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SCHOOL BULLYING IN THE CONTEXT OF SOCIAL PEDAGOGY

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Abstract:

Background. This article attempts to describe school bullying in the context of social pedagogy. The purpose of this article is to concretize the algorithm of social pedagogy in organizing support groups for victims of school bullying.

Methods. The study of scientific papers by scientists allowed us to understand that the main method of organizing support groups is to restore a favorable atmosphere in the classroom by involving children themselves. The method of prevention of bullying - "Without blame" - is based on humanistic ideas of innocence of all bullying participants. The technology of appropriate social pedagogical work is a clearly structured process that consists of seven stages.

Results and discussions. An approximate algorithm of activities for creating anti-bullying support in an educational organization is recommended for social teachers. Key components of the prevention and response to school violence program are described. Analyzing the above methods, we can highlight core components. Programmes to prevent and respond to school violence: the school director should demonstratively follow the program. A team should be formed to execute the program. To support the program, the school staff should follow all instructions of the program. notify parents, students about the program.. Diagnosis of the reasons for bullying at school. Analysis of the roles (victim, bully, witness) of students in school bullying. Determining the purpose of the school and the ethical norms and rules. Develop a mechanism for primary prevention that focuses on creating a non-violent school. Launch a system to report school harassment. Develop a mechanism to verify and investigate reports of problem behaviors and school violence. Create a system to record problem behaviors and school violence.

The social and pedagogical aspects mentioned above that can be applied to bullying in schools demonstrate a strong systemic nature that drives the entire research agenda. The organization of support groups, or "no blame" approach, is an effective tool to stop bullying.

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Conclusion. *These tools do have practical educational value and can be used by teachers in the future, thus improving school relationships, school climate, and school community performance. The social and pedagogical program seeks to have not only a short-term, but also a medium- and long-term impact on everyday school life.*

Keywords: *bullying, buller, victim, social pedagogy, research, stress, educational process.*

Introduction. Bullying in schools is a growing and multifaceted dimension around the world [1]. The education system has great potential to prevent bullying. The professional and organizational resource of this system, the sphere of its social influence allows within the educational environment to carry out complex and systematic influence on the attitudes, interests and guidelines of all participants in the educational process in order to form a model of behavior based on mutual respect and avoidance of school bullying [2].

The Dakar Framework for Action was adopted in 2000 at the World Education Forum held in Dakar, Senegal's capital. It identifies ways to achieve the six Education for All goals. Task 2 states that by 2015 all children should have access to free and compulsory primary education of good quality. Target 5 sets a target to achieve gender parity in primary and secondary education by 2005 and at all levels of education by 2015.

The Dakar Framework for Action and its Expanded Commentary underscore the link between a child's right to quality education and his or her right to a safe and violence-free learning environment. It identifies strategies to achieve Education for All goals, including violence prevention and safe educational environments [3].

The 2030 Sustainable Development Agenda - "Plan of Action for People, the Global Education Agenda, developed the Education 2030 Framework for Action, which, inter alia, called for "the creation and improvement of child-friendly, disabled and gender responsive educational institutions and the provision of a safe, violence-free and socially barrier-free learning environment for all" (task 4.a) [4].

And here one cannot help but think of A. Makarenko, an outstanding teacher who advocated creating a comfortable climate in the team that gives a child a sense of security and free creative development [5].

For the first time, the phrase "social pedagogy" was proposed by the "father of German teachers" Adolf Diesterweg in the second half of the 19th century - to denote the pedagogical activity with disadvantaged and street children for prevention.

At the beginning of the 20th century, the famous German philosopher Paul Natorp put forward the idea of integrating the educational forces of society in order to spread culture and enlightenment among the people; he put forward the idea of

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universal pedagogization of society and called for the creation of educational unions, "unions of citizens" that could contribute to the implementation of this idea. He named all these activities social pedagogy as well. In 1899, P. Natorp's book "Social Pedagogy" was published, the main idea of which was the formula "a person becomes a person only because of human community."

Social pedagogy as a practical activity reflects the scientific and transformative activity of people, institutions of society.

The subject of social pedagogy is the interaction of a person and society, and the object is a person in his social environment.

The purpose of social pedagogy as a practical activity is to harmonize the interactions between the individual and society for the preservation, restoration, maintenance, and development of human social activity.

The tasks of social pedagogy as a practical activity:

- adaptation;
- enlightenment (education);
- prophylaxis;
- rehabilitation.

