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#### DIRECTIONS OF RESEARCH ON THE PROBLEM OF BULLYING AND SCHOOL VIOLENCE IN MODERN SCHOOL

#### Abstract

Today, bullying is a fairly common and widespread problem. This is justified by statistics on this problem. Most often, this form of psychological violence is experienced by teenagers at school. This article provides an overview of some modern domestic and foreign studies devoted to the study of the problem of bullying, including cyberbullying in the educational environment. A brief description of the main features of this problem is given, the General terminology is indicated, in addition, brief announcements of research and

articles reflecting the specifics of studying this problem are presented. The article analyzes the practice of review studies on bullying and school violence, highlights effective review materials on the prevention and prevention of bullying and violence in the world practice. As a result, there are three main approaches to the study of bullying: dis-positional, temporal, and contextual.

**Keywords:** bullying, violence, cyberbullying, school bullying, aggression, bullying prevention, bullying, discomfort.

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## НАПРАВЛЕНИЯ ИССЛЕДОВАНИЙ ПРОБЛЕМЫ БУЛЛИНГА И ШКОЛЬНОГО НАСИЛИЯ В СОВРЕМЕННОЙ ШКОЛЕ

### Аннотация

На сегодняшний день, буллинг является довольно распространенной и массовой проблемой. Это обосновывается статистикой по данной проблеме. Наиболее часто с данной формой психологического насилия сталкиваются подростки в школе. В данной статье представлен обзор некоторых современных отечественных и зарубежных исследований, посвященных изучению проблемы буллинга, в том числе кибербуллинга в образовательной среде. Дана краткая характеристика основных особенностей данной проблемы, обозначается общая терминология, кроме этого представлены краткие анонсы исследований и статей, отражающие специфику изучения данной проблемы. Анализируется практика обзорных исследований по вопросам издевательств и школьного насилия, выделяются эффективные обзорные материалы по профилактике и предотвращению буллинга и насилия в мировой практике. В итоге выделяется три основных подхода к изучению буллинга: диспозициональный, темпоральный и контекстуальный.

**Ключевые слова:** буллинг, насилие, кибербуллинг, школьная травля, агрессия, профилактика буллинга, запугивание, дискомфорт.

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## ҚАЗІРГІ МЕКТЕПТЕГІ БУЛЛИНГ ЖӘНЕ ЗОРЛЫҚ–ЗОМБЫЛЫҚ МӘСЕЛЕЛЕРІН ЗЕРТТЕУ БАҒЫТТАРЫ

### Аңдатпа

Бүгінгі күні, буллинг өте кең таралған және бұқаралық мәселе болып табылады. Бұл осы мәселе бойынша статистикамен негізделеді. Психологиялық зорлық–зомбылықтың осы түрімен жасөспірімдер жиі кездеседі. Бұл мақалада буллинг мәселесін, оның ішінде білім беру ортасындағы кибербуллинг мәселесін зерттеуге арналған кейбір заманауи отандық және шетелдік зерттеулерге шолу жасалған. Бұл проблеманың негізгі ерекшеліктерінің қысқаша сипаттамасы беріледі, жалпы терминология белгіленеді, сонымен қатар осы проблеманы зерттеудің ерекшелігін көрсететін зерттеулер мен мақалалардың қысқаша анонстары берілген. Қорлау және мектептегі зорлық-зомбылық мәселелері бойынша шолу зерттеулерінің практикасы талданады, әлемдік практикада буллинг пен зорлық–зомбылықтың алдын алу және болдырмау бойынша тиімді шолу материалдары ерекшеленеді. Нәтижесінде буллингті зерделеудің үш негізгі тәсілі бөлінеді: диспозициялық, темпоральды, контекстік.

**Түйін сөздер:** буллинг, зорлық-зомбылық, кибербуллинг, мектептегі қудалау, агрессия, буллингтің алдын алу, қорқыту, ыңғайсыздық.

**Introduction.** Discussions about the extent to which schools should perform educational functions have been going on for centuries. Among the phenomena of school life that cause a strong public reaction (in recent years in our country, more and more clearly negative), – bullying, or school bullying. Humiliations, extortion, insults, threats, rejection by classmates became a characteristic phenomenon for many domestic and foreign schools, thus acquiring an international character.

