BULLING AND MOBBING AS SOCIAL PROBLEMS OF THE MODERN EDUCATIONAL ENVIRONMENT

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Abstract: *This article presents an analysis of foreign and Russian psychological research on the problem bullying and mobbing. The concepts of "mobbing" and "bullying", their essential characteristics, types, features of manifestation, social structure and means are considered. The definition of the concept of "psychologically safe educational environment", which is considered as a condition for preventing mobbing and bullying, is analyzed. The content of the article reveals how bullying and mobbing cause real harm to all participants in the educational process. Victims experience both physical aggression and psychological trauma. As a consequence, problems with academic performance, reluctance to attend school, manifestations of self-destructive behavior. Aggressors develop the wrong idea about conflict resolution and the norms of social interaction in general, which often leads them to crime. Witnesses, although not directly involved in bullying, nevertheless experience such negative emotions as fear of being in the victim's place, powerlessness, and a negative attitude towards school. Teachers, after situations of bullying and mobbing, often experience a feeling of inadequacy and powerlessness, and the risk of administrative penalties. Negative feelings worsen when the situation gets out of control and these forms of violence lead to physical damage, suicidal behavior, and conflicts with parents. The author of the article believes that an important technology to combat school violence is the creation of an educational environment free of violence. This will become possible only with the introduction of diagnostic, preventive and psychocorrection programs aimed at preventing bullying and mobbing. The following methods can achieve the greatest effectiveness in prevention: 1) regular interaction of psychologists and teachers with parents; 2) conducting training sessions for teachers and students; 3) the intensity of work with teachers and children to implement the school's corporate policy regarding the suppression of episodes of violence.*

Keywords: *bullying, mobbing, educational environment, students, teachers.*

INTRODUCTION

The effectiveness of the educational process is directly related to the teacher's ability to design and create a safe, psychologically comfortable educational environment in the classroom. The presence of a sense of security in students is an important factor in their personal development and academic performance. The educational environment of a modern school is not isolated from external and internal factors, which can have both a positive impact and contain threats, dangers and risks that cause destructive changes.

Thus, to reduce possible risks, it is necessary to design a safe educational environment for the school: the presence of an atmosphere of physical comfort, a favorable social and psychological climate; timely support for students and satisfaction of their educational needs; respectful attitude towards the personal characteristics of students, focused on safe and constructive interaction of all participants in the educational process (Maliy, 2019).

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By psychologically safe we mean an educational environment that provides a high level of personal and emotional protection of students from any manifestations of violence, activating the reserve capabilities of the individual in activities, in comfortable interpersonal interaction of participants in the educational process (Maliy, 2019).

The problems of cruelty and violence, which are classified as bullying and mobbing and have now acquired signs of globality and significant social resonance, require special attention. The scale and consequences of these negative phenomena, as well as the tasks of the education system to ensure the safety of the educational environment, create the need for a more detailed analysis of them (Bobrovnikova, N.S. 2020).

LITERATURE REVIEW

The problem of mobbing and bullying is a socio-psychological problem throughout the world. It has been known for a long time, but has become especially widespread in the last decade, which is associated with the growth of professional and interpersonal competition in society and the lack of a sufficient level of responsibility for violating everyone's rights to self-expression and respect for their own dignity. This is especially evident in the educational environment, where extreme forms of their expression can be observed. The presence of bullying and mobbing is increasingly being discussed not only among students, but also among teaching staff. Moreover, this is one of the professions in which this phenomenon occurs most often.

The results of a study by American scientists, based on 37 schools where participants used firearms when bullying occurred, showed that 75% of student aggressor shooters experienced constant bullying and threats, and in 80% of cases one of the classmates knew what the aggressor was planning his actions (bought a weapon, wrote about his intention on social networks, etc.) (Ivanova, 2018).

According to a survey conducted in 2020 by the All-Russian Popular Front, the Council of Mothers and the Center for Legal Support "Mama in the Right" (the number of survey participants was 5.5 thousand people), more than 30% of respondents were bullied at school; 6% – were not bullied, but acted as aggressors; 4% of survey participants suffered from bullying after leaving school. Thus, the number of affected respondents was more than 40% (Kolesnikova, 2020).

Such phenomena were first described by psychologist H. Leiman based on the results of a study he conducted in the early 80s. XX century (Leymann, 1990). He described it as psychological terror, which manifests itself in systematically repeated hostile and unethical treatment of others. In international practice, the concept of "mobbing" is understood as unfair treatment and systematic bullying in the form of underestimation of authority and psychological pressure on an individual, usually with the goal of ousting him from the team. There are two main types of mobbing: vertical - from a formal or informal leader, and horizontal - at the level of other team members.

