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IRSTI 14.09.35

<https://doi.org/10.51889/2022-1.1728-5496.04>

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TEENAGERS EXPOSED TO BULLYING VICTIMIZATION AS AN OBJECT OF RESEARCH AND A MODERN PHENOMENON IN THE EDUCATIONAL ENVIRONMENT

Abstract

This article reflects the essence of the bullying victimization process of teenagers in the modern society. The subjective and the objective factors of victim behavior occurrence in teenagers and their interdependence are revealed. The key components and characteristics of the victim personality of a teenager are shown. The social and psychological consequences of bullying victimization, which negatively affect the health and social life of adolescents, are indicated, as well as the magnitude of this phenomenon. The negative social and psychological consequences of bullying victimization of teenagers are indicated. It was revealed that the increased victimization of teenagers is determined by social roles, psychological or physical properties of the individual. The practical significance and the prospects of pedagogical research on the prevention and minimization of bullying victimization among schoolchildren are substantiated. Some fundamentals of the development of pedagogical methods aimed at minimizing the impact of bullying victimization factors on teenagers are revealed.

Key words: bullying victimization, teenagers exposed to bullying victimization, victim behavior, safe educational environment, teacher.

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БУЛЛИНГ ВИКТИМИЗАЦИЯҒА ДУШАР БОЛҒАН ЖАСӨСПІРІМДЕР БІЛІМ БЕРУ ОРТАСЫНДАҒЫ ЗЕРТТЕУ ОБЪЕКТІСІ ЖӘНЕ ЗАМАНАУИ ФЕНОМЕН РЕТІНДЕ

Аңдатпа

Аталған мақалада заманауи қоғамда жасөспірімдердің буллингвиктимизация процесінің мәні көрсетілген. Жасөспірімдердің виктимдік мінез-құлқытуындауының субъективті және объективті факторлары және олардың өзара тәуелділігі аныталады. Тинейджердің виктимдік тұлғасының маңызды компоненттері көрсетілген. Жасөспірімдердің денсаулығы мен әлеуметтік өміріне теріс әсер ететін буллингвиктимизацияның әлеуметтік-психологиялық салдары, сондай-ақ бұл құбылыстың ауқымы көрсетілген. Тинейджерлердің виктимділігінің артуы әлеуметтік рөлдермен, тұлғаның психологиялық немесе физикалық қасиеттермен белгіленетіні анықталды. Оқушылар арасында буллингвиктимизацияның алдын алу және азайту бойынша педагогикалық зерттеулердің практикалық маңыздылығы мен келешегі негізделген. Жасөспірімдерге буллингвиктимизация факторларының әсерін азайтуға және алдын алуға бағытталған педагогикалық әдістерді, шаралар мен тәсілдерді дамытудың кейбір негіздері ашылды. Негізге ала отырып алынған деректер, авторлар деген қорытындыға келді проблемасы виктимизация жасөспірімдер сипатқа жаһандық және жаппай сипатқа ие, демек, қажет жариялап және зерттеп, бұл құбылыс болашақта.

Түйін сөздер: буллинг виктимизация, буллинг виктимизацияға душар болған жасөспірімдер, виктимдік мінез-құлық, қауіпсіз білім беру ортасы, педагог.

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ПОДРОСТКИ, ПОДВЕРЖЕННЫЕ БУЛЛИНГ ВИКТИМИЗАЦИИ КАК ОБЪЕКТ ИСЛЕДОВАНИЯ И СОВРЕМЕННЫЙ ФЕНОМЕН В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

Аннотация

В данной статье отражена сущность процесса буллинг виктимизации подростков в современном обществе. Выявляются субъективные и объективные факторы возникновения виктимного поведения подростков и их взаимозависимость. Показаны ключевые компоненты и характеристики виктимной личности тинейджера. Обозначены социальные и психологические последствия буллинг виктимизации, негативно влияющие на здоровье и социальную жизнь подростков, а также указана масштабность данного явления. Выявлено, что повышенная виктимность тинейджеров определяется социальными ролями, психологическими или физическими свойствами личности. Обоснована практическая значимость и перспективность педагогических исследований по профилактике и минимизации буллинг виктимизации среди школьников. Раскрываются некоторые основы разработки педагогических методов, мер и способов, направленных на минимизацию и профилактику воздействия факторов буллинг виктимизации на подростков.

