СОЦІАЛЬНА ПЕДАГОГІКА

ІНДИВІДУАЛЬНІ ОСОБЛИВОСТІ СХИЛЬНОСТІ ПІДЛІТКІВ ДО БУЛІНГУ

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Стаття присвячена проблемі шкільного цькування або булінгу серед дітей підліткового віку. Метою статті є аналіз феномену шкільного булінгу, виявлення індивідуальних особливостей, причин та передумов його прояву. У статті обґрунтована актуальність розгляду даної проблеми на сучасному етапі розвитку суспільства, а саме акцентування уваги на все більшу поширеність проявів агресії в шкільному середовищі. Розглянуто і проаналізовано психологічні особливості прояву підліткового булінгу в шкільному середовищі на основі теоретичного аналізу психолого-педагогічної літератури. Описано основні компоненти, форми булінгу та статусно-рольову структуру даного явища. Визначено специфіку та передумови, які сприяють появі систематичного та довготривалого булінгу в підлітковому шкільному середовищі. Наведено результати діагностики індивідуальних особливостей схильності до булінгу, а також рівня тривожності та прояву агресивності у його учасників. На думку вчених, на агресивну поведінку кривдників впливають такі фактори: а) особистісні фактори – низький рівень виховання, неадекватна або занижена самооцінка, девіантна поведінка (зловживання алкоголем, вживання наркотиків, залежність від комп`ютерних ігор), готовність до ризику та послаблене почуття самозбереження); б) поведінкові фактори – поведінка, яка не є соціально допустимою, прогули та слабка навчальна успішність, ранішні сексуальні контакти, рання судимість); в) соціальні фактори – насилля в суспільстві, що оточує, вплив поведінки батьків, низький соціально-економічний статус сім`ї, залежність від соціальної допомоги. Помітні характерні особливості мають і жертви булінгу. Зазвичай, такі люди тривожні та нетовариські, в них занижена самооцінка, нерідко можуть впадати в депресію. Також жертви відрізняються соціальною відчуженістю, схильністю ухилятися від конфліктів і характеризуються як чутливі, замкнуті люди з проявами різноманітних психосоматичних симптомів, таких як порушення сну, апетиту або загальна слабкість організму. Часто можемо спостерігати переважання неконструктивних стратегій подолання складних ситуацій, знижена навчальна мотивація і численні проблеми у спілкуванні.

Ключові слова: шкільний булінг, підліток, кривдник, жертва, свідки, тривожність, агресивність.

INDIVIDUAL FEATURES OF THE TEEN'S PROPENSITY TO BULLYING

A. Kylivnyk

The article is devoted to the problem of school baiting or bullying among children of adolescence. The purpose of the article is to analyze the phenomenon of school bullying, revealing the individual peculiarities, reasons and preconditions of its manifestation. The article justifies the relevance of consideration of the problem at the present stage of development of society, namely, focusing on the ever-increasing prevalence of aggression manifestations in the school environment. The psychological features of the manifestation of teenage bullying in a school environment are considered and analyzed on the basis of theoretical analysis of psychological and pedagogical literature. The main components, forms of bullying and the status-role structure of this phenomenon are described in the work. The specifics and preconditions, which contribute to the emergence of a systematic and long-term bullying in a teenage school environment, are defined. The results of diagnostics of individual peculiarities of inclination to bullying, as well as anxiety level and aggression manifestation, are presented.

Key words: school bullying, teenager, offender, victim, witnesses, anxiety, aggressiveness.

To date, one of the most urgent social and psychological problems was the spread of aggression and violence in society, especially among teenage children. The scale of such phenomena does not cease to surprise. In different countries the problem of school-baiting or bullying acquires yet higher publicity. In our time, brutality in relationships between children, and especially in the school environment is considered to be a normal everyday phenomenon. Perhaps, in any school you can find at least one example of a class, where the phenomenon of bullying was observed. However, it should be said that bullying can manifest itself not only in children's relations, but also in the system teacher/adult-child relations.

