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STUDYING AND PREVENTION OF BULLYING
IN THE SCHOOL ENVIRONMENT: RESULTS OF A MINI RESEARCH

The article discusses the problem of studying and preventing bullying based on the analysis of foreign and domestic programs about countering bullying in a school environment.

The results of a mini-study dedicated to identifying bullying at school are presented.

According to the results of the methods performed, some common features of children that are capable of falling into the risk group of bullying are noted: high level of anxiety, emotional lability, emotional volitional instability, shyness, low self-esteem, inadequate level of claims, lack of communication, low locus of control, tendency of being driven, avoidance - as the main strategy for overcoming conflict situations.

Based on the diagnostic results, a "risk group" was identified - "potential bullying victims", with which the emotional development program named "World of Emotions" and training on the formation of anti-bullying skills were conducted. The results of this work demonstrated positive dynamics, which confirmed the assumption that it is necessary for students to form skills to counter bullying - anti-bullying skills, which include: emotional stability, resilience, poise, willpower, mental strength, etc.

As a result, it is noted that the silence, suppressed stress and impotence of teachers and psychologists regarding bullying situations can be transformed into competent and open ways of responding, but for this it is necessary to work on the formation of a clear, coordinated and, worked out to the level of certain actions, position of school staff broadcasting the value of respectful relationships and the need to stop bullying.

Key words: bullying, victimization, anti-bullying skills, potential victims of bullying, emotional lability, emotional volitional instability, emotional stability, resilience, emotional strength.

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Мектеп ортасында буллингті алдын алу және зерттеу: шағын зерттеулердің нәтижелері

Мақалада мектеп ортасындағы буллингке қарсы түрудың шетелдік және отандық бағдарламаларын талдау негізінде буллингтің алдын алу және зерттеу мәселесі қарастырылады.

Мектепте буллингті анықтау бойынша шағын-зерттеу нәтижелері келтіріледі.

Жүргізілген әдістемелердің нәтижелері бойынша буллинг объектілерінің тәуекел тобына жататын балаларға тән кейбір жалпы ерекшеліктер атап өтіледі: мазасыздықтың жоғары деңгейі, эмоциялық лабильділік, эмоциялық-ерік тұрақсыздығы, өзін-өзі бағалаудың төмендігі, талаптанудың барабар емес деңгейі, ашылдықты, бақылаудың төмен локусы, ведомость, қашу-жанжалды жағдайлардан шығудың негізгі стратегиясы ретінде.

Диагностиканың нәтижелері бойынша «тәуекел тобы» – «буллингтің әлеуетті құрбандары» анықталып, онымен «эмоция әлемі» эмоциялық даму деңгейін арттыру бағдарламасы және антибуллингтік біліктілікті қалыптастыру тренингі өткізілді. Бұл жұмыстың нәтижелері оң динамиканы көрсетті, бұл оқушылардың буллингке қарсы іс-әрекет жасау дағдыларын қалыптастыру қажеттілігі туралы болжамды растады, оларға: эмоционалдық тұрақтылық, тұрақтылық, тепе-теңдік, ерік күші, психикалық күш және т.б. жатады.

Нәтижесінде, буллинг жағдайына қатысты педагогтар мен психологтардың батылдығы, басылуы және ұйқысыздығы күш-жігері ден қоюдың құзыретті және ашық тәсілдеріне өзгеруі мүмкін, бірақ ол үшін белгілі бір іс-әрекеттер деңгейіне дейін анық, келісілген және пысықталған, мектеп қызметкерлерінің орынды қарым-қатынас құндылығын және буллингті тоқтату қажеттілігін көрсететін позициясын қалыптастыру бойынша жұмыс жүргізу қажет.

Түйін сөздер: буллинг, виктимизация, антибуллингті дағдылар, буллингтің құрбандары, эмоционалды лабильділік, эмоционалды-ерікті тұрақсыздық, эмоционалды тұрақтылық, тұрақтылық, байсалдылық, психикалық күш.

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Изучение и профилактика буллинга в школьной среде: результаты мини-исследования

В статье рассматривается проблема изучения и профилактики буллинга на основе анализа зарубежных и отечественных программ противостояния буллингу в школьной среде.

Приводятся результаты мини-исследования по выявлению буллинга в школе.

По результатам проведенных методик отмечаются некоторые общие черты, характерные для детей, попадающих в группу риска объектов буллинга: высокий уровень тревожности, эмоциональная лабильность, эмоционально-волевая неустойчивость, робость, низкая самооценка, неадекватный уровень притязаний, малообщительность, низкий локус контроля, ведомость, избегание – как основная стратегия выхода из конфликтных ситуаций.

По результатам диагностики была выявлена «группа риска» – «потенциальные жертвы буллинга», с которой были проведены Программа повышения уровня эмоционального развития «Мир эмоций» и тренинг на формирование антибуллинговых умений. Результаты данной работы продемонстрировали позитивную динамику, что подтвердило предположение о необходимости формирования у школьников умений противодействия буллингу – антибуллинговых умений, к которым относятся: эмоциональная устойчивость, стабильность, уравновешенность, сила воли, психическая сила и др.