Ключевые слова: буллинг виктимизация, подростки подверженные буллинг виктимизации, виктимное поведение, безопасная образовательная среда, педагог.

"Education is the foundation for creating a peaceful society, but, nevertheless, for millions of children around the world, school is not a safe place," UNICEF Executive Director Henrietta Faure

Introduction. At the present stage of the relationships development in the school environment, violence and bullying against students still remain an urgent problem in the educational system. Recently, a number of reports have appeared on news portals about tragic cases caused by school bullying. According to the report prepared by UNESCO representatives "Behind the numbers: ending school violence and bullying" ("What is behind the numbers? Eliminating violence and bullying at school") more than 30% of students in the world have become victims of bullying. Every tenth student suffers from bullying, and the number of those who encounter this phenomenon continues to increase. [1] In Kazakhstan, there are also cases of harassment in the educational environment. In 2018, according to the National Health Center of the Republic of Kazakhstan, more than 12% of students were bullied. [2]

During the COVID-19 pandemic, cases of bullying, especially cyberbullying, have become more frequent, both against students and teachers. According to statistics published by Facebook and Instagram in the period from April to June 2020 and April to June 2021, the number of complaints of bullying and harassment increased from 2.4 million to 7.9 million cases. In the period from June 2021 to August 2021, social networks deleted more posts related to the concept of "bullying and harassment" (2.6 million posts – 300 thousand more) than in the same period in 2021. [3]

The purpose of the article is to demonstrate the need for further pedagogical research on prevention and minimization of bullying victimization among schoolchildren.

Research methods. The methodological basis of the research is the philosophical theory of cognition, the theory of personality, the theory of activity, the theory of a systematic and holistic pedagogical process, the theory of personality, the ideas of the humanization. In the course of our research, theoretical methods were used: analysis, synthesis, study of literary sources, generalization, classification, concretization.

Results and discussion. Bullying in the teenaged and child environment is a traumatic experience and poses a threat to the psychological well-being and development of students, as well as negatively affects the process of child socialization. Therefore, the safety of school environment is the prerequisite for successful personal development and the key to effective education. Students who have any characteristics and identity that distinguish them from their peers most often become victims of this phenomenon. Moreover, many scientists emphasize that due to their age characteristics associated with the intensity of cognitive activity and the desire for a variety of activities, it is teenagers who are most often exposed to bullying. [4] Also, the analysis of scientific works shows that a characteristic feature of bullying is the transformation of a teenager into a victim. Thus, along with the concept of bullying, there is another concept – "bullying victimization". (Victimization is the process of turning a person into a victim of set of circumstances, current situation, crime). This concept is quite new and has not yet been widely reflected in the scientific community. Some scientists draw an analogy with the concept of "bullying" (K. Rauschenberg, D. Van Os, M. Gotthard, et al.), other scientists emphasize that, as a rule, bullying victimization is a protracted and systematic process of aggression against a weaker member of the group. (I. Hormozabol-Aguao, A. Garcia-Hermoso, A.M. Vivalo, et al.). The analysis of scientific literature shows that there is a relationship between the phenomenon of bullying victimization and the components and signs of bullying. Thus, we can assert that bullying victimization is characterized as "a protracted process of pressure on a mentally unstable child, who most often already grows up in a dysfunctional socio-psychological environment, mainly in a family of unempathic, despotic, authoritarian or directive parents. [5]

In turn, the consequences of bullying victimization are extremely serious and have an impact on the state of health as follows:

- headache
- feeling of sadness
- low productivity
- feeling of inferiority
- abdominal pain
- anxiety
- conflict