The problem of bullying hasn't been paid enough attention for a long time. Despite the extreme importance of the problem, it is almost nonexistent in the native literature. The problem of school violence originated at the beginning of the 20th century – 1905, when K. Dukes published his research on the subject, also researches were conducted by: D. Olweus, I. Kon, P. Haynemann, A. Bocharer, A. Pikas, E. Roland.

According to the famous Russian scientist I. Kon, for the last 20 years, "bullying" has become an international socio-psychological and pedagogical term, which means a complex set of social, psychological and pedagogical problems [1].

Bullying (*bullying, from bully* – a hooligan, offender, rude person, violent person) – intimidation, a physical or psychological terror, is aimed at causing fear and subdue of another person [4].

Bullying is characterized by several peculiarities: regular, negative, and aggressive behaviour occurring between people who possess a similar level of power; this kind of behavior is intentional.

Such behavior, particularly in adolescence, is the consequence of personality formation; the child strives for self-assertion and is easily influenced by someone else, can often copy the behavior of those whom they believe to be the authority. Due to lack of life experience, the child cannot adequately analyze the results of their actions.

As it was pointed out by L. Vytsky, Adolescence is "... Critical for the formation of differentiated self-esteem, mastering of social roles, developing moral principles and regulating normative behavior ". In addition, the scientist pointed out that this age is characterized as a period of the greatest rise in a teenager's life, as a period of higher synthesis[5] It is therefore possible to argue that it is a period of adolescence is the most favorable for the development of bullying.

The crisis of adolescence is the longest crisis period than all the others in human life. The crisis is most often accompanied by overpriced requirements both to itself and to adults and in this regard, a rebellion or negativity reaction to the rules and requirements of an adult is encountered. Also at this age there is a accelerated development of the whole body that can likewise affect a variety of behavioral changes in the child, mood swings or emotional flashes: The teenager begins to be nervous, leading to an internal strain. Given the importance of this period in the life of every child, we can say that any kind of violence can negatively affect the further development of a teenager.

The equally important aspect of the teenage period is the system of relationships in school, which is an essential part of social development. But, unfortunately, nowadays most teenagers do not know how to use communicative tricks and are not able to assert their point of view in socially adopted ways. Over time, more and more violence is spreading, humiliation, fights and ridicule towards their peers. Bullying is a way to implement the needs of a teenager by means of domination inside a group.

As a result of this desire, there appears a certain social hierarchy, during which everyone chooses to play a role due to their own psychological features (the role of the aggressor or victim) [8].

In regards to the gender aspect, I. Kon points out that the greater prevalence of this phenomenon is among boys. This is related not so much to the increased aggressiveness of the boys as it is to the peculiarities of the normative culture of boys, which constantly changes with age. Some aggressiveness can help increase the status of a boy among male peers, and then among girls. For girls, they also practice bullying in real life .

If we analyze the causes of bullying, the important role belongs to individual-personal and social factors. Individual-personal factors can reveal in characteristics such as: high level of aggressiveness, weak motivational component of educational activity, wrong nurturance in the family, predisposition to dominance over others, etc.

The main social factors that can provoke the occurrence of bullying are:

The classroom or school environment and a tense or conflict situation in it (the presence of the leader in the class, the conflicting relationship between the children).

As another social factor, highlight may be put on the influence of mass media on children (the influence of Internet, television, newspapers, magazines, books, etc.) [7].

But there is no forgetting about the family in which the child grows and develops. Indeed, in most cases, the occurrence and development of bullying may affect: the presence of victims of bullying or domestic violence in the family, or the shortcomings of parental education, in-family conflicts, which a child can regularly witness, overprotectiveness or underprotectiveness and the replacement of a family member (appearance of stepmother or stepfather).

Let's consider the most common "family" causes of bullying in more details. Rejection of children by parents. You can often observe the manifestations of aggressiveness among unwanted children. Some parents are not ready for their child's appearance, but because of the inability to make an abortion the child gets to be born after all.

