G. Slanbekova[1]* , A. Turgumbayeva[2] , M. Umurkulova[1] ,

D. Mukhamedkarimova[1] , M. Chung[3]

[1]Karaganda Buketov University, Kazakhstan, Karaganda
[2]Turan University, Almaty, Kazakhstan
[3]Zayed University, Dubai, United Arab Emirates
*e-mail: gulnaraslanbekova1@gmail.com

THE PHENOMENON OF CYBERBULLYING:
A COMPREHENSIVE LITERATURE REVIEW

This article review explores the multifaceted phenomenon of cyberbullying within the contemporary digital landscape. The research aims to provide a comprehensive understanding of cyberbullying by synthesizing key findings from a diverse range of scholarly works. The purpose of this scientific inquiry is to unravel the complex dimensions of cyberbullying, emphasizing its diverse forms, prevalence across demographics, and the profound psychological impact on victims. The research methodology involves a systematic literature review, wherein relevant articles are identified, selected, and critically evaluated. An extensive and systematic search for relevant articles from peer-reviewed journals prioritized publications from the last decade to analyze recent research findings on cyberbullying. The analysis provided a better understanding of the complexities associated with cyberbullying in today's digital age. The scientific and practical significance of this work lies in its contribution to the ongoing discourse on cyberbullying. The synthesis of research findings offers a nuanced perspective on the international experience of cyberbullying, recognizing the global prevalence while acknowledging cultural variations. The value of this research lies in its contribution to advancing knowledge on cyberbullying. By synthesizing diverse perspectives, the article review offers a holistic understanding of the phenomenon, guiding future research initiatives and safety policy development.

Key words: cyberbullying, digital aggression, internet safety, psychological well-being.

Г.К. Сланбекова[1]*, А.М. Тургумбаева[2], М.М. Умуркулова[1],
Д.Ф. Мухамедкаримова[1], М.Ч. Чунг[3]

[1]Академик Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды қ., Қазақстан
[2] «Туран» университеті, Алматы қ., Қазақстан
[3]Зайед университеті, Дубай қ., Біріккен Араб Әмірліктері
*e-mail: gulnaraslanbekova1@gmail.com

Кибербуллинг феномені: әдебиетке кешенді шолу

Бұл мақаланың шолуы қазіргі цифрлық әлемдегі кибербуллингтің көп қырлы құбылысын зерттейді. Зерттеу әртүрлі еңбектерден негізгі қорытындыларды синтездеу арқылы кибербуллинг құбылысын жан-жақты түсінуді қамтамасыз етуге бағыттылған. Бұл ғылыми зерттеудің мақсаты – кибербуллингтің күрделі аспектілерін ашу, оның әртүрлі формаларын, демографиялық топтардың арасында таралуы мен құрбандарға терең психологиялық әсерін көрсету. Зерттеу әдіснамасы әдебиеттерге жүйелі щолуды қамтиды, оның барысында тиісті мақалалар анықталады, таңдалады және сыни бағаланады. Рецензияланған журналдардан тиісті мақалаларды кең және жүйелі түрде іздеу кезінде кибербуллинг мәселесі бойынша соңғы зерттеулердің нәтижелерін талдау мақсатында соңғы онжылдықтағы басылымдарға басымдық берілді. Талдау қазіргі цифрлық дәуірдегі кибербуллингпен байланысты қиындықтарды жақсы түсінуге мүмкіндік берді. Бұл жұмыстың ғылыми және практикалық маңыздылығы оның кибербуллинг туралы жалғасып жатқан дискурсқа қосқан үлесі болып табылады. Зерттеу нәтижелерін жалпылау кибербуллингті зерттеудің халықаралық тәжірибесіне егжей-тегжейлі көзқарасты ұсынады. Бұл зерттеудің құндылығы оның кибербуллинг құбылысы туралы білімді кеңейтуге қосқан үлесінде жатыр. Әр түрлі көзқарастарды қорытындылай келе, соңғы он жылда жарық көрген әдебиеттерге шолу бұл құбылысты біртұтас түсінуді ұсынады, болашақ зерттеулердің негізін және кибербуллингке қарсы саясаттың ықтимал дамуын қамтамасыз етеді.

Түйін сөздер: кибербуллинг, цифрлық агрессия, интернет-қауіпсіздік, психологиялық әл-ауқат.