- moderate depression
- severe depression
- tendency to Internet addiction
- tension in interpersonal relationships

Moreover, such consequences may have a negative impact in the future. Studies show that adults (former victims of bullying victimization) very often analyze and relive their negative experiences. [6]

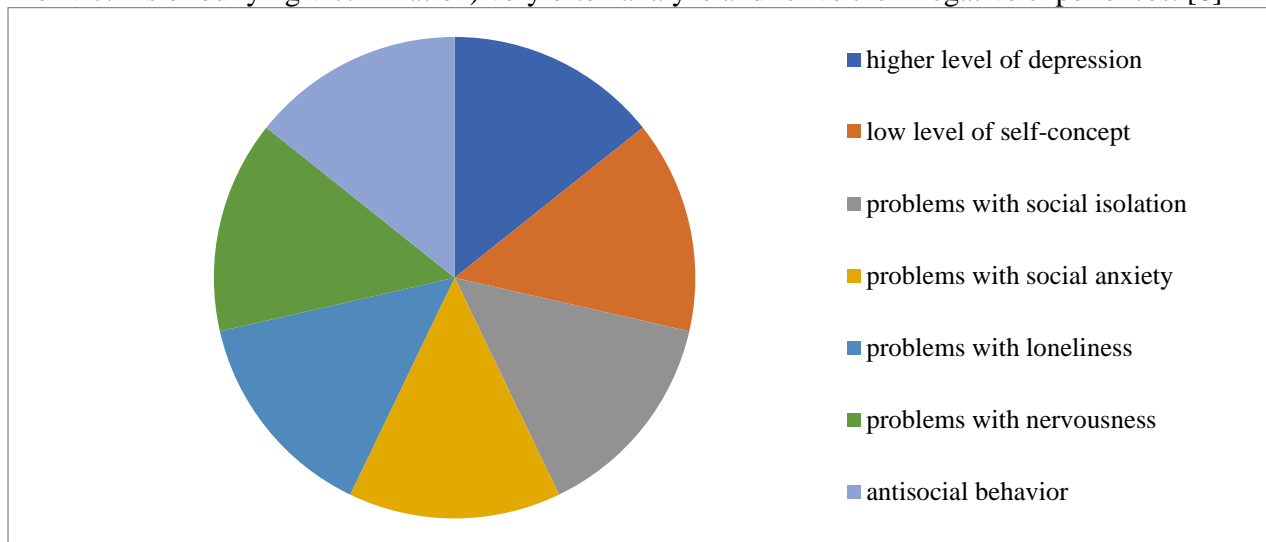


Chart 1 – The consequences of bullying victimization in the future affecting the state of health

It follows from this that the problem of teenagers' victimization is extremely relevant today. Adolescence is a difficult life stage for every person. Firstly, this is due to the numerous qualitative changes taking place in all spheres of activity, which in turn often begins unexpectedly and gives the development process too rapid character. Secondly, the changes that are taking place are often accompanied by the appearance of significant subjective difficulties in the teenager himself, the post-crisis period coming at the age of 14-15 years is the period of formation of new psychological aspects (choice of social behavior, means of conflict resolution, independent decision-making, choice of profession, etc.). Rapid physical growth and puberty make a teenager think about his appearance, image, skills. The teenager correlates the desired and the actual, comparing the acquired individual skills, abilities, etc. with the requirements of society. In addition, adolescence is characterized by the following qualities: suggestibility, curiosity, credulity, inability to adapt to contradictory conditions, helplessness in conflict situations, which cause increased victimization of this age group. In this regard, teenagers have a large number of problems that many teenagers cannot cope with on their own.

