

N.B. Kalkayeva¹, A.B. Yzbassova², D.B. Bugybay³

¹Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

²Al-Farabi Kazakh National University, Almaty, Kazakhstan

³Caspian University of Technology and Engineering named after
Sh. Yessenov, Aktau, Kazakhstan
(E-mail: nesibeli77@mail.ru, A_izbasova@mail.ru, Bugibaid@mail.ru)

Some issues of cyberbullying prevention in the Republic of Kazakhstan

Abstract. *The purpose of the article is to form measures to prevent cyberbullying, a common phenomenon today. The article discusses the concept of bullying, including the content of cyberbullying, the system of measures necessary to prevent cyberbullying, and the subjects involved in the prevention of cyberbullying. The methodological basis of the study is the provisions of the sciences of criminology, victimology.*

The urgency of preventing cyberbullying is associated with the growing use of modern technologies and social networks, which have become an integral part of the lives of many people, especially teenagers and children. Cyberbullying is a form of psychological violence that occurs through the Internet and other digital technologies.

Cyberbullying can lead to serious consequences for the victim, such as depression, anxiety, low self-esteem, and in some cases, suicide. Therefore, the prevention of cyberbullying is an important task for society.

Prevention of cyberbullying should include teaching children and adolescents to safe behavior on the Internet, establishing rules for the use of social networks and messengers, as well as teaching parents and teachers how to recognize and prevent cases of cyberbullying.

For the prevention of cyberbullying, it is also important to create special services that will deal with the prevention and investigation of cases of cyberbullying, as well as provide assistance to victims.

The authors of the article state that the prevention of cyberbullying is a necessary measure to ensure the safety of children and adolescents on the Internet. It should be implemented at the level of society, including State organizations, educational institutions and parents.

Keywords: *bullying, cyberbullying, aggressor, bullier, violence, harassment, Internet, social networks, prevention, subjects of prevention, grave consequences, etc.*

DOI: <https://doi.org/10.32523/2616-6844-2023-145-4-91-99>

Introduction

This time it is not surprising for anyone that the digitalization process completely implanted not only in all fields of society and the state, but also in the daily life of individual persons. One of the main reasons of transfer to massive online system is not only the development of technological services, but also 2020 years' coronavirus pandemic. At the same time, we have to confess that as every scientific and technical progress the online system also has its advantages and shortcomings. If to be more precise, nowadays we observe intensification of online aggression including wide spread of cyberbullying.

In Kazakhstan the problem of persecuting a human being has been researched in the last decade, in other countries this issue called 'bullying' is on the top of old outstanding problems. In Europe and United States of America, the security maintenance during establishment of relations between several persons attracted the attention of scientists for more than half century. For

example, the bullying problem has been researched regarding the labour collective (mobbing), school staff, student groups.

The topic of bullying was investigated first by Scandinavian scientists – D.Olvaeus, A. Pica, E. Rolland, P.P. Heinemann. In 1990s English scientists began to pay attention to the problem of bullying, they are: V.T. Orton, D.A. Lane, D.P.Tatum, E. Munte [1].

Interest on bullying research has increased significantly over the past twenty years. In 1970s in Sweden, D. Olvaeus made research aimed at studying the phenomenon of bullying, manifested between boys aged 12-14 years in Swedish schools.

This study began to be widely considered after the facts of child suicide associated with bullying in the early 1980s in the Scandinavian countries, in particular in Norway. It was at this time that the Norwegian government instructed D. Olvaeus to conduct a nationwide study on bullying in Norwegian schools [2]. Research made by D. Olvaeus were a base for wide discussion and investigation of bullying problem in such countries like United Countries, Australia, Canada, Italy, Ireland in the late 1980s and early 1990s.

Currently some journals in the psychology field publish various studies on the bullying problem, based on the sample, including a comparative sample of teenage schoolchildren living in the same state. It is worth paying attention to the fact that the results of these studies are quite bad, since they still show the existence of bullying and its transformation to a new form - cyberbullying, trolling.