Functions of social pedagogy as a practical activity:

- enlightening - educational activities of a social teacher on various social issues;
 - adaptational activities aimed at stimulating adjustment of a person to the environment or environment to a person, taking into account his individuality;
 - rehabilitation - activities aimed at recovery individual human abilities to develop, professional activities;
 - prophylactic - organization of preventive work for prophylaxis of social harm.
- predecessors - teachers of various countries and peoples, since ancient times.

Even in the conditions of the primitive society, elements of teaching and educational activities arose, encompassing all members of society - children and adults, and designed not only for labor, but also, if I may say so, for social and ideological training. Already in those days, the older generation worried about raising not only able-bodied, but also at the same time loyal and staunch members of the tribal society.

The existing rituals and forms of behavior, willingly or unwillingly, were permeated with these aspirations.

In the ancient world, ideas and even traditions of taking into account social factors in the process of teaching and educating members of society are emerging. In the V century BC Democritus spoke about the dependence of upbringing on social conditions, Plato (V-IV centuries BC) - considered upbringing a condition for the development of a person from birth to death, and linked the fate of society with the educational and upbringing development of all its citizens. Aristotle (IV century BC)

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- put forward the idea of the need for the unity of the physical, mental and moral development of man, by which he understood only a free member of the ancient polis, a slave for him was only a "talking tool". And the famous Roman rhetorician M. Quintilian (I century AD) in his pedagogical essay "Institutio Oratoria" noted that the conditions of family life, including linguistic communication within the family, affect the development of a person in general, oratorical skills in particular. The systems of education and upbringing that existed in ancient times had a clear social and ideological focus, which reflected the character of the state, especially the features of its socio-economic and political life. Examples are the famous Spartan and Athenian educational systems, the differences between which were determined by the difference in social and political-ideological orders.

During the Middle Ages, the system of education and upbringing had a clearly expressed estate-ideological character, which in this era was largely defined by religion and the church. But already at the end of the Middle Ages and during the Renaissance, the ideology of humanism and the liberation of man from class dependencies began to take root. T. More in the book "Utopia" and T. Campanella in the book "City of the Sun" already came up with the ideas of unclassified education and upbringing, where earthly life is proclaimed as the dominant value in all the diversity available for that time. In modern times, as the bourgeois order is approved and the cognitive and experimental-practical activity of a person is recognized as a factor in social development, Plato's well-known idea of teaching a person "from cradle to grave" is revived, concepts of pragmatic education appear.

In the pedagogical works of J. A. Comenius, the concept of pampedia is developed - the continuous mastery of pansophia by each person throughout his life. In the book of J. Locke "Thoughts considering education", in accordance with the emerging system of bourgeois values, a program of training and education of the future gentleman is set forth, the content of which bears real nature and facilitates his entry into life.

In the 18th century, called the century of enlightenment, the idea that education and upbringing is a constructively transforming factor in the development of society is affirmed in the consciousness of society, and a person should always be an objective, not a means of development in accordance with the values of freedom, equality and brotherhood.

On this basis, the concept of free education, the idea of "breeding" a new species of human being and transforming society through was actively developing.

Since the end of the XVIII century. the attention of theorists and practitioners of pedagogy to the issues of teaching and educating broad strata of the population, overcoming the influence of scholasticism and bringing the content of education closer to life is increasing. Among the teachers of this area, the activity of the Swiss

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teacher J. Pestalozzi stands out during these years. His study on the role of labor in the upbringing and self-development of a child, the creation of a syllabic way of teaching made it accessible to teaching a child to read and write in any family. His personal pedagogical work with orphans, for whom he acquired houses with his own money, turning them into boarding schools, marked a new quality in the content and methods of teaching and upbringing, which had a fruitful impact on the development of pedagogical theory and practice, society as a whole.

In the XIX century, the beginning of the tradition of combining learning with life, filling its content with the ideas of citizenship and social activity was laid. One of the famous teachers of Russia N.I. Pirogov at the beginning of 60s, raised the question about changing the content of education in accordance with the trends in the development of science and society. The founder of scientific pedagogy in Russia K.D. Ushinsky was first to raise the question of the integrity of personality formation in the process of education and upbringing; emphasized the great role in this process of "unintentional educators" - nature, family, school, society, people, their religion and their language, the word of nature and history in the broadest points of these concepts.

Activities aimed at providing social assistance to children, is socio-pedagogical and is a kind of teaching activities. Socio-pedagogical activity as a kind of pedagogical activity has features in common with it and distinctive features. Most researchers include the identity of the main function that both pedagogical and socio-pedagogical activities perform in society - social inheritance, sociocultural reproduction and human development in common features.