Also, long-term studies show that in adolescence the number of communication difficulties increases significantly, in this regard, a teenager has more acute psychoemotional experiences, which further actualizes destructive forms of communicative behavior (A.G. Samokhvalova, I.V. Kashnitsky, S.V. Kotova et al.). [7] And in most cases, various forms of violence can be a critical factor in such deformation. Moreover, during adolescence, the child's attitude towards himself and his environment changes. L.S. Vygotsky characterized adolescence as "critical for the formation of self-concept, the development of social roles, the development of moral principles and the regulation of normative behavior." [8]. According to A.V. Petrovsky, puberty is characterized by "the search for means and ways to designate their individuality." [9]

Thus, in the process of his development and formation, a teenager strives to realize and form the individual self. In the context of such complex transformations, there is a possibility of negative attitudes and deviations, one of which may be such a phenomenon as bullying victimization. [5]. Violence in adolescence can affect the anchoring (consolidation) of a negative self-image, since this age is characterized by the desire for personal growth, the divergence of the ideal and real image of the "self" and victimization. Moreover, during this period, methods of psychological and social adaptation

are formed, which are also fixed in adult life. It follows from this that the school stage largely determines the formation of the key personality traits of a teenager, having mastered certain patterns of behavior. A teenager can follow them for the rest of his life.

The literature analysis has shown that currently there are a small number of scientific papers devoted to the victim behavior of teenagers (O.O. Andronnikova, M.S. Golub, M.A. Odintsova, N.M. Sazhina, O.A. Klachkova, E.V. Rudnensky et al.) At the same time, the problem of victim behavior is becoming more common.

The increased victimization of teenagers is determined by social roles, psychological or physical characteristics of the individual. According to O. O. Andronnikova, the peak of victimization falls on the period of 15-16 years due to the multiplicity of tasks of this age. [10]. The analysis of a number of studies on this problem has revealed that with bullying, teenagers with a high level of anxiety most often become victimized, since anxiety is a clear subjective example of a poorly developing personality. (D. Olveus, Burmistrova, V.S. Sobkin, M.M. Smyslova, Krivtsova, D.N. Soloviev, D.A. Medvedeva, P.O. Omarova, et al.) Most of the victims do not have a large number of friends, they are more willing to communicate with an adult, however, at the same time, they are extremely sensitive to the assessments of their team. Victims feel an urgent need for social approval, however, very often receive negative responses to their behavior during social interaction, in this regard, it is difficult for this category of teenagers to form behavioral skills. Thus, victims often limit themselves in social interaction (I. S. Kon, D.N. Soloviev, D. Olveus, Ch. Sanders et al.)

In addition, teenagers exposed to bullying victimization are most often characterized by hypersensitivity, emotional instability, suggestiveness, intimidation, fearfulness, closeness, timidity, shyness, caution, sensitivity, detachment, a tendency to distance themselves from conflicts, although at the same time, those teenagers who have increased aggressiveness, conflict, arrogance, audacity, etc. can become victims.

The fundamental factors in the formation of a tendency to victim behavior and its implementation are the strategies of family education and the lack of a parental support feeling. The parents who reject the child affirm him in the thought that he is useless, his self-concept is low, he is unable to resist, which leads to the development of helplessness. Also, insufficient respect on the part of the father and mother leads to the formation of some pathological personality traits. In this regard, such children become victims of various kinds of violence, and sometimes they themselves act as the abuser. (I.G. Malkina-Pykh, V.M. Tseluiko, et al.). Thus, teenagers exposed to bullying victimization are individuals who are raised in a dysfunctional, aggressive or passive-aggressive family with abusive or overprotective parents. Deprived of his opinion, focused on external reference, he seeks support in more independent and separated peers, and, not finding support, becomes a suitable victim of bullying victimization.

A teenager is also victimized at school. The school is a place of relationships with peers and teachers, so violations of interaction in a particular area can cause bullying victimization. Along with the influence of social conditions, the peculiarities of adolescence are of great importance, which scientists attribute to risk factors in the formation of victim behavior. Among them it is noted: excessive egocentrism, inconsistency of character, tendency to protest; the desire for risky, painful reaction to puberty changes, the desire for independence, negative or unformed self-concept, etc. [11].

