нәтижелері келтіріліп, олардың таралуын азайту үшін қажетті шаралар туралы қорытынды жасалған.

BR18574152 «Балалар мен жасөспірімдер арасындағы буллинг және кибербуллинг мәселелерін ғылыми-теориялық және салыстырмалы-аналитикалық талдау» тақырыбындағы мақала ҚР Ғылым және жоғары білім министрлігі Ғылым комитетінің мақсатты-қаржыландыру бағдарламасы аясында жарияланды.

Түйін сөздер: мектеп оқушылары; қорқыту; кибербуллинг; агрессор; жәбірленуші; диагностика.

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НАУЧНО-ТЕОРЕТИЧЕСКИЙ И СРАВНИТЕЛЬНО - АНАЛИТИЧЕСКИЙ АНАЛИЗ ПРОБЛЕМ БУЛЛИНГА И КИБЕРБУЛЛИНГА СРЕДИ ДЕТЕЙ И ПОДРОСТКОВ

Аннотация.

В статье раскрываются понятия буллинга и кибербуллинга, приводятся основные характерные черты участников буллинга: агрессора и жертвы; раскрываются причины распространенности буллинга и кибербуллинга среди детей и подростков, среди которых особенно выделяются понижение социально-экономического развития общества, неудовлетворенность жизнью, как со стороны взрослых (родителей, педагогов), так и со стороны детей, деградация взаимоотношений в семье и среди сверстников. Особое место в статье отводится последствиям буллинга и кибербуллинга для физического и психологического здоровья детей и их дальнейшего благополучия; приводятся результаты исследования распространенности буллинга и кибербуллинга среди детей и подростков, степени вовлеченности в процесс травли мальчиков и девочек, детей и подростков; делаются выводы о необходимых мерах по снижению распространённости буллинга среди детей и подростков.

Статья BR18574152 «Научно-теоретический и сравнительно - аналитический анализ проблем буллинга и кибербуллинга среди детей и подростков» опубликована в рамках целевой программы финансирования Комитета науки Министерства науки и высшего образования РК.

Ключевые слова: школьники; буллинг; кибербуллинг; агрессор; жертва; диагностика.

Introduction. The successful psychological development of a child is directly related to friendly relationships with peers, whose behavior and evaluation determines the success of his socialization. These days studies indicate a decrease in the positive emotional climate in school collectives, which is due to the steadily increasing academic load on students and an increase in the reporting work of teachers, which significantly limits their ability to control and adjust the psychological climate in the classroom. The growing tension causes an increase in conflicts, resulting in prolonged harassment and open confrontation which are results of fights. In recent years, these negative phenomena have been steadily flowing from the school environment into the Internet space - in the format of virtual aggressive behavior – cyberbullying.

The involvement of children and adolescents in bullying and cyberbullying necessarily has immediate and delayed consequences affecting all parties to the conflict. The closest consequences are manifested in maladaptation and violation of socialization of children and adolescents. Long-term consequences are expressed in the manifestation of mental disorders at a later age [1].

The concept of bullying was introduced in 1993 by the Norwegian psychologist D. Olweus, who defined it as deliberate systematically repeated aggressive behavior involving inequality of social power or physical strength [2]. Describing the features of typical aggressors, D. Olweus highlighted their acute need to dominate and subordinate other students, they also turned out to be impulsive and irritable, incapable of empathy. D. Olweus also managed to identify in such children a tendency to provocative, aggressive behavior not only towards peers, but also adults, including parents and teachers.

Describing the victims of bullying, D. Olweus points to anxiety, self-doubt, low self-esteem, preventing resistance. The author also notes that such children and adolescents have a tendency to depression and suicidal states, they are characterized by a lack of friends, sensitivity, isolation and shyness – these qualities are the reason why children do not tell adults about their difficulties. D. Olweus also singled out the third victim of bullying of the so-called "provocative victims": children who find it difficult to study, write and read, suffer from attention disorders and increased excitability. Such children and adolescents are not aggressive, but their behavior can irritate the surrounding children and adults, which turns them into an easy "target" for bullying [2].

