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THE SURVEY OF STUDENTS AS A MEANS OF CYBERBULLING PREVENTION IN THE SOCIAL AND DIGITAL ENVIRONMENT

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Abstract. Students spend a large amount of time on social networks, exposing themselves to the risk of becoming a victim of cybercrime, so it is important to prevent unwanted consequences. The article shows that a survey can be used as a method of prevention, the term of "social-digital environment" is revealed, and the characteristics of the terms "bullying" and "cyberbullying" are given, their differences are determined, the causes, features and risk groups of student cyberbullying are considered and presented. results of an empirical research of students of Francisc Skorina Gomel State University using the questionnaire "Assessing the degree of individual's vulnerability from cyberbullying" by V.P. Sheinov

Keywords: students, survey, prevention, bullying, cyberbullying, social and digital environment

A huge number of Internet users exist in a new type of environment – the social and digital one. The social and digital environment is characterized by the fact that the process of socialization of children and youth is mediated by social networks, and part of the educational process is brought into the Internet space and organized on the basis of various information and communication technologies [5]. Along with the positive characteristics of this type of environment, a new type of violence has emerged – cyberbullying.

In general, bullying is a group, purposeful, systematically repeated aggressive behavior of an emotional and/or physical nature, based on the inequality of power between the aggressor and the victim. Bullying manifests itself in the form of bullying, ignoring, insults, humiliation, pushing, beating, holding by force, damage, stealing things, etc. Moreover, all these actions are committed systematically over a long time by a group or an aggressor with the support of the group [1, 4].

A significant part of bullying occurs in adolescence, but bullying is typical for both student and adult groups if the age-related tasks of the group members were not resolved in a timely manner, or if there is no opportunity to feel valuable and needed in the available group relationships. Thus, the main purpose of gang violence is to create a sense of group belonging and

cohesion by intimidating and intimidating the victim. The main result of bullying is the infliction of mental and physical harm.

The role of the victim is a compensatory strategy that the child adopts to adapt to the conditions of relationships in family society. This is a reflex of a person with low self-esteem, based on attitudes coming from childhood, associated with learned helplessness and violent relationships in the family.

Bullying is a group disease where all participants experience pain, fear, shame, guilt, and acquire traumatic experiences that manifest themselves in the form of negative consequences. Bullying is a corrupting experience for aggressors who develop patterns of behavior in which there is no need to negotiate and look for common ground and reciprocity, but can take advantage of a real or imaginary advantage and quickly get what they want, to the detriment of reliable and close relationships in the family, with friends and colleagues. Bullying is a very traumatic experience for witnesses who witness violence against each other and experience very strong helplessness. They are scared, but they can't do anything about it. They are not in control of the situation. In addition, there is a chance that any other participant in the bullying could take the victim's place. This can cause trauma to witnesses that is exactly the same as to the direct victim of violence. Stress depletes the psyche, prevents the development of abilities and creativity and concentrated work, because the main task becomes survival [1, 4].

The most global negative consequences of bullying are received by the victim. Which can manifest itself in treatment-resistant psychosomatic diseases, various depressive and anxiety disorders, neuroses, difficulties in creating and maintaining social connections, self-doubt, failure in school and work, addiction to psychoactive substances, suicidal thoughts and attempts.

Bullying should be distinguished from a joke/game. A joke is when everyone is having fun: the one who jokes, the one being joked about and the witnesses of this action. And when one of the parties suffers damage from such a "joke," then it is correct to call it violence.

Bullying is often confused with conflict. However, these are different concepts. A conflict is a constructive dispute between "equal" participants, each of whom has the desire to resolve this conflict with the least losses. There is no equality in bullying, just as there is no mutual desire to resolve the conflict in a way that is optimal for each party [4].

One type of bullying is cyberbullying. Cyberbullying is bullying on digital social networks, which manifests itself in insults, malicious messages and comments, blackmail, threats, and posting information compromising the victim on the Internet. The growing popularity of this method of violence is associated with impunity in the expression of negative emotions, and mockery of the weak, as a quick and cheap way to assert oneself in society.

Cyberbullying is a type of manipulative influence, the essence of which is bullying that causes psychological trauma to the victim. Using the model of manipulative influence, we will describe the psychological mechanism of the impact of cyberbullying:

1) collecting information about a potential victim through real and digital social networks;

2) involvement in contact, by evoking strong feelings and reactions in the victim through various digital messengers;

3) the aggressor's feeling of his anonymity and impunity, as well as the victim's vulnerability from attack;

4) the main predictors of cyberbullying are various dysfunctional personal states of the victim and her environment, as well as situational states. This may include a tendency to depression, anxiety and stress [6].

