Cyberbullying as a Form of Aggressive Behavior

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Abstract. We live in the age of global digitalization of all routine processes, which allows us to quickly carry out activities in various areas of life. In our world, for many years, along with analog reality, there has been a digital one. Since much of the communication between children and adolescents takes place in the digital space, conflicts are now fought not only in analogue, but increasingly in digital form. This facilitates bullying and greatly increases its harmful potential. Unfortunately, not all innovations have exclusively positive properties. Some achievements of science and technology can be used against a person. One of these was the Internet. In the article, we considered such a phenomenon as cyberbullying. The orientation of the personality of the participants, the causes of occurrence, as well as the consequences and methods of prevention were studied.

1 Introduction

Cyberbullying (cybermobbing) is the deliberate use of digital media to transmit false information, the communication of compromising data to others using modern means of communication, as a rule, for an extended period of time [1]. It has many forms:

- a rude, offensive or threatening message to or about someone;
- post, picture or video;
- website or fake profile;
- a rumor spread by email, text message or posted on social media;
- disclosure of personal information;
- blackening, etc. .

Online bullying is often anonymous (the bully uses fictitious data), public (in front of other people), and viral (spread quickly and widely on the Internet or other media).

Elements of the act of cyberbullying: "bully", his target, observers (passive or active).

Consider the main differences between cyberbullying and “traditional” bullying[2]:

1. Online bullying is rarely intentional.

2. Traditional bullying is usually limited to a specific time and place, such as a playground or a commute to school. This gives the target a sense of predictability, there are times and places where they can feel safe. Technology is everywhere: access to phones and

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computers is constant. Cyberbullying can occur 24 hours a day, 7 days a week, and 365 days a year.

3. Traditional bullying is characterized by the need for power and control, aggression and active influence on the target. These characteristics may be absent in cases of cyberbullying.

4. Traditional bullying is done face to face, cyberbullying can be anonymous. Desensitized by the computer screen, it becomes easier for the bully to say or do things that he might not have dared to do outside the virtual space.

5. Traditional bullying is done in secret; cyberbullying can go public and go viral.

6. Traditional bullying has clearer predictors and risk factors than cyberbullying.

2 Research methodology

Despite the difficulties of studying this phenomenon, the main reasons for its occurrence are distinguished:

- gaining prestige;
- demonstration of superiority;
- an inferiority complex;
- international conflicts;
- fear of becoming a victim yourself, which entails joining an active group;
- destructive ways to deal with boredom.

Cybermobbing entails changes in the emotional and volitional sphere of the victim's personality, in social activities. Such metamorphoses are observed as: depressive tendencies, a decrease in self-esteem, uncharacteristic timidity, a sharp change in habits, rejection of gadgets, unwillingness to conduct everyday activities (attending educational institutions, etc.), nervousness, anxiety, and a tendency to aggression (Tut. hours and auto-aggression, up to its extreme form - suicide).

3 Results and Discussions

According to scientific studies, one to two children in every school class suffer from constant attacks from students. The consequences for those affected are serious. Decreased productivity, violent fantasies, withdrawal symptoms, depression, suicidal thoughts, and psychosomatic reactions are all indicative of the great stress experienced by the victims. Today, bullying very often occurs not only in direct personal contact in the classroom, on the school yard, on the way to school or on the sports ground, but also simultaneously on the Internet, on social networks and via a smartphone. Bullying without the prefix “cyber” is almost non-existent, and cyberbullying makes bullying even more effective and more unpleasant for victims. When adolescents are affected by bullying, it is safe to assume that it occurs in both analog ('analogue' bullying) and digital (cyberbullying) formats, as the analog and digital worlds of children and adolescents completely overlap and should therefore be considered together. In addition to basic information, Dealing with (Cyber) Bullying in ten practice projects gives teachers ideas on how to deal with cyberbullying in the classroom with Dealing with (Cyber) Bullying. Educators can: Offer survivors a good relationship and a safe place!

Check for danger from strangers or for yourself!

Clarify with the victims their purpose and legal position!

Use class members as fellow consultants!