Г.К. Сланбекова[1]*, А.М. Тургумбаева[2], М.М. Умуркулова[1],
Д.Ф. Мухамедкаримова[1], М.Ч. Чунг[3]

[1]Карагандинский университет имени академика Е.А. Букетова, г. Караганда, Казахстан
[2]Университет «Туран», г. Алматы, Казахстан
[3]Университет Зайед, Объединённые Арабские Эмираты, г. Дубай
*e-mail: gulnaraslanbekova1@gmail.com

Феномен кибербуллинга: комплексный обзор литературы

В обзоре этой статьи исследуется многогранное явление кибербуллинга в современном цифровом мире. Исследование направлено на обеспечение всестороннего понимания феномена кибербуллинга путем синтеза ключевых выводов из различных научных работ. Цель этого научного исследования – раскрыть сложные аспекты кибербуллинга, подчеркнув его разнообразные формы, распространенность среди демографических групп и глубокое психологическое воздействие на жертв. Методология исследования включает систематический обзор литературы, в ходе которого выявляются, отбираются и критически оцениваются соответствующие статьи. При проведении обширного и систематического поиска релевантных статей из рецензируемых журналов приоритет отдавался публикациям за последнее десятилетие с целью анализа результатов последних исследований по вопросу кибербуллинга. Анализ позволил лучше понять сложности, связанные с кибербуллингом в современную цифровую эпоху. Научная и практическая значимость данной работы заключается в ее вкладе в продолжающийся дискурс о кибербуллинге. Обобщение результатов исследований предлагает детальный взгляд на международный опыт изучения кибербуллинга. Ценность этого исследования заключается в его вкладе в расширение знаний о феномене кибербуллинга. Обобщая различные точки зрения, обзор литературы предлагает целостное понимание этого явления, предоставляет фундамент для будущих исследований и возможную разработку политики в области защиты от кибербуллинга.

Ключевые слова: кибербуллинг, цифровая агрессия, интернет-безопасность, психологическое благополучие.

Introduction

UNICEF researchers cite statistics that every year 175,000 children find themselves on the Internet for the first time. At the moment, it is known that every third Internet user is a child. Despite this, we cannot fully ensure their safety. The issue of high-quality online content also remains relevant. In this regard, one of the main problems of social media development is cyberbullying.

The National Center for Public Health of the Ministry of Health of the Republic of Kazakhstan found that in 2018, one in five Kazakhstani schoolchildren was subjected to bullying/cyberbullying. At the same time, the agency emphasizes the likelihood of developing diseases caused by prolonged traumatic effects of bullying. Cyberbullying exerts a detrimental influence on adolescent well-being, correlating with the emergence of severe mental health issues such as depression, anxiety, diminished self-esteem, emotional disturbances, substance misuse, and suicidal tendencies.

In his 2020 address to the people of Kazakhstan, President K. Tokayev noted the need to take new measures to protect the rights of citizens. Specifically, the President underscores the peril posed by the proliferation of bullying among minors, notably through online platforms (Tokayev, 2020). Even though the active study of bullying in foreign countries began back in the 60s of the XX century, our country is only becoming a legal and public position on this a social phenomenon. The surge in bullying is linked to the growing crises of modern society, including the erosion of ethical and moral standards, a weakening sense of national identity, and the promotion of violence and cruelty in media. The resulting social discord poses a serious threat to the younger generation, demanding decisive intervention. However, addressing this issue is complicated by insufficient understanding of the causes and consequences of child bullying, as well as a lack of clarity regarding its true prevalence in our country. It is important to take prompt measures to prevent bullying, especially in children and adolescents, as in the most vulnerable age group. Legal and social anomie, coupled with the peculiarities of the psychoemotional development of minors, a tendency to hypertrophy of problems, often led to fatal and irreversible consequences. Developing this idea, as part of the opening of the first session of the Parliament of the Republic of Kazakhstan of the VII convocation, K.J. Tokayev instructed to develop an effective mechanism for the prevention of bullying and child suicides, emphasizing the direct link between them.

Legal experts and prominent figures in the Republic of Kazakhstan advocate for the formal inclusion of the term "cyberbullying" in legislation. Previously, this proposal was put forth by members of the Majilis of the Republic of Kazakhstan. Presently, the legal protection afforded to our citizens against online attacks is limited to two articles: Article 73-3, addressing "Slander," in the Administrative Code of the Republic of Kazakhstan, and Article 131, pertaining to "Insult," in the Criminal Code of the Republic of Kazakhstan.

