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HOW CAN WE PREVENT VIOLENCE AT SCHOOL? BULLYING

Abstract. Why do we see so many aggressive attitudes in school students and how do we need to teach children to sort out the relations peacefully? To cultivate kindness is a leading adult's responsibility which means to teach the child to empathize, do not avoid the conflicts, but being able to listen and defend what considers fair. It seems the feeling of kindness left school walls today; it feels like the laws of the jungle. The recent gun shooting in Kerch, the terrible attacks in the school of Perm; all these cases took our attention. Nowadays school psychologists, children's psychotherapists, and teachers say that sneers, abuse, and rudeness become the norm not only in the communication of pupils but also children with adults. How to prevent violence? How to stop bullying? What do we need to stop to help children in this changing world? That's questions what we ask.

Keywords: violence prevention, bullying, destructive behavior, family, educational institution.

Why today's school students changed so much and how to teach children to sort out their problems peacefully? What does it mean To cultivate kindness, I understand it as teaching the child to empathize to another person (kid or adult), do not avoid the conflicts, but being able to listen and defend that it considers fair?

It seems the feeling of kindness left school walls today, the laws of the jungle succeeded it. Sad cases of humiliations and a beating happened, of course, earlier. However, today school psychologists, children's psychotherapists, and teachers say that sneers, the abuse, and rudeness become the norm not only in the communication of pupils but also children with adults. Openly about it started talking after a TV series "School" . Opinions were shared: one claimed that all events on the screen are familiar to them, others refused to trust in it. What does occur at schools?

The school violence - is a type of violence at which use of force between children or teachers concerning pupils takes place, and in our culture - extremely seldom pupils with the teacher. The school violence is subdivided on emotional and physical.

According to Haldre's (2000) defines emotional violence as the act made concerning the pupil or the teacher which is directed on the deterioration of psychological well-being of the victim.

The emotional violence causes an emotional pressure in the victim, humiliating it and reducing its self-assessment.

Types of emotional violence:

- sneers, assignment of nicknames, infinite remarks and biased estimates, ridicule, humiliation in the presence of other children and so forth;
- rejection, isolation, refusal of communication with the victim (with the child refuse to play, be engaged, don't want to share the same desk with it, don't invite to birthdays, etc.).

Mean use of physical force with the pupil, the schoolmate as a result of whom drawing a physical trauma is possible by physical abuse.

Beating, drawing blow, slaps, clips, damage belong to physical abuse and taken things, etc. Usually physical and emotional abuse accompany each other. Sneers and mockeries can proceed a long time, causing in the victim the long injuring experiences.

Who most often falls a victim of school violence?

Any child can fall a victim, but usually, for this purpose choose the one who weaker or somehow differs from others. Most often the children have become the victims of school violence:

- Physical defects. Children with physical defects - wearing glasses, having the reduced hearing or with violations of movements (for example, at cerebral spastic infantile paralysis), that is those who cannot give adequate repulse and protect itself - offend much more often;

- Features of behavior. The closed children (introverts and phlegmatic persons) or children with impulsive behavior (at MMD) become a target for sneers and aggression. To some extent, hyperactive children happen too importunate, thus more naive and direct, than their contemporaries. They too deeply nestle close in personal space of other children and adults: get into others talk, games, impose the opinion, are impatient waiting for the turn in game etc. For these reasons they often cause irritation and receive "retaliation". Hyperactive children can be both the victims, and tyrants, and is frequent both that and others at the same time;

- Features of appearance. All that allocates the child on appearance from the lump, can become an object for sneers: red hair, freckles, the bulged ears, curve feet, a unique shape of the head, body weight (completeness or leanness) etc.;

- Bad social skills. There are children at whom psychological protection against verbal and physical abuse because of insufficient experience of communication and self-expression is not developed. In comparison with children at whom social skills are developed according to their age, children with undeveloped social skills accept the role of the victim easier. Accepted a role of the victim reconciles to a situation as with inevitability, often even internally finds justification to the tyrant: "... well, so I such, stand it, deserved it".