Support the victim to fight back!

Document the facts!

Find out if you need to tell your parents, other teachers, or school authorities!

See if they notify the police or advise to do so!

Chat with professionals, both internal and external!

Cyberbullying is different from analog bullying in some respects. 24/7 invasion of privacy. Cyberbullying doesn't end after school or work. Since attackers can attack online around the clock, they will be monitored even at home. Thus, having your own home does not make it possible to hide from the attacks of hooligans. The audience is unmanageably large; content spreads very quickly. messages sent digitally - once they appear on the web - cannot be controlled. Content that you have long forgotten about can become public again and again, and it becomes increasingly difficult for victims to overcome cyberbullying. Criminals often act anonymously. Ignorance of who should be punished for a crime can cause fear and anxiety in the victims, because they do not have clarity about who is persecuting them. The perpetrators of crimes, most often, do not reveal themselves directly, but act anonymously, which gives them often deceptive confidence, and sometimes brutal insistence.

Causing harm to victims is not perceived immediately. The reaction of victims to an offensive statement, a disparaging image, etc. is usually not visible to the perpetrators. Thus, those responsible for crimes often do not realize the scope of offensive words and images.

Cyberbullying may disappear on its own over time[3]. However, if left unchecked, it can continue for a long time, and due to its public and viral nature, it can be especially destructive. Prolonged exposure can lead to serious consequences, so waiting and inaction are undesirable. Cyberbullying is often stopped only by attracting external support, or by contacting the administration of the social networks used, which remove offensive content and inform cyberbullies about the consequences [4].

Strong relationships between children and adults and a positive school environment are the strongest predictors of a sustained response in children and adolescents who have experienced cyberbullying.

Children tend to respond adequately if:

a) there is an environment that provides emotional and physical safety;

b) there is a trusted adult with basic digital competencies and an understanding of Internet security;

c) receive peer support and feel that they are not alone in their situation;

d) have access to practical information about what they can do to stop cyberbullying;

e) have strong self-esteem, empathy and social skills,

were able (or supported) to cope with emotions, especially feelings of shame, guilt, sadness and fear.

Often children are afraid of publicity or are unsure whether they are being bullied or not and do nothing about it.

Victims report varying rates of reporting cyberbullying (between 2% and 40% will report it to a teacher). When asked if they would tell a friend, studies reported rates ranging from 13% to 74%. When asked whether to tell a parent, rates range from 9% to 57%. Between 9% and 25% of children said they would not tell anyone about cyberbullying. Approximately 50% of children report using preventive tactics such as blocking their display name, changing passwords, or limiting their friends list [6].

Many studies show that cyberbullying increases during the middle school transition and is more common during adolescence ages 13-15, suggesting that cyberbullying is less common during childhood and adolescence. There is still no clear trend as to whether boys or girls will be more likely to engage in cyberbullying. With regard to the various findings of the study, it is possible to be cautious in estimating how many people have already been victims of cyberbullying. International studies suggest a wide range of 10 to 40 percent

casualties, depending on the questions and methodologies underlying the studies. The incidence of cyberbullying peaks during adolescence and then gradually declines. Thus, appropriate preventive measures should be initiated as early as the 3rd or 4th grade or even earlier.

Educational professionals can:

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As mentioned earlier, cyberbullyers have no remorse and experience more behavioral difficulties (contact with police, property damage, school absenteeism, low grades) than children who do not engage in cyberbullying. The study found that children who act as cyberbullies are also at increased risk of suicide, although their rates of suicidal ideation are lower than those of their victims. Children who are both cyberbullyers and victims of cyberbullying are at risk for the emotional difficulties associated with being a victim as well as the behavioral difficulties associated with being a bully.

4 Conclusions

The process of cyberbullying has a negative impact on both the victim and the aggressor. Negative consequences increase with the frequency, duration, and severity of cyberbullying. Victims who are often subjected to online harassment may experience reduced academic performance, some report difficulties at home, and change in individual psychological characteristics. These children are at increased risk of depression, anxiety, and externalized negative behaviors, as well as an increased risk of suicide [5].

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