Cyberbullying is a form of electronic bullying and psychological violence that occurs on the Internet and through other digital means of communication. Cyberbullying is a real danger, and it is important to combat this phenomenon. When studying this phenomenon, the issues of countering cyberbullying have become particularly relevant. In conditions of widespread provision of children with mobile phones and other digital media, Internet access and the development of distance learning systems, the risk of being bullied increases significantly. Modern reality demonstrates the special role of scientifically based approaches in the study of any social anomalies. Consolidating the efforts of scientists and practitioners can help to eliminate miscalculations, weigh the existing risks and opportunities in creating and implementing an anti-bullying mechanism.

Materials and methods

The study implies systematic literature review as the main methodology (Thomas, 2021). The first step in our methodology involved an extensive and systematic search for relevant articles on cyberbullying. Databases such as Google Scholar, and academic journal repositories were systematically queried. The search keywords were "cyberbullying," "digital harassment," "online aggression," and "internet bullying." The inclusion criteria comprised peer-reviewed journal articles, prioritizing recent publications within the past decade to capture the latest research findings. Factors considered in the inclusion criteria included the publication's relevance to the subject matter, the methodological robustness utilized, the clarity of the research inquiry, and the credibility of the research methodology. Upon selection of the articles, pertinent data were extracted to facilitate thorough analysis. Key information included the author, publication year, study design, sample characteristics, research objectives, methodology, and major findings. This systematic extraction process aimed to provide a structured overview of the selected articles.

A thematic analysis approach was employed to identify recurrent themes, patterns, and trends across the selected articles. By categorizing findings into common themes, we aimed to uncover the multifaceted dimensions of cyberbullying, including its forms, prevalence, impact on victims, and potential mitigating factors. This analytical framework allowed for a nuanced understanding of the complexities surrounding cyberbullying in the digital age. Each article underwent a critical evaluation to assess the strengths and limitations of its methodology. The quality of research design, sampling methods, data collection procedures, and statistical analyses were scrutinized. Any biases or potential confounding variables were identified and considered in the overall interpretation of the findings (Fan et al., 2022).

Literature review

The issue of cyberbullying knows no boundaries, extending beyond physical limits and affecting individuals of every age, ethnicity, and socioeconomic status around the world (Englander et al., 2017). As technology connects people around the world, the issue of cyberbullying is becoming increasingly complex. This reflects different cultural expectations, social norms, and technological advancements in different industries. Through this study, we will explore the complexities of cyberbullying around the world, examining the multiple consequences, manifestations, and international efforts to address this digital threat (Iqbal, 2022).

International experience of cyber bullying
Research consistently shows that cyberbullying is a global phenomenon affecting individuals across countries and continents (Zhu et al., 2021). While sufficient numbers may vary, the ubiquity of digital networks ensures that no region is immune to the challenges posed by cyberbullying. Comparative research indicates that factors such as cultural attitudes, socioeconomic status, and availability of technology contribute to variation in the prevalence and nature of cyberbullying experiences International experience with cyberbullying ho is heavily influenced by cultural nuances that shape online behaviors and perceptions. Cultural factors play a key role in determining what is acceptable and what is problematic about digital communications.

For example, an individualistic culture may prioritize individual identity, which can lead to overt cyberbullying, while a collectivist culture

may emphasize conformity, and if subtle but effective strategies they are excluded (López-Meneses et al., 2020). While some manifestations of cyberbullying are universal, global experience also reflects industry-specific trends. In some cultures, cyberbullying can manifest itself through the spread of rumors or gossip, and use the power of social networks to destroy reputations. Elsewhere, direct harassment and outright threats may be more common. Understanding these variables is important in order to develop effective prevention programs and intervention strategies that respect cultural diversity (Novarro et al., 2016).

The international impact of cyberbullying on mental health is a general concern. Victims in different countries report similar emotional consequences, including increased anxiety, depression and feelings of isolation (Baier et al., 2019; Nam, 2019; 2019; Lee et al., 2018) The 24/7 accessibility of the digital environment magnifies these effects, as victims of cyberbullying may feel overwhelmed. The universality of these psychological outcomes underscores the need for global policies that prioritize mental health support for victims of cyberbullying.

As Cretu & Morandau (2022) state, countries all over the world are increasingly recognizing the severity of cyberbullying and are implementing strategies to combat it. Legal responses vary, some countries enact specific laws to combat digital bullying, others include cyberbullying in broader anti-bullying or bullying laws. UNICEF, UNESCO, and other international organizations work to promote research and mutual understanding of this phenomenon. UNESCO places great emphasis on enabling teachers to effectively address cyberbullying in educational institutions. Training programs and resources are developed to enhance teachers' understanding of digital safety issues, enabling them to create supportive learning environments and respond quickly and effectively to cyber-related incidents. To provide immediate assistance to children facing cyberbullying, UNICEF helps establish and maintain support lines and support services.

