Prevention of Adolescent Cyber-Bullying in the Context of Digitalization

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ABSTRACT
There have been the main causes of cyber bullying in the adolescent environment highlighted in the article. Thus, one of the reasons is the increase in the rate of digitalization. Another reason is considered to be a lack of awareness of teenagers about threats in the virtual world and ways to avoid or overcome them. Data from numerous studies confirm that the number of teenagers subjected to cyber-bullying is constantly increasing. In this regard, it is relevant to note the fact that adolescence is a sensitive period for formation of personality, and cyber-bullying has a significant negative impact on the development of psychological characteristics of the child. The above mentioned defines the research targets that is identifying the current state of the frequency of cyber-bullying in the adolescent environment of the Ural Federal district and searching for effective ways to organize prevention as one of activities of a teacher-psychologist to neutralize the risk of cyber-bullying of adolescents in conditions of digitalization.

In the frames of the research there has the raised problem empirical methods and methods of processing and interpreting results were used.

High frequency of adolescent cyber-bullying in the Ural Federal district, revealed in the article, proves necessity of its prevention, the effective directions of this type of activity are proved..

The research materials can become a source of theoretical and practical knowledge for teachers-psychologists of educational organizations engaged in prevention of cyber-bullying of adolescents in the conditions of digitalization.

Keywords: cyber-bullying, features of cyber-bullying, prevention of cyber-bullying, directions of prevention of cyber-bullying

1. INTRODUCTION

1.1. Contemporary world is characterized by an accelerated pace of development and transition to digital systems, which has caused problems to move from the "real" world to the virtual environment. Experts (Bochaver, 2014, Makarova, 2016, Marina, 2016, Falkina, 2014) declare a change in the format of interaction of modern people who are in the conditions of digitalization. They note that many areas of life are moving to online format. D. Palfey identifies several groups of security threats to mental health in the Internet: unwanted contacts; cybe-rbullying; "dangerous" materials. In practice, they are specified in the form of fraud, aggression, and as a result, harassment on the Internet. In this regard, the problem of preventing cyber-bullying of adolescents deserves special attention. This fact is due to a number of reasons.

First, representatives of adolescent environment spend a large amount of time in the Internet, actively use various messengers and social networks for interaction, and are in daily danger of becoming a victim of cyber-bullying. Secondly, adolescence is a sensitive period for personal development, so cyber-bullying can have a negative impact on the qualitative and quantitative changes that occur in the worldview of the individual.

1.2. In modern domestic and foreign studies cyber-bullying is interpreted as the use of information technologies for intentional, repeated and hostile behavior of a person or a group aimed at insulting other people, occurring in email, blogs, online games and websites (Baranov, 2015, Safuanov, 2015).

Due to the fact that cyber-bullying involves psychological violence, this category is widely studied by the psychological community (Bochaver, 2014, Makarova, 2016, Mahrina, 2016). As part of these studies, this type of bullying includes:

- a combination of moral and psychological violence;
- domination and coercion;
- social isolation of a victim;
- intimidation and extortion by electronic means of communication;
- a victim's lack of self-defense.

Researchers note that cyber-bullying aims to worsen ф victim's psychological state and / or destroy his / her social relationships (Bochaver, 2014, Makarova, 2016).

Today cyber-bullying can be found in various variations.

Thus, according to R. Kowalski and N. Willard, the most common are:

- dispute for argument's sake – "Fleming";
- attacks – " forcing»;
- insinuations;
- substitution of the real " I " – " impersonation»;
- dissemination of confidential information;
- fraud;
- cyber bullying;
- sexting" (Pogorelova, 2016).

1.3. Cyber-bullying, as it is shown by a review and theoretical analysis of existing psychological and pedagogical paradigms (Baranov, 2015, Bochaver, 2014, Pogorelova, 2016), has a number of specific features. First, anonymity, which leads to a decrease in the level of modesty, which triggers atypical behaviors for a person, reduces the level of personal responsibility. Secondly, it is continuity. This type of negative impact increases its intensity and can create a feeling of complete helplessness of the victim. Third, a large number of invisible witnesses and lack of feedback. This feature of cybebullying forces the victim to see the problem as cure-all, that gives it the status of unsolvable. Fourth, there is an imbalance of power. In a situation of cyber-bullying, the victim loses the ability to control relationship and influence what is happening. (Baranov, 2015, Bochaver, 2014, Pogorelova, 2016).

2. SETTING THE GOAL

2.1. According to research data (E. A. Makarova, 2016, E. L. Makarova, 2016, E. A. Makhrina, 2016), bullying in the Internet based on the above features is widespread, especially among teenagers, who are the largest consumers of services of this network.

2.2. In today's world of cyber-bullying is more common than physical violence in the "real" world. For example, about 90% of teenagers who actively use the Internet have experienced this phenomenon. Special attention should be paid to the fact that every third teenager took part in online bullying, finding oneself in the place of a victim or its initiator.

These facts, in our opinion, make it necessary to organize systematic prevention of cyber-bullying in the adolescent environment as one of the activities of a teacher-psychologist. Implementation of this type of psychological and pedagogical activity requires searching for its effective directions in the conditions of digitalization.

3. ISSUES OF THE RESEARCH

This article focuses on two key issues:
• what is the frequency of cyber-bullying among teenagers in the Ural Federal district;

• what areas in the organization of prevention should be used to neutralize the risk of cyber-bullying of adolescents in the conditions of digitalization.