In 1997, Bill Belsey derived the definition of cyberbullying from the concept of bullying [3]. Cyberbullying refers to the use of information and communication technologies for intentional, repeated and hostile behavior aimed at insulting other people [3]. Bill Belsey was one of the first to single out the use of modern digital communication technologies as the main difference between cyberbullying and bullying. Later researchers R. Kowalski, S. Limberg and P. Agatston highlighted the main differences between cyberbullying and traditional bullying: anonymity, the possibility of falsification, a wide audience, rapid dissemination of information [4].

In Russia, at various times, this topic was studied by: I.S. Kon, S.N. Enikolopov, V.S. Sobkin, S.V. Krivtsova, A.A. Bochaver, K.D. Khlomov, etc.[5.6] Modern bullying researchers E.A. Makarova, E.L. Makarova and E.A. Makhrina note cyberbullying as a non-standard form of bullying, including moral and psychological aggression, power and coercion, boycott or isolation, terror, blackmail, threats implemented by means of electronic communication [7].

Thus, if "bullying" is a manifestation of physical or psychological violence against others in general, then "cyberbullying" is considered to be the same violence, but in the digital space. It is important to remember that cyberbullying is rather a general definition for different types of harassment on the Internet.

At the same time, regardless of the conditions of bullying in the real or digital space, involvement in such acts of violence, both as an aggressor and as a victim, has immediate and delayed consequences for the physical and psychological health of children and adolescents. Studies show that the long-term consequences of bullying confirm the presence of psychiatric problems after 10-15 years, both in its victims and in the aggressor.

Therefore, it is so urgent to work on the formation of a favorable microclimate in the school environment, for which it is important to have a clear understanding of the features of the development of bullying in children and adolescents: the degree of student involvement, gender-age and socially determined factors.

Experimental research:

To obtain these data on the problem of bullying and cyberbullying among children and adolescents, a study was conducted using the following methods: methods-questionnaires "Bullying Risk Questionnaire

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M.A. Zavalishina, N.A. Kaporokaya and K.D. Khlomova, as well as "Cyberbullying in the school environment" by S. V. Krivtsova. These methods were combined into a single questionnaire. 360 respondents were interviewed in 3 secondary schools in Oskemen (Ust-

Kamenogorsk), students aged 10 and 15 -180 boys and 180 girls aged 10 and 15. There were 180 respondents in each age and gender group. Participation in the study was based on the principles of voluntariness and anonymity.

The division into these age groups is due to clear tender and age differences in the involvement in bullying and cyberbullying in children and adolescents, boys and girls, as indicated by studies of previous years [8].

The results obtained during the survey were analyzed by us based on the main factors: prevalence and gender-age characteristics. Statistical processing of the data obtained during the survey for quantitative differences was carried out on the basis of the Student's criterion. The differences were considered statistically significant at $p < 0.05$. The results were calculated using Microsoft Excel 2007 programs.

We found out that children are more involved in bullying and cyberbullying than teenagers: 16.9% of 10-year-olds were involved in bullying and 6% of respondents from this age group encountered cyberbullying ($P < 0.05$). 15-year-olds were more susceptible to cyberbullying (34.8%) than bullying (14.2%) ($p < 0.05$).

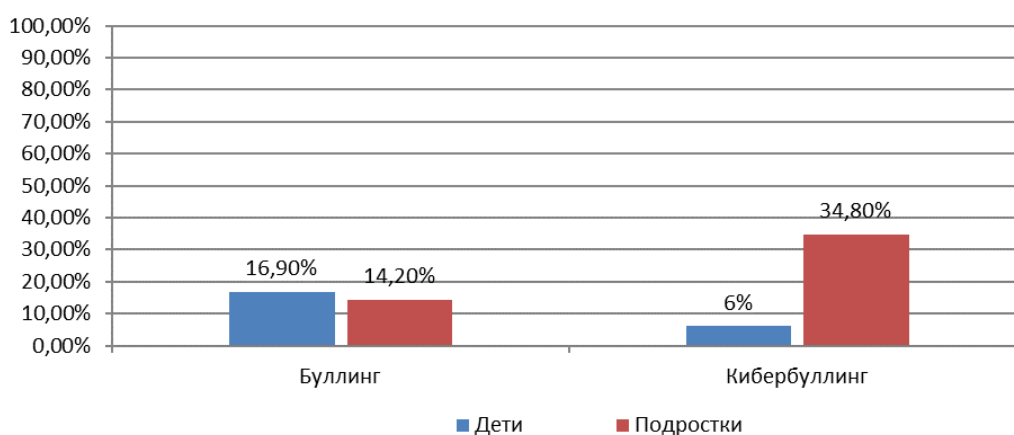


Figure 1 Ratio of the degree of involvement of children and adolescents in bullying and cyberbullying

