

Psychological and Pedagogical Determinants of Personality Bullying in the Sociometric Dimension

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Abstract: The article reflects the key problems that arise on the grounds of conflicts of importance between people in the sociometric dimension. The necessity for their comprehensive study will help to reduce the negative moments and usage progressive results to these conflicts for the development of the individual, his or her integration into society. That is why modern psychological and pedagogical science increasingly focuses on the need to study this phenomenon as a value of the conflict of personality in agreement with its characterological education, spiritual approaches and opinions. The urgency of the work is to find normal methods to the origin and prevention of psychological bullying in the sociometric aspect.

The aim of the article is to study the influence of bullying on the hesitation of teenagers in the sociometric aspect. The work is founded on the necessities of prevention and reduction of external perception, isolation, disgrace and irritation, which will serve as the features to prevent personal uncertainty in the future. Bullying undermines the victim's self-possession, destroys health, confidence, and human pride. There is a bullying structure, which is a social system that contains the perpetrator (persecutor), the victim (victim) and observers. Methods and capacities of indicators of psychological bullying are determined, the corresponding set of methods of psycho-diagnostics is presented and tested.

Results of this study have relevance in creating international collaboration to study programs and projects in the context of the change of health mental health person according to the principles of global partnership and implementation of cultural exchange, carried out for the development of education and culture between countries.

Keywords: *psychological bullying in sociometric dimension, complex of methods of psycho-diagnostics, harassment, violence, program of psycho-correctional influence.*

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1. Introduction

In the scientific work under the code "*bullying*", the problem of personality development in adolescence is studied, which is caused by changes in individual formations and personality traits, resulting in an exacerbation of interpersonal relationships. Young people are often left alone with the problems they encounter when interacting with parents, teachers and peers. The problem of bullying justifies an in-depth study of the causes of its occurrence, preventive and psycho-corrective guidelines.

The result of European cross-cultural study of bullying adolescents showed more than a dozen bullying episodes during one month of schooling, which experienced 9% of boys and 5% of girls in Sweden and, respectively, 45% and 36% of surveyed - in Lithuania. In the United States, 32% of schoolchildren were bullied: they were forced to do what they did not want to do, damage their property, refuse to communicate with them, mock, ridicule and spread rumors.

In a survey of 1200 children (Kramarenko, 2016), bullying was subjected to 48% of people, of which 15% of children - often, 42% of respondents were engaged in directing others, and 20% of which pursuers - repeatedly.

Domestic research also indicates a high prevalence of this phenomenon among schoolchildren and students: more than 50% have faced various types of aggression and harassment; violence took place in the relationship between pupils and students, schoolchildren and teachers. Researchers estimate that almost 20% of children are regularly abused by peers once a week or more often and 58% of people - sporadically. About 67% of children in Ukraine have faced bullying among their peers. At the same time, almost a quarter of Ukrainian adolescents consider themselves victims of bullying, and about 40% of those children who have experienced bullying never tell their parents about it. At the same time, 44% of those who observed their peers being bullied did not react to such facts for fear of being subjected to similar bullying.

That is why modern psychological science has a growing interest in this phenomenon and there's a need to study bullying as a value of the conflict of personality in agreement with its characterological education, psychological attitudes and views.

2. Analysis of recent research and publications

Tekel and Karadag (2020) report the impact of school bullying on the development of a child's attentiveness and performance in school in terms of research on modeling structural equations of the behavior of school

students. Ireland et al. (2020) reveal the preconditions for the intervention of guardianship authorities during cyberbullying in the process of interpreting incidents, collective and automated psycho-correction regarding the relative popularity of hooligans. Forsberg and Horton (2020) present a video report on "Because I am Me" about school bullying and self-presentation in everyday school life. Horton (2019) thoroughly describes school bullying and the limited nature of outcasts in society. Hong et al. (2020) discuss whether children who receive social welfare have an increased risk of peer bullying and victimization. Yuan et al. (2020) study the preconditions and potential causes in measuring the latent bullying of adolescents. Farrell and Vaillancourt (2020) describe a portrait of Buller's personality at the origins of bullying of other children, their narcissistic traits, common trajectories, and risk factors in adolescence. Kennedy (2020) conducts a meta-analysis of the results of intimidation prevention programs on the traditional victimization of bullying: verbal, relational and physical forms. Viejo et al. (2020) discuss bullying and psychological violence in dating: the relationship between two aggressive types of peer behavior in interpersonal relationships. Liu et al. (2020) investigate factors associated with latent intimidation of students in the classroom. Garandeanu et al. (2019) note the characteristics of bullying in the classroom and the status of peers and reveal the influence of the aggressor, focused on the victim and intimidation. Méndez et al. (2019) report on the emotional intelligence of adolescents, bullying in their team and cyber-intimidation. Calvete et al. (2019) reveal the influence of the incremental theory of personality intervention on the reciprocity between bullying and virtualization of abuse and crime in adolescents. Gonzalez-Cabrera et al. (2019) note the interaction of bullying and cyberbullying that affect quality of life, somato-psychological health in a sample of adolescents. What is important is not just the fight against bullying in theory or the implementation of certain measures, but the recognition of this problem by both employees of the educational institution and students and parents. It is necessary to create an appropriate favorable environment not only to combat such a problem as bullying but also to prevent the emergence of manifestations of appropriate behavior in the international arena.

