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ВЕСТНИК

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Қазақстан Республикасы Ұлттық ғылым академиясы «ҚР ҰҒА Хабаршысы» ғылыми журналының Web of Science-тің жаңаланған нұсқасы Emerging Sources Citation Index-те индекстелуге қабылданғанын хабарлайды. Бұл индекстелу барысында Clarivate Analytics компаниясы журналды одан әрі the Science Citation Index Expanded, the Social Sciences Citation Index және the Arts & Humanities Citation Index-ке қабылдау мәселесін қарастыруда. Web of Science зерттеушілер, авторлар, баспашылар мен мекемелерге контент тереңдігі мен сапасын ұсынады. ҚР ҰҒА Хабаршысының Emerging Sources Citation Index-ке енуі біздің қоғамдастық үшін ең өзекті және беделді мультидисциплинарлы контентке адалдығымызды білдіреді.

НАН РК сообщает, что научный журнал «Вестник НАН РК» был принят для индексирования в Emerging Sources CitationIndex, обновленной версии Web of Science. Содержание в этом индексировании находится в стадии рассмотрения компанией Clarivate Analytics для дальнейшего принятия журнала в the Science Citation Index Expanded, the Social Sciences Citation Index и the Arts & Humanities Citation Index. Web of Science предлагает качество и глубину контента для исследователей, авторов, издателей и учреждений. Включение Вестника НАН РК в Emerging Sources Citation Index демонстрирует нашу приверженность к наиболее актуальному и влиятельному мультидисциплинарному контенту для нашего сообщества.

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STUDENT-TEACHER RELATIONSHIP AS A FACTOR AFFECTING BULLYING-VICTIMIZATION DEGREE AT SCHOOLS

Abstract. The article focuses on the importance of establishing positive and trusting relationships between teachers and students in the context of preventing and countering bullying at contemporary schools. It is emphasized that creating the right microclimate at schools and classrooms through building such relationships is one of the most important components of minimizing bullying. A number of studies are highlighted on the relationships among teachers and students and the prevalence of bullying. The main reasons for the reluctance of victims and witnesses to seek help independently in cases of bullying against teachers and other adults are revealed, which confirms the need for active intervention in the course of countering bullying by teachers as central participants in the educational process. Much attention is paid to the communicative competence of the teacher, which is understood by the authors as no less key component of professional competence than knowledge of the instruction subject. The personality traits and behavioural characteristics of teachers are highlighted, which are highly appreciated by students. The study also raises the issue of the low teachers' initiative regarding active intervention in the bullying process, an attempt is made to highlight the main obstacles in the existing education system, ideas are proposed for their elimination.

Key words: bullying, harassment, school climate, pedagogical competence, teacher-student relationship, communication, prevention, counteraction.

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ОҚУШЫ МЕН МҰҒАЛІМНІҢ ҚАРЫМ-ҚАТЫНАСЫ МЕКТЕПТЕРДЕГІ ҚОРЛАУ МЕН ҚҰРБАН БОЛУ ДЕҢГЕЙІНЕ ӘСЕР ЕТЕТІН ФАКТОР РЕТІНДЕ

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ВЗАИМООТНОШЕНИЯ УЧЕНИКА И УЧИТЕЛЯ КАК ФАКТОР, ВЛИЯЮЩИЙ НА СТЕПЕНЬ БУЛЛИНГ-ВИКТИМИЗАЦИИ В ШКОЛАХ

Аннотация. В статье акцентируется внимание на важности построения позитивных и доверительных отношений между учителями и учащимися в контексте профилактики и противодействия

буллинга в современных школах. Выделяется, что создание надлежащего микроклимата в школе и классе посредством построения благоприятных взаимоотношений является одним из важнейших составляющих минимизации буллинга. Освещается ряд исследований, посвященных взаимосвязи отношений между учителями и учащимися и распространенности буллинга. Раскрываются основные причины нежелания жертв и свидетелей самостоятельно обращаться за помощью в случае столкновения с травлей к учителям и другим взрослым, что подтверждает необходимость активного вмешательства в ход противодействия травли учителями как центральными участниками образовательного процесса. Значительное внимание уделяется коммуникативной компетенции учителя, которая понимается автором как не менее важная составляющей профессиональной компетенции, чем знание предмета преподавания. Выделяются черты личности и особенности поведения учителей, которые высоко оцениваются школьниками. В ходе проведения исследования также поднимается проблема низкой инициативности учителей относительно активного вмешательства в процесс буллинга, делается попытка выделить основные преграды в существующей системе образования, предлагаются идеи касательно их устранения.