Vertical mobbing is also defined by the concept of "bullying," which was introduced by journalist E. Adams in the 90s. XX century. Bullying is considered as long-term repeated physical or psychological violence by an individual who has certain physical, psychological or other advantages over another individual. The concepts of "mobbing" and "bullying" are often used interchangeably, but the defining difference between their manifestations lies in the quantitative composition of the subject of aggression: mobbing is committed by a group, while bullying is committed by individuals.

An essential characteristic of these phenomena is that they are defined only when they have not one-time, but systematic, regularly recurring manifestations that go beyond socially accepted norms (Shalaginova, 2019). The process consists of five stages: the first is the presence of a long and unresolved conflict, the second is aggressive actions and hostile relations. At the third stage, other members of the team are drawn into the conflict. On the fourth, the victim is slandered and stigmatized, and finally, ousted from the group.

The social structure of mobbing and bullying consists of three elements: the persecutor-buller (group or individuals), the victim and the observer.

The main means of mobbing and bullying are: systematic public criticism for any reason; biased low or negative assessment of the process of activity or work performed, deliberate ignoring and hushing up or non-recognition of achievements and successes, while focusing on any failures, even if they are insignificant (thereby forming in the victim the image of an incompetent, irresponsible person

or simply a bad person); manipulation and systematic imposition of one's views; artificially created intrigues, social isolation, etc.

By these means, bullies try to implement basic life strategies that are attractive to them, aimed at: being in the center of attention, gaining authority and being leaders; control all information flows and decisions for self-affirmation in the team as a strong and influential person who must be feared and recognized; to be close to authority and get rid of competitors (although sometimes the aggressor sees competition where there is none and no one claims his place, but this does not prevent him from closely defending his own positions).

A typical characteristic of a bully is that he periodically changes the targets of his bullying, but his need to find and have a victim always remains relevant. Observers and accomplices of bullying most often become those who succumb to the influence of those who are more powerful; they themselves are afraid to find themselves in the place of the victim; lack initiative or do not want to stand out among others; value friendship with the leader; perceive bullying as entertainment. The potential victim is characterized by obvious differences from others, unconventional thinking, communication difficulties, or an isolated lifestyle.

Such persons find it difficult to cope with intrigue, systematic bullying and being in situations of constant stress; on this basis, they are prone to nervous breakdowns and loss of health. At the same time, there is a danger both for the victim of mobbing and for the institution as a whole where this phenomenon occurs. It destroys it from the inside, disrupts the balance of power and harmonious microclimate, serves as the basis for an extreme aggravation of the situation for both sides and can have serious consequences for the victim and a negative social effect.

Mobbing leads to serious psychological and psychosomatic illnesses that make the student powerless and destroy his self-esteem. If day after day a student is influenced by critical comments, not supported and isolated from others, then he involuntarily begins to doubt his competence. Mobbing has a domino effect, since it negatively affects not only the victim, but also his immediate environment - family, friends, colleagues with whom he is on friendly terms.

Of course, there are a number of international and Russian legal documents regulating the protection of children from violent acts, among which the following can be highlighted: the Convention on the Rights of the Child (1989), the World Declaration on the Survival, Protection and Development of Children (1990).), Convention for the Protection of Children from Sexual Exploitation and Sexual Abuse (2007), Convention against Discrimination in Education (1960), Federal Law "On Education in the Russian Federation" dated December 29, 2012 No. 273-FZ, Criminal Code of the Russian Federation (Article 110).

In accordance with them, the Russian Federation guarantees the accessibility and safety of education, proclaims its humanistic character, the priority of human life and health, individual rights and freedoms, and the inadmissibility of discrimination and violence in the field of education (Glazyrina, 2017). However, despite the close attention of various departments, in the Russian Federation there is a shortage of anti-bullying government programs, the basis of which would be the generalized results of Russian and foreign studies studying phenomena such as mobbing and bullying (Fedotova, 2021). In addition, in connection with the development and implementation of modern information and communication technologies in a person's everyday life (including social networks), relatively new forms of violence began to appear, carried out in the virtual space – cyberbullying (Gulyanickaya, Karandashov, 2020).

RESULTS AND THEIR DISCUSSION

Today there is a lot of talk about the fact that it is the educational organization that should take on the functions of combating bullying and preventing it. Bullying is a phenomenon that extends beyond education. Bullying is possible in any organization where there is a hierarchy and the possibility of establishing relationships of subordination.

Since 2019, the active development of anti-bullying programs in Russia began. Below are a number of programs. Anti-bullying program "Territory of Safety" (Ekaterinburg). The goal of the program: prevention of bullying in children's and adolescent groups. The program became one of the winners of the first Presidential Grants Fund competition in 2020. Its implementation is carried out by the autonomous non-profit organization of the same name - ANO "Territory of Security".