M.A. Galaguzova notes that if pedagogical activity has normative and legal nature, then socio-pedagogical is always targeted, aimed at a specific child and solving his individual problems. If the teaching activity has continuous character, then socio-pedagogical in some cases is limited by the time interval during which the problem is solved. The professional activity of a teacher, as a rule, is carried out in educational institutions, while socio-pedagogical activities have a much broader scope applicability.

According to the teachers L.A. and M.A. Belyaevs, the main distinctive the peculiarity of social and pedagogical activity is that the need for it arises if a person (group of people) faces with a problematic situation in relations with the environment.

Thus, socio-pedagogical activity can be regarded as the purposeful work of a professional on the social education of a person in a particular society with the aim of its successful social adaptation.

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Socio-pedagogical activities are implemented in the form of a complex of preventive, rehabilitation, correctional and developmental activities, as well as through pedagogically appropriate organization various spheres of life of the wards.

According to M.I. Rozhkov, the goal of social and pedagogical activity is productive assistance to a person in his adequate socialization, activating his participation in the transformation of society. It is this consideration of the goal of social and pedagogical activity based on on the S – S approach, assuming an active position of the object of social and pedagogical influence.

The goal of social and pedagogical activity is specified in the following tasks:

1) the formation of a person's social competence, which is carried out through his social training;

2) education of a set of qualities necessary for a person to interact with the surrounding social environment, which is implemented on the basis of social education;

3) assistance in overcoming difficulties in socialization arising problems with the environment, which is implemented through social pedagogical support.

Socio-pedagogical activity is based on the following basic principles:

- humanity;
- individually-personal approach to the child;
- reliance on the positive aspects of the child's personality;
- confidentiality.

The principles and objectives, in turn, determine the content or the main directions of social and educational activities. By the content, socio-educational complex is extremely varied. As the main areas of socio-pedagogical activities can be distinguished:

- activities to prevent maladjustment, increase the level of social adaptation of children through their personal development;

- activities for the social and educational rehabilitation of children with certain deviations from the norm.

Content is realized through forms, methods and means.

Methods are ways of interrelated activities of a social teacher and a child, which contribute to the accumulation of social experience, contribute to the socialization or rehabilitation of the child.

The main forms of work of a social teacher are:

- individual,
- group,
- collective.

Means are a collection of material, emotional, intellectual and other conditions that are used by the social teacher to achieve this goal.

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At the end of the work, at least two results are possible:

- 1) the social teacher positively solves the child's problems and on this his activity with the child ends, i.e, the goal is achieved;
- 2) the social educator could not or only partially solved the problems child, i.e. the goal is not achieved. In this case, it is necessary to adjust his activities and re-solve the problem.

The following types of social and pedagogical activity:

1. Socio-pedagogical activity in educational institutions.
2. Socio-pedagogical activity in public associations and organizations.
3. Socio-pedagogical activity in institutions of creativity and leisure of children.
4. Socio-pedagogical activity in places of summer recreation of children.
5. Social and pedagogical activity in confessions.
6. Socio-pedagogical activity with various categories of children.
7. Socio-pedagogical activity with various categories of population. Social pedagogy believes that each person is individual, and one of its basic principles is to make all people discover their own potential, ensure this diversity through unity, and motivate people to improve, change, and transform the existing situation, mainly through personal and collective responsibility and joint action.

Methods of social pedagogy can be classified by combining them into three large groups:

- 1) methods of scientific research;
- 2) methods of education;
- 3) methods of social and psychological assistance.

Methods of social pedagogy:

1) methods of scientific research are methods of obtaining scientific information in order to establish regular connections, relationships, dependencies and the construction of scientific theories:

- observation-a method of cognition of socio-pedagogical phenomena based on their direct perception. There are the following types of observation: direct, indirect, open, hidden, continuous, monographic, discrete, highly specialized;

- experiment-provides a scientifically objective and evidence
 - based verification of the correctness of the hypothesis justified at the beginning of the study.

Types of experiment: natural, laboratory, ascertaining, forming, control.

- survey methods (conversations, interviews, questionnaires, tests);
- modeling is the reproduction of the characteristics of an object on another object, specially created for its study;
- method of study and generalization [6].

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The purpose of the article is to concretize the social pedagogue's algorithm in organizing support groups for school bullying victims.

