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MODERN TECHNOLOGIES
OF SOCIETY DEVELOPMENT

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Preface

8.   Social prevention of teenage bullying

Today problem of aggressive acts in interpersonal relationships of adolescents is extremely acute. Recently, neither parents nor educators paid due attention to this problem, because they considered it something routine, corresponding to the rules of age psychology. According to researches of Ukrainian scholars, 13.3% of students often fall into the situation of bullying, 44.7% of students periodically fall into the situation of bullying [4].

The situation of bullying leads to a number of pedagogical, psychological, medical consequences. The problem of bullying is not only a pedagogical problem, but also a social one, as it leads to an increase in manifestations of violence, cruelty, addiction and deviant behavior among adolescents [3]. Therefore, prevention of bullying is a task for school social educators.

Results of a study conducted by UNICEF [8] in February 2017 among children 11-17 years' old all over Ukraine, showed a disappointing tendency: 67% of children in Ukraine aged 11 to 17 years faced the problem of bullying, 24% - were victims of bullying, 44% - with their own eyes watched harassing others, but not telling adults about it, because of fear, also become victims of bullying.

The first systematic studies of the prolonged aggression among adolescents belong to the Scandinavian scholars, among them: D. Olveus, A. Picas, E. Roland, P. Heinemann. Among the British researchers should be noted D. Lane, E. Munt, V. Orton, D. Tuttuman and others, who studied the problem of bullying in secondary school. In the United States, special attention was paid to bullying issues in the beginning of the 1990s. As for Ukraine, the problem of bullying is only beginning to be developed. Worthy of note are the work of A. Barlit, O. Glazman, A. Korol, L. Luspai and others.

Almost all researchers define bullying as a long-term and systematic aggression, but besides, this phenomenon is regarded as a «subtype of aggression», which can take many forms, both physical and verbal (E. Peligrini, S. Salmiwali); destructive

interaction (R. Hezler), part of the social life of the group (E. Roland), repeated attack - social or verbal - from those who have a higher status (B. Besag).

Unusual for our perception, the term bullying is closely related to such concepts as violence (the use of force methods or psychological pressure through threats deliberately aimed at weak or those who cannot resist, aggression (actions aimed at violating the physical and mental integrity of the person), tremration (to show disbelief to someone, to behave unceremoniously, to ignore someone's opinion), harassment (to persecute someone by various attacks, slander, mocking someone). All these concepts reflect different aspects of a phenomenon like bullying.

The analysis of the above mentioned scientific works makes it possible to determine the main features of a bullying: systematic; the inequality of social, psychological and physical capabilities that underlie the relationship between the victim and the aggressor, that is, the aggressor occupies a higher position than his victim; interactions of the persecutor and the victim; emotional humiliation, an image of a person's feelings, which leads to her exclusion from the group. Bullying covers the inequality of power and power, which leads the victim to a state in which she is unable to effectively defend themselves against negative actions, involves conscious behavior aimed at causing harm and suffering to another person.

It is believed that the victims of the bullying are adolescents sensitive, closed, shy, disturbing, unsure of themselves, with a low self-esteem, prone to depression, and adolescents who communicate more successfully with adults than their peers (D. Olivier). However, provoking bullying over themselves can be strong, gifted personality. While in a regular school, a gifted student launches certain mechanisms for the development of the bullying, causing jealousy and annoyance of peers with a high level of knowledge, curiosity, accumulation of attention of the teacher. As a result, the isolation of a gifted student from the class takes place: the child is not accepted in the class, begins to violate the rules, acts impulsively and thoughtlessly [7].

According to WHO data from monitoring surveys, regular school violence in Ukraine is reported by about 17% of girls and 16% of boys aged 11-15. Themselves regularly offend other 16% of boys and 12% of girls [6].

The data presented confirms the results of another survey conducted by the KidsPoll website (1200 children). According to it, the victims of the bullying were 48% of the respondents, 15% of whom repeatedly suffered violence; 42% of respondents indicated that they themselves were engaged in bullying, 20% - constantly [1].