These platforms offer a confidential and accessible space for children to seek advice and assistance, underscoring the significance of mental health and overall well-being in addressing online violence (UNESCO, 2021; Cepal & UNICEF, 2014).

The prevalence of cyberbullying is an alarming reality in the United States, affecting people of all ages and socio-economic backgrounds. With the rise

of technology, cyberbullying has taken on numerous forms, from direct harassment and threats to more discreet tactics such as exclusion, spreading rumors, and impersonation. The digital landscape, with its various platforms like social media, messaging apps, and online forums, serves as a breeding ground for these malicious behaviors, allowing them to reach and impact a large audience. Recent studies, such as one by Selkie et al (2016), have shown that middle and high school students are most at risk of cyberbullying. However, some experts, like Barlett (2023), suggest that these harmful actions may even begin as early as elementary school, when students are first introduced to smartphones. To prevent the spread of cyberbullying Hinduja & Patchin (2022) propose the adequate parental support of the US adolescents.

Cyberbullying is a widespread issue in many European nations, impacting people from all walks of life. Particularly vulnerable to this form of online harassment are adolescents, who spend a significant amount of time on the internet during their critical developmental years. However, it is important to note that cyberbullying is not confined to the younger demographic; adults also face online aggression, demonstrating the urgent need for inclusive preventative measures. Sorrentino et al (2019) delved into this topic, examining cyberbullying behaviors among students across eight European countries, revealing cultural disparities based on location and gender.

As a result of its incredible cultural diversity, Asia showcases a wide range of patterns when it comes to cyberbullying. This phenomenon can be observed in various settings, from bustling cities like Japan and South Korea to more remote regions like India and Indonesia. Within this vast continent, cultural intricacies heavily influence the forms and intensity of digital harassment. For instance, the values of respecting authority, prioritizing the collective over the individual, and conforming to societal expectations can greatly shape the dynamics of cyberbullying, and can differ significantly from one country to another (Udris, 2015). Additionally, recent research by Ikeda et al (2022) reveals that cyberbullying has even infiltrated the workplace, with the issue being further exacerbated during the ongoing COVID-19 pandemic.

The issue of cyberbullying on an international level is a dynamic interplay between the interconnectedness of our world, cultural differences, and common obstacles (Castellanos et al., 2021; Wang et al., 2019). Effectively addressing this multifaceted problem demands a united effort

on a global level, spanning multiple areas such as research, laws, education, and technological advancements. By adopting a holistic and culturally aware approach, we can cultivate a digital landscape that promotes mutual understanding, kindness, and inclusivity, while concurrently reducing the harm of cyberbullying regardless of geographical borders.

Cyberbullying in CIS and Kazakhstan

During the theoretical analysis of the work of Russian researchers on the problem of cyberbullying over the past ten years (2013-2023), more than two thousand scientific papers were found posted in the database of the scientific electronic scientific data library Elibrary, which indicates that more and more attention has been paid to the problem of bullying in the Russian scientific literature recently.

The urge of this problem is related to the fact that exposure to systematic bullying affects children's physical and mental health, general well-being and academic performance (Sobkin, 2012; Krivtsova, 2016). Traditionally, Russian scholars' perspectives on bullying can be classified into two main approaches: socio-psychological and individual psychological. From a socio-psychological standpoint, bullying is seen as a product of social interaction or group pressure exerted by a dominant majority over a weaker minority (Rulann, 2012). This viewpoint highlights various situational factors that contribute to bullying, including the broader socio-cultural context (such as societal and cultural attitudes towards bullying, government policies, etc.), as well as the microsocial environment within schools, classrooms, and families. While this approach outlines the environmental conditions conducive to bullying, it does not explain why specific children become victims or aggressors.

From the standpoint of an individual psychological approach, bullying is considered as a form of deviant behavior consisting in the manifestation of aggression. In this approach, scholars examine the personal attributes of individuals engaged in bullying dynamics (victims, perpetrators, bystanders), as well as the risk factors that predispose a child to be categorized into a particular group (Soldatova, 2012).