- Fear of school. It arises at those who go to school with negative social expectations concerning it more often. Sometimes this fear is induced by parents who had problems at school age. Stories about the angry teacher and wrong notes can become the starting mechanism of emergence of fear. The child showing uncertainty and fear of school will become a more natural object for jeers of schoolmates;

- Lack of experience of life in the collective (house children). The children who are not visiting children's collective to school can not have the necessary skills allowing to cope with problems in communication. Thus often they can surpass by the erudition and abilities of the children going to kindergarten;

- Diseases. There is a mass of frustration which causes sneers and mockeries of contemporaries: epilepsy, tics, and ADHD, stutter, enuresis (a urine Incontinence), violations of the speech - a Turret Syndrome, dysgraphia (the illiterate letter), dyslexia (violation to training in reading);

- Low intelligence and difficulties in training. Low abilities also determine lower learning ability of the child. Bad progress forms a low self-assessment: "I will not consult. I am worse than others" etc. The low self-assessment in one case can promote the formation of a role of the victim, and in other - to violent behavior as to compensation option (to Asher, Dodge, 1986). Thus, the child with low I.Q. and difficulties in training can become both the victim of school violence and the tyrant.

Who most often becomes a tyrant at school?

Stroufl, Fluson (1986) as a result of the conducted researches claim that children raised in the conditions of a maternal deprivation (that is at chest age not received sufficient love, care, children with not created attachment to parents - orphanage children and "social orphans"), are inclined later to more prominent violence, than the children who are brought up in healthy families.

Olweus (1983) paid attention to the intrafamily factors provoking formation at the child of active lines of the personality. In his opinion, a more significant risk to be violent it is found in children who come from the following families.

1. Incomplete families. The child who is brought up the loner parent is more inclined to the application of emotional violence with other children. Moreover, the girl in such a family will apply authentically more often to another emotional violence, than the boy.

2. Families in which mother has a negative attitude toward life. The mothers who are not trusting and negatively adjusted to the world and school of the child usually don't wish to cooperate with school. In communication, the child's abusive mother is not condemned by it and not corrected. In such cases of the mother are inclined to justify violence as a natural reaction to communication with "enemies."

3. Imperious and authoritative families. Education in the conditions of the dominating hyper patronage is characterized by unconditional submission to the will of parents, therefore, children in such families are often crushed, and the school serves as the channel where they splash out internally suppressed anger and fear.

4. Families which differ in the conflict family relations. In families where adults often quarrel and swear, aggressively ego-tripping in the presence of the child, "the training model" works so-called. Children acquire and further apply it in everyday life as a way to cope with a situation. Thus, one behavior model can pass from father to son as family damnation. In itself frustrating and disturbing atmosphere of a family forces the child to be protected, behave aggressively. In such families practically there is no mutual support and close relations. Children from families in which the violence practices, assess violent situations differently, than other children. For example, the child who got used to violent communication - to the mandative, bellowing and increased tone, estimates it as usual. Therefore, in shouting and a beating, both from the teacher and from the child, he will not see anything terrible.

5. Families with a genetic predisposition to violence. Children have a different genetic basis of tolerance (shipping) of stress. Significant predisposition to violent acts is a part of problems with resilience. Children have a low genetical tolerance to stress. Besides, low progress is also a risk factor of manifestations of violence. Researches showed that good marks in subjects positively correlate (are directly connected) with higher self-assessment. For boys progress at school is not so significant and to a lesser extent influences a self-assessment. For them, it is more important to be successful in sport, out-of-school actions, campaigns, etc. kinds of activity. Poor girls have more significant risk of manifestation of aggression concerning contemporaries than boys with lousy progress.

Environmental risk factors of violence at school

The school violence is promoted:

1. The anonymity of big schools and absence of a variety of a choice of educational institutions. Not each child owing to his features suits big noisy school. Some children feel and behave in small classes, being in a quiet collective. Congestion of the training program, the noisy atmosphere can negatively be reflected in emotionally labile and hyperactive children with the unstable nervous system, get and excite them. In big school collective significant anonymity, i.e. the smaller probability of identification of an act of violence and its restriction also contributes to violence, owing to that to the teacher is difficult "to reach" everyone, to sit over his problems and so forth. Absence nearby of other schools, restrictions in a choice also give a free hand to teachers tyrants as children and parents are compelled to suffer an arbitrariness - they have no place to disappear, every day far in school you won't carry the child, especially if it in several kilometers also isn't present available transport connection. In one of such schools located in a military camp because of a teacher's lawlessness within two years, three suicides were made by graduates of the senior classes.