В итоге отмечается, что замалчивание, подавленное напряжение и бессилие педагогов и психологов в отношении ситуаций буллинга могут трансформироваться в компетентные и открытые способы реагирования, но для этого нужно проводить работу по формированию ясной, согласованной и проработанной до уровня определенных действий позиции сотрудников школы, транслирующей ценность уважительных отношений и необходимость прекращения буллинга.

Ключевые слова: буллинг, виктимизация, антибуллинговые умения, потенциальные жертвы буллинга, эмоциональная лабильность, эмоционально-волевая неустойчивость, эмоциональная устойчивость, стабильность, уравновешенность, психическая сила.

Introduction

Bullying in school is a widespread phenomenon, and in its various manifestations are already found in the primary school. With this, there is not only bullying among schoolchildren, but bullying, carried out by teachers towards the schoolchildren, and vice versa. There is also bullying among the teachers themselves. Everyone turns out to be involved in bullying: some as aggressors, some as victims, some as observers.

The problem of violence at school began to worry psychologists and teachers for a relatively long time. Works on this subject began to appear in print in 1905. Today, bullying has become the topic of research, conferences, articles and national projects. Bullying by girls is especially dangerous according to British psychologists. Valerie Besag, who monitored the behavior of 11-year-old elementary school graduates for 16 months, found that boys, choosing a child as a scapegoat, demonstrate only their physical superiority, while the girls begin a real psychological war against their victims. Gossip, verbal abuse and boycotts are the most common forms of bullying among girls. Such repeated abusive actions can harm the physical and emotional development of the child against whom it is directed.

Studies of bullying began in the 70s of the twentieth century in many countries. In those years, bullying (although the term has not yet been in the territory of the USSR) was understood as intimidation, humiliation, hounding, physical or psychological terror, aimed at causing fear in another and thereby subjugate him (Krivtsova, 2011).

From a psychological point of view, the term "bullying" is the rejection, non-acceptance of a person by other members of a social group, accompanied by psychological (and in extreme cases physical) attacks, mockery, ignoring (Krivtsova, 2011).

Summarizing, bullying can be considered intentional, not self-defensive and not sanctioned by state regulations, long-term (repeated) physical

or psychological violence by an individual or group that has certain advantages (physical, psychological, administrative, etc.) relative to the individual, and which occurs mainly in organized groups with a specific personal goal (for example, the desire to earn authority among some individuals). Also, summarizing all the characteristics of bullying, we have established that it is a unique complex manifestation of aggression; bullying takes different forms and performs various functions; bullying is not just a dyadic phenomenon that exists only between the aggressor and the victim, this is a group phenomenon.

Only in the late 90s of the 20th century, the term "bullying" was used to refer to aggressive, violent behavior in all of the post-Soviet territory countries.

According to the World Health Organization, 64% of 11-year-old Lithuanian schoolchildren are bullied periodically, 50% are Russian, 46% are Belgian. In Austria, Luxembourg and Scotland, this indicator is equal to 32%, Canada and Switzerland - 30%, France - 25%.

As for our country, according to the results of a UN Children's Fund (UNICEF) study conducted in 2011, 66.2% of Kazakhstani schoolchildren faced school violence, of which 63.6% as a witness, 44.7% as a victim, and 24.2% admitted committing violent acts.

Foreign researchers distinguish two types of school bullying: direct, where physical beatings are directly inflicted on the victim, and indirect, which includes the spread of negative gossip, cyberbullying, emotional manipulation by a person, as well as the social isolation of the victim, which is also called social aggression (Aavik, 2011).According to the Austrian psychiatrist Helmut Figdor, one of the factors provoking violence in educational institutions is the reduction of social relations. t manifests itself in the fact that the school focuses on the formation of a rigid character, demanding and reinforcing certain features in students or even provoking a lot of conflicts, expressed in school problems.

To overcome this pathogenic factor, the pedagogical community needs to move to a broad look at the causes of school difficulties, which involves understanding the school's own participation in the emergence and resolution of these problems, rather than shifting responsibility to the "bad" parents or school psychologists.

An adequate understanding of the measure of one's responsibility for provoking violence in an educational institution will allow the school to realize the ideas of non-violent education and upbringing.

However, in order to prevent bullying efficiently, both working with the beliefs of individual members of the teaching staff and coordinating personal pedagogical and administrative strategies and putting them in a single consistent structure of the prevention system, in which students and their parents can also take part, is necessary.

Foreign and domestic programs to counter bullying in the school environment

The first to study the problems of school bullying were Scandinavian scientists. According to the first large-scale studies conducted by D. Olveus, in which about 586,000 Norwegian students took part, one seventh of the students surveyed (autumn of 1983) were harassed by their classmates or were victims themselves. Of these, approximately one ninth were victims and one tenth were aggressors and harassed their classmates regularly (Olweus, 1993).

