

IV. PEDAGOGICAL, LEGAL AND NATURAL SCIENCES

Bohdan Yavhusishyn

Vasyl' Stus Donetsk National University

Vinnytsia

Research Supervisor: M. V. Lukashenko,

Ph.D. in Philosophy, Assoc. Prof.

Language Advisor: L. F. Lozynska, Ph.D. in Pedagogy, Assoc. Prof.

BULLYING AS A SOCIAL PHENOMENON

Introduction. Bullying is something, that most of the victims of such phenomenon will not talk about, as it is a painful experience for them and they are afraid of being exposed. In recent years, there was a lot of different news about bullying, and all of them with various conditions and consequences. So, educational institutions in some countries provide various systems against bullying.

Review of recent publications. This phenomenon is widespread among society, so there are many researchers. Among them is the research work by I.Zycha, R.Ortega-Ruiza, and R. Del Reyb "Scientific research on bullying and cyberbullying: Where have we been and where are we going" [8]; "Introduction to the special issue on bullying: A social influence perspective" written by J.B.Simon [9]. The former's main objective was to focus the attention of society on issues, which are caused by bullying, while the latter's main objective was to describe the relationship between social influences and attitudes and/or behaviors of various participants of the bullying situation. Every year there are large-scale sociological researches by UNICEF, etc.

Objectives of the paper. The main objectives of the research are to investigate the main factors of this phenomenon, to identify prevention strategies, and to increase awareness among society.

Results of the research. The researchers mention that the phenomenon of bullying has a multidimensional character. However, there are three main factors: young people, the hush of the local community, the passivity of the adults [1]. Originally bullying was used to be termed as "mobbing" by Olweus in 1972. Individuals take part in bullying situations in a variety of roles, such as a bully, a victim, a witness, and other roles that can be classified by active, passive, or perceived presence. Also from one situation to the next individual tends to be dynamic in roles, which he takes on [2].

There are various factors of bullying, but they can be combined into four groups: personal, family, environmental and social. Personal factors are the physical or psychological characteristics of the person. As for family factors, there is hyperopia over the child, domestic violence, lack of close relationship between parents and child, etc. Environmental factors are a lack of control by the teaching staff over children's behavior, ignoring the problem at the level of the educational institution.

And the last one is social factors, which are gender stereotypes, social and economic inequality, etc. [3]. The factors above testify that bullying is systematically analyzed in the current world.

According to the research, which was based on federal statistics in the USA, about 20% of students aged 12-18 experienced bullying nationwide. Students of 12–18 ages, who reported being bullied, said they thought those who bullied them: could influence other students' perception of them (56%); had a more social influence (50%); were physically stronger or higher (40%); had more money (31%). Also, the research estimated that cyberbullying mostly occurs among students ages 12-18 who reported being bullied at school during the school year. 15 % were bullied online or by text. Furthermore, 14.9% of high school students were electronically bullied during 12 months before the survey [4]. These statistics show us that a significant part of teenagers and youth are in danger of being bullied.

According to UNICEF research made in Ukraine about 90% of respondents confirmed the facts of bullying. In about half of all cases, children bully their classmates because of their appearance. Two-fifths of Ukrainian children keep everything to themselves because they are embarrassed to talk about being attacked by their classmates. The vast majority of bullying incidents (69%) were performed face to face. Only about 20% of them were bullied online. About 36% of victims didn't report bullying and about 40% of victims said they were ashamed [7]. Such figures tell us that bullying is widespread in educational institutions and this phenomenon is still accepted to keep silent.

Bullying has various negative effects. For instance, students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school. Moreover, students who are both targets of bullying and engage in bullying behavior are at greater risk for both mental health and behavior problems than students who only bully or are only bullied. Besides, bullied students indicate that bullying hurts how they feel about themselves (27%), their relationships with friends and family (19%), their school work (19%), and physical health (14%). Additionally, youth who self-blame and conclude they deserved to be bullied are more likely to face negative outcomes, such as depression, prolonged victimization, and maladjustment. Also, tweens who were cyberbullied shared that it negatively impacted their feelings about themselves (69.1%), their friendships (31.9%), their physical health (13.1%), and their schoolwork (6.5%) [5]. According to the information, which was mentioned above, it is clear to say that bullying has a destructive power and the wheel of violence keeps being closed.

There are individuals, who experienced bullying and keeps passing on harassment, but also people, who break down the wheel of violence in different ways. Also, I would like to mention, society has already developed some ways to put an end to harassment and cyberbullying among their local communities and throughout the country. For instance, there are some local groups of virtual security guards, which help victims with the consequences of bullying, write reports to police about offenders, and if they can they try to restrict online facilities of the offender in their local group, such as a ban of writing for a while. Although some countries have such

unofficial groups, there are some countries with government online security systems or/and cyber police.