Ключевые слова: буллинг, травля, школьный климат, педагогическая компетенция, взаимоотношения учителей и учеников, коммуникация, профилактика, противодействие.

Introduction. The formation of a safe school space is one of the main priorities of state policy in the field of education and an integral attribute of a contemporary democratic society and a guarantee of the effectiveness of all market, administrative and other reforms. Undoubtedly, the role of education quality in the modern world is difficult to exceed. Today the educational environment remains the main sphere of social interaction for most children and adolescents. A modern school is an educational institution, an environment in which children spend a significant amount of time and in which they will not only acquire basic knowledge about the world around them, but also attain the necessary communicative experience, which is important for the process of socialization and the formation of them as individuals.

Hardly anyone will argue that creating an appropriate microclimate in the classroom and school is an important task of the entire educational system, the key to the formation of a mentally healthy nation with a high level of culture of interpersonal communication. It is the high educational level of both an individual and society as a whole that is the defining sphere of culture creation, an active engine and mechanism for the development of all areas and elements of social life. At the same time, neglect of preventive measures of bullying in the educational environment leads to negative consequences, both for the victims of bullying, the offenders themselves and society as a whole. We agree with I. Baieva, who notes that the main threat of the educational environment psychological safety violation is psychological violence in the system of relationships between the subjects of the educational process [1]. Once they have mastered certain behaviour, such as abuser-victim-observer, students can follow them for life. Thus, according to the research conducted by the American scientists, bullying is the first step towards real violence and criminal behaviour (60% of those who were identified as offenders in grades 6-9 had at least one conviction under 24, and 35-40% committed three or more serious crimes at the age of 25 [2]).

The security issue in secondary schools is not new. Today, the scientific community clearly understands that bullying is inherently linked to the characteristics of the social environment. Bullying attitudes, like the communication process itself, are not produced in a vacuum during training. Students and teachers are constantly in mutual influence, interweaving with each other. That is, bullying is always closely related to the characteristics of the social environment and does not occur outside of it. To date, the communicative competence of a teacher is considered as a core component of general psychological competence. Thus, the studies of recent decades have shown that a positive relationship between the teacher and the student allows the latter to feel psychologically protected in the school educational environment, provide favourable conditions for the development of their important social and academic skills [3]. In particular, on the basis of sociometric data, studies have shown that most often the initiators of bullying are children who are in conflict with the teacher [4]. Practice also shows that the system of relationships between subjects of the educational environment directly affects the level of students' aggressiveness and the frequency of manifestations of cruelty and violence acts in the school environment. According to the presented statistics on the adolescents' health analysis, students who have a closer relationship with teachers show lower rates of emotional exhaustion, suicidal thoughts, suicidal behaviour, violence and drug addiction, etc. [5].

Moreover, it should be noted that modern teachers have a fairly accurate idea of the forms of bullying and how it can proceed, and these ideas correspond to contemporary scientific data. Describing cases of

school bullying, teachers recall both its direct (verbal aggression, physical aggression, ridicule, humiliation) and indirect (rejection, ignorance) forms. They are well aware of the breadth of the list of possible negative consequences of bullying, “concerning not only the victim and the persecutor, but also the witnesses” [6]. However, despite the awareness of countering bullying at schools and the importance of developing a close two-way relationship between the teacher and the student, the implementation of scientific developments to establish communication between teachers and students in practice continues very slowly. Today, the dominant situation in secondary education institutions is still a situation in which both students and teachers are dissatisfied. In particular, students note that the curriculum is overloaded; they are not interested in the lessons and are treated incorrectly by the teachers. At the same time, teachers note that children have become ill-prepared, ill-mannered, that they are not interested in anything, and so on. As a result, this leads to emotional fatigue of both students, whose discipline is deteriorating, and teachers, who, due to dissatisfaction with their activities, lose the inspiration to make attempts to establish communication with students [7]. Moreover, the outlined vicious circle is typical not only for Ukrainian institutions of secondary education, but also for most post-Soviet and even some Western countries. Of course, the existing order of things is unacceptable. And the issue of establishing relationships between students and teachers is an urgent one in the context of prevention and counteraction to bullying.