It is also possible to notice the relationship of bullying victimization with a high level of depression, such teenagers are not able to handle with difficult situations on their own. Moreover, victims of bullying victimization are more likely to think about suicide. At the same time, the victim's position is justified by the attitude of defenselessness and helplessness and unwillingness to change their own position without outside interference. (Krivtsova, D. Olveus, E.A. Markova, D.N. Soloviev, D.A. Medvedeva, A.V. Fomina E. Ushakova et al.)

At risk may be teenagers who suffer from any diseases, physical and psychological abnormalities (diabetes, epilepsy, enuresis, encopresis, impaired speech, hearing, vision, etc.) or externally different from their peers (excessive muscularity or femininity, weight, hair color, limb shape, glasses, etc.), belong to another ethnic group, nationality. Social status and low income can also influence the process of bullying victimization (I. G. Malkina-Pykh, E.A. Makarova, P.O. Omarova, R.M. Shakhova, V.S. Sobkin, et al.)

Victims may have reduced educational motivation, a subordinate character, escapism, an inferiority complex and a negative picture of the world, as well as psychosomatic disorders. They are characterized by numerous complaints related to disproportionately intense and maladaptive thoughts, feelings and behavior. Symptoms do not arise as a result of simulation or intentionally and can, as indeed accompany an existing somatic disorder, and be associated with it.

Pedagogical science is unable to exclude victimogenic factors. However, it is possible to minimize the impact of such factors through organized prevention of teenagers' victimization. Therefore, the improvement of pedagogical qualifications in the formation of victimological stability of teenagers is a top priority.

The pedagogical study of the teenager personality exposed to bullying victimization consists in the development of preventive measures in order to teach a teenager to navigate in difficult and unexpected situations, unfavorable conditions, as a result of which he may unwittingly become a victim. The organization of pedagogical support for such a person consists in creating a system for identifying teenagers exposed to bullying victimization, forming the skills to recognize and evaluate problems, and finding the appropriate solution (L.V. Sarafanova, O.V. Beskrovnaya, L. Frank et al.).

It is necessary that during this period an experienced teacher be at a student's side. The teacher must possess pedagogical technologies of correction and prevention of victimization aimed at developing the social trust of a teenager, the manifestation of independence, initiative and responsibility. The effectiveness of preventive measures can be ensured under the following conditions:

- focus on eliminating sources of inconvenience in the social environment;
- creating conditions for the student to acquire the necessary experience to solve emerging problems or prevent their occurrence;
- teaching students' new skills that help them achieve their goals or maintain their health. (I.S. Bubnova, A.G. Tereshchenko, S.A. Belicheva, H. Renschmidt et al.) [12]

The important factor affecting the degree of student's victimization is the relationship with the teacher. Regardless of the number of friends, a good relationship with a teacher is a significant predictor of less exposure to bullying victimization. At this age, the example of the teacher is also a fundamental model of behavior involving the translation of moral norms. The relationship with the teacher is one of the key factors influencing the frequency of bullying (W. Mucherah, Alexandrov, M.A. Novikova, A.A. Rean et al.). Students should be sure that when bullying situations arise, they can ask teacher for help. Bullying situations are less common in schools where teachers and other staff interfere in this process by witnessing bullying or learning about it (B.L. Laftman, V. Östberg, B. Modin). Thus, the most important factors in preventing bullying are teachers broadcasting their willingness to help in the event of bullying among children.

In this regard, the implementation of such activities requires special teacher training. Based on the analysis of available scientific papers, it can be concluded that as part of the professional development, teachers need a special course, the content of which will help to consider the nature of victim behavior, and the process of bullying victimization of a teenager's personality. The teacher needs to differentiate the essence of the bullying victimization and victim behavior concepts. Also, the teacher should receive and analyze theoretical information on a set of issues related to the peculiarities of the emergence and manifestation of a victim predisposition of teenager through a behavior model; investigate a set of factors affecting the acquisition of qualities that relate to bullying victimization. In addition, the teacher must determine the subject interaction with the teenager's parents exposed to bullying victimization, then designate a program of pedagogical support for such a teenager.