Materials and methods. Analysis of scientific papers by scientists such as C. Beck, M. Williams, J. Pepler, and B. Meins allowed us to understand that the main method of organizing support groups is to restore a favorable atmosphere in the classroom by involving children themselves. The method is based on humanistic ideas of innocence of all participants in bullying and not punishing them:

- bullying is not a pathology, but a common phenomenon in social relations;
- the punishment does not work, it worsens the situation, thus pushing the bully to further aggression against the victim;
- bullying is one of the mechanisms that create and maintain group structures, establishes a person's identity by excluding "outsiders" in terms of interests and spirit.

It should be noted that the main factor here is that the social pedagogue does not act as an aggressor. The main task of the social pedagogue is to change the behavior of all participants in the harassment, thus achieving positive results for the victim - to stop his or her suffering.

According to S.V. Krivtsova, "the method is based on the idea of re-education, which suggests making a problem student a conductor and protector of the social norm. The main goal of this method is to make the bullhorn a protector of the victim [7].

The technology of corresponding social pedagogical work is a clearly structured process consisting of seven stages:

Stage I. A conversation between the social pedagogue and the victim, centered on the victim's feelings, whose tasks:

- a) understand the pain that the bullied child feels, convince him/her that the problem can be solved with the help of a "support group"; obtain the victim's consent for assistance from such a support group;
- b) find out who was involved in the bullying (the main initiators, witnesses, not actively involved), who was protecting the victim, and if he or she did not have supporters, who he or she would like to have as friends;
- c) agree on who will be part of the support group, what exactly can be told to the group members [8].

Stage II. Organize a meeting with children who were involved in the bullying situation (initiated by the bullying, its allies, and witnesses) and were chosen by the victim as members of the "support group". The group meets separately from the child who was the target of the bullying. It is believed that a group of six to eight teenagers is effective, formed in such a way that there are good-natured, brave, and reliable guys next to those whose behavior causes the victim's suffering, who are useful in stopping the bullying..

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Stage III. Explaining the problem to the group by focusing on the victim's feelings rather than finding the perpetrators or discussing the details of the incidents. The goal of this stage is to make the audience aware of the meaning of the group's meeting - to help the teacher support the child who has been bullied.

Stage IV. Sharing responsibility through a clear declaration that a teacher, knowing the problem, should take action. It is the responsibility of a social pedagogue to help X. become happy and create safe conditions for him/her at school. But he cannot do it alone without the help of the children present at the meeting today. They also bear a share of responsibility because they could have prevented an incident. Therefore, the social pedagogue suggests: "Let's think together and discuss what each of you can do. It is an effective means to increase empathy, to ask children if they themselves have ever been unhappy at school [9] and what help from others they were lacking then.

The authority is transferred to the victim as well, because it is he or she who further determines whether the bullying has stopped or not.

Stage V. Each member of the group is asked to provide feedback on how to make the victim feel better. Ideas should belong to the group members and not be imposed by the teacher. Children express their intentions in the form of a first person.

Stage VI. End of the meeting. The educator thanks the children for their support and a good plan of help that they have devised. Then entrusts the group with the responsibility to correct the situation, complementing and optimistically expressing confidence in the positive outcome of their future activities: "You can do it!", "You will definitely succeed! As a result, an agreement is made with them to meet again in about a week to understand how things are going.

Stage VII. Holding repeat meetings to monitor whether bullying has stopped and whether a child victim feels better, and to keep teenagers involved in the support process.

The social educator also individually meets with the victim of bullying, finds out the victim's opinion about what is happening, and then retells this information to the group.

It is recommended that this algorithm be used to create anti-bullying support at school.