Bullying has traditionally been seen as part of the "normal" way of growing up and a peculiar element of the educational process. The situation began to change only in the last 30-40 years. Research conducted within the framework of the social constructivist approach made it possible to see more clearly the causes and ways of escalating bullying. Education is based on the transfer of knowledge and social principles within the framework of the power relations "student-teacher", where traditionally the student is perceived as a passive recipient, and the teacher – as an active donor of "good". It is obvious that children use the same methods as teachers to organize their statuses and reduce anxiety about their position in the social hierarchy (for example, in the classroom), building relationships based on power and control.

Teachers respond to bullying based on various beliefs about bullying: a) normative (not involving special intervention by teachers), b) assertive (suggesting the importance of children's independent resolution of difficulties and the development of their confidence and determination); c) avoiding (assuming that the teacher organizes a distance between the persecutor and the persecuted and advises children to ignore each other).

According to the study of the World Health Organization, 64% of 11-year-old Lithuanian schoolchildren, 50% of the Russian, 46% of the Belgian, are periodically bullied. This indicator is equal to 32% in Austria, Luxembourg and Scotland, 30% in Canada and Switzerland, 25% in France (World Health Organization. International Report [1]. According to a study of the United Nations Children's Fund (UNICEF) held in 2011 in Kazakhstan, 66.2% of Kazakh schoolchildren faced school violence, 63.6% of them in the role of witness, 44.7% – in the role of the injured, and 24.2% admitted to committing violent acts (UNICEF representative office in Kazakhstan [2]).

The development of modern information technologies opens up young people have new opportunities for professional development and creative self-realization, but at the same time creates a number of threats, including which is cyberbullying. Bullying on the Internet, social networks and with using mobile communication causes serious harm to the psychological and the emotional state of the person, especially if it is a child or a teenager. Studies have shown that 5 to 20 percent of children and teenagers in different countries of the world face cyberbullying; girls boys are more likely to be bullied online. And it often happens that bullying in the digital space turns out to be a continuation or becomes the beginning of bullying in real life. Its consequences are low self-esteem, depression, poor health, and suicidal thoughts and attempts to implement it.

In solving the problem or in preventing bullying the most important prerequisites are open communication among teachers and school attention to problems bullying. However, only by studying the world experience of research and programs to combat violence and bullying in educational institutions, we will be able to develop our own strategy to prevent this mass school problem.

**Material and methods:** theoretical analysis of literary and international documents and sources, comparison, classification, modeling, systematic review and content analysis of strategies, meta-analytical review.

In 2015, the American Psychologist, the official journal of the American psychological Association, published a special issue on the subject of bullying, defining the concept itself and its accompanying phenomena: "...bullying is a complex phenomenon that is influenced by several factors, although research results have so far been considered only in a socio-environmental framework. In accordance with the "bullying/victimization" model, we consider factors that affect both sides in an individual, family, collegiate group, school, and community" (Swearer S. M., & Hymel S. [3]). Scandinavian scientists were the first to study the problem of school bullying. According to the first large-scale research conducted by D. Olweus, which involved about 568,000 Norwegian students [4].

In accordance with the results of these studies, Scandinavian researchers were the first to create special programs to solve this problem. There is an example of the program of D. Olweus [4], created in Norway in the 1980s. In recent years, the number of works that can form a scientific basis for the development of assistance programs for participants of adolescent bullying and bullying prevention programs in educational institutions has increased (Volkova E. N. [5]).