The aim of the research is to demonstrate the influence of bullying on the uncertainty of adolescents in the sociometric aspect.

The hypothesis of the study is the assumption that psychological bullying affects the uncertainty of the singular in the sociometric dimension under circumstances of external discrimination, isolation, humiliation and harassment.

3. Research methods.

3.1. *Participants in the experiment.*

The study was conducted on the basis of secondary schools № 12, №21, №23, №32 of Vinnytsia City Council. The sample is 440 Teens (221 boys and 219 girls). Adolescents were divided by age into groups: junior adolescence (10-14 years), middle school age (15-16 years) and senior adolescence or adolescence (17-18 years). Students were also divided according to social status. Age of participants 13 - 17 years. All participants before the study were informed about the conditions of participation in the experiment and agreed to participate. The experiment was conducted by the decision of the Specialized Scientific Council Vinnytsia State Mykhailo Kotsiubynskiy Pedagogical University (protocol number 17 from 25.06.2020). The ethical rights of all participants are respected. The survey is conducted in natural conditions of the educational process, providing general conditions for participation in the experiment, the same time and duration of the training, but measuring materials that can diagnose the impact of bullying on the uncertainty of teenagers in sociometric measurement.

The experiment was conducted according to the classical scheme (when the selected factors are sequentially sorted) using the mathematical theory of research planning. After the execution of the experimental program, the correctness of the obtained results was checked, the obtained data were processed and the corresponding equations were obtained, and the error of calculation according to them was estimated. During physical modeling, ICT was widely used to control the experiment and process its results by psychodiagnostic techniques.

Today, the problem of violence perpetrated by children against each other has become extremely acute among students. In recent years, the spread of such a phenomenon as bullying in educational practice has been recognized. This is a social problem of the whole world for the last hundred years, but it has not been studied yet. The first publication in Ukraine appeared in 2005.

Bullying (from English bully - a person who usually seeks to harm or frighten those whom they identify as weak) is defined as harassment, discrimination. This term means a long process of deliberate abuse (physical and mental) by a child or group to another child or other children. In social groups where violence occurs, the initiator can always be identified. *Buller* can be characterized as an individual, that has a high potential overall aggressiveness. The perpetrators have a high need for dominance over

others, and a lack of empathy for the victims. Bullers feel a strong need to control others and enjoy their subordination.

The motivation for bullying is envy, revenge, feelings of hostility, the desire to restore justice; the struggle for power; they need to obey the leader, neutralize the opponent, self-affirmation, etc. to meet the sadistic needs of individuals. As practice shows, forms of school bullying can be different: systematic teasing on any occasion (from nationality to the appearance of the child), bullying, physical and mental humiliation, various types of bullying; boycott and ignoring, damage to personal belongings, etc.

Usually, the object of bullying (victim) of bullying is chosen by those who have something different from peers. The difference can be any: features of appearance; manner of communication, behavior; an unusual hobby; social status, nationality, religious affiliation. The most common victims of bullying are children who have: physical disabilities - wear glasses, hearing impairment, have musculoskeletal disorders, physically weak; behavioral features - closed or impulsive, insecure, anxious; appearance features – ginger hair, freckles, protruding ears, unusual shape of the head, excessive thinness or fullness; insufficiently developed social skills: often do not have any close friends, communicate better with adults than with peers; fear of school: failure to learn often forms in children a negative attitude towards school, fear of attending certain subjects, which is perceived by others as increased anxiety, insecurity; lack of experience in team life (so-called "home" children); some diseases: stuttering, dyslalia (speech disorders), dysgraphia (writing disorders), dyslexia (reading disorders); low level of intelligence, learning difficulties; high intelligence, talent, outstanding achievements; poorly developed hygienic skills (untidy, have an unpleasant odor).

According to U-Report, 49% confirmed that they were bullied, namely because of: appearance, gender, orientation, ethnicity. They try to humiliate, intimidate, and isolate a person who has been chosen as a victim and who cannot stand up for himself in various ways. The most common forms of bullying are verbal abuse, ridicule, name-calling, threats; offensive gestures or actions, such as spitting; intimidation with words, threatening intonations to force the victim to do or not do something; ignoring, refusal to communicate, exclusion from the game, boycott; extortion of money, food, things, damage to the victim's personal property; physical violence (blows, pinches, pushing, footsteps, wringing of hands, any other actions that cause pain and even injuries); humiliation via the Internet and mobile phones (SMS, email, offensive remarks and comments in chat rooms and so on. d.), spreading rumors and gossip, etc.