An important task of the modern school is the recognition of the existence of the problem of bullying and the creation of a suitable environment in an educational institution to prevent and combat the negative social consequences of this phenomenon.

The first problem of bullying was started by a Norwegian scientist D. Olivier, who identified this phenomenon in the school community as a situation in which the student repeatedly, for a long time, becomes the object of negative actions and attacks by one or more students. The phenomenon of bullying is a collective character and based on social relations in the group. According to D. Olivier, the bullying includes three important components: aggressive behavior, which includes unwanted, negative actions; a long-term and systematic phenomenon; inequality of power or power [10].

The seriousness and duration of this process is directly related to the reaction of the victim to verbal, physical or psychological aggression. Therefore, it is necessary to observe the interaction of adolescents in whom physical contact or psychological aggression occurs during communication and at the same time, one of the participants of such interaction is dominant and provokes situations of aggression itself, as well as changes in the behavior of a child who is exposed to repeated attacks of aggression. There may be distances from adults and peers, negativism when discussing the topic of aggression, tension with the appearance of peers, abusive behavior. In some cases, these signs and symptoms do not necessarily indicate that the adolescent is harassed. However, if these symptoms are observed complex or repeated, further research is needed to determine the causes that affect this way on the adolescent.

Analyzing the scientific works, we can conclude that teenagers bullying has two main forms: physical - intentional thrills, blows, knuckles, beatings, other bodily injuries; psychological - violence associated with the action on the psyche, which inflicts a psychological trauma through verbal image or threats, persecution, intimidation.

D. Olveus highlighted the direct and indirect bullying and noted that direct bullying often takes the form of an explicit, physical contact in which the victim was openly attacked. Indirect bullying takes the form of social isolation and intentional exclusion from activity. Indirect forms of bullying are more used by girls than boys [10].

The situation of the bullying has collective nature, that is, all members of the group are in some way involved in the situation. A hierarchical social structure is created in which aggressive teens who hold higher positions in the social structure, are perceived as peers and adults as more popular, often have a high level of social competence and use bullying over others as a tool to manipulate and control their microscope. In particular, D. Olivier outlines the following bullying roles: a pupil who is a victim of a bullying; students who commit violence; students who are positive about mistreatment and actively participate in it, but are usually not initiators; students who openly support bullying, but do not interfere with the situation; students who like bullying, but they do not disclose it from the outside; students who believe that this is not their business; students dislike violence, but they do nothing; Students who show a negative attitude to the phenomenon, they protect the victim [10].

The main principles of prevention and overcoming of a phenomenon of a bullying have been worked out by researchers and experts of medical, legal, pedagogical, psychological and social spheres, in countries of the world. So, in Norway and Sweden, laws prohibiting bullying were passed in the 1990s. Subsequently, the Norwegian government has adopted a manifest to on the fight against bullying, which states that the various stakeholders must unite their efforts and that parents or substitute persons are responsible for acquiring the skills

necessary to prevent mistreatment by children; The «KIVA» Anti-Abuse Program in Finland covers three areas: alert, case review and change control over time [3].

The US Government, based on large-scale studies and surveys, has developed a comprehensive resource base to prevent and respond to bullying; among resources a specialized website that contains information for children and parents about the nature of bullying, risk groups, measures to prevent and combat bullying, and how, when and to whom to report cases of bullying. US schools are actively practicing the creation of groups of mutual assistance and support for parents whose children have become participants in bullying. During meetings, group members have the opportunity to share their experiences, get answers to their concerns, openly express their thoughts and feelings about the situation in the school bullying, develop a common strategy to overcome it, get knowledge about the features of communication and support the child victim of bullying and a child-aggressor, as well as reduce the overall level of psycho-emotional stress. In addition, the experience of creating awareness groups for all parents is widespread, with the aim of early warning and detection of cases of bullying. The purpose of such groups is to provide parents with reliable information on the nature of the phenomenon of the bullying, its types and consequences, the signs that their child was a victim of bullying or, on the contrary, bullied from other children, methods of developing children's social and emotional skills.