The program includes a series of thematic video lessons for schoolchildren, their parents and teachers and a universal methodology aimed at preventing bullying in Russian schools. During the implementation, program participants study and discuss the nature of bullying, the principles of psychological and physical self-defense, learn to manage their emotions, recognize and differentiate bullying, and prevent it. As part of the "Territory of Safety" program, a series of publications for a wide audience dedicated to the prevention of conflicts and bullying at school was launched on social networks.

Anti-bullying program "Bullying Net" (https://travlinet.rf) The purpose of the program: to create a psychologically safe atmosphere in educational organizations, to prevent the spread of cruelty and aggression among children and youth, and to prevent child suicides.

The program format contains a complex of various forms and methods. The program presents an anti-bullying charter (that is, a set of rules established by the school, signed by all participants in the educational process); an algorithm of actions to prevent and urgently stop bullying, information for students about the rights and actions when faced with bullying in an educational institution; information for teachers and parents.

Anti-bullying program "EVERYONE IS IMPORTANT" (https://kazhdyimazhen.rf) The purpose of the program: prevention of bullying at school. The program is comprehensive. The program views school bullying as a systemic dysfunction of a group, not limited to the relationship between the aggressor and the victim. The main focus of the program is the witnesses, the majority of children in the class, whose position allows bullying to exist. Based on a synthesis of international experience and Russian realities, the program allows you to create in the classroom a system of values, norms and rules that are intolerant of bullying and any forms of violence. The program is addressed to teachers, students and parents. Interactive methods for preventing bullying at school are offered for teachers. For schoolchildren – preventive classes. And parents will find a lot of educational information in the program. There is a methodological piggy bank and expert advice.

The Social Development Fund «Noon» has developed Russia's first mobile game for teenagers about bullying. The game's characters - wolves, ratmen and winged ones - illustrate the roles and strategies of children in the event of a real bullying situation. The characters of the mobile game "Animagia" show that any schoolchild can be involved in bullying. "Animagia uses the metaphor of a magic academy, which is close to schoolchildren, where, in addition to lessons, there is an unspoken hierarchy typical of a teenage group. All the entities in the game are not random - the characters embody three main roles in a bullying situation," says Ksenia Rubanova, lead developer of the Polden studio. The game has a section called "Seems familiar?" – it contains information about where a child can turn for help. For the children's audience, the foundation's specialists have opened a safe public page on VKontakte, "Animagia - a community of caring people", where participants follow the rules of respectful communication, can share materials on the topic of bullying or receive psychological support. The authors of the game have developed teaching materials on the topic of bullying for teachers and other specialists in educational institutions, which are adapted for conducting online classes. The mobile game is available for free on Google Play and AppStore.

Since 2012 at the Department of Technology and Service of the Federal State Budgetary Educational Institution of Higher Education "Tula State University named after. L.N. Tolstoy" scientific research is conducted aimed at the theoretical and methodological substantiation of the practical training of technology teachers to design a psychologically safe educational environment.

In the work programs of the disciplines of basic and specialized training of students, substantive components of a theoretical and practical plan have been introduced and are being successfully implemented, aimed at developing the readiness of future teachers to design a psychologically safe educational environment. For example, when studying the specialized discipline "Technology Teaching Methods", the principles of tolerance, positive motivation (taking into account possible problem situations and ways to solve them, overcoming psychological barriers, creating situations of success for students, creating a psychologically comfortable class climate), relying on developmental education; organizational and pedagogical technologies that determine the structure of the educational process and help prevent states of overfatigue, physical inactivity and other maladaptive states, psychological and pedagogical technologies for constructively solving problematic pedagogical situations and minimizing destabilizing factors that arise in the learning process (Medvedev, Maliy, 2021).

Thus, designing and ensuring comprehensive safety of the educational environment presupposes (Dem'yanenko, Korobejnikova, 2019): constant interaction of all participants in the educational process, as well as executive authorities and public organizations; ensuring control over compliance with internal regulations, labor protection and safety rules in an educational organization; ensuring a psychologically safe educational environment; ensuring continuous education of the teaching staff through retraining and advanced training programs.

CONCLUSIONS AND RECOMMENDATIONS

Analysis of international and domestic experience shows that the problems of mobbing and bullying are extremely difficult to overcome. They become public only in extreme manifestations, in other situations they are quite hidden, and usually do not go beyond the boundaries of a specific social group.