Types of bullying can be grouped into verbal (verbal), physical, social (emotional) and electronic (cyberbullying) bullying, which are often combined in terms of powerful force. 70% of bullying occurs verbally: derogatory name-calling, ridicule, harsh criticism, ridicule, etc. The offender usually goes unnoticed and unpunished, but the images do not disappear without a trace for the "object" of humiliation.

So *school bullying* is an inherently difficult socio-psychological phenomenon or a specific social situation that arose in the group or is due to violations in the sphere of social relations on-site and provides specific group dynamics (the redistribution of roles, statuses, group norms, values) and the situation in which, directly or indirectly, all members of the team are involved.

3.2. Methods of conducting a pedagogical experiment

The empirical study was conducted in five stages:

The first stage was a theoretical analysis of research on the problem of bullying. The level of theoretical and practical elaboration of the problem was considered, the very concept of "bullying", its characteristics, which are included in it. The causes of bullying, methods and forms of its prevention were also studied. Based on this, the scientific apparatus of the research was formulated and the program for the prevention of bullying among adolescents was selected.

At the *second stage*, the bullying situation was diagnosed among sixth, seventh, eighth and ninth-grade students, using selected methods "Sociometry", "Bullying Questionnaire", SAN Methodology and Multilevel Personal Questionnaire "Adaptability" (Maklakov & Chermyanin, 2001). The presence of bullying in the classrooms, peer relationships, their level of aggression and adaptability were identified, potential "victims" and "offenders" were identified, and experimental (EG) and control (CG) groups were identified.

The third stage was the selection and implementation of the "Program for the prevention of bullying among adolescents" in an experimental group of people.

At the *fourth stage*, psycho-diagnostics was performed among students of the experimental and control groups after a bullying prevention program among adolescents in the experimental group.

For the experimental study we used the following techniques:

1. "Questionnaire and bullying (self-assessment)" (Randall, 2001).
2. Sociometric method by Moreno (Moreno, 2010).
3. SAN methodology (Doskin et al., 1973).

4. Multilevel personal questionnaire "Adaptability" (Maklakov & Chermyanin, 2001).

Consider in more detail the selected tools.

1. *The Bullying Questionnaire (Self-Assessment)* (Randall, 2001) consists of 11 topics that present statements-answers. A teenager needs to circle the numbers of those statements that correspond to his life situation. Topics are related to different types of bullying: rejection, violence, verbal violence, threats, etc. Among the topics we see such as "do you like to communicate", "do others reject you", "do they force you to do what you do not like", "I mostly give in to attackers (in strength, in dispute, in the ability to find an answer)", etc. The following table details the duration of bullying: "when he or she first began the persecution against you?", "He or she performed this action?", "How many people took part in these actions against you? ", " Is there anyone to comfort you? " and so on.

This list is applied to all the aspects of the situation of bullying at school. The survey reveals the presence of bullying in the classroom as well as the so-called "victims" of bullying (exposed to attacks for a long period of time) among boys and among girls.

2. The foundations of the sociometric system and micro-sociology were established in 1908-1925. Their founder was J. Moreno. The principles of sociometry, according to Moreno, reflect the manifestation of mutual or one-sided likes, dislikes, indifferent or indifferent relationships. Various forms of the sociometric method are used to study relationships in small groups. *Sociometry* - a method that is traditionally used in domestic psychology in the study of interpersonal relationships in a small group. This method was first offered by the American psychologist and psychiatrist J. Moreno (2010) to determine the characteristics and optimize interpersonal relationships in the group, including not only determining the position of the person in the relationship system but also the psychodrama. The main principles of sociometry are the credibility and confidentiality of the results obtained as a result of this method. If the subjects trust the researcher and are sure that the results obtained using this method will not be used in the practice of interpersonal interaction, the reliability of this method is significant.

Sociometric research begins with a preparatory interview (it is necessary to adjust the subjects to cooperation). The study subjects offered by the question as follows:

1. Who would you like to sit at the same desk with
2. Who would you like to play in the same team with?
3. Who would you invite to your birthday?

4. Who are you friends, with?

Subjects are asked to indicate their initials.

3. *Method: Feeling, Activity, Mood (FAM)* (Doskin et al., 2015) is designed to diagnose the psychological state of the subject, as well as the dynamics of this state in a certain time interval (multiple testing). The subject is asked to correlate his condition with a certain score on the scale. When processing the results of the study, the scores are translated into "raw" points from 1. The quantitative result is the sum of the primary points for individual categories (or their arithmetic mean).