In this context, according to UNICEF, in 2020 in Kazakhstan 63% of children were witness of violence and discrimination, 44% - victims of violence and discrimination, and 24% - committed violent and discriminatory actions against other children in the school [3].

Methods and materials

The research methodology is based on the harmonization of the requirements of general scientific and private scientific methodologies. The general scientific methodology takes into account the objective and subjective factors of the development of society, causal relationships and relations, their institutionalization and subordination. As private scientific methods, the following were used: formal-legal method, structural-system analysis, comparative-legal, logical, social methods, analysis and synthesis.

Despite the importance of studying the causes and consequences of bullying, including cyberbullying, in jurisprudence, psychology, sociological sciences, a holistic method for solving this problem has not yet been formed, there is no single theoretical study that would make it possible to prevent the systemic spread of this negative phenomenon. The problem of cyberbullying was examined by such scientists as: L.A. Bukalerova, A.V. Ostroushko, M.B. Muratkhanova, A.A. Bukalero [4]; M.M. Mogunova [5]; A. Khairulina [6]; M.B. Toktagazin, A.T. Tanirbergen, S.A. Tilebergen [7], but most of these studies investigate mentioned problem just partially.

Results

We can surely talk about the absence of essentially conducted researches on evaluation of effectiveness of cyberbullying prevention. Some research shows positive results of some separate measures.

Teaching children safe online behavior and rules of using social networks can decrease danger of becoming a victim of cyberbullying, preventive training of parents the methods of recognizing facts of cyberbullying decreases the possibility of becoming of their children a victim or aggressor.

Involving parents and adults in the cyberbullying prevention process can increase the effectiveness of these measures. Parents can help their children to learn how to protect from cyberbullying and how to report about such violations.

Creation of school programs aimed at preventing cyberbullying would reduce the number of cyberbullying facts in schools. Therefore, the prevention of cyberbullying can be effective

only if the education of children and parents, the creation of special programs and services, as well as the establishment of the rules of using the social networks and messengers is carried out comprehensively.

Using appropriate measures can decrease the level of cyberbullying and improve the general atmosphere of online society. For example, educational programs that can teach children and teenagers to learn about cyberbullying facts and ways to report about it can essentially decrease the level of cyberbullying. Creation of secure online sphere where users can report about various violations and get help could assist to prevent cyberbullying. Punishing the offenders and supporting the victims of cyberbullying are the important measures of preventing cyberbullying. Punishing the offenders can be a good tool to keep the others safe and far from such actions, and supporting the victims will help to recover from the cyberbullying consequences and come back to normal conditions.

Summing up, creation of educational programs to prevent cyberbullying, creation of secure online spheres, involving parents and adults to this process, punishment of offenders and supporting the victims – these are the main measures that can impact the effectiveness of cyberbullying prevention.

Discussions

The process of socialization of children and teenagers is transferring to the internet space now. Dependence on relations in social networks matches with the absence of acknowledgment of the need to preserve their user competence and ethics of relation in the social networks. Absence of ethical limits in social networks and illusive anonymity shows that antisocial and aggressive performances of everyday relationships model transferred to cyberspace.

Last time we observe that term of “cyberbullying” is using very often in scientific sphere, various publications. To study the cyberbullying term as a phenomenon we have to reveal the meaning of this term.

The bullying became a problem that troubles not only administration of educational organizations, but also parents, teachers, politicians, and public members. Despite there is an increasing number of studies and publications that consider bullying at school and recognize the child as a victim, this problem is being unsolved till now [8; 9; 10; 11; 12; etc.].

In European countries and the USA violence in school coincides with term of “bullying”. In scientific literature the children that initiate the bullying are called “aggressors” or “bullies”. In the whole world, including Republic of Kazakhstan it is not a secret that bullying children takes place in state or private general educational organisations.

