



Chapter III. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

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КІБЕРБУЛІНГ У ЗАКЛАДІ ОСВІТИ ЯК СОЦІОКУЛЬТУРНА ТА ПСИХОЛОГО-ПЕДАГОГІЧНА ПРОБЛЕМА СУЧАСНОСТІ

Анотація. У статті проаналізовано проблему нової форми насилля у віртуальному просторі серед здобувачів освіти. Автори визначають актуальність досліджень кібербулінгу в молодіжному середовищі, розкривають феномен його виникнення й розростання, описують типові риси й сфери застосування, увиразнюють основні способи протидії проявам кібербулінгу в закладах вищої освіти. Аналізуються основні види відповідальності за прояви кібербулінгу відносно інших осіб. Описується практика запобігання кібербулінгу.

Дослідники наголошують, що викладачам, практичним психологам, соціальним працівникам, необхідно знати форми проявів кібербулінгу, щоб організувати ефективну пропедевтичну роботу й запобігти поширенню кібербулінгу в освітньому середовищі закладу вищої освіти. Тому науково-педагогічним працівникам, студентському самоврядуванню, представникам соціальних служб та ювенальній превенції необхідно працювати над з'ясуванням причин збільшення проявів кібербулінгу в студентському середовищі, виявлення масштабів охопленості проблемою; увиразнити варіанти відношення до неї усіх



суб'єктів освітнього процесу та створення інноваційної системи превентивної роботи щодо поширення кібербулінгу в закладі освіти.

Вказується, що діяльність із запобігання кібербулінгу серед здобувачів вищої освіти має бути орієнтована на виховання ціннісного ставлення до свого життя та здоров'я, створення позитивної атмосфери з метою сприяння успішній соціалізації кожного учасника освітнього процесу. Вважається, що для протидії кібербулінгу в освітньому середовищі необхідно організувати цілісний, стратегічно продуманий комплекс заходів, який умовно розподіляється на два блоки: управлінський та інформаційний.

Ключові слова: соціальні мережі, кібербулінг, інтернет-мережа, запобігання, протидія, віртуальний простір, здобувачі вищої освіти, спілкування, насильство, агресія, освітнє середовище.

CYBERBULLYING IN EDUCATIONAL INSTITUTION AS A SOCIO-CULTURAL AND PSYCHOLOGICAL-PEDAGOGICAL PROBLEM OF MODERNITY

Abstract. The article analyses the problem of a new form of violence in the virtual space among students. The authors define the essence of cyberbullying in the youth environment, reveal the phenomenon of its emergence and growth, describe its typical features and areas of application, and highlight the main ways to counteract cyberbullying in higher education institutions. The main types of liability for cyberbullying against others are analysed. The practice of preventing cyberbullying is described. The researchers emphasise that teachers, practical psychologists, social workers need to know the forms of cyberbullying in order to organise effective propaedeutic work and prevent the spread of cyberbullying in the educational environment of a higher education institution. Therefore, pedagogical staff, student council, representatives of social services and juvenile prevention need to work on finding out the reasons for the increase in cyberbullying in the school student environment, identifying the scale and scope of the problem, highlighting options for all subjects in the educational process and creating an innovative system of preventive work against the spread of cyberbullying in an educational institution. It is stated that activities to prevent cyberbullying among higher education students should be focused on fostering a value-based attitude to their life and health, creating a positive atmosphere in order to promote the successful socialisation of each participant in the educational process. It is believed that in order to counteract cyberbullying in the educational environment, it is necessary to organise a holistic, strategically thought-out set of measures, which is conditionally divided into two blocks: administrative and informational.

Keywords: social networks, cyberbullying, Internet, prevention, counteraction, virtual space, higher education students, communication, violence, aggression, educational environment.