In developing the method, the authors ensued from the fact that the three main components of the efficient psycho-emotional state - well-being, activity and mood - can be described by polar assessments, between which there is a continuous sequence of transitional values. However, the data obtained indicate that the FAM scales are overly generalized. Factor analysis allows you to identify more differentiated scales: "well-being", "level of tension", "emotional background".

The constructive validity of FAM was established on the basis of comparison with the results of The developers of the methodology standardized it on the basis of a sample of 300 students. FAM is usually used in measuring the rational state of sick and healthy people, psycho-emotional response to exercise, to classify individual features and biological rhythms of psychophysiological functions. The questionnaire consists of 30 statements.

4. *Multilevel personality questionnaire (MP) "Adaptability"* (Maklakov & Chermyanin, 2001) is designed to study the adaptive capabilities of the individual based on the assessment of some psychophysiological and socio-psychological characteristics that reflect the features of mental and social development. The questionnaire is recommended for use to solve problems of professional psychological selection, psychological support of educational and professional activities.

The MP "Adaptability" questionnaire consists of 165 questions and has 4 structural levels, which allows to obtain information of different volume and nature. *Scales of the 1st level* are independent and correspond to the basic scales of SMIL (MMPI), allow to receive typological characteristics of the person, to define accentuations of character.

Level 2 scales correspond to the scales of the DAN questionnaire ("maladaptation disorders »), designed to detect maladaptation disorders, mainly asthenic and psychotic reactions and conditions.

Level 3 scales: behavioral regulation (BR), communicative potential (CP) and moral norms (MN).

Level 4 scale: personal adaptation potential (PAP).

The theoretical basis of the test is the idea of variation as a constant process of active adaptation of the individual to the circumstances of the social environment, which affects all levels of human functioning. The effectiveness of adaptation largely depends on the genetically determined possessions of the nervous system, and on the conditions of upbringing, learned stereotypes of behavior, the capability of self-esteem of the individual. A distorted or underdeveloped self-image leads to a violation of adaptation, which may be accompanied by increased conflict, misunderstanding of their social role, deteriorating health.

The adaptation process is dynamic. Its success largely hangs on a number of objective and subjective settings, functional position, social practice, life approach, and others. Everyone has different approaches to the similar events, and the same stimulus in different people can cause a different response. It is possible to allocate some interval of reactions of the individual which will correspond to the representation of mental norm, and also define a certain "interval" of the relation of the person to the various phenomena concerning categories of universal values. The degree of compliance of this "interval" with mental and socio-moral norms ensures the effectiveness of the process of socio-psychological adaptation, determines the *personal adaptation potential (PAP)*.

Behavioral regulation (BR) is a concept that characterizes a person's ability to regulate their interaction with the environment. The main elements of behavioral regulation are self-esteem, the level of neuropsychological stability, as well as the presence of social approval (social support) from others.

Communicative qualities (communicative potential-CP) are the next component of personal adaptive potential (PAP). Since a person is almost always in a social environment, his or her activity is associated with the ability to build relationships with other people. Communication skills (or the ability to achieve contact and understanding with others) are different for each person. They are determined by the availability of experience and the need for communication, as well as the level of conflict.

Moral normativeness (MN) provides the ability to adequately perceive the individual offered to him a certain social role. In this test, the questions that characterize the level of moral norms of the individual, reflect the two central components of the process of socialization: the perception of moral and ethical norms of conduct and attitude to the necessities of the instant social environment.

4. Results

According to the results of the "*Questionnaire on bullying (self-assessment)*" concerning bullying situations existing in the school environment, in the group we have chosen as an experimental 186 persons (42.2%) adolescents are in a situation, that among boys 93 people (50%) are bullied, and among girls - 59 (31.8%). 57 people (31.1%) from the total number of students in this group are attacked at least once a week for more than six months. 13.3% (25 people) of the total number of adolescents are bullied less than once a week and bullying lasts less than six months.

According to the results of "*sociometry*" (Moreno, 2010), in CG 39 persons (8, 9%) adolescents are "stars", or leaders, 283 persons (64.4%) - "accepted by society" - 78 people (17,8%) - "ignored" and 39 persons (8.9%) - "rejected" (fig. 1). "Ignored" and "rejected" are potential victims of bullying.

Therefore, the analysis of the status structure obtained by the results sociometry shows that the election between students in the group is distributed unevenly. The group includes children of all subgroups, ie those who won the largest number of elections - the group I, those who have an average number of elections - group II, and who won 1-2 elections - group III, and students who did not receive any choice, - IV group. The results of sociometry are presented in Figure 1.