**Research results and discussion.** Analysis of articles by foreign authors in recent years allows us to note that researchers are looking for the causes of bullying and the point of contact of the problem of school bullying with other negative trends in the behavior of children and adolescents (Lardier Jr D. T., Barrios V. R., Garcia-

Reid pp., Reid R. J.[6]; Bjereld Y., Daneback K., Petzold M.[7]; Ford R., King T., Priest N., Kavanagh A. [8]; Konishi C., Miyazaki Y., Hymel S., Waterhouse T.[9]; Aldridge J. M., Mcchesney K., Afari E.[10] and others). Most bullying prophylaxis programs among adolescents are based on the principles of the anti-bullying Olweus program, but are more specific (Burger C., Strohmeier D., Sprober N., Bauman S., Rigby, K. [11]). This program of prevention is aimed at developing adolescents in self-regulation, understanding the feelings of others and their dynamics, controlling emotions, problem solving skills, development of communication skills and friendly interaction skills. Teachers, teenagers, their parents take part in the training and, in addition, they prefer to train coaches working with victims and offenders. Similar programs are being created in Russia, but they do not have the same scale as in the United States and Europe. Analyzing the international prospects for the development of the school climate, some authors note bullying as a negative consequence, and sometimes as a cause of children's discomfort in the school environment (La Salle T., Meyers J., Zabek F.[12]). However, the authors openly claim that the effectiveness of anti-bullying programs is decreasing, especially among older adolescents (Yeager D. S., Fong C. J., Lee H. Y., Espelage D. L. [13]).

In some Russian studies, the problem of bullying is considered as part of the prevention and correction of criminogenic orientation of the adolescent's personality. In these cases, the work is carried out as a restrictive program for monitoring the leisure time of aggressor students by juvenile inspectors. In our opinion, in these cases, the activity becomes less effective due to the lack of work with victims of bullying (Zubova, L.V. [14]). A systematic review of universal violence and child abuse prevention programs for parents by Elisa Rachel PisaniAltafim, Maria Beatriz Martins Linhares also helped us establish that bullying is a complex phenomenon that is influenced by several factors, although research results have so far been considered only in a socio-environmental framework. In accordance with the "bullying/victimization" model, we consider factors that affect both sides in an individual, family, collegiate group, school, and community [15]. The analysis of articles in recent years has shown that the problem of bullying is considered by researchers in various, even contradictory contexts: as a tendency of bullying expressed in aggressive adolescents for the purpose of self-affirmation [16]; as a consequence of feelings of loneliness and difficulty with sleep [17]. A very interesting study was conducted to identify social characteristics in the typology of hooliganism. The article provides an in-depth description of the hooligan victim [18]. There are works that are effective in our opinion, which raise the problem of countering bullying not by bullying bullies or isolating victims from aggressors, but focused on training social skills to improve the effectiveness of intervention for bullies and victims [19]. There are works that establish causal relationships of this problem, for example, psychological, physical and academic correlates of cyberbullying and traditional bullying [20], the impact of social networks and cyber-bullying on the General condition of young people [21], etc. The sociocultural aspect of school bullying, studied by Rachel E. Maunder and Sarah Crafter [22], allowed these authors to establish a relationship between aggression and violent behavior. Researchers also identify relationships between the types of bullying experienced by primary school children and their anxiety, condition-a character trait, self-esteem and certain socio-demographic characteristics [23]; between victimization of bullying and physical fitness among children and adolescents [24]. They are also looking for tools and technologies to identify the risk of violence in schools [25]. In recent years, researchers have begun to address the gender aspect of bullying more often. Thus, American researchers, analyzing the characteristics of successful programs focused on gender issues, the well-being of children, adolescents and youth, address the issue of threats to the well-being of children and adolescents in educational systems [26]. In the Republic of Kazakhstan, scientists are beginning to look for approaches to solving the problems of child abuse and violence against them; but on a mass scale, they are studying the facts of violence in residential institutions, bullying in orphanages, violence in the adolescent environment is considered as a destructive factor in the socialization of a schoolchild, and nothing more. Whereas we often find a suicidal consequence of bullying, where it acts as a behavioral factor of suicidal risk [27]. The results of testing of the program for the prevention of abuse and violence in the school environment is based on the formation of Skills to combat bullying of teenagers are presented in our study [28].

There are studies showing how family relationships affect the likelihood of a student participating in bullying as an initiator or victim [29]. For example, it was found that cases of parents using physical punishments and psychological aggression can be predictors of involvement of a child from such a family in school bullying [30]. On the other hand, parents can support anti-bullying initiatives, participate in educational and awareness-raising seminars, and monitor their own child's behavior and emotional state more closely. Axford et al. discussed issues related to the importance of engagement parents in anti-bullying work.