The Report of World Health Organization (WHO) «Global Status Report on Violence Prevention» based on data provided by countries, reports the widespread use of life skills and social development programs that help children deal with anger, resolve conflicts by non-violent means, and develop communication skills that help solve problems. In Latin America, the campaign «Basta de Bullying: No te quedes callado» promotes awareness and capacity building for children, teachers and parents in combating bullying and discrimination. [6].

Together with the Center for the Study of the Emotional Intellect of the Yale University, Facebook created a «Center for Shield Defense» - a resource for teens, parents and educators, containing information on how to prevent bullying through the

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Internet and how to report such cases, which communication methods apply to unwanted publications, and how to contact for removal of such publications, and how you can change your privacy settings. In Mexico, the campaign «Convivencia sin violencia was launched», which aims to draw attention to the problem of bullying in schools and promote friendly social interaction. The campaign includes the «Proyecto a favor de la convivencia escolar» initiative, which provides resources and guidance to the pedagogical community as well as to parents, students and civil society actors to support and protect children at school and abroad. The initiative promotes peaceful resolution of conflicts, self-control education and the development of the ability to overcome difficulties.

In South Africa, the program «National School`s Security System» (2015) provides access to resources for preventing bullying and cyberbullying, homophobic mistreatment and gender-based violence. As a means of implementation, textbooks and guidelines for Internet security are used to create favorable conditions for a national campaign to combat bullying and change behavioral patterns, counselors providing psychological assistance and a school patrol that guarantees security at school and in the school area, and Measures are also being taken to detect early abusive practices, to integrate recovery approaches and to assist victims [6].

With the adoption of the Law of Ukraine «On Amendments to Certain Legislative Acts of Ukraine on Combating Bullying (harassment)», the country has stepped up attention on the prevention of bullying in secondary education institutions [2].

Thus, according to the above-mentioned law, the bullying (harassment) of the participant in the educational process is an act of the participants in the educational process that consists of psychological, physical, economic, sexual violence, including the use of means of electronic communications committed against a minor or a minor or such a person with respect to other participants in the educational process, as a result of which the harm to the victim's mental or physical health could or was caused. The law provides for responsibility for the commissioning of a bullying.

Innovation primarily concerns physical or moral abuse of adolescents. Among the main features of bullying distinguish the following: causing mental or physical harm, the presence of the abuser, the victim and the observer, as well as the systematic harassment. It will also be punished in cases where the victim experiences humiliation, fear, anxiety or she has to obey the interests of the offender. Recorded as bullying and the social isolation of the victim - a boycott.

In case when buller is not 16 years old, the punishment will lie on the shoulders of his or her parents. The authors of the law of punishment and the employees of the school who silenced persecution thought. If a teacher or director of a school does not report police offenses, they may also be fined.

In order to determine the need of developing a bullying prevention program among adolescents in secondary education institutions, we conducted a survey of adolescent in Kyiv schools.

During the conduct of the online survey, in the form of questionnaires, we interviewed 62 adolescents (27 boys and 35 girls) aged 13-17 years.

The first module included questions for verifying the knowledge of participants about the phenomenon of bullying. The first question of this block was related to the term of bullying: «Do you know the meaning of the word «bullying»?». 100% of respondents are familiar with the meaning of the concept.

Such a question also concerned the concept of cyberbullying. Option «Partly» was chosen by 11.5%; variant of the answer «Yes» - 20.5%. Not familiar with the content - 68% of respondents.

The next question was related to the previous one, where the participants would write what the term cyberbullying means - 20.5%; respondents indicated that cyberbullying means: harassment, hating, a kind of malice on the Internet; children bullying one over the other; internet trolling; manifestation of bullying, aggression, desire to inflict psychological or moral harm on the Internet; a phenomenon that causes aggression in humans through new information and communication means; humiliation through the Internet; persecution of a person by a group, using modern electronic technologies; intimidation; «harassment» with the help of gadgets, the

Internet; insults in any form; oppression on the Internet; raillery; aggressive comments on the Internet; psychological violence.