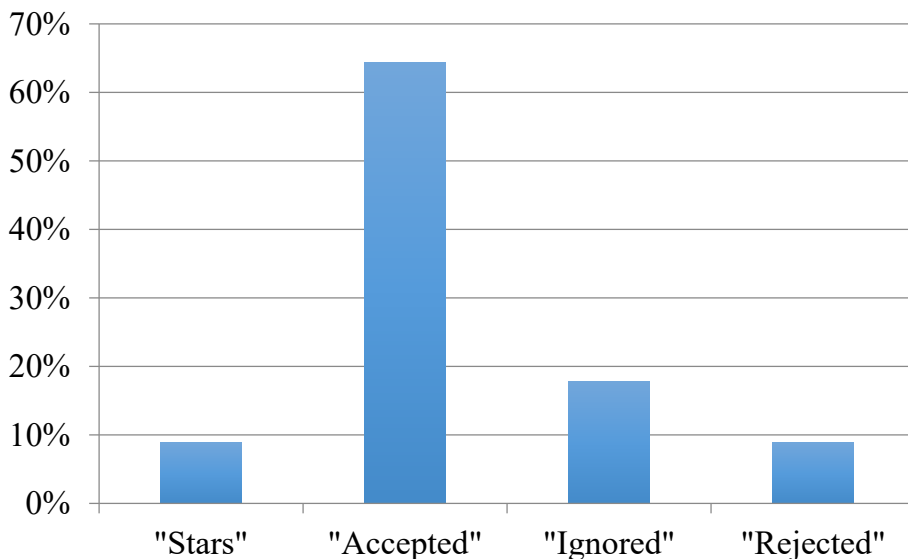
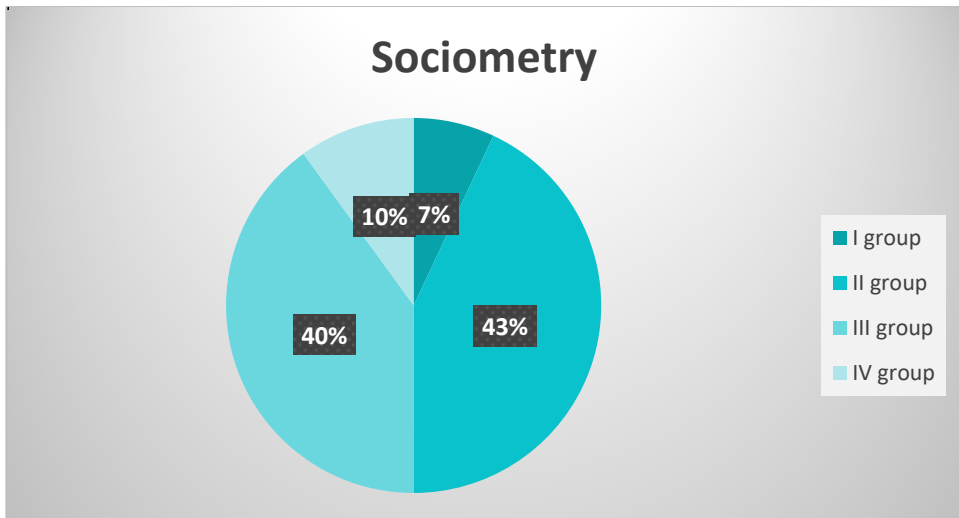


Fig. 1. The results of a sociometric study of the control group

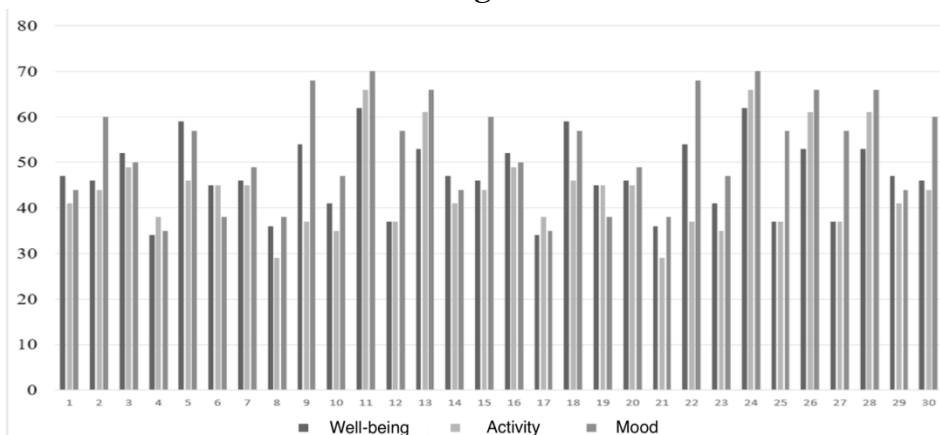
Diagram 1



According to sociometry in the group, the first group includes 39 people, which is about 9 % of the total number of subjects; the second group is 64.4 % of the total number of students (28 3 children); the third group 17.8 % (78 children), the fourth group - 9 % (39 children). The least of all children are in the extreme I and IV groups. The most numerous in number II and III groups. The obtained results generally correspond to the norm.