Although parents may not tell the child directly that he or she is unwanted and unexpected, but still children feel it through gestures, intonation. Consequently, children always try to prove their own right to exist, win parental love, though, as a rule, in aggressive ways.

Disrespect to the child's personality. We are talking about non-tactical, improper criticism, humiliating remarks on the part of adults, which can promote not only the manifestation of anger, but also outright rage. Disrespect for the personality of the child creates deep and serious complexes that cause lack of self-confidence and confidence in their abilities.

Prohibition of physical activity. If the child for the whole day has not had the opportunity to openly demonstrate their true emotions, both positive and negative, could not physically discharge, the aggression will be triggered by the accumulation of excess energy and emotions.

Dissatisfaction with themselves. Often it is caused by a lack of emotional affection from the parents' side,

which leads to the fact that children do not know how to love themselves. If a child does not like himself, he considers himself unworthy of love, then he will not be able to love others. In this case, the child's aggressive attitude to the world is quite logical.

Lack of private space – is an important factor in the manifestation of aggressiveness. This kind of lack makes a teenager suffer as much as an adult. It is desirable thus for teenager to have his own room. If this is not possible, it is necessary to allocate his own corner in one of the rooms so that he does not feel limited.

I. Malkina-Pikh points out families that are on a tendency to violence [10]:

Incomplete families. A child raised without a family member is more prone to emotional violence against peers.

Families in which the mother has a negative attitude towards life. Mothers who do not trust the child's world and particularly schools do not usually have a desire to cooperate with it. In this regard, any manifestation of violence in the child's behaviour is neither evaluated nor criticized by the mother. In such cases, mothers tend to justify violence as a natural reaction to communication with "enemies".

Authoritarian families. In such families, education takes place in harsh conditions of unconditional execution of the parents' will, so children are often "crushed", and the school serves for them as a place where they take all the accumulated anger and fear out.

Families with conflicting relationships. In families where adults often quarrel, aggressively self-affirm in the presence of a child, the so-called "learning pattern" works. With watching children learn and use these models of behavior in everyday life as a way to solve critical situations.

Usually, in such families there is no mutual support and warm, tight relations. Children from families where violence is practiced take violent situations differently than other children. For example, a child accustomed to an imperative, increased tone-evaluates it as normal. Therefore, in such situations of everyday life the child will not see anything special.

It is also necessary to pay attention to teachers at school, which play an equally important role in the progression of school baiting and which, depending on its lead, can either stop or disrupt violence.

Nowadays teachers can often choose not to stop the manifestations of children's bullying on purpose, guided by their own views on the "benefit" of bullying in a school environment: children should learn to stand for themselves. But even a larger percentage of teachers take the position of an observer: they understand the causes and consequences of bullying, but at the same time rarely react to it or do not react at all.

In general, forms of bullying manifestation can be direct and indirect. Direct form: Physical bullying, taunting, calling names, damaging of belingings, etc. Indirect form of manifestation is: the spread of gossip, avoidance, isolation, manipulation of friendly relationships.

Special attention should be given to forms of bullying as: Sexual and economical.

Sexual violence is the use of a child to meet their own sexual needs or for some other benefit.

To economic violence include: damaginf or theft of personal belongings, jewelry, money.

Deeper consideration also requires emotional violence. Emotional violence defies the victim, causes her emotional stress and lowers self-esteem. There are such kinds of emotional violence: ridicule, humiliation, calling different nicknames, which will be actively used to constantly humiliate, rejection, refusal to communicate with the victim.

This form of bullying is usually aimed at victims who have noticeable physical features different from others or defects in speach, especially the child's voice and accent features. Also this can include success in studies or, conversely, its absence.

Due to the spread of the Internet, gradually a new form of baiting was invented – cyberbullying. Cyberbullying is a humiliation with the help of modern technologies (social networks, SMS, e-mails, etc.).