We see possible ways to reduce the incidence of bullying and mobbing in an educational organization in the effective and targeted training of future teachers and retraining and advanced training of those already working in designing a psychologically safe educational environment. It is the creation of a psychologically safe educational environment in a modern school that is aimed at comprehensively solving these problems, including all participants in the educational process: parents, students, teachers and school administration.

Creating an educational environment free from violence, conducive to the development and self-realization of students, and the formation of a healthy, safe lifestyle will only be possible with the introduction of anti-bullying programs. The greatest effectiveness in preventing bullying can be achieved by programs focused on regular meetings of psychologists or teachers with parents, conducting training sessions, intensive work with school representatives and children, the duration of the program, and discussing and adopting a school-wide policy regarding bullying.

What actions should the administration of an educational organization and teachers take if bullying is noticed in the classroom? First, you need to study the problem. What's happening? Who is included in the situation, how does bullying manifest itself? How long has it been there? And similar questions. This will allow you to make the right decision and localize the situation.

Secondly, it is extremely important to eliminate the wrong response to the situation. There are two mistakes here: the first is to take the position of one of the parties (bad, as it strengthens the position of some and causes a feeling of aggression or helplessness in others). It is important that the teacher is neutral to the situation, anti-bullying, and not against any group or for any group. This will allow you to understand the situation and stop the bullying, otherwise the conflict will escalate.

Thirdly, it is necessary to give an unambiguous assessment of this phenomenon for the group, class and identify bullying as a group problem. Consequently, the person addressed (director, teacher, class teacher) must name the phenomenon (bullying) and tell the other participants that this is a common difficulty and must be overcome together. So to say: there are diseases that affect not people, but groups, classes, companies.

This position is extremely significant, because most often, when faced with manifestations of bullying, parents turn to an educational psychologist for an individual consultation. Working with a case, a psychologist can influence the situation exclusively from the child's side, analyzing his behavior and helping him become more self-confident or more sociable. But this path is quite long and ineffective, because the problem lies not only in the child, but also in the general group behavior.

Among adults - parents and teaching staff - the problems of bullying and mobbing are called by their proper names, but among teenagers it can be mixed into the general problem of communication - unity, without updating and specifying the immediate reason for the work. Consolidation of efforts makes it possible to identify the solution to the problem as important for everyone and creates conditions for unity (after all, this is a common task).

Thus, the following methods can achieve the greatest effectiveness in the prevention of mobbing and bullying: 1) regular interaction of psychologists and teachers with parents; 2) conducting training sessions for teachers and students; 3) the intensity of work with teachers and children to implement the school's corporate policy to suppress episodes of violence.

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ВРШЊАЧКО НАСИЉЕ И МОБИНГ КАО ДРУШТВЕНИ ПРОБЛЕМИ САВРЕМЕНОГ ОБРАЗОВНОГ ОКРУЖЕЊА

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Апстракт: *У чланку је представљена анализа страних и руских психолошких истраживања. о проблему малтретирања и мобинга. Разматрају се појмови „мобинг" и „буллиинг", њихове суштинске карактеристике, врсте, карактеристике испољавања, друштвена структура и средства. Анализира се дефиниција појма „психолошки безбедно образовно окружење" које се сматра условом за спречавање мобинга и вршњачког насиља. Садржај чланка открива како малтретирање и мобинг наносе праву штету свим учесницима у образовном процесу. Жртве доживљавају и физичку агресију и психичку трауму. Као резултат тога, проблеми са академским успехом, невољност да похађају школу и манифестације самодеструктивног понашања. Агресори развијају погрешне представе о решавању сукоба и нормама друштвене интеракције уопште, што их често доводи до злочина. Сведоци, иако нису директно укључени у малтретирање, ипак доживљавају такве негативне емоције као што су страх да ће бити на месту жртве, немоћ и негативан став према школи. Након ситуација малтретирања и узнемиравања, наставници често доживљавају осећај неадекватности и немоћи, као и ризик од административних казни. Негативна осећања се повећавају када ситуације измакну контроли, а ови облици насиља доводе до физичких повреда, самоубилачког понашања и сукоба са родитељима. Аутор чланка сматра да је важна технологија за борбу против насиља у школи стварање образовног окружења без насиља. То ће постати могуће тек увођењем дијагностичких, превентивних и психокорекционих програма који имају за циљ превенцију вршњачког насиља и мобинга. Највећу ефикасност у превенцији могу постићи следеће методе: 1) редовна интеракција психолога и наставника са родитељима; 2) спровођење обука за наставнике и ученике; 3) интензитет рада са наставницима и децом на спровођењу корпоративне политике школе за сузбијање епизода насиља.*

Кључне речи: *вршњачко насиље, мобинг, образовно окружење, ученици, наставници.*