We see that most teens are not familiar with the meaning of the concepts of bullying and cyberbullying. Also, in the questionnaires, some of the respondents confused the definition of bullying and cyberbullying, calling the bullying and harassment in a public place.

The next question included options for answers to the question: «What does «bullying» mean?»: Violence, any physical harm - 15% of all respondents; aggressive behavior and aggressive actions were chosen by 17.2%; property damage - 8%; Insults in any form (verbal, physical, psychological) were chosen by 22.3% of the participant; bullying in the Internet - 13.2%; bullying in the form of phone messages, 10.6%; bad language - 13.2%. Also, 0.5% of the participants in the list did not choose any option, giving their answer and believing that bullying means harassment in a public place. Consequently, the majority of respondents believed that booting was first and foremost an insult in any form; Following are aggressive behavior and aggressive actions and damage to property.

The distribution of answers to the question about the causes of the bullying is presented in Fig. 1.
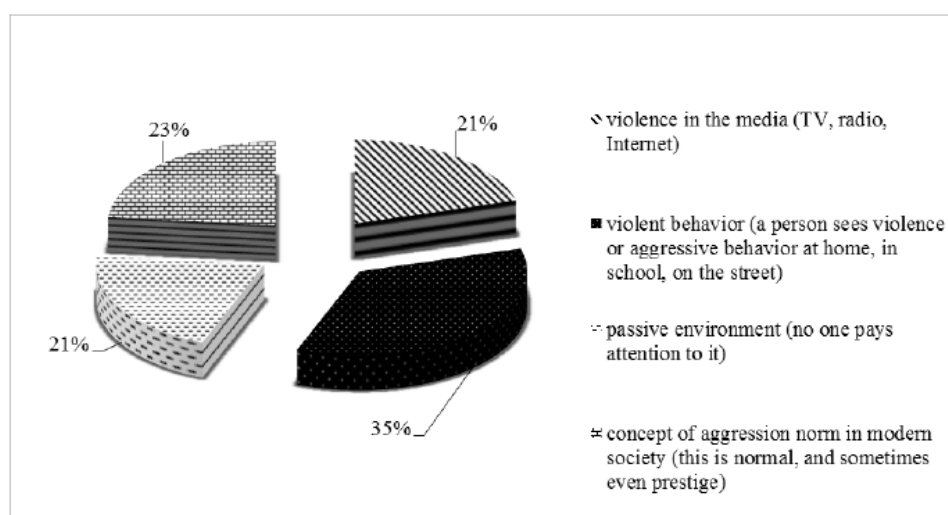

Fig. 1. Distribution of respondents' answers to the question
«What are the causes of a bullying?» (in %)

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On the last question of this module: «Do you know where to call in the case of bullying, harassment or violence? (specify where or to whom)», 43.4% of adolescent respondents do not know where to call for help, in case of a bullying; 56.6% of respondents know whom to contact, of which: 5.6% of respondents chose the special institution, social services, hotline, ombudsman; law enforcement agencies - 19,3%; parents and relatives chose 16.5%; the administration of the institution of secondary education, the teacher, the social educators of the schools, were chosen by 7.9%; friends, were chosen by 2.2% of teens; site administrator (in the case of cyberbullying) - 0.4% of respondents; psychologist - 3% of respondents; another adult, was chosen by 0.3%; to cope with the bullying themselves chose 1.4% of our sample.

An interesting answer was also from one of the respondents, who gave a reasoned answer on this question: «If you were persecuted, it would be your own fault.» Yes, we can conclude that teenagers do not always understand the real causes and the devastating effects of the bullying phenomenon.