INTRODUCTION

The problem formulation. The relevance of the problem of bullying and its varieties in the modern educational environment of higher education institutions proves its demand among the educational community, parents, and members of the public. However, despite this popularity, the problem requires a combination of scientific research by scientists and the achievements and experience of practicing teachers to successfully solve it.

After all, according to the results of statistics on cyberbullying in the educational environment, its rates are growing. A particular increase has been noticed during the period of martial law, which has been in force in Ukraine for three years now.

Therefore, educators, student government, representatives of social services and juvenile prevention need to work to find out the reasons for the increase in cyberbullying in the student environment, identify the scale and scope of the problem, highlight the options for all subjects in the educational process to treat it and create an innovative system of preventive work to prevent the spread of cyberbullying in educational institution.

Analysis of recent research and publications. In recent years, the phenomenon of violence in the student environment has attracted some interest from researchers in many educational fields. Relatively recently, cyberbullying has become a subject of study in Ukraine, in particular in the works of P. Voropaiev, A. Kornichenko, L. Naidionova, and E. Sobol. This interest is reinforced by the adoption of the Law of Ukraine «On Amendments to Certain Legislative Acts of Ukraine on Combating Bullying (Harassment)» (2019).

The idea of organising an anti-bullying campaign, launched by state and public organisations, was supported by the media.

However, it should be noted that this problem is not new to the global scientific community. It was first studied in the early 1970s by scientists P.-P. Heinemann (1972), D. Olweus (1973) and A. Pikas (1975) from Scandinavia (Losey B., 2011). This initiated the process of studying bullying among schoolchildren.

Today, these local studies have grown into international ones and made it possible to establish cooperation between scientific societies from different countries. This has attracted the attention of educators, politicians, and parents.

With the intensive development of the Internet and the spread of student communication on social media, the problem of bullying among students has evolved into harassment of individuals on social media and the Internet and has been called cyberbullying.

THE AIM AND RESEARCH TASKS

Based on the processing of scientific sources and the results of studying the experience of higher education institutions, to reveal the features of propaedeutic work to prevent cyberbullying in the student educational environment.



Objectives of the study. To reveal the essence of the concept of «cyberbullying» and characterise its types in the educational environment. To describe the ways of propaedeutics of cyberbullying in the student environment and to identify effective mechanisms for preventing bullying.

RESEARCH METHODS

The study was conducted using a comprehensive set of general scientific methods. Theoretical research methods were used to summarise and analyse psychological and pedagogical literature, which made it possible to identify the key concepts of the problem. Empirical methods were used, in the selection of research material, interviews with academic staff and higher education students about their readiness to implement ideas to counter cyberbullying in the modern educational space of higher education institutions.

RESEARCH RESULTS

The realities of today confirm that cyberbullying in higher education institutions is a serious problem that can have negative consequences for all subjects of the educational process, including victims, aggressors and the entire educational institution. This proves that the problem of cyberbullying as a manifestation of aggression in the educational environment is becoming increasingly important. The conditions of modern society contribute to the spread of cruelty and violence, which are increasingly manifested in relationships between young people.

Bullying is in some ways different from the concepts of «conflict», «coercion», «humiliation», as it is characterised as objectively existing over a certain period of time, regular humiliation and abuse of higher education students for the purpose of blackmail and intimidation through social media. After all, in the virtual world, as in real life, young people face many dangers. And one of them is virtual harassment» or «cyberbullying».

Cyberbullying (from the English – bull; aggressively attack, pick on somebody, provoke, terrorize) is «sending messages of offensive and threatening content, spreading false and humiliating information on the Internet, as well as photos and videos with the participation of the targeted persons» (Kirychevska, 2010).

Thus, cyberbullying is understood as a way of publicly humiliating a victim using digital technologies. Manifestations of cyberbullying among young people include the online games «Blue Whale», «Red Owl», «Wake Me Up at...», «Blue Princess» and others.

Through the video content of social networks, the so-called «curators» try to influence the not yet quite stable psyche, send various tasks, organise search quests, and in combination, they could even lead them to suicide. The criminals did this by threatening to kill someone close to them, using strong psychological pressure.