The world statistics of bullying spread shows that every tenth school student faces violence in educational organization and these indicators are increasing over the last ten years. On the territory of CIS countries, the ratio of children, who faced bullying at least one time, as follows: Kazakhstan – 66%, Armenia – 19.7%, Kyrgyz Republic – 30%, Belorussia – 2.4% [13].

Modern scientific sources (V.N. Butenko, I.V. Volkova, S.V. Krivtsova, D.A. Lain, etc.) propose to consider bullying as a violence representing by systematic aggressive actions towards people with a low level of physical or psychological conditions or weak ones [10; 11; 1; 14].

E.P. Ilyin characterizes bullying as: “long-term systematic, physical or psychological violence, implemented by one person or group of persons and intentionally directed to hurt, frighten a person who cannot protect him(her)self” [15, p.178].

D.N. Solovjev distinguishes the term “bullying in school group” as a destructive method to implement organic necessity to create internal group structure of the school group based on the superiority principle of teenagers [16, p.187].

English researcher T. Arora studied the problem of bullying in the school and made a conclusion: bullying is controlled action that can appear during the intracommunication between teenagers in educational organization, also it is the factor of emergence of offence or stress feeling [17]. In opinion of K. Berger, bullying characterizes the aggressive behavior that constantly repeats and directed to make physical, moral, emotional injury to a person by showing superiority [18].

Nowadays the objects of bullying have changed, and new types appeared. For example, formerly bullying in school has been considered as physical, verbal, direct or indirect action, but new researches reveal 6 types of bullying: physical, verbal, indirect, sexual, religious (racial), cyberbullying [1]. We are going to discuss cyberbullying.

Cyberbullying is the type of violence committed through the Internet and social networks. This is a performance of persecution in the form of abuse, frightening, spreading fake information and revealing private information, that outspreads abroad and in Kazakhstan too. Psychological aspects of the cyberbullying are connected with the own peculiarities of virtual space and give an opportunity to distinguish them from traditional persecution. These are: impersonality of the bully and his opportunity to bully his victim constantly; the victims of bullying are afraid of being restricted from the access to computer (cell phone, pad and etc.) and having relationships with acquaintances, that is why they keep bullying facts from parents and adults; quantity and impersonality of bullying witnesses coincides with the absence of the punishment for such actions and liability for bullying. The anonymity allowed on the Internet gives an opportunity to make an experiment with your own various performances and various social roles without being afraid of wrong evaluation by others or any social sanctions that can surely appear during alive relations.

Cyberbullying can cause social isolation of the cyberbullying victim, also troubles at school or workplace and various psychological problems. To prevent cyberbullying below measures should be taken:

1. Education and information support.

One of the most effective measure to prevent cyberbullying is informational support and education. School and educational organizations should widely spread educational programs that can teach children and teenagers what is cyberbullying, how to recognize cyberbullying and report about it. Parents and adults should teach their children how to protect themselves from cyberbullying and how to help if they became a victim.

2. Creation of secure sphere in Internet.

State bodies and organizations have to work on creation of secure sphere in Internet. It can be preparation of rules and instructions on Internet behavior, making filters and blockers that can identify and block unnecessary content, installation of programs that will assist to protect users from cyberbullying.

3. Participation of parents and adults.

Parents and adults have to participate in cyberbullying prevention. They should control children's activity in Internet, ask what they are doing in Internet, and if they became a victim of cyberbullying, parents and adults have to help them. Adults should be ready to report on cyberbullying facts immediately.

4. Support of cyberbullying victims.

Cyberbullying victims need support and help. At schools and educational organizations there should be plan of measures to prevent cyberbullying facts in the future. State bodies and organization can give psychological support to cyberbullying victims and to their families.

5. Cyberbullying must be punished.

Cyberbullying is a crime and persons who committed it must be punished. State bodies and law enforcement bodies must identify cyberbullying as a crime and offenders should be subjected to liability.