The next stage was the study according to the projective *method of FAM*, the results are presented in histogram 1 (well-being, activity, mood).

Histogram 1



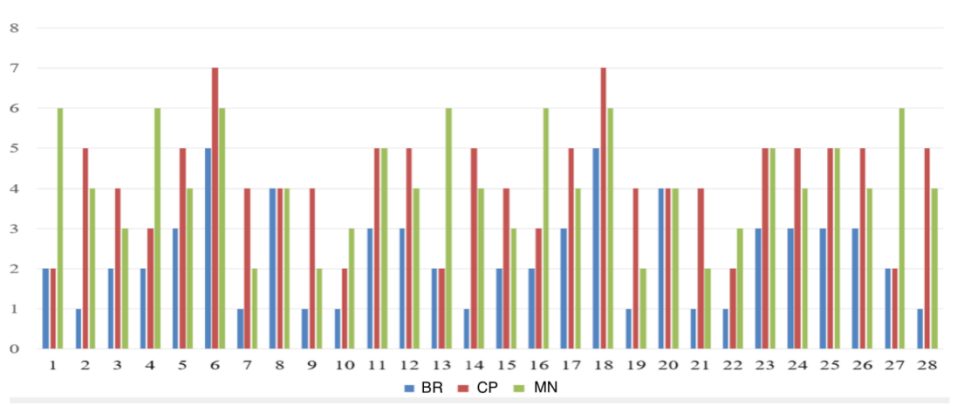
According to the results presented in the histogram, it was found that on the scale of Activity the main number of results of 338 people (77%) is within the average level of expression (31-50 points).

On a scale of feeling high with 72 students (37%) of subjects remaining 277 students (63%) - have average health. The results show that the rehabilitation center - is the proper environment to enhance the mood and well-being of children with limited functionality.

This is confirmed by the results on the Mood scale, where a high level is demonstrated by 220 people (50%) of the subjects, and the rest of the subjects - have an average level of mood.

The last stage was to identify significant personal characteristics of adolescents. For this we used was multi-level personality questionnaire "Adaptability " (MLPQ-AM). According to the topic and the tasks set in the work for analysis, the results were selected on 3 and 4 scales. According to the interpretation proposed by the author, the obtained "raw" points were transferred to the walls. According to the processing of the results of the method, taking into account the scale of lies, we will not take into account the results of 2 children who scored a critical number of points on this scale. The results are shown on histogram 2.

Histogram 2



According to the results presented in the histogram on the scale of BR (behavioral regulation), 382 people 87% of subjects have a low level of behavioral reactions, and they can be characterized as subjects with a certain predisposition to neuropsychiatric disorders, lack of suitable self-esteem and adequate perception of reality.

Characterizing the scale of communicative potential (CP), we can say that 135 people (70%) of the subjects are characterized by a low level of

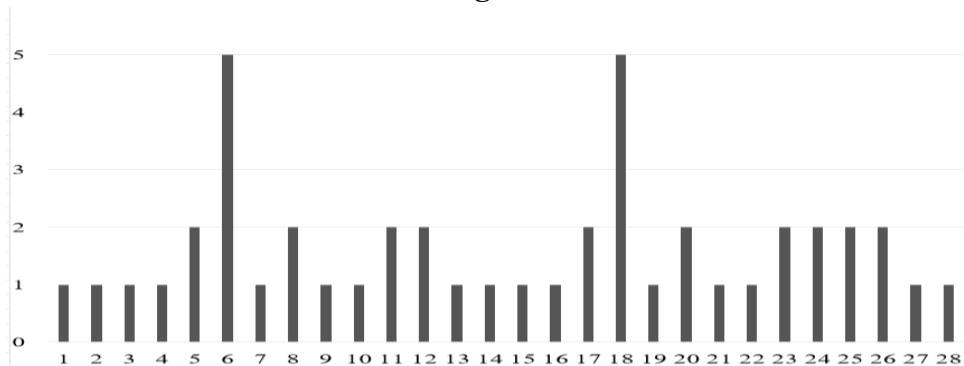
communication skills, difficulty in building contacts with others, manifestations of aggression, increased conflict.

On the scale of moral norms (MN) 39 persons (8.9 %) have a low level of socialization, inadequate valuation of their place and role in the team, lack of desire to adhere to generally accepted norms of behavior.

The last fourth scale of the method showed personal adaptive potential, the results are shown in histogram 3.

According to the results of the study, it can be concluded that 409 people (93%) of the subjects belong to the group of reduced adaptation and increased conflict. This group has signs of obvious accentuations of character and some signs of psychopathy, and their mental state can be described as borderline. The process of adaptation is difficult. Possible neuropsychiatric disorders, prolonged functional disorders. Individuals in this group have low neuropsychological stability, conflict may have delinquent acts.