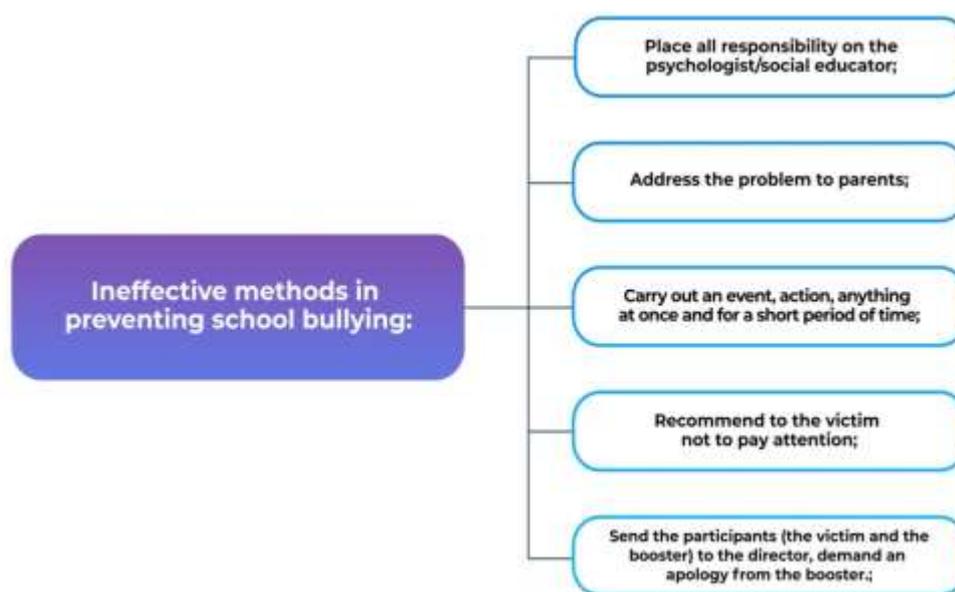
1. alerts the school administration. Develop a school program.
2. investigating the degree of school bullying in terms of class.
3. Develop a scheme of school "hot spots" - places of possible conflicts.
4. Develop a regulation of the school bullying committee and a plan to monitor the school hot spots.
5. The training phase. In order to recognize and prevent school bullying, conduct a training seminar for school staff.

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6. Analysis of the school's capacity to prevent school bullying.

7. Create an enabling environment in the school. Develop cooperation between teachers and parents.

It is worth noting that teachers often make mistakes in preventing bullying, namely, by using ineffective methods. **(pic.)**



Results and discussions. Key aspects of perceptions of bullying in schools in social pedagogy:

- addressing and understanding bullying issues requires an integrated approach;
- in order to effectively solve and interpret problems, an interdisciplinary approach is required;
- systematic work on the interaction of theory and practice to prevent school bullying;
- in order to prevent school bullying, it is advisable to conduct joint training of all participants in bullying;
- regular transformation of stakeholders;
- between stakeholders to create a communication network that will be based on research and practical work, in particular the use of personal, collective competences and skills;
- encouraging creativity, innovation and breakthrough thinking of stakeholders;
- development of mechanisms for the prevention of bullying using a socio-pedagogical cultural approach.

Analyzing the above methods, we can highlight **core components**:

1. The school director should demonstratively follow the program.
2. A team should be formed to execute the program.

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3. To support the program, the school staff should follow all instructions of the program.
4. notify parents, students about the program.
5. Diagnosis of the reasons for bullying at school.
6. Analysis of the roles (victim, bully, witness) of students in school bullying.
7. Determining the purpose of the school and the ethical norms and rules.
8. Develop a mechanism for primary prevention that focuses on creating a non-violent school.
9. Launch a system to report school harassment.
10. Develop a mechanism to verify and investigate reports of problem behaviors and school violence.
11. Create a system to record problem behaviors and school violence.
12. Develop an implementation mechanism to collect and evaluate program effectiveness.

The social and pedagogical aspects mentioned above that can be applied to bullying in schools demonstrate a strong systemic nature that drives the entire research agenda.

The organization of support groups, or "no blame" approach, is an effective tool to stop bullying.

In order to prevent and prevent school bullying, the program of social and educational research was carried out during the years of the economic crisis

As a result of the study, it was revealed that the prevention of such pathogenic phenomena as intimidation, racism, social exclusion can be effectively achieved by taking into account personal attitudes towards diversity, expanding and strengthening emotional, communication and general social skills. This socio-pedagogical struggle against these multidimensional and complex phenomena was achieved, with the methodological support of systems science and the activation of those who are directly or indirectly involved in the work of the school and the wider community (for example, students, teachers and all school personnel, parents of students and family members, neighbors responsible for education, politics, etc.).

Conclusion. This program showed that people of different ages, knowledge, experience, skills, interests, profession, socio-cultural level, etc. can engage in collaborative and interactive learning and develop an effective cooperative.

Thus, the entire experience of this course of the program, reflected in the transformation of the thinking and actions of stakeholders, has led to further expansion and enrichment of methodological methods and tools for teachers.

These tools do have practical educational value and can be used by teachers in the future, thus improving school relationships, the school climate and the quality of

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the school community. The goal of the social pedagogical program is not only to have a short term, but also a medium and long term impact on daily school life.

The most important result of the program is the creation and progressive strengthening of the “socio-pedagogical ethos” [11].

Thus, it will systematically improve the socio-pedagogical role of teachers, families and schools in the prevention of school bullying.

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