2. A bad microclimate in the teacher's collective. The ABUSIVE pattern in the teacher's behavior is caused, in principle, by the same factors, as at children. In the teacher's collectives having an authentic style of the management, the same relations as between pupils and teachers: "Who from above - that more strongly." Irritability, a dissatisfaction of teachers, can be splashed out and turn into aggression with children. If the teacher allows external factors to have on himself impact (disorders of the house, the conflicts to administration etc.), its professionalism raises many doubts... Unfortunately, professional burning out is vented often on pupils.

3. Indifferent and indifferent relation. The teachers overloaded with work often don't interfere with children's dismantlings, speak to the complaining parents: "Let children understand." If both schoolmates, and parents - "also treat a teacher's arbitrariness. In the time, when children begin to attain more independence in younger age, together with all positive sides, it appears a big threat. First of all it is reflecting in mutual conflicts, particularly among teen-agers. And one of the most prevailing forms of such situations is bullying. Thus, the problem of its prevention stands of vital importance for the society, especially at the level of schools.

Self-elimination of adults, concealment of that occurred, always only complicates position of children. However, it is necessary to react depending on a situation, finding out its reasons and carefully selecting ways of influence - universal recipes do not exist.

The atmosphere at school is that first of all defines the behavior of pupils, actions of teachers. We feel it at once as soon as we come into school - to how to greet us, talk as adults and children behave at school. Of course, children bring in school the rules of communication - from the house, from the street, but almost always win finally against the style of the relations school, its tone, and its unwritten rules. The attention of adults, support of administration uniting pupils and teacher's school affairs create particular space of school life in which everyone - the child and the adult - will feel safe.

24-year-old Alexander, the teacher of physics, interfered with a fight of eighth-graders and as a result, received a foot injury. He demanded from the administration of the school to discuss a situation on teachers' meeting, but the director preferred to hush up the scandal. It is a drama situation because not to punish - means not only not to protect the teacher, but also to leave teenagers alone with the alarm caused by that their act remained without answer. In this case continuation of violence is inevitable: knowing no limit legal, children will freely show aggression. Rules and sanctions for their violation define borders of behavior. Without them, any talk remains only words, air concussion. Skilled teachers from the very beginning of work in a class agree with children about rules, and those accept them - if, of course, rules are dictated by common sense and don't humiliate their advantage.

It is also important to teach children to peace style of communication. To talk about the most important for them (at different age it is different subjects), to explain, argue, allow them to express and listen to children carefully it is necessary to teach them to resolve the conflicts independently and to defend the position words, but not fists.

Mean jokes, humiliating nicknames, sneers with which children shower with each other, can become the reason of constant hostility. Children know weak places of each other and beat there, where more painfully. Such behavior especially often meets at teenagers who need to approve themselves in the opinion of schoolmates. The emergence of "whipping boy" rallies age-mates, and they become even angrier. The aggression of younger school students arises as a reaction to a psychological trauma more often. Many children daily face physical and emotional abuse, suffer from a house beating. They have no place to wait for protection. The violence shown by them - in fact, is a call for help. Among the "angered" pupils there are also those it is difficult for whom to improve the relations with people around. They feel like derelicts, the victims, outsiders. Their increased aggression is only desperate attempt to achieve recognition.

Children cannot cope with violence and rudeness independently. The psychologist Lyudmila Petranovskaya offers the following algorithm of action of adults.

* 1. Call aloud that occurs in a class. If someone from children is made intentionally cry, teased, selected (hide, spoil) its things, push, pinch, beat, expressly ignore - it is persecution, violence. Tell about it to children directly. Sometimes one it happens enough that the violence stopped.

* 2. Explain to pupils: that occurs - a problem of all class, but not personal hostility of two-three people. It is an illness which can affect a class and even school. Such conversation will help children to save face, and that is especially important, will remove opposition between the victims, offenders, and witnesses.