Findings from research conducted in 2010 indicate that in Russia, approximately one in every five children (23%) who use the Internet has encountered bullying either online or offline. In St. Petersburg, this proportion rose to 35%, significantly surpassing the national average (Soldatova, 2011). Across many European countries, children report similar rates of victimization, with an average of 19% acknowledging experiences of bullying (Soldatova, 2015). Among Russian child victims, one-fifth endure insults and humiliation daily or 1-2 times weekly. Notably, this issue disproportionately affects 11-12-year-olds, with nearly a third experiencing bullying more than once a week, a rate higher than other age groups. Moreover, aggression in Russia is increasingly migrating to the online sphere, with insults in chat rooms, forums, blogs, and comments, as well as the proliferation of fake pages or videos showcasing bullying or violence, becoming commonplace in the Russian internet landscape. Approximately one in ten Russian students has encountered online bullying. In comparison to European averages, Russian children face online bullying at twice the frequency. When comparing Russia with specific European nations, Russia aligns with Denmark in terms of the prevalence of online and offline bullying. However, Estonia and Romania exhibit significantly higher rates of both online and offline bullying (44% and 42%, respectively), with slightly elevated frequencies of cyberbullying (14% each).

Furthermore, students frequently assume the role of aggressors themselves. In Russia, 25% of children admitted to having offended or insulted others either in person or online over the past year. Notably, the number of bullying perpetrators in Russia is double the European average. Social media platforms are emerging as the primary arena for cyberbullying. Perpetrators go beyond merely sending insulting messages; it's not uncommon for a victim's account to be hacked or for a fake profile to be created in their name, featuring humiliating content. Most commonly, children receive offensive or vulgar messages online. Less frequently, offensive, and explicit content about them is posted publicly on the internet, or they are threatened online, or subjected to other offensive and unpleasant experiences. The results of the study also made it possible to understand how the migration of bullying to the Internet in different regions of Russia correlates with the speed of Internet distribution in them. Apparently, this process becomes as intense as possible when some marginal or critical indicators of the level of Internet penetration into the adolescent environment are reached in the region. The further penetration and development of Internet technologies contributes to the stabilization of the situation with cyberbullying. Firstly, the digital competence of schoolchildren is growing, and with it come the necessary skills to effectively cope with online risks, including network aggression (Soldatova, 2012). Secondly, public awareness of the problem is growing, which leads to

the consolidation of the forces of parents, teachers, representatives of public authorities and businesses to combat it. The growth of online risks is associated not only with the speed of Internet penetration into the regions, but also with the nature of this penetration. In those districts where the spread of the Internet was relatively uniform, the level of online risks remained at an average level, as, for example, it was in the Central District or in the Volga region. In the same places where Internet penetration was in the nature of a leap, the level of online risks and, in particular, cyberbullying turned out to be the highest. In particular, this applies to regions such as Siberia, the Urals, and the Northwest, which have managed to catch up and overtake the Central District in many indicators in just a few years (Soldatova, 2012). Considering the situation of encountering online risk as a difficult life situation, we rely on the victims' subjective assessment of their level of emotional experience or stress in these situations. To do this, from the sample of the 2010 study Children aged 9-16 who have been victims of cyberbullying in the last 12 months (100 people) and children aged 12-16 who have encountered sexual Internet content that has upset them in the last 12 months (133 people) were selected. The children were asked how upset they were by this event and how long they had been worried.

As children age, the frequency of encounters with cyberbullying tends to increase, with those aged 13-16 more likely to experience it compared to their 9-12-year-old counterparts. Of the surveyed children who fell victim to cyberbullying, over two-thirds (72%) found it to be a stressful experience: 34% felt very upset, while 38% were somewhat upset. Only 28% reported not feeling upset at all. While both boys and girls faced cyberbullying at similar rates, there were differences in their psychological responses: girls were nearly twice as likely as boys to feel "very much" or "very upset," while boys were twice as likely as girls to report feeling "not upset at all" (according to the "Children of Russia Online" study, 2010) (Soldatova, 2012). Overall, children aged 9-12 tend to suffer more from cyberbullying and experience it more intensely than those aged 13-16, who are also nearly three times more likely to claim that cyberbullying "does not upset them at all." While over half of cyberbullying victims reported promptly coping with the situation, nearly one-third, irrespective of age, endured its effects for several days or longer. Additionally, the more time a child spends online, particularly engaged in search activities, the greater the likelihood of encountering cyberbullying.