In second module of the questionnaire, which defined attitudes of respondents to the phenomenon of bullying, we asked: «Do you agree with the assertion that using physical force can earn the respect of others?», 23.8% of respondents agreed with the statement; 76.2% of respondents chose the option «no». Consequently, most teens still do not consider physical strength as part of personal success or the way to becoming peers in a team.

The next question was «Is it possible to resolve the conflict constructively, without quarrels or use of physical force?» 86.9% of adolescents confirmed that it is possible to resolve the conflict without the use of physical force; 13.1% answered that it was impossible. Consequently, some of the adolescents cannot or do not see a constructive way out of conflict situations without using physical strength and emotional tension.

A third of respondents saw no adverse effects manifestations bullying among their peers if they are accompanied by jokes or serves as a joke (Fig. 2).
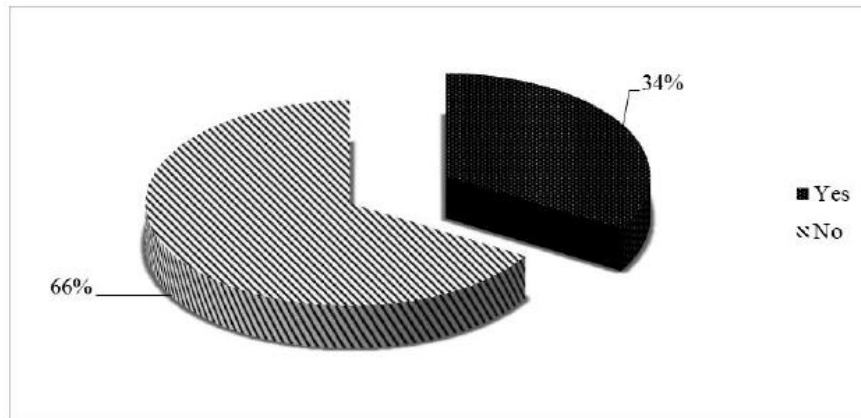
Fig. 2. Distribution of respondents' answers to the statement
«Bullying or ridicule, which are hidden under the guise of jokes,
do not have negative consequences in communication» (in %)

In the third module of the questionnaire, we have found our own experience with the respondents regarding the bullying. As you can see from Fig. 3, most teens were involved in the bullying situation (either as «bullers» (16%), whether victims (36%) or observers (48%)).
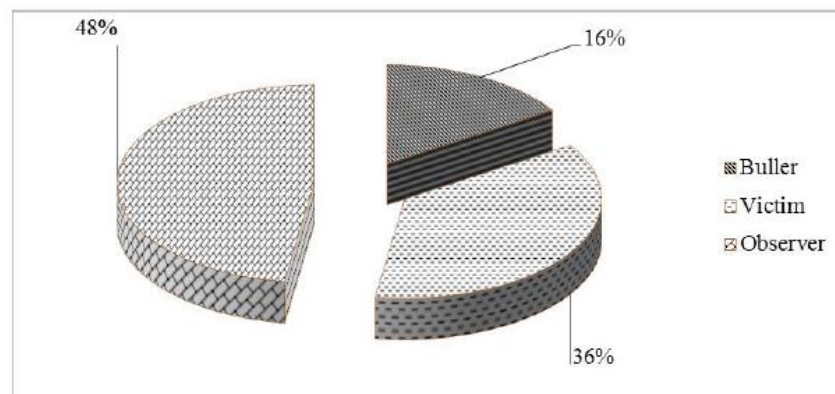

Fig. 3. Distribution of answers to the question
«Do you know the cases of a bullying?» (in %)

The next question about the objects of the bullying – 28.2% of respondents said that the victims of the bullying most often became classmates; 22.5% of all respondents selected their peers; 21.9% - have chosen the option: People younger

than me by age; People older than me by age, have been chosen by 7.2%; 5.5% chose the option: My relatives (brothers or sisters); People unfamiliar to me chose 14.7% of all respondents.

It is noteworthy that the largest number of respondents' responses were approximate at the age of adolescence, that is, they are either classmates, peers or children younger than the respondents.