The analysis of the gender-age aspect of bullying and cyberbullying showed that the number of aggressors among boys aged 10 years is higher than girls: boys-aggressors – 15.5%, girls-aggressors-7.4% ($p < 0.05$). In adolescents, this ratio was almost equal: boys-aggressors – 25.1%, girls-aggressors-23.9% ($p < 0.01$).

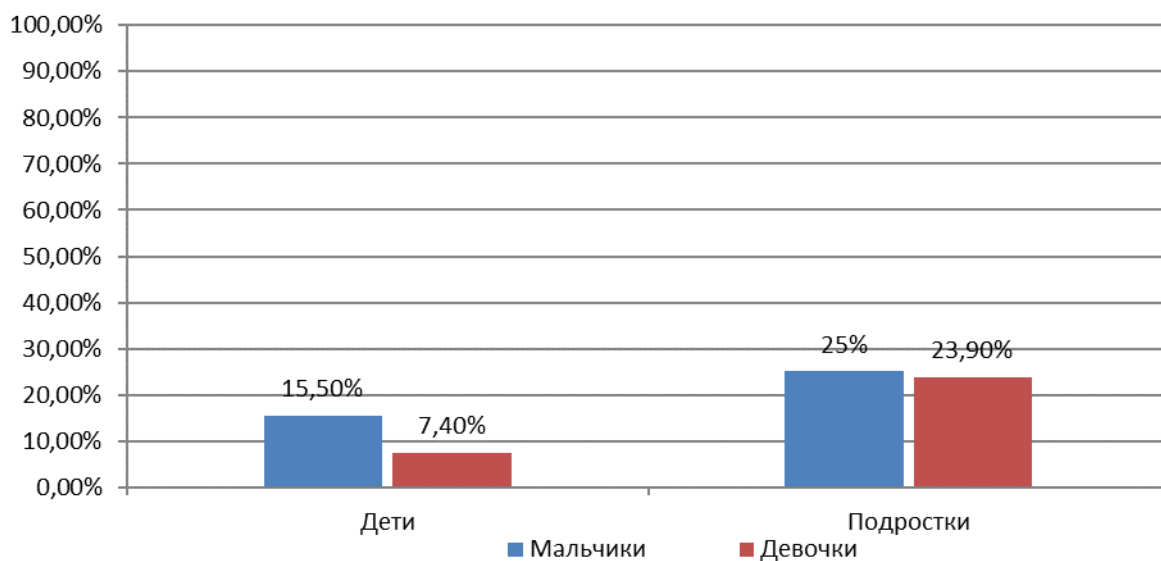


Figure 2 Ratio of aggressors among boys and girls aged 10 and 15

Our research confirms that children and adolescents are still quite strongly involved in bullying and cyberbullying, which indicates the problem of aggressiveness of schoolchildren, psychological tension, insufficient measures on the part of the teaching staff and parents to form the physical and psychological well-being of students.

Researches show that such high prevalence rates of bullying and cyberbullying among children and adolescents are most often associated with a decrease in the level of socio-economic development in recent years, a low level of life satisfaction, both on the part of adults (parents, teachers) and children, a low level of development of relationships in the family and among peers [14].

This allows to conclude that reducing the prevalence of bullying and cyberbullying can be achieved by improving the quality of preventive work on the part of employees of educational organizations, parents and students themselves. When identifying a conflict, psychological work should be carried out with the aggressor, the victim, as well as with other children who have witnessed this situation. It is important to jointly help children acquire the skill of establishing friendly relations with peers and adults, respect for the personality of another person, teach them to take responsibility for their words and actions, teach them not to stand aside after witnessing aggression.

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