Prevention of cyberbullying is very important issue for society. Prevention of cyberbullying needs complex measures that can capture development of educational programs, secure online spheres, participation of parents and adults, supporting victims and subjection offenders to liability. Implementing these measures, we can create secure and responsible online community, and everyone can use the advantages of Internet space without being afraid of bullying and discrimination. It is important to understand that cyberbullying breaks human rights and can cause serious consequences to the affected person. That is why for prevention of this phenomenon and protection of rights of cyberbullying victims' appropriate measures should be taken. This would

help to create secure and healthy society, e.i. in such society everyone can feel he is protected and respected.

Thus, cyberbullying – one of the bullying that take place in Internet space. In this case during prevention of cyberbullying we must consider who can help to protect from cyberbullying.

First of all, it is parents.

Parents play very important role in revention cyberbullying. They can teach their children how to use online security, control their activity in the social networks and messengers, and explain what to do if children became a victim of cyberbullying. Parents can help to train emphaty and respect to other people to prevent being a buller.

Teachers.

Teachers are also main figures in the prevention of cyberbullying. They can give classes about security in online space, teach emphaty and respect to other people and can help to understand how to act if they or other people became a victim of bullying. Teachers can also create effective space in the class that can give safety and support, so the children can feel comfortable and be not afraid to ask for a help.

Social workers.

Social workers can help the victims of cyberbullying and their families. During solving the problems regarding the cyberbullying social workers can give emotional support, provide consultancy and assistance. Social workers can work with the bullers and understand how their actions can impact on other people and can help them to change their behavior.

Law enforcement bodies.

Law enforcement bodies can implement measures against cyberbullying. They can execute pretrial investigation, find bullers and bring them to responsibility, protect cyberbullying victims and give them support.

Companies and social networks.

Companies and social networks also play an important role in prevention cyberbullying. They can develop security policy and community rules that prohibit cyberbullying and punish bullers. Also they can block unnecessary content and offer report tools.

Cyberbullying is a complex problem that can cause huge damages to the victim. All the subjects of cyberbullying prevention should work together to prevent it and to protect those who faced it. Parents, teachers, social workers, law enforcement bodies, companies and social networks can make their own contribution to the fight against cyberbullying and create secure and supportive sphere for all. Every person can become a subject of cyberbullying. If we see that someone or ourselves became a victim of cyberbullying, we can give a helping hand. We can report about it in social networks or ask parents, teachers, social workers or law enforcement bodies for help. We can avoid being a buller on the Internet, show respect and kindness to other people and this will prevent cyberbullying.

Conclusion

Prevention of cyberbullying is the obligation of the whole society. Every human being can make a contribution to fight against this phenomenon, can create secure and supportive space for all people. Acknowledgment of liablitii for actions on the Internet and non-participation in cyberbullying is very important for all of us. We should control what we say and write on the Internet and remember that bad words can cause serious damage to other persons.

It is very important to teach children and teenagers good behaviour in Internet, explain which actions cause cyberbullying and the wats to avoid it. Parents, teachers and other adults should save children and teenagers from becoming cyberbullying victim and have to be ready to help in solution of problems that can occur in internet space.

The government and companies that propose social networks and other online platforms must implement appropriate measures to prevent cyberbullying. This can cover creation of effective mechanism of reporting about the offences, training users secure online behavior and cooperation with law enforcement bodies to combat cyberbullying.

Fighting cyberbullying needs making an effort from the different sides. If we will work together, we can create secure and supportive online community for all. It is very important to understand that cyberbullying can cause serious psychological problems for a victim, including depression, worry and even suicide thoughts. That is why we must recognize such situations and help cyberbullying victims.

Cyberbullying is not limited to school space, it can occur in the work place, family or other public places. It means that absolutely every person can face cyberbullying and that is why we must know how to solve this problem.

We should remember that we communicate in internet with certain sensitive and worried people. That is why we should represent respect and kindness to Internet users and keep in mind that our behavior can make an impact to the life of other people. Uniting our efforts, we can create secure and kind place in Internet.