Analysis of social media and open-source statistics suggests that cyberbullying is present in all areas of student activity, so we have a fairly large number of forms of cyberbullying.

Cyberbullying is an active action aimed at inflicting psychological trauma on a growing personality through humiliation, insults, open blackmail using social media, telephone, video recording of humiliation, threats, fights and dissemination of this content on social media without permission.

Cyberbullying has the structure of a conditional triangle, which contains three components: a cyberbully, a victim and observers. The initiators of bullying – cyberbullies – are usually students who have certain mental developmental problems, suffer from so-called «narcissism», seek power, and try to assert themselves at the expense of others.

Cyberbullying is a new form of aggression that reflects the cruel behaviour of others to harm, humiliate, insult a young person and not only through the use of various information and communication tools, e-mail and social media. The term «cyberbullying» is usually used to refer to various forms of aggressive behaviour on networks and communication through modern media resources.

Cyberbullying is defined as:

«Social interaction through which one person is attacked by another person (sometimes several, but usually no more than four) almost daily over a long period of time (several months), which causes the victim to feel helpless and excluded from the group» (Sobol & Korniihenko, 2020);

«A set of social, psychological and pedagogical problems that cover the process of prolonged physical or psychological violence by an individual or group against an individual who cannot defend himself or herself in a certain situation» (Naidionova, 2010);

«Behaviour that can be defined as repeated attacks (physical, psychological, social or verbal) by those who are formally or situationally superior to those who are unable to defend themselves, with the intention of causing suffering to achieve their own satisfaction» (Sobol & Korniihenko, 2020).

In general, the scientific and methodological literature outlines the following hierarchical structure of bullying, which is formed by prejudice and can reach the level of genocide. Most often, cyberbullying occurs in places where there is less or no adult control. In certain situations, a person may be bullied outside the educational institution. Even at home, the victim of cyberbullying continues to be insulted by using offensive messages on the phone or through social media.

Such behaviour is aimed at asserting oneself at the expense of someone else, subjugating a person to one's personal interests or earning authority. The phenomenon of bullying is increasingly spreading both in Ukraine and abroad. This is explained by the fact that violent behaviour is gaining popularity. Violence goes through the following stages in its development: childhood bullying, radicalisation, violent extremism, and terrorism.

Typical characteristics of cyberbullying include:

- systematic (repeated) actions of the cyberbully;



- the presence of counteraction parties – the offender (bully), the victim (selected victim), and observers (if any);
- actions or omissions of the offender, which result in inflicting or causing mental or physical trauma, humiliation, fear, anxiety, subordination of the victim to the interests of the offender;
- social isolation of the victim;
- cyberbullying can be personalised and anonymous (the victim does not know who the offender is);
- rapid spread in the virtual space;
- it is impossible to hide from cyberbullying (unlike bullying in the classroom);
- aiming to cause psychological or physical harm to a young person;
- financial interest, fraudulent intentions and actions.

According to the results of the scientific works of T. Alekseenko (Alekseenko, 2018), E. Kirychevska (Kirychevska, 2010) and other researchers of this problem, cyberbullying consists of:

Aggression, individual or group insult, ridicule, humiliation of the person.

Manipulations in correspondence, sending threats directly to the student or his or her friends or family.

Intimidation affects the mind, so it is quite easy to become an object of cyberbullying.

Harassment, or in modern language, stalking.

Anonymity. Cyberbullies can do whatever they want when they are not seen, heard, or known.

In the current realities of martial law, the most common types of cyberbullying in the educational environment are: public disclosure of personal information, deception, alienation (isolation), skirmishing (flaming), impersonation, slander, assault (harassment), phishing, happy slapping, cyberstalking, online grooming, trolling, etc.