* 3. Insist: the similar behavior is inadmissible under no circumstances. Don't argue on the facts, don't find out, who and what exactly I made. However, help children to understand what happens to them and that other people when offend them feel, humiliate.

* 4. Together with pupils formulate rules of life in a class. "At us, nobody sorts out the relations fists," "At us do not offend each other," "At us do not look quietly when two fight - they separate." For children the rule is more senior can sound so: "If I see that I touch and I offend the person, I will immediately Stop doing it". Discuss sanctions which have to follow violation of these rules. Then further happens rather merely to remind of arrangements.

* 5. Support the atmosphere of mutual understanding in a class. Let to children know that its creation - this common cause and a joint victory.

To teach children to understand feelings - the and other people - one of the problems of education. "We are simply obliged to develop empathy at children, this little ability to understand (without estimating) the word, emotion, belief of other person and that they mean to it - Tatyana Bednik is sure. - It is possible to use for this purpose games, training on which children will be able to realize that feels another when they offend him. Alternatively, to feel borders admissible for most and others: I won't do you the harm and I won't allow that you harmed me". "Today there is washing out of many values therefore to teachers it is necessary to explain again and again to children acts of other people and, of course, to show own example that it is allowed to nobody to humiliate the person - Anatoly Berstein agrees. - Cultivating self-respect in children is necessary. It is a long process which also includes a personal example of the teacher, and communication at lessons, and human relationship after classes".

Patience, rationality, generosity - consists of these qualities tolerance, recognition of the right (for themselves and others) to be other. Its absence even more often becomes the violence reason at school. The law of tolerance is simple: put yourself to the place of another. To teach the child quietly and

tolerantly to treat that another not such as he, it is possible first of all the example. If the teacher says to children how tolerance is essential, but itself thus flies into a rage just seeing casual clothes, he only teaches a hypocrisy lesson.

Anything so doesn't change children, as a common cause. It can be group work in a class (implementation of projects), a theatrical performance or joint trips and campaigns - the main thing - that each child participated really. Moreover, it, first of all, depends on the teacher. Children who cooperate, more than others are inclined to mutual aid and in general are more friendly and sociable. Thanks to common cause between them there are new relations, they learn to support each other, to exchange opinions, to be responsible for the part of work and to interfere with work of schoolmates if they need the help.

The main reason is that bullying is aggressive behavior among children that involves a real imbalance between them. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. It can occur in person or through technology. Bullying has serious and lasting negative effects on the mental health and total life of youth involved in bullying. Negative outcomes of bullying may include: depression, anxiety, involvement in interpersonal violence, substance abuse, poor social functioning, and poor school performance, including lower grade point averages, standardized test scores, and poor attendance.

In such a dangerous life game as bullying there are two sides: those who bully others and youth who are bullied. Even those who have observed but not participated in bullying behavior reflect significantly more feelings of helplessness and less support from parents or schools than youth who have not witnessed bullying behavior.

Starting to talk about methods of preventing this problem it is important to mention such aspect as hiding of bullying by victims themselves. Children, being under psychological pressure and stress or even sometimes simply shying, try to skip what is going on from their parents. In this case adults should know about special signs of bullying, such as physical marks, cuts, loss of things, strange damaging of clothes, refusal from attending school events, fear of going by the school bus etc.

In general, bullying is a complex issue with multiple risk factors, which may include family, peers, community and school. And every part needs to get involved in the process of preventing or avoiding such a problem. Without any exaggerations, the most important role here lays on parents, as they are the most closest to their children. And their responsibilities are the most substantial. These are the most important of them:

- Spending family time together. Research shows that young people who spend time with their parents talking, enjoying shared time, and doing activities they are interested in together are more self-sustainable.
- Supporting positive relationships with other adults. Youth who have positive and stable connections with teachers, coaches, extended family members, and other adults are more confident in themselves.
 - Encouraging active participation in hobbies and interests.
 - Encouraging helping others and watching the result of this help.
 - Make children to understand that their sayings or doings mean things to others.
 - Helping to develop problem-solving skills. Three key problem solving skills that can be practiced in everyday life are: self-calming strategies using breathing, exercise, and other techniques; thinking about three or more possible next steps to solve any problem before choosing what to do; asking for help from adults, which will make children more resistant to rude behavior.
 - Helping to build friendship outside school through activities and groups. Having a number of friends with shared interests makes the person less vulnerable to external factors.