Mostly, adolescents and young adults suffer from cyberbullying, which is explained by the specifics of their age-related changes (high emotional lability, suggestibility, importance of relationships with others) and the rapid impact of information and communication technologies. Risk groups include:

- persons brought up in conditions of neglect: neglect, emotional coldness, rejection, poverty. Such students are unfamiliar with emotional warmth, care and protection towards themselves or consider themselves unworthy of love and respect. They do not have the strength and experience

to defend themselves, and there is a huge emotional deficit, which pushes them to enter into questionable relationships;

- boys and girls brought up in conditions of cruel hierarchical relationships. For them, violence is the norm, and the world is perceived as hostile and competitive, so there is a readiness for unquestioning submission and service, or aggression towards the weaker;

- students with psychophysiological deviations from the norm (developmental features, body structure, health status);

- persons with pronounced natural sensitivity (timidity, self-criticism, feeling of defectiveness), and, as a rule, striving for self-expression through intellectual and creative abilities [2].

Currently, cyberbullying is a type of violence that takes place in the social digital space and has negative consequences for the participants, including long-term ones.

In order to prevent and diagnose the degree of vulnerability of students from cyberbullying, a study of 2nd year students of the educational institution "Gomel State University named after F. Skaryna" was organized using the questionnaire by V.P. Sheinov "Assessing the degree of vulnerability of individuals from cyberbullying" [6, 7]. A total of 96 students aged 18 to 20 took part in the study. The results of the analysis of data obtained using the methodology are presented below by groups of predictors.

Let's take a closer look at the group of predictors "Peculiarities of individual behavior on the Internet." When analyzing the data, it was found that 92% of the students surveyed are members of social networks. At the same time, 54% of students have from 10 to 100 Internet friends, 33% have less than 10 friends and 13% more than 100 friends on the Internet. 79% never give their passwords to friends, 13% sometimes give and 8% often give their passwords to friends. 54% of respondents sometimes make purchases via the Internet, 46% do it often. 67% of students surveyed have never participated in online forums and 33% sometimes participate. 63% of respondents sometimes open websites, emails or attachments with questionable content, 33% do this sometimes, and 4% rarely. 46% believe that it is important to always observe moral principles on the Internet, 25% believe that sometimes they can be neglected, and 29% believe that this is not a place where moral principles should be observed at all. 79% said their friends never post negative information about others, and 21% said they sometimes do. 92% never post negative information about others on the Internet, and 4% do so often or sometimes. 50% of respondents spend more than 5 hours daily on the Internet, from 2.5 to 5 hours – 38%, and 12% spend less than 2.5 hours of their time on the Internet. 38% of students calmly tolerate the situation when there is no way to access the Internet, 46% - average, and 16% are very burdened.

Next, we will consider the group of predictors "Interaction of the subject with the environment." 83% of respondents do not feel their parents have control over their time on the Internet, 8% feel attempts to control them, and 8% constantly experience control. 54% never observed bullying while studying at school, sometimes observed - 38%, and often observed - 8% of respondents. 58% were never bullied at school, 38% were sometimes bullied, and 4 were often bullied. 50% of students rate their relationships highly, 54% rate their relationships with their parents as average, and 4% are dissatisfied with their relationships with their parents.

In the group of predictors "Personal qualities of the subject" the following results were obtained. 38% of students often experience periods of bad mood, 58% rarely, and 4% are never in a bad mood. 75% can be friendly even with people who are difficult to tolerate, and 25% cannot show affection towards those they cannot tolerate. 29% of students can easily open up to people, 54% are willing to open up only to their closest friends, and 17% have difficulty opening up to others. 50% of students consider themselves sociable people, 42% find it difficult to answer, and 8% do not consider themselves sociable people.

In the group of predictors "Personal experience with cyberbullying," results were obtained indicating that 73% have never been a victim of insults, humiliation or harassment via the Internet or mobile communications, 23% have sometimes been such victims, and 5% often feel violence

through computer networks. 46% never spoil the mood of others through the phone or the Internet, 38% do this occasionally, and 17 often spoil the mood through digital technologies.

After processing V.P. Sheinov's methodology "Assessing the degree of vulnerability of individuals from cyberbullying," the following data were obtained on the levels of vulnerability from cyberbullying: a high level of vulnerability was identified in 17% of the students surveyed, an average level in 74%, and 9% of respondents had a low level insecurity.

Conclusions. This questionnaire itself serves as a means of warning social network users about the possible danger of becoming a victim of cybercrime and bullying. During the survey, subjects should not be told about the qualities being diagnosed, and the survey itself is best conducted during a supervisory hour. It is also important that feedback from respondents occurs anonymously (for example, by telephone or email). Anonymity increases the reliability of the test subjects' answers and gives students the opportunity to receive recommendations from a psychologist on how to get rid of the dangerous urge to communicate via the Internet with people who use violence in relationships.

Digital technology provides a quick and safe way to bully others. Some users believe that the digital space is a place where it is acceptable to show pent-up aggression. In the absence of punishment when committing cyberbullying, aggressors receive the impression that their behavior is normal and sanctioned.

To prevent cyberbullying, it is important that parents, curators and administration of institutions take on the role of a stabilizing person, and with all their attitude and behavior convey that "violence is unacceptable" in any form, and in any space, and that sanctions for such there will be obscene acts. An authoritative leader with a conscious moral position, having noticed bullying, only needs to express his rejection of such a situation to others, and the violence can stop quite quickly. The more united and coordinated professional response participants in cyberbullying receive, the faster the violent behavior is resolved [3, 4].

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