Histogram 3



To study the level of adaptability of adolescents, we conducted a diagnosis according to the method of A. Maklakov and S. Chermyanin. During the survey, we checked the psychophysiological, motivational and emotional components of stress resistance on the indicators of the scales NPS, KZ, MN, OAP.

Table 1 - Study of adolescents' adaptability according to the multi-level personality questionnaire "Adaptability "

Symptom complexes	EG (%)	<i>p</i>
NPS	27.8	0.873 th most common
KZ	17.76	0.905 th most common
MN	10.64	0.611
OAP	52.76	0.905 th most common

Based on the results of the diagnosis by this method, it is possible to draw a conclusion about the general low personal adaptive potential of the tested adolescents. This indicates a large percentage of uncertainty in adolescents in the sociometric dimension. The obtained results were verified by the method of mathematical statistics according to the U - Mann-Whitney test ($p > 0.05000$).

This is evidenced by the low level of behavioral regulation, a certain tendency to neuropsychiatric disorders, lack of adequacy of self-esteem, and real perception of reality. Low level of development of communicative skills, problems in building contacts with others, aggression, improved conflict. Inability to sufficiently assess their place and role in the team, absence of desire to adhere to usually accepted standards of behavior. The mental state of adolescents can be described as borderline. Possible neuropsychiatric disorders. Adolescents have low neuropsychological stability; conflict may allow antisocial behavior. An important role in the emergence of difficult life situations, necessitating adaptive changes, plays the level of activity of the individual, the degree of his mobilization.

In the process of development, the individual is increasingly focused on his inner world, which operates on the basis of self-organization: there are mechanisms to change the structure of the psychological organization of the individual, to give him not only "flexibility" but also "elasticity". Thus, the effectiveness of socio-psychological adaptation, to improve the definition of personality and search for themselves, is determined by the success of individual adaptation at the psychophysiological and psychological levels.

The main way of socio-psychological adaptation is the adoption of norms and values of the new social environment (group, team, organization, a territorial community in which the teenager comes), the existing forms of interaction (formal and informal relationships, leadership styles, family and neighborhood relations and so on.), and forms the subject of activity (eg, a professional way of work or family responsibilities). Socio-psychological adaptation, as well as mental, has two forms: active, when the adolescent seeks to influence the environment in order to change it (including those norms, values, forms of interaction and activities that he must master), and passive when he does not seek such influence and change.

Indicators of successful socio-psychological adaptation (CG) - the high social status of the adolescent in this environment, as well as his psychological satisfaction with this environment in general and its most important elements. Indicators of uncertainty (EG) are the movement of the adolescent to another social environment, anomie and deviant behavior. The

success of adaptation depends on the characteristics of the environment and the individual. The more complex the new environment (e.g. more social ties, more complex joint activities, higher social heterogeneity), the more difficult for the adolescent socio-psychological adaptation.

At this stage, entering a new environment of communication with others becomes a particularly important factor in the social adaptation of older adolescents. In the process of communication, there is an adaptation of the individual to certain patterns of behavior operating in this microsphere, submission to social requirements and control by adults. Thus, the uncertainty of the individual is directly proportional to the disorganization of behavior during the formation of personal formations in conditions of external discrimination, isolation, humiliation and harassment, which had to be proved.

5. Discussion of results

The study of the impact of bullying on adolescent behavior, studying their motivation (depression, avoidance of conversation with adults, lack of joy) and the least resistance in the struggle for survival in the team, encourages the development and implementation of psycho-prophylaxis and psycho-correction to eliminate negative manifestations, maladaptation deviant behavior, taking into account the characteristics of adolescence.

For the prevention of bullying in the educational organization was chosen "The bullying prevention program among adolescence " (Shalaginova, Kulikova & Zalygaeva, 2019). *The goal of the program* is to prevent bullying among adolescence. The program includes 16 lessons, a duration of one lesson - 60-90 minutes. Class intensity - 1-2 times a week. The program uses mainly group work. During its implementation, the age peculiarities of adolescence were taken into account.

The basis of the program is various games and exercises aimed at developing communicative qualities, developing self-reflection skills. Much attention is paid to exercises aimed at developing skills of conflict resolution, reducing aggressive and hostile reactions, as well as the development of skills of constructive response in conflict. The program also includes exercises aimed at team cohesion, optimization of interpersonal relationships in the team and the development of tolerance and empathy. In the course of psychotherapy, we used such ways and methods: individual, family, group, psychodynamic, cognitive-behavioral, rational, psycho, Gestalt therapy, suggestive and existential psychotherapy positive and others.

In the process of bullying prevention among adolescents, we used conversations, training, exercises, games, and creative homework, which adolescents performed individually. These methods and exercises were interesting for teenagers, they showed activity and interest, thanks to which they achieved a positive result.