Not to say that our review exhausts all the problems. Such reviews have been conducted by scientists on the specifics of this problem for a long time. So it is very interesting to review research on bullying and

victimization of peers in school (Hong J.S, Espelage D.L. The authors of this review claim that peer bullying and victimization in school is a serious problem for students, parents, teachers, and school officials in the United States and around the world. This article examines the risk factors associated with bullying and peer victimization at school in the context of the environmental structure of Bronfenbrenner. This review combines empirical data on risk factors associated with peer bullying and victimization in the context of micro-parent-youth relationships, intergenerational violence, peer relationships, school communication and school environment, meso – teacher involvement, exo – exposure to media violence, environment, macro – cultural norms and beliefs, religious affiliation, and chronosystem (changes in family structure) levels.

A systematic review and content analysis of strategies for measuring bullying and cyber bullying is presented in the article Vivolo-Kantor A.M., Martell B.N., Westby R.K. Bullying has emerged as a behavior with harmful consequences for young people; however, prevalence estimates vary depending on the measurement strategies used. The authors conducted a systematic review and content analysis of bullying measurement strategies to better understand each strategy, including behavioral content. Several online databases (e.g. PsychInfo, MedLine, ERIC) were searched to identify measurement strategies published between 1985 and 2012. The included measurement strategies evaluated bullying behavior, were administered to respondents between the ages of 12 and 20, were administered in English, and included psychometric data.

The state of knowledge and effective interventions in bullying in schools is the subject of a theoretical study by Menesini E., Salmivalli Ch. The authors summarize and systematize the prevalence, age and gender differences, as well as various types of bullying, as well as their causes and duration, starting with large surveys conducted in Western countries and to a lesser extent in low- and middle-income countries.

A review of researchers from the University of Cambridge is devoted to the study of the effectiveness of intervention programs in school bullying around the world (Hannah Gaffney, David P. Farrington, Maria M. Ttofi. This article presents the results of an extensive systematic and meta-analytical review of the effectiveness of school bullying prevention programs. In this article, the authors focus on 12 countries and their anti-bullying programs. The authors not only review the main components of intervention programs, but also provide recommendations for researchers, practitioners, policy makers.

Useful reviews of resources and strategies for preventing and preventing cyberbullying are provided by Notar, Padgett and Roden, and Ang. In the context of adolescent cyberbullying, Ang believes that learning empathy and changing beliefs that support online aggression are most effective in reducing the number of cases of cyberbullying. More generally, a guide to cyberbullying and digital security is being developed in many countries, and there are many open sources that provide advice to children, young people, parents, and schools (for example, Friendly Schools in Australia). Also reviewed is an article by Ivanova A. K., devoted to examples of modern research on the problem of bullying and cyberbullying as phenomena of the educational environment.

The analysis of international experience in countering school bullying is presented by the staff of the National Research University "Higher school of Economics" of the Institute of education under the leadership of D. V. Molchanova, M. A. Novikova. The review material presents a comparative analysis of the most well-known foreign programs for preventing and countering school bullying, including the following components of programs related to their greatest effectiveness. Three international anti-bullying programs are considered in detail: OBPP, KiVa and Positive Action, including in terms of their distribution and localization possibilities, and as well as financial and legal grounds for use.

Today's most famous researchers in the field of prevention school bullying and its consequences are commonly referred to as: D. Olweus (Norway), K. Rigby (Australia), D. Pepler (Canada), P.K. Smith (England), K. Salmivalli (Finland), R. Ortega (Spain), D. Espelage (USA). Despite the abundance of anti-bullying programs, most of them are not universal, and some are not effective at all, since they do not cover such topics as sexual harassment, homophobic taunts and other forms of aggressive behavior.