In accordance with the results of these studies, Scandinavian researchers were the first to create special programs to solve this problem. An example of this is the program of D. Olveus (Olweus, 1993), created in Norway in the 1980s. The basic principles of this program included the creation of a school environment characterized by warmth, positive interest and adult involvement; firm boundaries and limitations of unacceptable behavior; consistent application of non-punitive, non-physical sanctions for unacceptable behavior and violation of the rules; the presence of adults acting as authorities and role models. This program received the status of a priority national program in Norway in 2001 and was also applied in England and the USA.

It can also be stated that bullying prevention programs appeared abroad firstly, therefore the experience and the system of dealing with this problem in Russia were built based on the experience of the USA and Europe. Most bullying prevention programs among adolescents are based on the principles of Olveus's anti-bullying program, but are more focused and specific. This prevention program is aimed at developing adolescents' self-regulation, understanding of the feelings of others and their dynamics, emotional management, the ability to solve problems, the development of communication skills and friendly interaction skills. Both teachers and teenagers and their parents take part in the training, in addition, it involves the training of coaches working one-on-one with both victims and offenders.

Similar programs are being created in Russia, but they do not have the same scale as in the USA and Europe. In the Republic of Kazakhstan, scientists only declare the existence of this problem and begin

to look for approaches to its solution (Irgaliev, Gabdrakhmanova, 2016), although journalists massively write about bullying in the media.

Researchers are more likely to consider the problems of child abuse and violence (Sarkisyan, 2017 and others), or the facts of violence in residential institutions (Robin, Haarr and others), or violence in a teenage environment is considered as a destructive factor in the socialization of a schoolboy (Dusmanbetov, Sheryazdanova, 2003 and others) in the Republic of Kazakhstan. The problem of school bullying is only indicated in these works.

Based on the foregoing, we can conclude that Kazakhstani initiatives to address the problem of bullying are less ambitious. This is largely due to the relatively recent formation of the school psychological service of Kazakhstan, on which the climate within the walls of the school largely depends. The first specialists appeared in the late 1980s in some schools. Officially, the position of educational psychologist was introduced only in 2008. For comparison, in Denmark, the school psychological service began its work in 1934, in Hong Kong (China) in 1959.

Nevertheless, the importance of the psychological support of school education in our country has significantly increased in recent years.

In order for our state to become one of the 30 developed countries of the world, consistent measures are planned at the state level to provide and equip schools with new equipment and a video surveillance system necessary for child safety. The Ministry of Education and Science of the Republic of Kazakhstan supports the work of psychologists to reduce the level of aggression, violence and discrimination in schools. Thematic seminars, trainings, and master classes are held as part of long-term and short-term advanced training courses for educational psychologists.

The National Telephone Line for Children and Youth №150 has been operating in Kazakhstan since 2008, which is one of the first and important links in the system of preventing child abuse. The helpline provides round-the-clock anonymous psychological and legal assistance to all callers. In addition, since 2011, under the auspices of supervisory authorities (the Prosecutor General's Office of the Republic of Kazakhstan, the Ministry of Internal Affairs of the Republic of Kazakhstan, etc.), mobile groups for the prevention of juvenile delinquency have been operating actively, whose activities are aimed at combating extortion, violence in schools, and absenteeism. Ehe number of mobile groups amounted to more than 700 in 2015. The number of

juvenile delinquency cases decreased from 4,670 in 2012 to 3,651 in 2014.

One of the most notable initiatives to combat bullying is the model "Prevention and Responsiveness to Violence in East Kazakhstan". This project has been implemented since 2013 in the framework of cooperation between the Authorized Person for Human Rights, UNICEF, the Ministry of Foreign Affairs of Norway and the Regional Education Authorities. The implementation of this project is planned in all schools of the country in the future.

Since 2015, the realization of the Interdepartmental Plan of joint actions to ensure the safety of children in educational institutions for 2015-2016 has begun. Its purpose is to provide all schools with psychologists, social educators, medical workers, school inspectors, as well as creating a database of these disadvantaged families for personalized preventive care.

As an analysis of the experience of other countries in the prevention of bullying and consideration of known anti-bullying programs showed, many of these programs are aimed at attracting all members of the teaching staff and administration to this work, and creating an anti-bullying barrier based on external obstacles: work systems of school inspectors, class managers and administrators on the basis of punitive methods, preventing aggressors, increasing the time taken for adolescents due to faculties, etc. (Ktotova 2015; Shalaginova, Kulikova, 2014 and others). Also, one of the priority areas of socio-pedagogical work to overcome school bullying is the implementation of a comprehensive correctional program for the development of students' skills in constructive management of aggression (Petrova, 2011 and others).