In the scientific circle, it has already been noted more than once that if teachers do everything possible in their lessons in terms of stopping aggressive behaviour from bullying, they will try to create a maximum of successful situations for the victim and stop themselves from provoking students to bullying, making «prickly», sarcastic remarks to students, then the atmosphere in the classroom will radically change [8]. However, in practice, everything is much more complicated. The specifics of growing up children are associated with liberation from adults’ dictatorship gives rise to a number of problems in building an effective communication link between a student and a teacher, as indicated by theorists and practitioners around the world. For example, victims of bullying do not always seek help. As S. Hunter and D. Boyle rightly note, the frequency and duration of bullying are not predictors of referral to a teacher [9], and the amount of children who have been bullied for a long time and do not tell anyone about it is significantly greater than the amount of those who, having reported bullying, was able to escape from the circle of bullying. According to R. Newman’s theory of adaptive search for help, when making a decision about referring to the teacher, the victim of bullying evaluates the possible negative consequences of this action [10]. As statistics show, the reasons for refusing to apply, even when the victim understands the treatment as potentially effective, are usually: disapproval from classmates (75.5%); feelings of their own weakness (64.2%); striving for autonomy (58.8%). Less likely to seek help are high school students (grades 8-11) compared to high school students, boys compared to girls, and victims of repeated bullying compared to those who have never been a victim before. Thus, if students are actually being bullied, even their conviction that the teacher is able to help them effectively is often not enough to seek help, because it is associated with a decrease in social status (although the victim’s status is usually not high enough) and loss of self-esteem [11]. The above increases the requirements for the level of professional competence of teachers and the conditions for their personal development in the process of performing professional activities [12].

Modern teachers should have a wide range of knowledge and skills, not only in teaching the subject or identifying and countering bullying, they should be able to build trusting relationships with students.

In the context of revealing the topic of the teacher’s professional communicative competence, we consider it appropriate to refer to the results of the research conducted by T. Skrypkina. Thus, on the basis of a large-scale teachers’ survey in Russian schools, the scientist came to the conclusion that the same trend is observed in all respondents: the level of self-confidence in the professional sphere is higher than the level of self-confidence in the sphere of relationships with children. The data obtained clearly show that there are practically no teachers who would consider themselves to be poor professionals. At the same time, for a significant part of teachers, the factor of relationships with children is not significant. One gets the impression that this factor is not of great importance for teachers’ assessment of their own professional activities; they reduce their mission only to the transmission of knowledge [13]. The scientist also summarizes: “The lack of trust in adolescents and young people on the part of adults generates a low level of self-confidence in the educational and other spheres of life and activities in a significant part of schoolchildren. A more or less harmonious system of trusting relationships takes place in that part of the students who have developed trusting relationships in the family. Lack of trusting relationships with teachers reduces the level of students’ confidence in their intellectual and educational activities. Therefore, their system of trusting relationships is also deformed, affecting the development of adulthood sense. As a result, in difficult life situations they do not

rely on themselves, but, as a rule, on their parents' help and support" [13]. Other experts have also investigated factors affecting the quality of the teacher-student relationship. In particular, according to Ulkins, students reduce the positiveness of a teacher to showing concern for them. "Yes, schoolchildren believe that teachers provide support, approval, academic assistance to students because they care about them. Even the absence of homework was interpreted by the students as a sign of concern" [14]. Surveys of schoolchildren conducted by V. Sobkin and A. Fomichenko as part of the study of the relationship influence between the teacher and the student on the academic achievements of the latter showed the personal characteristics dependence and types of teachers' behaviour on the success in students' training. Thus, teachers whose work was assessed as effective, developed caring and trusting relationships with students, and had good interpersonal skills. They addressed not only learners' cognitive abilities, but also their feelings, values, and attitudes. Students noted that their perceptions of teachers tended to be influenced by the teachers' ability to care for the academic and emotional well-being of each child (Some students identified the teacher as the most important person in their life) [15].

Among the most significant, the students also named the teacher's confidence, the ability to listen actively, demonstrate care, help in completing tasks, repeat in case of the material misunderstanding and answer questions related to the assimilation of the past. Encouragement, patience, respect for the students' reasoning and the autonomy afforded to them are also highly valued among students. At the same time, according to the results obtained, the motivation to learning and the teacher's sincerity has almost nothing to do with the positive perception of the teacher by the students [15].