The next question was about the environment in which the phenomenon of bullying occurs. The largest number of respondents most often faced bullying at school (27%), the Internet and social networks (cyberbullying) occupy the next place - 24%; third place in the frequency of situations in the bullying environment among the peers housed recreation facilities.

Other ways of the bullying environment, the survey participants chose the whole environment of a teenager, other educational institutions, a company of friends. One of the respondents gave an example of a bullying in a company of friends: «When a newcomer comes with his/her interests in a new company, because of this there are conflicts and sometimes they can grow into a situation of a bullying».

When there was a question about the experience of the experienced bullying: «Have you ever felt bullying or harassment from other people?» - the answer «Yes» was given by 77.8% of participants; 22.2% did not have such experience. As you can see, a significant percentage of sample participants were bullied from the outside of the environment.

The next question, «Have you ever used harassment, bullying or aggression?», «Yes» answered 55.8%; 44.2% of all respondents chose the answer «no». So more than half of the respondents showed a manifestation of a bullying point for other people. So when forming a preventive program, we have to teach teenagers to respond properly and find different ways to resolve conflict situations, to direct their own aggression in the right direction to minimize and prevent the phenomenon of bullying among adolescents.

To the question: «On whom or what adolescents most often direct their own aggression». Option «on people» has chosen 44.1%; «On animals» - 5.5%; «On other

subjects» were chosen by 32.4% of participants; «No one» was chosen by 18% of all respondents. As you can see, most often their own aggression is directed at the people. Some of the participants even clarified that most of the people most often suffer from aggression.

One of the final questions related to the experience of participating in prevention programs or classes aimed at preventing the phenomenon of bullying, harassment, violence, etc.? 67.2% of adolescents did not participate, 5% of them did not understand why to participate in such activities in general. One participant in the survey added that he had never known about the meaning of the word «bullying» at all and he was familiar with this phenomenon because he was a participant in a bullying situation when one of his acquaintances was poured dirt in front of the eyes of his classmates. Participated in preventive conversations, trainings, programs, classes aimed at preventing the phenomenon of bullying, harassment, violence, 32.8% of participants.

The last question of this module was as follows: «Do you consider it efficient to conduct preventive programs, classes on issues of bullying prevention, harassment, violence and why?». Do not consider it necessary to conduct prevention programs, classes on the topic of a bullying, only 23%, arguing their answer that «measures of this type are not necessary for everybody because each person has his / her own opinion and no one has to decide how to do it correctly and how no and «it's normal for adolescence»». Yes answered 72.9% of respondents.

Consequently, some respondents consider bullying a normal form of behavior in adolescence; Also, violence can take place in communicative relationships under certain circumstances, physical force can become a driving force in achieving self-esteem and authority among others; bullying can occur not only in the middle school; participated in bullying situations for more than half of respondents; and measures that would prevent the emergence and formation of a phenomenon called a bullying can be either ineffective or not necessary for everybody.

The programs aimed at prevention bullying should reflect the specific features associated with the features of the country in which they are used, but there are also

common features: regular students' survey on the spread of bullying; discussion of the problem of bullying in the classes, at general and parental meetings; the creation of the code of conduct by the pupils by themselves (with the participation and assistance of adults); strengthening of the supervision of teachers for children during breaks, in the dining room, at the sports ground, in the school yard; training of the pedagogical team on the strategies of bullying prevention and intervention at its occurrence [3]. The work should be planned in the joint interaction of a psychologist, social educator, class leaders, administration, parents and other involved specialists; the work of specialists is to prevent the prevention of bullying in the educational space; work on the collection of information, the development of individual programs accompanying each pupil and tracking the dynamics of development should be systematic; Behavioral prevention strategy of bullying in the educational space is to increase awareness of the school bullying situation. It is important to use a team approach to prevent and deal with a situation of violence or bullying, to work not only with the child who was the victim or the persecutor, but also with the whole class.

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