Among the limited body of works by Kazakhstani researchers, notable is the study by N.B. Toksanbayeva and colleagues (Toksanbayeva, 2021), which delves into the socio-cultural, psychological, and demographic dimensions of bullying within the adolescent milieu. The authors underscore the importance of implementing anti-bullying programs in Kazakhstani schools, highlighting potential challenges in selecting effective strategies due to the paucity of research on the socio-cultural nuances of bullying in Kazakhstani educational settings. Through a detailed analysis, the authors elucidate the factors contributing to the prevalence of bullying, adolescents' aggressive behaviors towards their peers, and the roles of aggressor and victim. The study engaged 150 schoolchildren aged 13-17 years and employed various diagnostic tools, including the "Aggressive Behavior of Subjects" scale, sociometry method, Rosenberg Self-Esteem Scale, and Bass-Perry questionnaire for assessing aggressive behavior. Statistical analysis of the gathered data reveals significant disparities between adolescents' responses regarding bullying within their peer group and their recommendations to teachers regarding bullying initiators and victims. The article further explores the origins of bullying, its ramifications, and strategies for intervention. The authors conclude that bullying manifests uniquely in each context, shaped by the surrounding communicative environment.

Another article by a Kazakhstani researcher, Mogunova (2021), investigates cyberbullying, exploring its causes, and various manifestations. Framing cyberbullying as online bullying occurring across social networks, messaging platforms, and gaming communities, the author underscores its close association with traditional forms of bullying, often transitioning seamlessly between the two. Highlighting the psychological repercussions of cyberbullying for all involved parties, the author places significant emphasis on preventive measures against this phenomenon. Conclusively, the author underscores the heightened significance of this topic, noting the enduringly dire or even tragic outcomes commonly associated with its repercussions.

An article by Zhubandykov (2023) delves into the examination of cyberbullying, its ramifications, and its influence on the mental well-being of adolescents, particularly highlighting cyberbullying as a contributing factor to adolescent suicides. However, as of yet, there is a lack of statistical data in Kazakhstan substantiating the correlation between instances of cyberbullying among adolescents and cases of adolescent suicides.

In his research, Zhalmakhanov (2023) explores another facet of the phenomenon, focusing on the correlation between parent-child relationships and cyberbullying. Specifically, the author highlights the limited involvement of parents in addressing instances of cyberbullying. Adolescents who fall victim to cyberbullying often opt not to confide in their parents and instead attempt to resolve the issue independently. Furthermore, Zhalmakhanov suggests that family relationship issues, such as communication challenges between adolescents and their parents, minimal parental engagement in their teenage children's lives, and the imposition of strict rules and controls, serve as predictors for the onset of cyberbullying or cyber-victimization among adolescents.

A noteworthy article by Asylbekova (2023) merits attention for its scientific, theoretical, and comparative analysis of the issues surrounding bullying and cyberbullying among children and adolescents. This article was published as part of a targeted funding initiative by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan. The study analyzes empirical data collected from 360 secondary school students in Oskemen, aged between 10 and 15 years old (comprising 180 boys and 180 girls). The research methods utilized included the "Bullying Risk Questionnaire" developed by A.A. Bochaver, V.B Kuznetsova, E.M. Bianki., P.V. Dmitrievsky, M.A. Zavalishina, N.A Kaporskaya, and K.D. Khlomova along with the questionnaire "Cyberbullying in the School Environment" by S.V. Kritsova. According to the data of a psychodiagnostic study, children and adolescents are still quite strongly involved in bullying and cyberbullying situations. This fact indicates the problem of aggressiveness of schoolchildren, psychological tension, insufficient attention on the part of the teaching staff and parents to the physical and psychological well-being of students. The study showed that 10-year-olds are more involved in bullying situations than teenagers (16.9% and 6%, respectively), while teenagers are more susceptible to cyberbullying than younger children (34.8% and 14.2%, respectively). In addition, the authors of the study found that among children of the younger age group, boys are more aggressive than girls (boys -15.5%, girls – 7.4%), among adolescents, the values of both groups are almost the same (boys – 25.1% and girls – 23.9%). The authors of the article agree with the opinion of other researchers that often the reasons for the prevalence of bullying and cyberbullying among children and adolescents are

the recent decline in the level of socio-economic development of society, low life satisfaction on the part of both adults (parents, teachers) and children, dysfunctional family relationships and in the teenage environment. In summary, the authors advocate for immediate preventive actions to mitigate the prevalence of bullying and cyberbullying among children and adolescents, emphasizing the collective responsibility of educational institutions, parents, and the children themselves.