If we compare boys and girls, they usually use different forms of bullying. If the guys are more likely to come to physical bullying, the girls are more likely to use indirect forms of pressure (the spread of gossip, the exclusion of the communication circle).

Bullying is basically a latent process, but the children who have become victims get a psychological trauma, which only varies with severity. This usually leads to severe consequences and even suicide. And no matter what form of bullying it was: physical or psychological [7].

D. Roland describes the "bulling-structure" as a social system, including offenders (persecutors, aggressors, bullies), their victims and witnesses (observers) [3].

Therefore, it is possible to point out some individual features and in the structure of bullying, namely their participants:

The aggressors (bullers) are usually individuals who possess high potential of general aggressiveness. Bullers are characterized as those that get pleasure from dominance over others.

They are less depressed and anxious than peers and reasonably well can recognize the emotional state of others and especially their victims. Due to this, they possess the ability to manipulate other children.

Their aggression, they can show not only on their victims, but also on elders, relatives, teachers. In addition, as V. Besakh points out, they are marked by deficiencies in manifestations of empathy for the victims and they can often feel the need to dominate and subordinate others to achieve their own goals.

According to E. Grebenkin, the aggressive behaviour of offenders is influenced by the following factors:

- Personal factors – a low level of education, inadequate or understated self-esteem, deviant behaviour (abuse of alcohol, drug use, dependence on computer games), readiness for risk and weakened self-preservation feeling);
- Behavioral factors – behavior that is not socially acceptable, skipping and poor academic performance, early sexual intercourse, early criminal record.
- Social factors – violence in the society that surrounds, the influence of behavior of parents, low socio-economic status of the family, dependence on social assistance [9].

Victims of bullying also have peculiar features. Usually, such people are anxious and unfriendly, have low self-esteem and can often fall into depression. Also, victims differ with social alienation, predisposition to evade conflicts and are characterized as sensitive, cagy people with manifestations of various psychosomatic symptoms such as sleep disturbance, appetite or general weakness of the organism. There is often a predominance of non-constructive strategies to overcome complex situations, reduced educational motivation, and numerous communication problems.

These features may be the result of school baiting as well as a kind of "signal" to other participants that the child is easily offended and is a victim of bullying.

Most often the victims of school violence are children who have:

Physical flaws. Children who have physiological differences – bad eyesight (as a consequence of wearing glasses), reduced hearing, or impaired motor apparatus.

External features. All that distinguishes the child in appearance from the rest of the peers: body weight, skin imperfections, leg curves, special forms of head, etc.

Peculiarities of behaviour. The offender's attention is especially attracted to cagy children. But that does not mean that outgoing and hyperactive children are all bullers. To some extent, hyperactive children are too annoying, but also more naïve than their peers. They can penetrate too deeply into the personal space, and that usually lead to aggressive reactions in response.

Bad social skills. It is because of lack of sufficient experience in communicating with peers and self-expression that children have insufficiently developed psychological protection, both from verbal and physical violence. Therefore, these children are more likely to take the role of a victim.

Lack of experience of staying in the team. These are children who do not have the necessary skills for coping with problems in communication. These are often children who have not visited the children's team to their school life.

Low intelligence and difficulty in learning. Poor performance in school could lead to a decrease in self-esteem. As a child begins to feel different, not like everyone else, they consider themselves worse than others and do not believe in their strength. But low self-esteem can provoke not only the role of a victim, but also the role of an offender. That is, violent behavior will be a way of compensation.

Fear of school. A child who exhibits uncertainty and fear of school may also frequently become an object of school bullying. Fear is more likely to appear among those who go to school outright with negative social expectations and warnings in relation to it.

But victims can be divided as "submissive", which usually react to bullying without resistance and try only to avoid the torturers, and the "provocative", which in turn provoke the aggression of bullies. The "provocative" victims include children who have difficulty in studying or who suffer from any disorders and increased excective.