However, there are many works that establish the specifics of abuse or bullying in the educational environment and offer integration aspects of the prevention of this problem (Mosina, Usteneko, 2016, Popova, Pchelintseva, 2014 et al.).

That is, it can be said that, nevertheless, the majority of programs do not take into account the potential of the "internal" resources of potential bullying victims, do not consider that the victimization of a teenager arises from a low level of development of the volitional qualities of a person, stress resistance, and other anti-bullying skills that develop from childhood.

Materials and methods of mini-research used to identify bullying at school

The analysis of the results showed that more than 60.0% of students experienced bullying (27.38%

- bullying cases I and 33.33% - bullying cases II), this phenomenon is more typical for girls. By class, these indicators range from 20.0% to 80.0%. For sixth grades, the results are comparable (total at 58.0%, 24.4% bullying I and 37.6% bullying II), the tendency is more pronounced for boys.

The average value of the class indicator (the degree of severity of bullying, which is determined by dividing the total number of actions by the total number of respondents) is 7.17. This result varies considerably depending on the class.

Special observations of the classes showed that in different situations, the percentage of adolescents demonstrating willingness to obey the group can range from 15 to 80. This allows us to consider conformism an important factor in human social behavior. From the point of view of the above mentioned school problems, conformism is bad also because it translates bullying into a so-called latent form, which is difficult to detect by teachers and parents. And the destructive influence on the emerging personality of a teenager, uncompensated by the appropriate pedagogical or psychotherapeutic influence, can be especially strong later, during the next age crisis. Among the types of bullying in all classes, verbal aggression prevails.

Also, during the observation, we identified both external and internal factors that negatively affect the development and behavior of adolescents.

External risk factors: come from the organization of the internal life of the school: professional incompetence of teachers, expressed in the lack of knowledge of social, child, age psychology; authoritarian or permissive style of «adult-child» relationships system; hanging labels; suppression of child's personality by teachers (threats, insults, etc.).

The internal risk factors we attributed: the child's sense of their own uselessness, low self-esteem, self-doubt, lack of self-control, lack of knowledge and acceptance of social norms and values, the inability to think critically and make adequate decisions in various situations, the inability to express feelings, to respond to one's own actions and the actions of others.
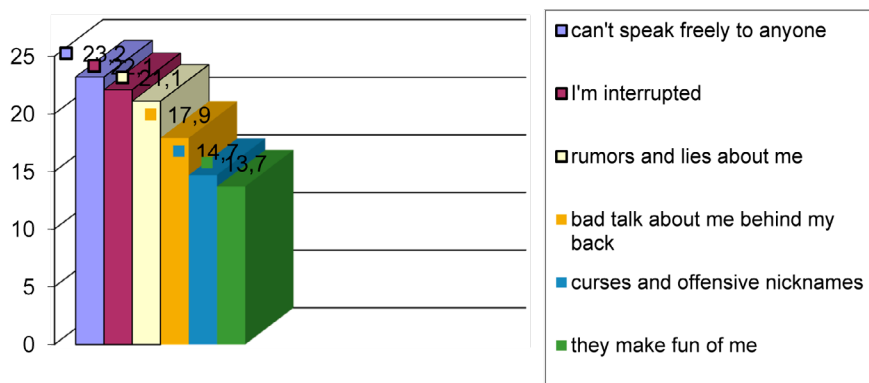
Figure 1 – Types of bullying that are common in the school according to respondents
(General sample)

The prevailing frequency of occurrence are the following statements: others prevent me from talking freely with someone (23.2%); others interrupt me when I want to say something (22.1%); others spread rumors and lies about me (21.1%); others speak badly about me behind my back (17.9%); curses and offensive nicknames towards me (14.7%); some guys make fun of me 13.7%). This information is clearly shown in the histogram in figure 1.