Additionally, we managed to find a number of materials of a recommendatory nature on the prevention of bullying and cyberbullying. In particular, it should be noted the methodological recommendations entitled "The introduction in universities and colleges of modules and topics "Bullying and child safety", "Child deviation, emotional intelligence and mental health", recommended by the National Academy of Education named after I. Altynsarin (2022). The authors analyzed the international experience of studying the problem of bullying and cyberbullying, the use of anti-bullying programs in the work of psychological services in educational institutions, as well as the possibility of their adaptation in Kazakhstan. The recommendations on the organization and functioning of the psychological service in secondary education organizations are of the greatest interest. The developers of the recommendations emphasize that eliminating the causes of bullying and cyberbullying, rather than combating their consequences, is of greater preventive importance.

In our opinion, methodological recommendations developed by the educational and methodological Center for the Development of Education in the Karaganda region in the state and Russian languages (Ilyukhina, 2012) are a useful guide for the prevention of school bullying among minors in educational institutions. This document contains an algorithm for organizing preventive work for all involved stakeholders. In addition, the developers of the guidelines have prepared specially designed questionnaires for schoolchildren and their parents to identify cases of bullying in the school environment, to determine various aspects of satisfaction with school life; a prevention and correction program, including lesson plans and training work with schoolchildren; workshops for teachers and parents.

Results and discussion

In the pursuit of understanding the multifaceted nature of cyberbullying, our systematic review of

relevant literature has unearthed a wealth of insights, revealing the intricate dimensions of this digital phenomenon. As we dissected the selected articles, key themes emerged, providing a comprehensive picture of the forms, prevalence, impact, and mitigating factors associated with cyberbullying.

Diverse Forms of Cyberbullying

The exploration of cyberbullying unveiled an expansive spectrum of forms, transcending the conventional understanding of overt harassment. While direct forms such as online harassment, threats, and impersonation remain prevalent, subtler manifestations like exclusion, gossip, and cyberstalking are equally impactful. Direct bullying is perhaps the most obvious and visible form of cyberbullying. This includes the intentional use of digital platforms repeatedly to send threatening messages, name calling, or spread harmful information. This can be through social media, messaging apps, email, or various other channels, increasing the scale and impact of the violence (Agustiningsih, 2023). Doxxing, short for "document tracing," is the malicious manipulation of private and personal information such as addresses, phone numbers, or financial information, with the intent to harm a victim Criminals can have used online vulnerabilities to harvest this information, and caused physical injury, harm, or risks of identity theft. An outing is when private information, specifically about one's sexuality, health, or personal situation, is revealed without consent. This act of public humiliation aims to shame and expose individuals, often with severe psychological consequences. Social media platforms increase the visibility of such incidents, increasing the emotional toll on victims (Chen et al., 2019). Trolling includes intentionally offending, harassing, or misleading individuals online for entertainment purposes. In more extreme cases, organized cyberbullying campaigns may target individuals or groups, with concerted efforts to inundate them with abusive, threatening, or offensive messages along with the scale and persistence of such campaigns increases their impact, making them powerful forms of cyberbullying (Aydın et al., 2021).

Prevalence Across Age Groups and Platforms

Our analysis of the literature underscored that cyberbullying is not confined to a specific age group or online platform. While adolescents and young adults are commonly affected, individuals across the lifespan experience cyberbullying. Social media platforms, messaging apps, online forums, and gaming communities all serve as fertile grounds for the manifestation of digital

aggression. The ubiquity of cyberbullying across diverse demographics emphasizes the need for inclusive preventive strategies that address the unique challenges faced by different age groups. One of the most vulnerable demographics to cyberbullying is adolescents. The digital landscape becomes a battleground for identity exploration, social integration, and sometimes, relentless attacks. Adolescents may face cyberbullying through social media platforms, instant messaging apps, or online gaming communities (Zhu et al., 2021). Young adults, navigating the complexities of higher education, employment, and relationships, are not immune to the perils of cyberbullying. Social media platforms, professional networking sites, and online forums serve as arenas where they may encounter digital aggression (Li, 2017). Contrary to the misconception that cyberbullying is exclusive to the younger population, adults also fall victim to digital harassment. Whether in the workplace, online communities, or interpersonal relationships, adults may encounter cyberbullying through email, social networking sites, or professional platforms. The consequences may manifest in heightened stress, compromised mental health, and strained professional or personal relationships (Jenaro et al., 2018).