As a part of preventive work with adolescents, the following thematic pieces of training were conducted: "Team building", "Personal qualities", "Communications", "My choice", "Exit from the problem situation", "Conflict resolution", "Opposites", "Carpet of the world", "Trust", "Aggression", "United Team", "Combat Conflict", "Ways to Combat Aggression", "My Feelings", "Conflict Situations" and "Team". The exercises were aimed at reducing aggressive and hostile reactions, optimizing interpersonal and intergroup relations, developing skills of constructive response to conflict and developing of tolerance and empathy.

After the prevention program and re-measurement of both groups, according to the method of "Sociometry" in the experimental group, there were no "rejected" students by increasing the sociometric status of some adolescents, according to the method of "Bullying Questionnaire" decreased the number of bullying situations and the number of "victims". In the comparative analysis of the results of primary and secondary psychodiagnostic research, there is a significant improvement in the results of all methods, which confirms the effectiveness of the selected program for the prevention of bullying among adolescents.

Thus, the results of ascertaining stage psycho-diagnosis feature inclinations to bullying in EG as a sustainable destructive factor suggests about the uncertainty of the whole group and students' unenlightened. They are distinguished by the desire to learn about educational achievements, memorization and accumulation of knowledge and skills. People with sophistication, aesthetics and romance have a low level of psychological stability in the EG of individuals or their practical inability to use their own competence in overcoming difficulties and the imperfection of the existing system of maintaining optimal human functioning while studying in secondary school. All these problems motivate us to develop a better program for the formation of optimistic views on life in order to eliminate gaps in the knowledge of students to ensure a healthy lifestyle in modern times.

Directly performance results of this study have relevance in forming global assistance to study programs and projects in the situation of the transformation of health mental health of the population according to the standards of international partnership and implementation of cultural

exchange, carried out for the development of education and culture between countries. It should be added that the problem of bullying is quite relevant at the international level and today May 4 is celebrated around the world as the International Day against Bullying.

The United Nations recognized the epidemic of intimidation and harassment and declared the U.N. Anti-Bullying Day. Since then, the anti-bullying campaign has been supported by 25 countries. Ukraine has recently joined them. After all, our country is one of the 10 European countries with the highest level of bullying. Given the seriousness and scale of the problem, Ukraine has begun to take decisive steps to deal with this issue. The availability and accessibility of various resources, in particular, information resources, significantly contributes to this. Within the framework of international cooperation, methodological developments have been introduced into the educational process: "Structure of the training cycle program for teachers and a training for parents and personnel of the educational establishments "The Prevention and counteraction to violence: activities of educational institutions ".

Conclusions

The transition of teenagers in a new system of their interpersonal relationships and learning, acquisition of appropriate sociometric status requires them to develop new behaviors to enable them to meet most of its new status. This process of adaptation can take a long time, which can cause a person to overstrain on both psychological and physiological levels, resulting in reduced activity in older adolescents, and they can not only develop new behaviors but also perform their usual activities that increase their uncertainty about life. The determinants of personality bullying in the sociometric dimension are harassment, bullying, online threats, insults - all of which negatively affect the student and his academic success. School bullying is a systemic and complex phenomenon. Therefore, in addition to doctors, psychiatrists, psychologists (who usually deal with those who have been harassed and bullied by their peers and classmates), the study and prevention of this phenomenon should, of course, involve teachers, social educators, school psychologists of international profile.

Senior classes are the period when the attitude of a young person to future professional activity is formed and the "active search for oneself" continues. In a bullying situation, the first failure sometimes leads to frustration, loss of perspective, alienation, passivity. Due to such reasons, the adaptation of adolescents can cause many difficulties. Especially important is

psycho-correctional work with the consequences of the aftermath of bullying. What we focused on, offering such a psychotherapeutic approach as the use of such methods: individual, family, group, psychodynamic, cognitive-behavioral, rational, psychosynthesis, Gestalt therapy, symbolism, suggestive and existential and positive psychotherapy. The main content of psycho-correctional work was presented in the article "Psychological recommendations for resocialization of the individual in the sociometric dimension of the effects of bullying."

Adequate awareness and understanding of the situation, a person's lasting experience of their actions and circumstances, which are the result of personal choice and responsibility, in adolescents and with high resilience acquire the value of resources, an experience that allows them to adapt to health problems, harmoniously transforming meaningful life orientations.

Thus, the relationship between problems with the psychological health of the individual and the imperfection of psychological and pedagogical services in terms of reforming the health and education system for the safety of human life becomes clear. Thus, we consider the transformation of health care system in the context of projects and programs of international partnerships as an authoritative platform for views and experiences exchange, dialogue between state authorities and expert organizations, and creation of the common information space in the field pchycho-medico-pedagogical experience.

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