As can be seen in Figure 2, most of the 6th and 7th grade students noted that experienced bullying from 2 to 4 people. Over 45% of the seventh-graders and 53% of the six-graders experienced bullying from their classmates.
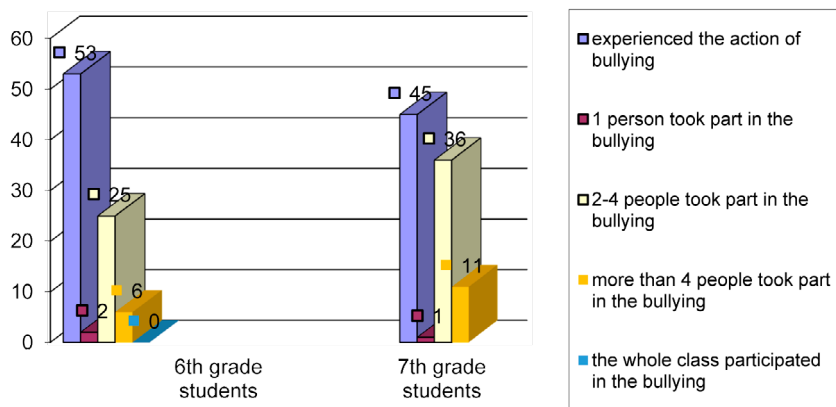
Figure 2 – Responses to the question of whether you have experienced bullying and how many people took part in it
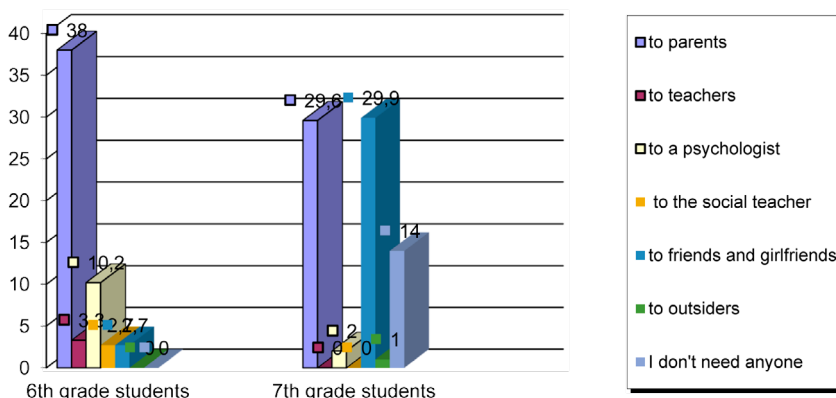

Figure 3 – Responses to the question: «who will reach out to talk about it?»

As you can see from the histogram (figure 3) on the question « who will you reach out to talk about it?»the first positions among 7th grade students are taken basic answers: to friends and girlfriends (29,9%); to parents (29,6%); i have no one to reach out to, but i do not need anyone; (14%). For sixth-graders in the first place among the answers was to reach out to parents (38%), the second place is dominated by teachers (3.3%) and a psychologist (10.2%), the rest of the choice of answers has the same trends.

The study of the structure of interpersonal relations showed that in classes with a greater severity of bullying in the structure of interpersonal relations a group of isolated and outcasted ones (these are sixth classes) is more numerous. The total number of children who made up this group was 12 people out of 78 surveyed.

Most of the students in the classes studied by us are included in the group of "accepted" (middle-class). The group of "stars" and "preferred" is not numerous. The structure of interpersonal relationships varies depending on the selection criteria. The most unstable group, as a matter of composition, as well as the number - is the group of "unaccepted." More stable sympathy from classmates is seen towards the "stars".

A study of the psychological climate in the classroom showed that more than 55% of students rated the climate as favorable in their classes, about 35% as variable, unstable favorable, and about 11% as negative or unfavorable (in classes with high bulling scores, this figure rises to 18.5 %).

Thus, the data obtained from sociometric research and evaluation of psycho-emotional climate in the classroom can serve as criteria for assessing the degree of well-being interpersonal relations in the classroom, can be used to identify the degree of risk manifestation of bullying in the classroom and be used to identify risk groups of bullying, as well as to serve as criteria of efficiency of the carried out works on development of interpersonal relations

in the classroom. The study, conducted six months later, showed that in classes with high bullying scores, the number of children rating the climate in the classroom as unfavorable fell from 18.5% to 11.1%.

Identification of risk groups as "Potential victims of bullying" was also carried out on the basis of observation, in which the following signs were identified:

– persistent violations of self-regulation and self-control;

– difficulties in regulation of own behavior and forecasting of consequences of own actions;

– self-esteem issues;

– low capacity for reflection and self-care

– persistent violations of the affective (emotional) sphere, manifested by the phenomena of alexithymia, high emotional lability, "negative" affectivity;

– chronic emotional discomfort;

– tendency to regressive behavior;

– depression;

– loss of life meaning;

– lack of desire to be in the society of other people, inability to build healthy interpersonal communication;

– subordination to the environment;

– weak adaptive capacity, non-adaptive strategies of coping behavior;

– school absenteeism, etc.

Further, with adolescents who are at risk as "potential victims of bullying" (identified by the questionnaire "Bullying situation in school" by V. R. Petrosyants) – experimental group (17 people) the following methods were used to identify the psycho-emotional state of the child, his personal characteristics, the formation of communication skills: Luscher color test, assessment of personal and situational anxiety Spielberger-Hanin), determination of self-esteem and level of claims, determination of accentuations of the character of Leonhard-Schmishek, "Assessment of strategies of behavior in conflict situations" questionnaire by K. Thomas, "Sociability" test, methods of diagnostics of dominant defensive strategy in communication by V. V. Boyko, projective technique "Man in the rain".

Since at the individual level, the victimization of a person depends on temperament and some other characterological properties, on the genetic predisposition to self – destructive or deviant behavior, we found it necessary to study the specifics of the types of accentuations of personality with the help of the personal questionnaire of

Leonhard-Schmischek. This revealed that the" victims " are most often found pedantic and exalted types of accentuation, followed by an anxious type and emotive. While" offenders " most often have a hyperthymic type, in the second place – demonstrative type, on the third - stuck and excitable types of accentuations. Thus, the most common emotive type of accentuation of personality if found among "victims", "offenders" are mostly hyperthymic, stuck, excitable and demonstrative types.