Funding. *The scientific article was prepared within the framework of the project BR 27882414 "Program for the support and rehabilitation of child victims of violence: practical implementation of a network of resource modular centers" funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan.*

References

1. Лейн Д.А. Школьная травля (буллинг). Детская и подростковая психотерапия / под ред. Дэвида Лейна и Эндриу Миллера. – Санкт-Петербург: Питер, 2001. – С. 240-274.
2. Olweus D. Aggression in the schools. Bullies and whipping boys. –Washington, D.C.: Hemisphere Press., 1978. – 218 p.
3. Буллинг в Казахстане: каждый пятый подросток становится жертвой. [Electronic resource] – URL: <https://manshuq.com/life-bullying-victim-09-2021> (accessed: 05.04.2023).
4. Букалерова Л.А., Остроушко А.В., Муратханова М.Б., Букалеров А.А. Противодействие кибербуллингу несовершеннолетних в Российской Федерации, Республике Казахстан и США // Вестник ЕНУ им. Л.Н. Гумилева. Серия Право. – 2018. – № 3(124). – С. 39-46.
5. Могунова М.М. Кибербуллинг как новая опасность // Вестник СКУ имени М. Козыбаева. – 2021. – № 2(51). – С. 99-106.
6. Хайрулина А. Обзор ситуации с соблюдением права ребенка на защиту от буллинга в школах Казахстана. [Electronic resource] – URL: https://online.zakon.kz/Document/?doc_id=39472846&pos=1;-16#pos=1;-16 (accessed: 05.04.2023).
7. Токтагазин М.Б., Танирберген А.Т., Тилепберген С.А. Кибербуллинг в интернет-коммуникации: возникновение, актуальные проблемы // Вестник ЕНУ им. Л.Н. Гумилева. Серия Журналистика. – 2022. – №4. – С. 99-108.
8. Бердышев И.С. Жестокое обращение в детской среде. [Electronic resource] – URL: <https://fobr.ru/wp-content/uploads/2017/10/berdushevstatistika-bullying2.pdf> (accessed: 05.04.2023).
9. Бочавер А. Буллинг как объект исследований и культурный феномен // Психология. Журнал Высшей Школы Экономики. – 2013. – №3. – С. 149-159.
10. Бутенко В.Н. Буллинг в школьной образовательной среде: опыт исследования психологических особенностей «обидчиков» и «жертв» // Вестник Красноярского государственного педагогического университета им. В.П. Астафьева. – 2015. – №3. – С. 138-143.
11. Волкова Е.Н. Методологические основания для выработки программ профилактики подросткового буллинга // Сибирский психологический журнал. – 2019. – №74. – С. 88-100. DOI: 10.17223/17267080/74/5.
12. Глазман О.А. Психологические особенности участников буллинга // Известия Российского гос. Пед. Ун-та имени А.И. Герцена. – 2009. – №105. – С. 159-165.
13. Гришина Т.Г. Нестерова А.А. Семейные факторы риска проявления буллинга в школьной среде / В сборнике: Социальная психология в образовательном пространстве. Сборник статей II Всероссийской научно- практической конференции с международным участием. – Москва: ФГБОУ МПНП, 2017. – С. 425-429.
14. Кривцова С.В. Школьный буллинг: об опыте исследований распространенности буллинга в школах Германии, Австрии, России // Образовательная политика. – 2016. – Т. 3. – № 73. – С. 2-25.

15. Ильин Е.П. Психология агрессивного поведения. – Санкт-Петербург: Питер, 2014. – 368 с.
16. Соловьева С.Л. Психологические последствия насилия // Психологическая культура и психологическая безопасность в образовании. Материалы Всероссийской конференции. – Москва, 2003. – С. 187-190.
17. Arora C.M.J. Measuring bullying with the life in School checklist // Patoral Care in Education. – 1994. – Vol. 12. – P. 11-15.
18. Berger K. Invitation to the Life Spain. – New York: Worth Publishers, 2014.