**Conclusion.** In General, there are three main approaches to the study of bullying. In the first approach-let's call it "dispositional" – attention is focused on the individual characteristics of participants in bullying situations, intrapersonal prerequisites that contribute to the fact that the child is a victim or aggressor in them. The second "temporal" approach examines the uneven implementation of risks over the course of life and emphasizes the existence of periods of sensitivity in connection with life events, during which the child's vulnerability increases and the risk of developing the role of an aggressor or victim in bullying situations increases. The third – let's call it "contextual" – emphasizes the role of the environment, the microclimate of the group, and the system processes in the community in that the dominant way of interaction between people is to

become—a new method based on inequality of power is being developed: the context actualizes intrapersonal prerequisites and transfers bullying from the category of risks to the category of reality.

These approaches differ in terms of the targets of psychological work aimed at ending bullying situations. Within the framework of the dispositional approach, the target is the development of certain skills and qualities in the victim (first of all, self-confidence and communication skills) and the aggressor (the development of tolerance), working with their vulnerabilities. Work based on the temporal approach involves psychological support of children during the passage of age-related crises and difficult life situations, and the development of children's resilience and ability to use the available socio-psychological resources. As a systemic phenomenon, bullying performs the task of establishing and maintaining a social hierarchy the initiator of bullying thus maintains his status and lowers the status of another, and witnesses use this process to gain their place in the hierarchy. Therefore, in the contextual approach, the target is a change in the system of relations within the group or organization as a whole – the formation of an alternative method for determining statuses in the group, where the significant factor is not the difference in power, but the value of respectful relationships. This approach is more promising from the point of view of long-term effect.

There is a serious shortage of such research in Kazakhstan. Nevertheless, bullying is a continuation of authoritarian methods of management and harassment in the community as a whole. At different times, the occurrence of bullying is not equally likely; family crises (for example, divorce, remarriage) significantly increase the aggressiveness of the child and at the same time its vulnerability, increasing the risk that it will be involved in bullying as a victim or aggressor.

However, it must not be forgotten that school violence affects children both directly and indirectly. Prolonged school bullying they affect the child's own Self. Low self-esteem, he feels hunted. This child then tries to avoid relationships with other people. It is often the opposite – other children avoid friendship with victims of violence, because they are afraid that they will become victims themselves, following the old teacher's logic: "As your friend is, so are you." As a result, forming friendships can become a problem for the victim, and rejection at school is often extrapolated to other areas of social relationships. Such a child can continue to live under the “program loser's”. Also falling into the role of victim is the reason for low status in the group, problems in learning and behavior. These children have a high risk of developing neuropsychiatric and behavioral disorders. Victims of school violence are more often characterized by neurotic disorders, depression, sleep and appetite disorders, and in the worst case, the formation of post-traumatic syndrome is possible. In adolescents, school violence causes violations in the development of identity. Long-term stress creates a sense of hopelessness and hopelessness, which, in turn, is a favorable ground for the emergence of thoughts of suicide. The studies presented in this article can be used by school teachers for preventive and educational work to reduce the risk of bullying and destructive activity in children.

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## ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ ПОДРОСТКОВ В СИСТЕМЕ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

### Аннотация

В статье проанализирована проблема психолого-педагогического сопровождения профессионального самоопределения подростков. Выбор будущей профессии является важным этапом развития личности и это очень чувствительный период. Выбор профессии значительно влияет на жизнь в период обучения в колледже/вузе и последующей профессиональной деятельности. Было проведено анкетирование студентов 1 курса. Были получены сведения, что со всеми учениками проводилась профориентационная работа, но ее эффективность была низкой. Были выявлены причины данного феномена. Были проанализированы методологические аспекты организации сопровождения профессионального самоопределения подростков. Повышение осведомленности подростка о существующих профессиях позволяет расширять его профессиональное мировоззрение и сделать выбор более сознательным. Особую роль стоит уделить проведению психодиагностики способностей личности. Они не определяют будущую профессию, но позволяют успешно ею овладеть. Мотивация и сила воли занимает ключевую роль в выборе будущей профессии. Стоит учитывать, что для подростков может быть характерна лабильность профессиональных предпочтений. В ходе дискуссии определены ключевые ошибки, которые могут допускать подростки при выборе будущей профессии.

**Ключевые слова:** выбор профессии, профориентация, подростки, сопровождение, школа.