According to the results of the methods performed, some common features of children that are capable of falling into the risk group of bullying are noted: high level of anxiety, emotional lability, emotional volitional instability, shyness, low self-esteem, inadequate level of claims, lack of communication, low locus of control, tendency of being driven, avoidance - as the main strategy for overcoming conflict situations.

With the given experimental group, the implementation of the projective drawing methods "Do you need success?", "Norms of our life", etc., was also organized.

As a result, we found that individual victim predisposition in adolescence is determined by the degree of expression of personal qualities of minors. That is, we concluded that the formation of their anti-bullying skills is prevented by previously formed complex of psychological qualities (emotional instability, anxiety, inadequate self-esteem), the absence of social support and certain strategies of family education of the father and mother.

We compared our diagnostic work with current research to reveal how well we selected a sample of risk group "Potential victims of bullying". To do this, we analyzed the work of N. A. Khvylya-Olinter, which on the basis of a representative study in schools in Moscow, found that only three-quarters of students from 1,500 children have never been humiliated or insulted, but every third child was rudely treated or laughed at in front of the whole class (Khvylya-Olinter, 2012: 146). Also, we took as a basis the study of G. R. Yarullina, who proved that common forms of violence between teenage students are both negative psychological influence and physical pain (Yarullina, 2016)

As a result of our diagnostic work with the risk group "Potential victims of bullying" we can state that a small percentile of anti-bullying skills improvement can be seen: emotional stability, resilience, poise. Mental and physical strength, willpower do not have such a pronounced dynamic due to the fact that experimental work has not been

conducted for a long time, and did not have a wide coverage of all the regular and extracurricular activities of classes and risk groups, in particular.

However, there is a dynamics of positive increase in the parameters, which we attribute to a highly functional strategies and behavior skills (based on the generated anti-bullying skills): decision making and overcoming life's problems (11%); assessment of the social situation and accepting responsibility for own behavior in it (9%); the perception, usage, and provision of psychological and social support (6.3%); the defense of its borders and protect its personal space (17%); protection of self (21%), self-support and mutual support (24,6%); conflict-free and effective communication (16.7%).

As a result of counseling, correctional and rehabilitation work with the "I", we found that in order for a child to adapt more easily and overcome the difficulties of communication in the tea and not to become victimized, conformal, etc., it is necessary to maintain a positive image of himself. And, also, found that adolescents with low self-esteem react to a particular failure on a certain way that complicates any possibility of self-assertion. In addition, they are not only very low estimate of the results of their activities, but also extremely concerned about the opinion of others, especially if the latter is most likely to unfavorable assessment, so a noticeable decrease in self-esteem in adolescence is associated with the focus on the opinion of peers, on the reference (authoritative for the teenager) group of people.

Consequently, the vulnerability of these adolescents to the negative influences of any kind and the pressure of the environment, is obvious.

To measure the level of emotional development of adolescents of risk group "Potential victims of bullying", a comprehensive assessment of the emotional development of the individual was carried out on the basis of the results of three methods: the method "Differential scales of emotions" (according To K. Izard) (Eliseeva, 2001), The method of diagnosis of emotional barriers in interpersonal communication called "Emotional contacts" by V. V. Boyko (Fetiskin, Kozlov, Manuilov, 2002) and the method "EmIn" D. V. Lyusin (Lyusin, 2006).

Each of these methods is designed to evaluate different aspects of emotional development: the first one was used in our study to identify the most frequently occurring emotional phenomena in adolescents; the technique of "Emotional contacts" was used to determine the characteristic emotional properties of adolescents; the technique of "EmIn" was used to measure the level of emotional formations.

Diagnosis of various aspects of emotional intelligence by the method called "EmIn" by D. V. Lyusin suggests that: high level of emotional intelligence in 14.30 % of adolescents at risk, average is seen in 44.25% of adolescents and low observed in 41.45% of adolescents.