Nevertheless, practice shows that victimogenic situations in the life of a student arise constantly. In this regard, the teacher needs to develop a system of preventive measures that will be aimed at developing the ability to adapt to the external environment. Such skills can reduce the risk of personality victimization. In addition, the teacher should have the skills to teach problem solving using a set of behavioral algorithms. (L.V. Sarafanova, D. Rivman, L. Frank et al.). But at the same time, specific situations differ from each other in a number of ways, so there are no uniform algorithms for solving such problems. However, the analysis of similar situations will allow the teenager to choose the optimal solution corresponding to certain circumstances.

In addition, the training of future teachers provides for the development of a high moral culture, an attitude to respect the rules, morals and norms of pedagogical ethics, a willingness to treat every student with indifference, not to ignore any cases of aggression against students. At the same time, knowledge of the relationship between students is an important condition for preventing bullying victimization situations. (L.V. Sarafanova, I.N. Dashuk, L. Frank, V.A. Nikolaev, K.V. Dashuk, D. Rivman, et al.) Analyzing these problems, we can see that at the moment many teachers exclude from their tasks the settlement of relationships between group members and the formation of a favorable emotional environment in the classroom.

However, one teacher is not able to solve such a large-scale problem. The efforts of teachers, parents and schoolchildren in the prevention of victimized behavior of schoolchildren will be most successful when using complex pedagogical, psychological, social, moral, organizational, legal, moral, cultural, technical means and methods of influence to prevent further victimization of schoolchildren.

The analysis of this problem shows that in order to solve the issue of bullying victimization in the adolescent environment, it is necessary to increase the psychological and pedagogical competence of teachers through the modernization of educational programs, individual consultations of students by specialists of school psychological and pedagogical services, the development of positive emotional relations between children in the classroom; legal education of children, their parents and teachers, as well as the creation of an information security service in educational organization [13].

Conclusion. Thus, in our article, the problem of bullying victimization of teenagers was raised and considered in detail. Based on these data, we can conclude that it has a global and ubiquitous character, which means it is necessary to cover and investigate this phenomenon in the future. Since studying the problem of bullying victimization will prepare the future teacher to work with this problem in the educational environment. The pedagogical aspect of the problem should be aimed at developing a system for the prevention of schoolchildren victim behavior. But today, a person exposed to bullying victimization and the peculiarities of her behavior are the least studied and corrected within the pedagogical science and practice.

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МРНТИ 14.31.01

<https://doi.org/10.51889/2022-1.1728-5496.05>

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ИНТЕЛЛЕКТУАЛЬНАЯ ДИСКРИМИНАЦИЯ ДЕТЕЙ В ИСТОРИИ И СОВРЕМЕННЫЙ ПЕРИОД ДЕТСКОГО ДВИЖЕНИЯ КАЗАХСТАНА

Аннотация

Особое внимание современных молодых исследователей привлекают многолетние исследовательские арсеналы истории детских общественных организаций Казахстана как предмета изучения педагогики и психологических наук. В данной научной статье отражены проблемы организации комплексной работы членов и лидеров детских общественных первичных организаций, направленной на профилактику интеллектуальной и психологической дискриминации учащихся в практике современной школы общего среднего образования совместно со взрослыми.

Проблема дискриминационных установок проявляется в дискурсе разного уровня обсуждения: от межличностного до общекультурного. Подтверждением тому является немалое число работ, посвященных проблеме дискриминации и ее проявлению во внешнем факте.

Также в статье исследуется вредоносное поведение и сознательное поведение взрослых, детей и других лиц в отношении достойных победителей интеллектуальных конкурсов детей и школьников по различным направлениям интеллектуальной дискриминации детей в системе образования и приобретения интеллектуальной собственности.

Ключевые слова: интеллектуальная дискриминация детей, история детского движения, система образования, педагогика детского движения, психолого-педагогическая поддержка детей, запугивание.