The main types of bullying include verbal, physical, social and cyberbullying. Usually, verbal harassment (insult, cruel joke, verbal provocation, indecent joke) takes the first place. Boycott is second, physical violence is third, spreading rumours and gossip is fourth, and theft and fraud are fifth.

From the outside, social bullying is the most difficult to spot – the systematic humiliation of the victim's sense of dignity through ignoring, isolating, avoiding, excluding. Cyberbullying is gaining particular momentum, where insults and humiliation are inflicted through the use of mobile phones by spreading personal photos, gossip, rumours and false information. One of the components of bullying is its permanence.

Thus, the destructive impact of cyberbullying is felt by almost all students. It is one of the mechanisms of socialisation that shapes the worldview and system of values.

Thus, bullying takes on more sophisticated forms with age, transforming from physical to psychological violence. But so far, Ukrainian society is not sufficiently aware of the fact that psychological violence poses no less threats than physical violence. It can also lead to very negative consequences. One of which is suicide and cybersuicide.

Cybersuicide is a new type of group or individual suicide committed through the use of Internet resources.

We have identified typical groups of cybersuicide:

- flashmob-cybersuicide;
- information-cybersuicide;
- online suicide (committing suicide in real time, in front of a web camera).

Such auto-aggressive information web resources create an increased suicide risk for young people with unstable mental health. In this context, it is worth noting that during the quarantine period, cyber-suicidal moods among students increased by 50% in Europe (Naidionova, 2018).

Typical forms of cyberbullying in the educational environment include:

- sending text or video messages with threats and insults;
- distribution of pornographic videos and photos in social networks (spam);
- trolling (sending threatening, rude messages through social media chats, online games);
- demonstrative removal of classmates from group communities of students in social networks and joint online games;
- creating a «hate group» or «boycott group» against a particular student in a class group or other school community;
- offering to share a negative like, an offensive comment, or to vote for or against a classmate in an anonymous hate poll;
- provoking a young person to commit suicide or self-mutilation (death groups «Blue Whale» and others);
- creating a fake page, a fake account on social media, stealing private information, photos, data to form an online clone;
- adults sending explicit photos to children;
- proposals to schoolchildren to send personal photos of a nude nature and calls for sexual conversations or correspondence.

Teachers, school counsellors, social workers, and parents need to know the forms of cyberbullying described above in order to organise effective preventive work and prevent the spread of cyberbullying in the educational environment. It is also necessary to learn how to identify psychological and pedagogical conditions to prevent these negative phenomena and analyse the factors of cyberbullying in subject-subject relations in the educational space (personal factors, family factors, socio-economic factors, environmental factors).



We have summarised the most common factors that contribute to the emergence of bullying in social media of student groups: unfriendly relations in the classroom and a poor social and psychological climate during the educational process; teachers use an authoritarian style in teaching; there are many cases of singling out a particular student as a «positive» or «negative» example for all other students in the class; examples of complete disregard for the problem of cyberbullying both within the same class and within the educational institution; constant stressful situations as a result of overload or lack of time; unfriendly and sometimes aggressive relationships with classmates and teachers; remote living; lack of proper attention and support from teachers and parents.

To counter cyberbullying in the educational environment, it is necessary to organise a holistic, strategically thought-out set of measures, which can be divided into two blocks: management and information.

In particular, the managerial block is created and implemented by the principal of a general secondary education institution together with the teaching staff. This block includes a thorough study of the situation (questionnaires, surveys of students and diagnostic work with teachers); emotional and mental analysis of the school environment; creation of effective mechanisms to counter cyberbullying in student groups (rules of conduct, availability of instructions, penalties, means of influence).

The management block is led and organised by an authorised person (deputy principal) who is responsible for organising and implementing measures to counter and prevent cyberbullying in schools.