Psychological Impact on Victims

The emotional and psychological toll inflicted upon victims emerged as a central theme in our exploration. Victims of cyberbullying frequently experience heightened levels of anxiety, depression, and feelings of isolation. The persistent nature of online attacks exacerbates the impact, with some studies indicating a correlation between cyberbullying and suicidal ideation. The psychological scars, often invisible to external observers, accentuate the urgency of developing robust support systems and intervention strategies to mitigate the long-term effects on mental health. The psychological toll of cyberbullying often manifests in heightened levels of anxiety and depression. The relentless nature of online harassment, the fear of continued attacks, and the invasion of personal space in the digital realm contribute to a pervasive sense of unease. Victims may grapple with a constant undercurrent of anxiety, leading to a spiral into depressive states. Cyberbullying, whether through exclusionary tactics or the dissemination of hurtful content, can foster feelings of isolation and loneliness. Victims may withdraw from online and offline social interactions, fearing judgment or further victimization. The resultant isolation exacerbates the psychological impact, creating a

sense of alienation from support networks. The constant barrage of negative messages, derogatory comments, or character attacks erodes the self-esteem and self-worth of cyberbullying victims. The perception of oneself is intricately linked to social interactions, and when these interactions turn toxic, individuals may internalize the negativity, leading to a diminished sense of self-value (Martínez-Monteagudo et al., 2020).

In summary, our results reveal cyberbullying as a dynamic and pervasive social issue with far-reaching implications for individuals and society. The diverse forms it takes, the prevalence across age groups and platforms, and the profound psychological impact on victims underscore the urgency of proactive intervention. Technology platforms, while contributing to the facilitation of cyberbullying, also hold the potential to be powerful allies in its mitigation. Methodological considerations and gaps in knowledge provide a roadmap for future research, guiding scholars, practitioners, and policymakers in their collective efforts to unravel and address the complexities of cyberbullying in the digital age.

Conclusion

The issue of cyberbullying remains pertinent and poses a significant threat to the psychological well-being of individuals. It has increasingly become a prevalent social problem within online communities, with no apparent decline in occurrence rates. Amidst the COVID-19 pandemic, the problem of cyberbullying has been exacerbated, demanding heightened attention and prompt resolution. Although numerous recommendations and strategies have been developed for educators, parents, and teenagers, awareness of these resources remains limited. While cyberbullying lacks a legal definition and associated responsibilities, and specific mechanisms for addressing it are yet to be established, current efforts must rely on available resources. As we delve deeper into the complexities of cyberbullying, it becomes evident that addressing this issue requires collective action from individuals, educators, parents, policymakers, and technology providers. In today's digital age, it is imperative that we prioritize digital citizenship and promote responsible online conduct to combat the detrimental impacts of cyberbullying and foster a more inclusive and respectful online environment.

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Авторлар туралы мәлімет:

Сланбекова Гульнара Кобылановна (корреспондент автор) – PhD, психология кафедрасының қауымдастырылған профессоры, академик Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан, e-mail: gulnaraslanbekova1@gmail.com;

Тургумбаева Айжан Маратовна – PhD, менеджмент кафедрасының қауымдастырылған профессоры, «Туран» университеті, Алматы, Қазақстан, e-mail: aizhanttt01@gmail.com;

Умуркулова Мадина Максимовна – PhD, психология кафедрасының қауымдастырылған профессоры, академик Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан, e-mail: madinaumurkulova@mail.ru;

Мухамедкаримова Динара Фархадовна – психология кафедрасының 1 курс докторанты, академик Е.А. Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан, e-mail: zhanzhekova@mail.ru;

Чунг Мен Чеунг – PhD, психология кафедрасының профессоры, Зайед университеті, Дубай, БАӘ, e-mail: man.chung@zu.ac.ae

Information about authors:

Slanbekova Gulnara (corresponding author) – PhD, Associate professor of Department of Psychology, Karaganda Buketov University, Karaganda, Kazakhstan, e-mail: gulnaraslanbekova1@gmail.com;

Turgumbayeva Aizhan – PhD, Associate professor of Department of Management, Turan University, Almaty, Kazakhstan, e-mail: aizhanttt01@gmail.com;

Umurkulova Madina – PhD, Associate professor of Department of Psychology, Karaganda Buketov University, Karaganda, Kazakhstan, e-mail: madinaumurkulova@mail.ru;

Mukhamedkarimova Dinara – 1st year PhD student of the Department of Psychology, Karaganda Buketov University Karaganda, Kazakhstan, e-mail: zhanzhekova@mail.ru;

Chung Man – PhD, Professor of the Department of Psychology, Zayed University, Dubai, United Arab Emirates, e-mail: man.chung@zu.ac.ae