When a school is developing their behavior policy, government advice states that the policy should be clear and well understood by staff, parents and pupils. It should also acknowledge the school's legal duties under the Equality Act. Teachers in this case need to be the most observant and responsible for the situations of bullying, taking control over areas with highest possibility for bullying such as bathroom, school buses and play yards.

Efficient policy should be definitely followed with establishing of special Code of Conduct, considering behavior for students and adults, as well as introducing of post of Special Educational Needs

Coordinator, a person responsible for arranging and coordinating extra support for children from weak social group. Schools and classrooms must offer students a safe learning environment. For understanding all the seriousness of bullying, it should be created by school office anti-bullying document with student and the parent signatures. The rules and the consequences for breaking the rules should be clearly stated. Students need to know what will happen if they engage in a certain behavior. Rules need to enforce respect, responsibility, and safety. When the accident with bullying already happened, every case should be thoroughly considered, with involvement of students and parents of both parties.

To summarize all above, I would like to say that permanent bullying (violence) cause strong emotional damage and can destroy a child's self-conception and mental health. Whether bullying is verbal, physical or electronic, the long-term effects are equally harmful. Both boys and girls report high levels of emotional distress and loneliness as well as anxiety and depression. Sometimes it happens the worst cases, resulting by suicides. That is why all the participants of such unpleasant situations as bullying should make every possible effort to reduce or even eliminate all the tragic consequences.

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МЕКТЕПТЕГІ ЗОРЛЫҚ ЗОМБЫЛЫҚТЫҢ АЛДЫН ҚАЛАЙ АЛУҒА БОЛАДЫ? ОҚУШЫЛАРДЫҢ ДЕСТРУКТИВТІ МІНЕЗ ҚҰЛҚЫН АЛДЫН АЛУ

Аннотация. Бүгінгі мектеп оқушылары неге осылай өзгереді және балаларды бейбіт қарым-қатынаста болуға қалай үйретуге болады? Қайырымдылыққа тәрбиелеу дегеніміз - баланы басқасына іскерлікпен қарауға, жанжалдардан аулақ болуға, бірақ ол әділ деп санайтын нәрселерді тыңдау мен қорғай білуге үйрету. Бүгін мейірімділік сезімі мектеп қабырғасынан шығып кеткен сияқты, оның орнына Джунгли заңдары келді. Қорлау мен ұрып-соғудың қайғылы жағдайлары, әрине, бұрын да болды. Бірақ бүгінгі күні мектеп психологтары, балалар психотерапевтері мен мұғалімдер тек қана оқушылардың қарым-қатынасында ғана емес, сондай-ақ ересектермен балалардың қарым-қатынасында ғана қалыпты жағдай екенін айтады. Бұл мақалада біз бұл сұрақтың шешімін табуға тырысамыз.

Түйін сөздер: зорлық-зомбылықтың алдын алу, буллинг, деструктивті мінез-құлық, отбасы, білім беру мекемесі.

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КАК ПРЕДОТВРАТИТЬ НАСИЛИЕ В ШКОЛЕ? ПРОФИЛАКТИКА ДЕСТРУКТИВНОГО ПОВЕДЕНИЯ ШКОЛЬНИКОВ

Аннотация. Почему так меняются сегодняшние школьники и как научить детей выяснять отношения мирно? Воспитывать доброту - значит учить ребенка деятельно сопереживать другому, не избегать конфликтов, но уметь слушать и отстаивать то, что он считает справедливым. Кажется, чувство доброты сегодня покинуло школьные стены, на смену ему пришли законы джунглей. Печальные случаи унижений и побоев случались, конечно, и раньше. Но сегодня школьные психологи, детские психотерапевты и учителя говорят о том, что насмешки, ругань и хамство становятся нормой не только в общении учеников, но и детей с взрослыми. В данной статье мы попытаемся разобраться в этом не простом вопросе.

Ключевые слова: профилактика насилия, буллинг, деструктивное поведение, семья, образовательное учреждение.

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