Н.Б. Калкаева¹, А.Б. Избасова², Д.Б. Бұғыбай³

¹Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан

²Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан

³Ш. Есенов атындағы Каспий Мемекеттік Технологиялар және Инжиниринг университеті, Алматы, Қазақстан

Қазақстан Республикасында кибербуллингтің алдын алудың кейбір сұрақтары

Аңдатпа. Мақаланың мақсаты – қазіргі кезде кең тараған құбылыс кибербуллингтің алдын алу шараларын қалыптастыру. Мақалада буллинг ұғымы, оның ішінде кибербуллингтің мазмұны, кибербуллингтің алдыналу үшін қажетті шаралардың жүйесі, кибербуллингтің алдын алуды жүзеге асыратын субъектілер кең түрде қарастырылған. Зерттеудің әдістемелік негізін криминология, виктимология ғылымдарының ережелері құрайды. Кибербуллингтің алдын алудың өзектілігі көптеген адамдардың, әсіресе жасөспірімдер мен балалардың өмірінің ажырамас бөлігіне айналған заманауи технологиялар мен әлеуметтік желілерді қолданудың кең қанат жаюымен байланысты. Кибербуллинг - бұл интернет және басқа цифрлық технологиялар арқылы болатын психологиялық зорлық-зомбылықтың бір түрі.

Кибербуллинг депрессия, мазасыздық, өзін – өзі бағалаудың төмендеуі және кейбір жағдайларда суицид сияқты кибербуллингтің құрбанына айналған адам үшін ауыр зардаптарды туындатуы мүмкін. Сондықтан да, кибербуллингтің алдын алу қоғам үшін маңызды міндеттердің бірі болып табылады.

Кибербуллингтің алдын алу балалар мен жасөспірімдерге интернеттегі қауіпсіз мінез-құлықты үйретуді, әлеуметтік желілер мен мессенджерлерді пайдалану ережелерін қалыптастыруды, сондай-ақ ата-аналар мен мұғалімдерге кибербуллинг жағдайларын қалай тануға және алдын алуға үйретуді қамтуы керек.

Кибербуллингтің алдын алу үшін кибербуллинг жағдайларының алдын алу және тергеумен айналысатын, сондай-ақ зардап шеккендерге көмек көрсететін арнайы қызметтерді құру маңызды.

Мақала авторлары кибербуллингтің алдын алудың балалар мен жасөспірімдердің онлайн қауіпсіздігін қамтамасыз ету үшін қажетті шара екендігіне басты назар аударған. Ол мемлекеттік ұйымдарды, білім беру мекемелерін және ата-аналарды қоса алғанда, қоғам деңгейінде жүзеге асырылуы тиіс.

Түйін сөздер: буллинг, кибербуллинг, агрессор, буллер, зорлық-зомбылық, қудалау, интернет, әлеуметтік желілер, алдын алу, алдын алу субъектілері, ауыр зардаптар және т.б.

Н.Б. Калкаева¹, А.Б. Избасова², Д.Б. Бұғыбай³

¹Казахский национальный педагогический университет имени Абая, Алматы, Казахстан

²Казахский национальный университет им. аль-Фараби, Алматы, Казахстан

³Каспийский государственный университет технологий и инжиниринга имени Ш. Есенова, Актау, Казахстан

Некоторые вопросы профилактики кибербуллинга в Республике Казахстан

Аннотация. Цель статьи – сформировать меры по профилактике кибербуллинга, широко распространенного в настоящее время явления. В статье рассматривается понятие буллинга, в том числе содержание кибербуллинга, система мер, необходимых для профилактики кибербуллинга,

субъекты, осуществляющие профилактику кибербуллинга. Методологическую основу исследования составляют положения криминологии, виктимологии.

Актуальность профилактики кибербуллинга связана с ростом использования современных технологий и социальных сетей, которые стали неотъемлемой частью жизни многих людей, особенно подростков и детей. Кибербуллинг – это форма психологического насилия, которая происходит через интернет и другие цифровые технологии.

Кибербуллинг может привести к серьезным последствиям для жертвы, таким, как депрессия, тревожность, снижение самооценки, а в некоторых случаях – и к самоубийству. Поэтому профилактика кибербуллинга является важной задачей для общества.