Proceeding from this, "provocative" victims have both common and different features with aggressors and "submissive" victims. They are aggressive, like aggressors themselves, but do not use this aggression to achieve their own goals.

However, such victims do not only resist bullying, but can also exploit aggression for revenge on the provocation of peers they perceive as a threat. "Provocative" victims are prone to low self-esteem, low degree of social support. This is extremely important, because such support has a buffering effect in tense situations and helps to cope with it [4].

Also, the "bullying-structure" can highlight witnesses. These are individuals who directly oversee the interaction of the offender and the victim. The witnesses may have different attitudes to bullying: neutral-indifferent, positive or negative, but despite this, they still will be considered the participants of bullying.

It is necessary to consider the mechanism of emergence and development of bullying. Most often, baiting begins with one person who is usually a leader and authority in a classroom, successful, or vice versa, unsuccessful in learning.

As it has already been noted, in the process of bullying a part belongs as well to observers of the process, in other words – witnesses of bullying.

Observers do not usually feel the satisfaction of the bullying process, but in most cases they are forced to act, observe or silence their real thoughts through fear of switching to the victim's role. Any child who is in a weaker position than the offender may become a victim.

Committing bullying may have numerous motives: revenge, subordination to the leader, attempts to improve themselves in status at the expense of another. Particular attention requires the motives which are associated with sadistic inclinations, which belong to the category of accented, and children with erratic development.

The purpose of the article – analysis of school bullying phenomenon, revealing the individual features, reasons and prerequisites of its manifestation.

The researches of the individual peculiarities of a bullying propensity were conducted among 62 persons aged 13-14 years at the educational establishment "secondary school I-III Stages No. 15 of Vinnitsa City Council". Psychodiagnostic arsenal of techniques included: profile of the convergence predisposition for teenagers (K. Absalyaev, O. Lutsenko), the method of "research of situational Anxiety" (H. Spielberg, Y. Hanin), the technique of Bassa-Darka and questionnaire of bullying risk (A. Bocharer) .

During experimental researches of schoolchildren using the questionnaire of K. Absalak and O. Lutsenko, which is directed on revealing of forms of bullying in school environment, it was clear that pupils are actively using all forms of bullying.

A detailed analysis of the prevalence of the types of bullying has shown that mostly secondary school pupils use insulating forms of baiting, i.e., prohibitions and ignoring, the second place by the frequency of use is taken by verbal bullying, and moral oppression is the third most popular kind of bullying and, most rarely, students resort to physical abuse.

Comparison in sub-branches of girls and boys inclination for bullying in general and its individual forms revealed more often the use of all the means of bullying by boys. They for the most part resorted to verbal and insulating bullying, and the girls – only to insulating.

Of the results obtained during a pilot study of situational anxiety (H. Spielberg, Y. Hanin), one can see that only 10% of teenagers have situational anxiety of high level. This indicates that these teenagers perceive the whole environment as a threat or danger of their own life. This negatively influences their psychological health, which in turn can cause preneurotic conditions and deterioration of activity results.

With an average level of situational anxiety, only 12.5% of teenagers were found. These teenagers do not perceive any life situation as threatening to themselves, but only experiencing mild anxiety, but taking into account these indicators is considered the norm for this level.

Most adolescents have low situational anxiety, namely 77.5% of respondents. These teenagers are confident, they have no nervousness, they perceive their mistakes adequately and want to change them for the better.

According to the results obtained during the diagnosis of aggressiveness (Bassa-darky) can state, that 10% of teenagers had discovered aggressiveness. These teenagers express negative feelings at the slightest violation, they are characterized by depression and brutality; opposition manner of in behaviour to active struggle against established customs and laws; envy and hatred for others for actual and fictional actions.

The level of aggression was found in 30% of teenagers. These teenagers express negative feelings at a fairly strong excitation, for them characterized by depression and brutality, but in rare cases; opposition manner of in behavior does not reach an active struggle against established customs and laws; envy and hatred for others only for a valid event; trust, but with caution to other people, they are convinced that other people can bring harm.