The information block involves the organisation by the management of the educational institution of educational work for all participants in the educational process. This type of work requires that students have knowledge of the rules of conduct in an educational institution, personal rights and responsibilities, types of legal liability for bullying in the school community, the procedure for filing and reviewing reports of bullying (cyberbullying) or the possibility of its occurrence. Separately, it is necessary to work with students to develop a clear algorithm for responding to and acting in the event of cyberbullying.

It is also necessary to involve the school psychological service in this work (diagnostics and study of the situation in class groups). Based on the results of its work, the activities of class teachers and parental committees should be intensified. The main goal and priority tasks of this coordinated work are to form an intolerant attitude of schoolchildren to various types of violence and manifestations of cyberbullying in the educational environment. The information block also includes information about the problems associated with cyberbullying, diagnostic work of psychologists and educational work of curators and class teachers. Checklist of tips to help prevent cyberbullying in the educational environment.

1. Cyberdog. An anti-cyberbullying chatbot has been created to combat cyberbullying. Cyberdog will help you learn more about cyberbullying and its manifestations, remove offensive comments from social media, and suggest contacts for help services. Students can communicate with Cyberdog on Telegram and Viber. The chatbot will help students, parents, and teachers learn what to do if they become a victim of cyberbullying.

The information in the chatbot will help you learn how to identify the type of cyberbullying, how to remove offensive materials from social media, and where to seek help. The Cyberdog chatbot contains detailed information about cyberbullying, how it manifests itself on social media, and how to quickly identify threatening content containing cyberbullying. It also provides effective advice on what to do if you are a victim of cyberbullying and how to properly remove materials containing manifestations of various types of harassment.

2. In order to prevent bullying and cyberbullying in the educational environment, a special project to combat bullying in schools «Stop, School Terror» or («Safe School»), has been created. The concept is «Safe and child-friendly school». «When your child is bullied» – a guide for parents of schoolchildren.

3. The Ministry of Digital Transformation of Ukraine, with the support of UNICEF, has launched a new educational series «About Cyberbullying for Teenagers». To watch all the episodes and receive a certificate, you need to log in to the system.

Bullying in the educational environment is usually more hidden than in other youth communities. It becomes more violent, thoughtful, and well-planned. It is usually a deliberate and conscious humiliation of a person, and the educational community needs to make every effort to organise effective work to prevent cyberbullying in the educational environment.

Cyberbullying in higher education institutions is a serious problem that can have negative consequences for victims, aggressors and the entire educational institution. It can manifest itself in different forms, but it is usually a form of psychological, physical or sexual pressure directed at a specific person or group of people. Therefore, it is necessary to determine the cause of cyberbullying. These include social, psychological, personal and other factors.

Cyberbullying has a strong negative emotional impact on a student's personality. The spread of various types of digital harassment is significantly influenced by the tolerance of the student environment.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The main ways of preventing cyberbullying in higher education institutions include information literacy, tolerant relationships among students, teachers and other employees of the educational institution, creating a culture of intolerance to violence and discrimination at the university, and forming a positive social climate in the student environment. An important area of work to overcome cyberbullying is to conduct training sessions that will develop basic self-defence skills, establish quality feedback, promote tolerance and intercultural competence among students, create conditions for group interaction and cooperation among students, and provide social and psychological support to victims of cyberbullying.



The implementation of these mechanisms to counter cyberbullying will help create a safe and supportive environment for the entire educational community.

Activities to prevent cyberbullying among students should be focused on fostering students' value-based attitudes to their lives and health, creating a positive atmosphere to promote the successful socialisation of each participant in the educational process. «In the media space of higher education institutions, media educational technologies (the Internet space, tools of social networks and cyberspace) act as a holistic innovative segment of the education system, which allows for the effective and qualitative realization of the main potential of a specific field of knowledge, the creation of a personally oriented environment, the influence on the level of self-education and self-development of the graduate, ... thus preventing manifestations of cyberbullying» (Chervinska, 2022, p.73).

Prospects for further scientific research are associated with the problem of forming tolerance in the educational space of an educational institution.

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