Профилактика кибербуллинга должна включать в себя обучение детей и подростков безопасному поведению в интернете, установление правил использования социальных сетей и мессенджеров, а также обучение родителей и учителей, как распознавать и предотвращать случаи кибербуллинга.

Для профилактики кибербуллинга также важно создание специальных служб, которые будут заниматься предотвращением и расследованием случаев кибербуллинга, а также оказывать помощь жертвам.

Авторы статьи констатируют, что профилактика кибербуллинга является необходимой мерой для обеспечения безопасности детей и подростков в интернете. Она должна быть осуществлена на уровне общества, включая государственные организации, образовательные учреждения и родителей.

Ключевые слова: буллинг, кибербуллинг, агрессор, буллер, насилие, травля, интернет, социальные сети, профилактика, субъекты профилактики, тяжкие последствия и т.д.

References

1. Lejn D.A. SHkol'naya travlya (bullying). Detskaya i podrostkovaya psihoterapiya [School bullying. Child and adolescent psychotherapy] (Sankt-Peterburg: Piter, 2001, 240-274 s.) [St. Petersburg: Peter, 2001, 240-274 p.]. [in Russian]
2. Olweus D. Aggression in the schools. Bullies and whipping boys (Washington, D.C.: Hemisphere Press., 1978, 218 p.).
3. Bullying v Kazahstane: kazhdyj pyatyj podrostok stanovitsya zhertvoj [Bullying in Kazakhstan: every fifth teenager becomes a victim]. [Electronic resource] – Available at: <https://manshuq.com/life-bullying-victim-09-2021> (accessed: 05.04.2023). [in Russian]
4. Bukalero L.A., Ostroushko A.V., Murathanova M.B., Bukalero A.A. Protivodejstvie kiberbullingu nesovershennoletnih v Rossijskoj Federacii, Respublike Kazahstan i SSHA, Vestnik ENU im. L.N. Gumileva. Seriya Pravo [Combating cyberbullying of minors in the Russian Federation, the Republic of Kazakhstan and the USA, Bulletin of ENU named after. L.N. Gumilyov. Law Series], 3(124), 39-46 (2018). [in Russian]
5. Mogunova M.M. Kiberbulling kak novaya opasnost', Vestnik SKU imeni M. Kozybaeva [Cyberbullying as a new danger, Bulletin of the SKU named after M. Kozybaev], 2(51), 99-106 (2021). [in Russian]
6. Hajrulina A. Obzor situacii s soblyudeniem prava rebenka na zashchitu ot bullinga v shkolah Kazahstana [Review of the situation with respect for the child's right to protection from bullying in schools in Kazakhstan]. [Electronic resource] – Available at: https://online.zakon.kz/Document/?doc_id=39472846&pos=1;-16#pos=1;-16 (accessed: 05.04.2023). [in Russian]
7. Toktagazin M.B., Tanirbergen A.T., Tilepbergen S.A. Kiberbulling v internet-kommunikacii: vzniknovenie, aktual'nye problem, Vestnik ENU im. L.N. Gumileva. Seriya ZHurnalistika [Cyberbullying in Internet communications: emergence, current problem, Bulletin of ENU named after. L.N. Gumilyov. Journalism Series], 4, 99-108 (2022). [in Russian]
8. Berdyshev I.S. ZHestokoe obrashchenie v detskoj srede [Abuse in children's environment]. [Electronic resource] – Available at: <https://fobr.ru/wp-content/uploads/2017/10/berdushevstatistika-bulling2.pdf> (accessed: 05.04.2023). [in Russian]
9. Bocharov A. Bullying kak ob'ekt issledovaniy i kul'turnyj fenomen, Psihologiya. ZHurnal Vyshej SHkoly Ekonomiki [Bullying as an object of research and a cultural phenomenon, Psychology. Journal of the Higher School of Economics], 3, 149-159 (2013). [in Russian]