Parents, school staff, and other caring adults should prevent bullying. There are several ways of preventing it. First of all, help kids understand bullying. Kids who know what bullying is can better identify it. They need to know ways to safely stand up to bullying and how to get help. Secondly, keep the lines of communication open.

The researcher tells that spending 15 minutes a day talking can reassure kids that they can talk to their parents if they have a problem. Talking about bullying directly is an important step in understanding how the issue might be affecting kids. Thirdly, encourage kids to do what they love. Help kids take part in activities, interests, and hobbies they like. These activities give kids a chance to have fun and meet others with the same interests. They can build confidence and friendships that help protect kids from bullying. And last but not least, model how to treat others with kindness and respect. Kids learn from adults' actions. By treating others with kindness and respect, adults show the kids in their lives that there is no place for bullying [6].

Conclusion. To sum up, bullying is a social phenomenon, which has an impact on all participants of bullying in a negative way. The rates of such phenomenon can be reduced by the efforts of both adults and kids. Also, we need to focus on the instruments, which are already developed and have success, but not to make them the new causes of bullying.

References

1. Bullying: disease or social phenomenon? Experimental research Retrieved from <https://pubmed.ncbi.nlm.nih.gov/20568582/>

Introduction to the special issue on bullying: A social influence perspective. Retrieved from: <https://www.tandfonline.com/doi/full/10.1080/15534510.2013.771882>

2. Булінг (цькування) як явище, його форми та учасники. Авторський колектив: Тілікіна Н. В., Гольцберг К. О., Мельниченко.

A. A. Bulinh (txkuvannia) yak yavyshche yoho formy ta uchasnyky [Bullying as a situation, its forms, and participants]. Avtorskyi kolektyv [Authors staff]: Tilikina N.V., Holtsberh K.O., Melnychenko A.A. Retrieved from: <https://nupp.edu.ua/uploads/files/0/main/deps/ps/buling/module1/buling-iak-iavische.pdf>

3. Facts About Bullying. Retrieved from: <https://www.stopbullying.gov/resources/facts>

4. Bullying statistics. Retrieved from: <https://www.pacer.org/bullying/resources/stats.asp>

5. How to Prevent Bullying. Retrieved from: <https://www.stopbullying.gov/prevention/how-to-prevent-bullying>

6. UNICEF Ukraine: 89% школьників сталкиваються з булінгом. UNICEF Ukraine: 89% shkolnykiv stakkyvaiusia s bullynhom [UNICEF Ukraine: 89% of

schoolers are facing with bullying] Retrieved from: <https://womo.ua/unicef-ukraine-49-shkolnikov-stalkivayutsya-s-bullingom/>

7.Zycha I., Ortega-Ruiza R., and Reyb R. D."Scientific research on bullying and cyberbullying: Where have we been and where are we going". Retrieved from: <https://coek.info/pdf-scientific-research-on-bullying-and-cyberbullying-where-have-we-been-and-where-a.html>

8."Introduction to the special issue on bullying: A social influence perspective" written by J.B. Simon. Retrieved from: https://www.researchgate.net/publication/271672331_Introduction_to_special_issue_on_bullying_A_social_influence_perspective

Yevhenii Fedorenko

*Vasyl' Stus Donetsk National University,
Vinnytsia*

Research Supervisor: Yu. V. Okunovska, Ph. D. in Political sciences, Ass. Prof.

Language Supervisor: L. F. Lozynska, Ph.D. in Pedagogy, Assoc. Prof.

PROBLEM OF SUICIDE

Introduction. Suicide has always aroused interest, compassion, and, as a result, the desire to understand the roots and origins of this phenomenon. This is a phenomenon with multidisciplinary nature. This topic is not popular in society because of the moral sides of it, people are afraid. But that problem is still here, and we must talk, research more about it. We must help people to prevent more deaths and make them feel comfortable in their life. The research describes suicides from a sociological point of view.

Objectives of the paper. The objectives of the paper are: to create a picture of what's happening in the sphere, to analyze differences between different categories of people, to look at different factors of suicide, to describe the main problems we have now, to raise and disseminate the theme in society. Suicide is the act of intentionally causing one's death, often carried out in desperation, attributed to mental illnesses [1]. Suicide is one of the manifestations of auto-aggressive behavior [2]. For the first time, Emile Durkheim investigated the problem of suicides from a scientific point of view. The sociologist pointed out that persons who have a more powerful grid of social connections are less prone to suicides than persons who are poorly associated with the lives of groups [3]. Personal motivation for suicides varies between different crises.

Results of the research. At the time of summing up, 102 people were accepted in the survey, including 49% of men and 51% of women. Main age categories: under 16 years (23.8%) and 17-25 years old (72.3%). From the results of the survey, we can create an overall picture among people with suicidal thoughts. Among them, there are more men by 9.6%. On average, the frequency of stress situations is estimated at 3.6 out of 5. Only 38.7% of them are socially active. 64.5% have constant trouble