4. PURPOSE OF THE RESEARCH

The purpose of this article is to identify the current state of frequency of cyber-bullying in the adolescent environment of the Ural Federal district and to present effective ways of organizing preventive activities to neutralize the risk of cyber-bullying of adolescents in the conditions of digitalization.

5. METHODS OF THE RESEARCH

To solve these tasks, a set of interrelated and mutually reinforcing methods were used: theoretical (analysis, systematization and classification); empirical: methods for collecting empirical data (the bullying risk questionnaire (DRQ) (A. A. Bochaver)), forming an experiment; processing and interpretation of results: methods of mathematical statistics (Wilcoxon T-criterium with the use of package of applied programs: Statistika 6.0), graphical methods of presenting obtained data.

6. THE RESULTS OF THE RESEARCH

The study involved 300 respondents. The sample for the study was formed by random selection of teenagers living in different regions of the Ural Federal district.

Analysis of data from the diagnostic survey of respondents allowed us to record the following frequency of cyber-bullying among adolescents included in the sample:

- 58.8% of teenagers were not subjected to cyber-bullying;
- 41.2% of teenagers were subjected to cyber-bullying;
- 17.6% of teenagers have been subjected to cyber-bullying and do not have the opportunity to discuss it with someone;
- 23.5% of teenagers were subjected to cyber-bullying by teachers;
- 17.6% of adolescents were subjected to cyber-bullying by adolescent boys;
- 23.5% of adolescents were subjected to cybebullying by adolescent girls.

Having analyzed the answers of the respondents, we can assume that the high frequency of cyber-bullying, in the opinion of respondents, may be due, in our opinion, to a misconception of adolescents about what cyber-bullying is. They often interpret minor interpersonal conflicts or communication difficulties as cyber-bullying.

The results obtained during the survey suggest that:

• respondents need systemic secondary prevention of cyber-bullying;

• it is necessary to create conditions for psychological support of individuals who have been subjected to cyber-bullying;

Based on the above and taking into account that teenagers spend most of the time in an educational organization and taking into account experience of preventing cyber-bullying of teenagers, we have proposed several preventive directions described below (Mazurchuk, 2017, Shulga, 2018, Tkachenko, 2015).

The first direction is *organizational*. As a part of this direction, it is necessary to develop and implement a work plan for preventing cyber-bullying by a teacher-psychologist, aimed at:

• identification of risk zones (diagnostics of personal characteristics of teenagers);

• strengthening control over individual and personal characteristics identified during diagnostics;

• creation of a school Association responsible for conflict-free resolution of complex situations of interaction between participants in educational relations in the Internet (a variant of student self-government is possible. The moderator in this case can be a teacher-psychologist of the EO);

• system analysis of effectiveness of the measures taken.

The second direction is *educational*. Within this area, work is being carried out simultaneously with several subjects.

First, for teachers and form tutors, it is necessary to organize:

• informing classroom teachers about test results;

• preventing emotional burnout and professional deformation in order to reduce frequency of incorrect actions of teachers;

• discussing priority areas of joint work on organization of educational process;

• developing and presenting \ methodical recommendations for prevention of cyber-bullying;

• consulting on various situations related to cyber-bullying;

• access to literature on this issue.

Secondly, these positions should be organized for parents:

• making speech at parent-teacher conferences to highlight aspects of existing difficulties in interaction between teenagers in the Internet;

• informing parents about psychological characteristics of adolescence, ways to effectively interact with a child in adolescence and styles of family education that contribute to increasing emotional stability of adolescents to negative impact of cyber-bullying;

• working-out short recommendations on the theme: "How to teach a child to communicate in a group of peers in the Internet", "how not to become a victim of cyber-bullying", " Behavior rules in a situation of cyber-bullying»;

• classes with a family (at the request of parents) on the implementation of proposed recommendations;

• placement of necessary methodical information on the theme under consideration on the school website;

• informing about a possibility of receiving additional psychological assistance outside the EO and consultations with a teacher-psychologist in the EO;

• trainings for parents on "Effective practices of family education" (at the request of parents).

Third, it is necessary to organize for teenagers (students):

• diagnostics of personal characteristics of teenagers (students);

• monitoring individual and personal characteristics identified during diagnostics (a system of measures based on results of diagnostics);

• interactive events on the theme: "Responsibility for yourself and others in the Internet", " Ways of effective communication in the Internet»;

• informing about a possibility of receiving psychological help (addresses, help-lines, consultation times);

• trainings, class hours, quests aimed at developing skills of conflict-free behavior in the Internet, solving interpersonal conflicts, effective communication, etc.;

• informing about an opportunity of joining a school association responsible for conflict-free resolution of complex situations of interaction between teenagers (students) in the Internet.

Analysis of data at the control stage of the study allowed us to establish that the experimental group had significant changes in the assessment of frequency of cyberbullying among adolescents.

These changes were recorded objectively using the Wilcoxon T-test at $p=0.01$.

There were no significant changes in the assessment of frequency of cyber-bullying among adolescents 0f the "control group".

7. CONCLUSION

In conculion, we note that cyber-bullying of teenagers is a consequence of their victimized behavior -n the Internet (A. A. Baranova, A. A. Bochavera, F. S. Safuanova, S. A. Falkina,   O. S. Cherkasenko). High user activity and minimal competence in the use of social networks makes the problem of cyber-bullying especially relevant in the adolescent environment. The increase in the frequency of cases of cyber-bullying in adolescents makes it necessary to organize its prevention. The use of the directions of preventive activity considered in the article allows to neutralize the risk of cyberbullying of teenagers in the conditions of digitalization.

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