10. Butenko V.N. Bulling v shkol'noj obrazovatel'noj srede: opyt issledovaniya psichologicheskikh osobennostej «obidchikov» i «zhertv», Vestnik Krasnoyarskogo gosudarstvennogo pedagogicheskogo universiteta im. V.P. Astaf'eva [Bullying in the school educational environment: experience in studying the psychological characteristics of "offenders" and "victims", Bulletin of the Krasnoyarsk State Pedagogical University. V.P. Astafieva], 3, 138-143 (2015). [in Russian]
11. Volkova E.N. Metodologicheskie osnovaniya dlya vyrabotki programm profilaktiki podrostkovogo bullinga, Sibirskij psichologicheskij zhurnal [Methodological grounds for developing programs for the prevention of teenage bullying, Siberian Psychological Journal], 74, 88-100. (2019). DOI: 10.17223/17267080/74/5. [in Russian]
12. Glazman O.L. Psichologicheskie osobennosti uchastnikov bullinga, Izvestiya Rossijskogo gos. Ped. Un-ta imeni A.I. Gercena [Psychological characteristics of bullying participants, Izvestia of the Russian State. Ped. University named after A.I. Herzen], 105, 159-165 (2009). [in Russian]
13. Grishina T.G. Nesterova A.A. Semejnye faktory riska proyavleniya bullinga v shkol'noj srede. V sbornike: Social'naya psichologiya v obrazovatel'nom prostranstve. Sbornik statej II Vserossijskoj nauchno-prakticheskoy konferencii s mezhdunarodnym uchastiem, Moskva: FGBOU MGPPU [Family risk factors for bullying in the school environment. In the collection: Social psychology in the educational space. Collection of articles of the II All-Russian scientific and practical conference with international participation, Moscow: Federal State Budgetary Educational Institution MSUPE], 425-429 (2017). [in Russian]
14. Krivcova S.V. SHkol'nyj bulling: ob opyte issledovaniy rasprostranennosti bullinga v shkolah Germanii, Avstrii, Rossii, Obrazovatel'naya politika [School bullying: about the experience of researching the prevalence of bullying in schools in Germany, Austria, Russia, Educational Policy], 3(73), 2-25 (2016). [in Russian]
15. Il'in E.P. Psichologiya agressivnogo povedeniya [Psychology of aggressive behavior] (Sankt-Peterburg, Piter, 2014, 368 s.) [St. Petersburg: Peter, 2014, 368 p.]. [in Russian]
16. Solov'eva S.L. Psichologicheskie posledstviya nasiliya. Psichologicheskaya kul'tura i psichologicheskaya bezopasnost' v obrazovanii. Materialy Vserossijskoj konferencii, Moskva [Psychological consequences of violence. Psychological culture and psychological safety in education. Materials of the All-Russian Conference, Moscow], 187-190 (2003). [in Russian]
17. Arora C.M.J. Measuring bullying with the life in School checklist, Patoral Care in Education, 12, 11-15 (1994).
18. Berger K. Invitation to the Life Spain (New York, Worth Publishers, 2014).

Information about authors:

Kalkayeva N.B. – Candidate of Legal Sciences, Associate Professor, Abay Kazakh National Pedagogical University, Almaty, Kazakhstan.

Yzbassova A.B. – PhD, Al-Farabi Kazakh National University, Almaty, Kazakhstan.

Bugybay D.B. – Candidate of Legal Sciences, Associate Professor, Caspian University of Technology and Engineering named after Sh.Yessenov, Kazakhstan, Aktau, Kazakhstan.

Калкаева Н.Б. – заң ғылымдарының кандидаты, қауымдастырылған профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан.

Избасова А.Б. – доктор PhD, Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан.

Бұғыбайқызы Д.Б. – заң ғылымдарының кандидаты, қауымдастырылған профессор, Ш. Есенов атындағы Каспий Мемекеттік Технологиялар және Инжиниринг университеті, Алматы, Қазақстан.