However, in our study, the interpretation of individual scales is much more informative. We would like to draw attention to the distribution of levels of development of individual components of emotional intelligence, such as the level of development of the ability to recognize emotions, both own and others', the ability to describe emotional states, both their own and other people's, and the ability to manage their emotional states. The study showed that 42.85% of adolescents at risk do not know how to describe emotional states, both their own and other people's; 32.12% of adolescents do not know how to manage their emotional states; 50% of adolescents do not have enough ability to recognize emotions, both their own and others'.
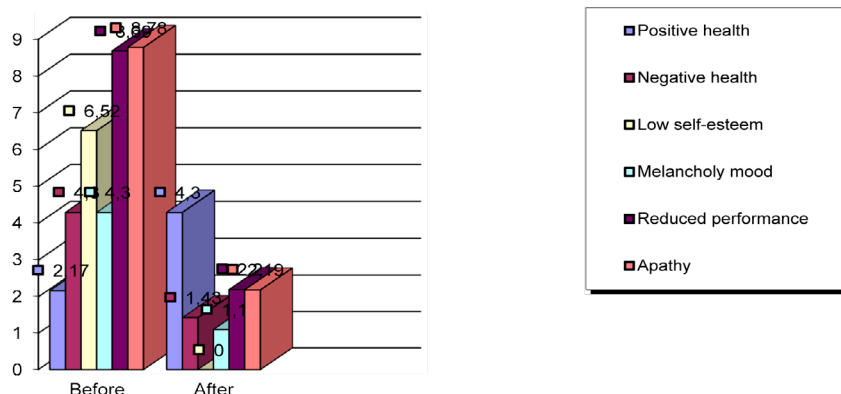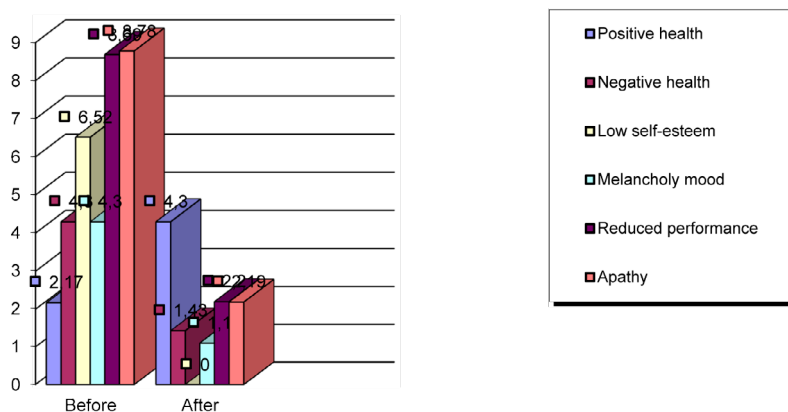

Figure 4 – Results of the risk group "Potential victims of bullying" obtained by the method of diagnostics of emotional barriers in interpersonal communication "Emotional contacts" by V. V. Boyko

Analyzing the results of processing the technique "Emotional contacts" by V. V. Boyko (figure 4), we can draw the following conclusions: the dominance of negative emotions is observed in 6.7% of adolescents at risk; the reluctance to approach people on an emotional basis is observed in 43.85% of adolescents; underdevelopment, inexpressiveness of emotions is observed in 35.7% of adolescents.

The method "Differential scales of emotions" by K. Izard was used to diagnose the dominant emotional tates of adolescents at risk, as experiential and motivational processes are important for motivation, social communication, cognition. It is in adolescence that the process of social communication is not only significant, but often decisive, affecting all areas of a teenager's life. "Differential scales of emotions" by K. Izard: negative health, low self-esteem for the period, depression, melancholy mood, apathy, reduced performance was observed in the total of 34.76% of adolescents. Perhaps this was due to the fact that the diagnosis was carried out at school after classes, but these data are alarming (figure 5).

Figure 5 – Dynamics within results of risk group "Potential victims of bullying" On K. Izard's scale of differential emotions before and after approbation of the program

Based on the data of the study, and identified significant problems of emotional development of adolescents at risk, "The world of emotions" program of increasing the level of emotional development was tested.

Objectives of the program: to develop the ability to recognize and describe feelings, to develop the ability to recognize and describe the feelings of others, to teach the ability to manage their emotional states, to increase the overall level of emotional competence, to develop interpersonal skills among adolescents at risk (potential victims of bullying). These skills, in our opinion, are also anti-bullying, because they help to develop emotional stability and invulnerability.

Repeated usage of K. Izard's scale of differential emotions for diagnostics of dominating emotional states of teenagers of group of risk after approbation of the program "The world of emotions", allowed to reveal some progress in emotional development of this experimental group (see figure 5).

Thus, negative health, low self-esteem for this period, melancholy mood, apathy, reduced performance was revealed only in 8.7% of adolescents at risk, which is almost four times less than the initial indicators. At the same time, this group, as at the initial stage, has priority answers: I can't understand my emotional state; I have nothing to say; I do not understand what I feel, etc. That indicates that despite the formed adequate self-esteem, mood increase and depression reduction, these teenagers have emotions of uncertainty, nervousness, anxiety.