In general, today's ideas about the development of effective communication between the student and the teacher are based on mutual cyclical determination. It is emphasized that a competent teacher is one who knows how to see what is happening inside each student and knows how to understand it. However, it should be noted that a gullible relationship with a teacher only indirectly affects bullying at school (reduces its level, but does not completely exclude it). As noted earlier, seeking the teacher's help from bullying is the exception rather than the rule. Therefore, the active teacher's activity in the direction of identifying and suppressing bullying, in our opinion, is an integral part of the teacher's professional competence in the 21st century. At the same time, modern teachers of secondary education institutions cannot boast of the ability to identify effectively and counteract bullying. We see several main factors at once, obstacles on the way to overcoming this problem.

So, firstly, despite the rather high level of teachers' awareness about the nature and essence of bullying, the current conditions at schools make it easier for them to ignore cases of bullying than to counteract them. Surveys of domestic teachers showed that the modern policy of organizing the educational process in secondary education institutions determines countering bullying as a priority, through a considerable amount of time and emotional costs (reporting to the administration about the case of bullying, parents, involving parental committees, and class hours on the analysis of cases of bullying, etc.). Secondly, there are fears of interference consequences in the course of bullying. Today, the teacher no longer enjoys such authority in the Ukrainian society. Moreover, this is applicable to both children and their parents. The reorientation of the priority of society concern in favour of the individual interests, the change in cultural and educational traditions that our society has experienced in recent years has led to the fact that parents often abuse their rights to interfere in the educational process.

The parents' idea of "my child is above all, and others are not interesting to me", "teachers allow themselves a lot" and others are no longer isolated cases. In this situation, especially when teachers are offered many responsibilities and a limited range of rights (in our opinion, the modern system does not protect teachers properly), faced with pressure from parents, teachers usually abandon any attempts to re-educate children, appeals to the school administration for fear of complaints. In addition to the mentioned above, it should be noted that in recent years it is common for teachers to "fall" into the status of a "victim" of bullying. Bullying against teachers is no longer a novelty anymore.

Thirdly, there is the lack of competence and tools to counter bullying. Despite a fairly high level of modern teachers' awareness of the bullying phenomenon, in the overwhelming majority of cases, their knowledge and skills are reduced to its identification and knowledge of the possible negative consequences if the case of bullying continues. It should be noted that among the strategies of bullying and bullying behaviour, the most popular among teachers are still the appeal to authority and severe disciplinary sanctions against the aggressor.

However, recent studies in the field of bullying show that harsh disciplinary and other sanctions against an aggressor rarely lead to re-education. More often, the attacks of the aggressor become more hidden, but

bullying in the team continues. To date, the most effective strategies seem to be related to the persuasion of the aggressor, by involving teachers, parents and other adults. This approach allows not only to respond more effectively to bullying, but also not to worsen the relationship between the teacher and the bully. So, the bullies need, first, to make clear the harmfulness of their behaviour, the victim's feelings, and the way of improving them. At the same time, the victim needs to be helped to find a safe space as well as a friendly social circle. Other measures are also effective, but this topic is quite extensive and cannot be covered at the level of this article.

Conclusions. Summing up, we note that the relationship with the teacher is a fairly significant factor affecting the degree of bullying-victimization. A positive relationship between the teacher and the student contributes to the process of social and emotional development, creates an unfavorable atmosphere for bullying. At the same time, having a relationship of trust improves the procedure for identifying and suppressing bullying, in contrast to conflict relationships at school, which are a predictor of the spread of bullying in the classroom (read school). Teachers in modern society should not only have a high level of knowledge of a subject. They must have a high level of communicative competence. A certain set of personal characteristics and types of teachers' behaviour has a significant impact on the teacher's communicative competence. The following factors are highly valued by students, regardless of age and gender: the teacher's ability to actively listen, demonstrate care, have patience, respect their reasoning, be ready to help, encourage and allow them to make their own decisions in the classroom.

We see the creation of a favourable atmosphere for establishing relationships between teachers and students not only by improving the skills of the former by improving their qualifications (although this is undoubtedly important), but we associate it with a change in the paradigm of attitudes towards the secondary education system and the teacher as its central figure. Expanding and ensuring at the national and administrative-organizational level a wide range of rights and powers of teachers in relation to countering bullying, simplifying the existing system of procedures for responding to bullying at school, as well as comprehensive promotion of respect for teachers – in our opinion, these are three pillars on which a policy should be based on reorganizing the existing system of involving teachers in overcoming bullying at schools.

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