60% of teenagers have a complete absence of aggressiveness, it is manifested in the fact that teenagers do not express negative feelings even at very strong excitation, for them is not characterized by depression and brutality; opposition manner of in behavior does not reach an active struggle against established customs and laws; do not feel envy and hatred towards others; with trust to the surrounding people, they are convinced that other people can not hurt them.

Analyzing the results of the questionnaire of bullying risk (A. Bocharer) can be noted that 30% of teenagers mark out the danger-disunity. These data suggest that there are negative aspects of the psychological atmosphere, background tension in a group that is connected with the low quality of relations and circumvention the rules of communication, which leads to negative settings for communication: the image of the past, irritation, of negativity and disunity in the urgency and suspicion of communication prospects.

It is evaluated not background, but topical and has direct situational causes of voltage (for example, fights), which is reflected in the negative, aggressive installations against others in communication, and at the same time the high degree of anxiety in conjunction with experiencing loneliness.

And 70% of teenagers pointed at wellness and equality. Such data suggest the presence of factors that promote climate trust and open dialogue in school and, consequently, reduce the likelihood of baiting. Such results are estimates of border stability and communication rules in the environment, which provides a decrease in the level of negative installations in relation to interaction and communication, enables to assess possible ways of stabilization of interpersonal relations in a group.

Analyzing the results of a pilot study, we came to the conclusions that pupils from families at risk groups are most prone to such forms of aggression as physical aggression, negativity, irritability. That is, they are inherent in the use of physical force to defend their point of view or in response to criticism or remarks, etc.

They are peculiar to some negative attitude towards the people who do not like them, to events and phenomena of surrounding reality, they lack initiative, inactive, indifferent to any social processes, locked and non-sociable, inclined to distrust people.

In them there is a weak control over emotions, especially negative in nature, they quickly "fire up" during conflicts, they can irritate the slightest little things, insignificant criticism, errors in the behavior of others, they are

impulsive, unbalanced.

Therefore, many of them in such situations apply verbal or indirect aggression (yelling, curses, obscene words, slander, gossips of negative character). As there was investigated, there is also a somewhat overstated level of aggressiveness and hostility. Based on such data, we can talk about the difficulties of social adaptation of such children and the possible manifestations of their non-social behavior.

Thus, at the first stage of the experimental research we conducted a detailed analysis of the scientific and pedagogical literature on the problem of bullying in the school environment, which covered the main components, forms and structure of this phenomenon, as well as the specificity and preconditions that could promote the development of teenage bullying.

On the second stage, the research was actually conducted. Analyzing which were obtained such results: by the method "Research of situational Anxiety" (H. Spielberg, Y. Hanin) high level of anxiety was found in 10% of teenagers, the average level was found among 12.5% of teenagers, and the greatest percentage – 77.5 % are teenagers with a low level of situational anxiety; technique of the diagnosis of aggressiveness (Bassa-Darky) showed that 60% of teenagers have a complete absence of aggressiveness, the level of norm is present with 30% of the investigated, and only with 10% was expressed aggressiveness; According to the questionnaire of bullying risk (A. Bocharer) 30% of teenagers who mark the negative aspect in the psychological atmosphere in the classroom, namely the danger and disunity, and on wellness and equality pointed 70% of respondents.

Results of the poll by K. Absalak and O. Lutsenko showed that the most often are used insulating forms of baiting (Prohibition and disregard), and the least traced use of physical bullying.

Thus, the analyzing all the above can confidently conclude that today there is an urgent need for the prevention of bullying in the school environment with a view to reducing the level of aggression, bullying, violence, humiliation among Children of adolescence.

To prevent children's bullying phenomena, you need to be taught to trust parents, teachers, and not to fear critical situations and talk about a problem if one is present.

Even in a relatively light kind of school violence, there can be no psychological consequences for victims.

And adults, in turn, should respond to everything with interest, parental warmth and with non-ceasing support.

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