Further, training on the formation of anti-bullying skills was conducted with this group of risk, consisting of:
– a cycle of exercises for the development of stress-resistant qualities of the personality of students;
– a cycle of exercises for the formation of a healthy lifestyle, highly functional strategies and skills;
– a cycle of exercises for the formation of skills of a conflict-free and effective communication; on the direct recognition and development of existing personal resources conducive to the formation of a healthy life style and highly efficient behavior, etc.
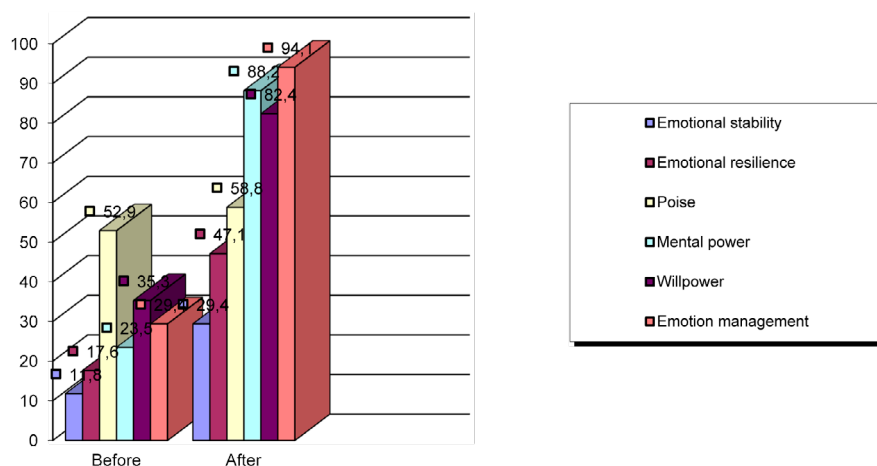
Figure 6 – Dynamics of indicators of anti-bullying skills of adolescents at risk
"Potential victims of bullying" before and after training

As we can see from the histogram in figure 6, the approbation of the program of increasing the level of emotional development "The world of emotion" (hereinafter the program) and training on the formation of anti-bullying skills, the experimental group showed increased number of emotionally stable, balanced, mentally strong and improving willpower, managing emotions indicators. Since there are only 17 participants in this group, this dynamic so far indicates a small increase in the number of participants in the risk group who have anti-bullying skills.

However, the repeated measurement demonstrates the need for such work, because for a short period of time, the participants of the work on the approbation of the Program still acquired the necessary skills to bullying resistance. And although the percentile of dynamics is not high for all skills (it ranges from 17.6% to 29.5% for the necessary emotional skills), the ability- "Poise" has not changed at all - 5.9% growth. But on the skills of "emotion management" the difference is 64.7%, and on the willpower - 47.1%. This suggests that these skills do not increase spontaneously, they need to be formed in a specially organized activity. Only then will we be able to say that a strong anti-bullying barrier of skills has been created, which will later become the basis for the prevention of cruelty and violence in school.

Conclusion

So, as a result of work with the risk group, we found that the main causes of school bullying on the part of the victim are: appearance, dialect, low or high self-esteem, fear and anxiety, excessive sensitivity, good academic performance, pronounced physical illness, imposing all his ideas, violation of the rules and boundaries of others. And the main reasons for school bullying by bullying person are: attracting attention, revenge, power struggle, justice restoration, envy, elimination of the rival, self-assertion, feeling of hostility.

Thus, in the course of the mini-study, a number of conclusions were obtained:

− Adolescents recognize that the problem of violence in school exists, they named peers and older students as a threat.

− The predominant forms of violence in the school, according to students, are: humiliation, gossip and intrigue, threats, exclusion from joint activities.

− When observing violence, most adolescents are characterized by a desire to respond in the same way, a feeling of fear and depression.

− "Victims" of bullying are more likely to be ignored, ridiculed, hurt by false rumors, physical violence, thus, forms of psychological violence prevail over physical.

− Most "victims" do not realize the reasons for bullying and believe that the reason is in their appearance or behavior.

− Adolescents who have experienced only physical violence, seek frequent contacts, need support and approval, have a high level of self-esteem.

− After mental violence, there is high suspicion and dependence in interpersonal communication,

low self-esteem, lack of identification with the school, a decrease in the need to communicate with family and peers.

– The combination of physical and mental violence contributes to high subordination in interpersonal relationships, the tendency to blame themselves for their failures and health problems.

The positive results of the work with the risk group in the framework of the approbation of the Program include the following:

– it was possible to raise issues of each child participating in group;

– in addition, it was possible to discuss and work on many important problems of communication and emotional control: the ability to listen, acceptance of others as they are, the ability to be aware of and expressing feelings, and so on;

– the ability to reflect of each participant was developed to a large extent.

The negative results, from the position of the leader, should include failures in working with two specific teenagers (X and Y). This is due to the unavailability of these adolescents to work in group, and to the lack of time for a more complete establishment of contact with them, necessary for joint work, and with insufficient analysis of their own emotional reactions (for experimental work) in the process of working with these students.

Thus, the silence, suppressed tension and powerlessness of teachers and psychologists regarding bullying situations can be transformed into competent and open ways of responding, but for this, work needs to be done to form a clear, coordinated and elaborated up to the level of certain actions school staff position that translates the value of respectful relationships and the need to end bullying.

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