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**Utemissova Gulmira Ukatayevna**

Ural State Pedagogical University, Ekaterinburg, Russia

E-mail: [arimlug\\_@mail.ru](mailto:arimlug_@mail.ru)

ORCID: <https://orcid.org/0000-0003-3229-5256>

**Vasyagina Nataliya Nikolayevna**

Ural State Pedagogical University, Ekaterinburg, Russia

E-mail: [vasyagina\\_n@mail.ru](mailto:vasyagina_n@mail.ru)

ORCID: <https://orcid.org/0000-0003-3899-3768>

## The problem of victimisation of victims of cyberbullying and their coping strategies

**Abstract.** The author presents the results of the content analysis of the Word-cloud program. First, the article by Madi Mambetov is analyzed. The topic of the article is bullying. The interview was published as part of campaign "NOBULLYING".

The keyword was found 21 times. The two main topics of interview are Kazakh society and school.

The text contains 2168 words.

According to the results, the most common terms are "School", "Bullying" and "Society".

An interview with students was conducted as a second data source. The first-year students of the L.N. Gumilyov University were interviewed. The students described their worst school experience.

According to the results: The keyword was found 75 times. The word "bully" has been used 40 times. The words "child" and "school" were used 22 times.

Based on this, it can be concluded that bullying was a serious problem for schoolchildren. According to other experts, 75 % of schoolchildren witness bullying. Unfortunately, schools are not completely safe for children. Students told about the negative consequences of bullying, adverse childhood experiences (ACEs) and injuries. Currently, researchers are also focusing on the role of "bullying" and its psychological characteristics. The main focus here is on the victimization of the victim and the inherent psychological traits that make them vulnerable. Several researchers have identified characteristics of victims of bullying such as low self-esteem, poor social contacts, aggression, anxiety, and difficult family relationships.

**Keywords:** bullying; cyberbullying; victim; victimhood; bully

## Introduction

The bullying victims showed a higher level of sensitivity, anxiety, tendency to cry, physical weakness, low self-esteem, little social support, or friends, and prefer to spend time with adults [1]. A bullying victim's model could be described as a withdrawn child with behavioral disorders, negative beliefs about self, and social and communication difficulties [2]. Such characteristics can also form because of bullying, but can also act as a prerequisite, perceived as "signals" to other children that this child is easily victimized [2].

Numerous studies show that children with learning difficulties, attention deficit and hyperactivity disorder, autism spectrum disorders, diabetes, epilepsy, weight disorders and other disorders and chronic diseases, significantly affecting appearance [3–5]. Besides, 82 % of adolescents perceived as "too feminine" (boys) and "too masculine" (girls) or who present themselves as lesbian, gay, bisexual, or transgender experienced verbal, physical attacks, and threats [6]. Children who are victims of bullying are three times more likely than their peers to have health and academic difficulties. The bullying victims have anxiety-depressive disorders, apathy, headaches, bedwetting, and attempt suicide. As a result of these experiences, they develop an image of the world as full of danger and themselves incapable of influencing what is going on.

Bullies have high emotional intelligence, are good at recognizing other people's emotions and mental states, and successfully manipulate children [7]. The main motives of bullying in bullies are the need for power, the feeling of satisfaction from harming others and rewards — material (money, cigarettes, other things taken away from the victim) or psychological (prestige, social status, and the like) [1]. The negative consequences of making this behavior habitual for them are poor academic performance and truancy, fighting, theft, vandalism, weapons possession, alcohol, and tobacco use.

Up to 3 % of children combine both roles, behaving both aggressively and provoking other children to harm themselves, or being the persecutor in some classroom situations and becoming the victim in others — they are called "persecutors/victims" or "provoking victims"<sup>1</sup>. Characteristics they often possess are hyperactivity, impulsivity, clumsiness, flashiness combined with behavioral problems, poor self-control, low social competence, difficulty concentrating and studying, anxiety, and the presence of depressive symptoms; they are more infantile than their peers [8]. Although these children are few, they are the most difficult for teachers to work with, and they receive the least empathy and support from other children. Suicidal and auto-aggressive behavior is most typical for them [9].

According to Aptikeeva, victims experiencing psychological violence, isolation, and loneliness are characterized by high data on the scales of feelings of danger and anxiety. They are characterized by negative emotional displays, symptoms of depression, and a high level of anxiety [10]. The process of bullying occurs only when the following factors coincide: victim's helplessness; unwillingness to fight "to the death"; low self-esteem of the victim, self-satisfaction or guilt (especially pronounced in children who have developmental features — hyperactivity, attention deficit syndrome, stuttering); high aggressiveness; psychological and social problems which are preconditions for the child to appear in the role of victim: loneliness, social disadvantage, depression, inability to communicate with peers, inferiority complex, deep-seated belief in a negative world view, violence in his own family, passive submission to violence.

The Japanese scholar K. Miyazawa's research of victimhood in adolescents in school bullying also deserves attention. He concluded that it is necessary to distinguish between general victimhood

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<sup>1</sup> Retrieved from [https://vk.com/wall-201844269\\_26](https://vk.com/wall-201844269_26).

and unique victimhood.<sup>2</sup> General victimhood is determined by age, gender, occupation, social status. Unique victimhood depends on unstable psychological development, emotional neglect, and lagging in the development of intelligence. In his opinion, if these two types are combined, the victimhood of the individual increases<sup>3</sup>.

Scientists M. ameson and D. Jongward offered their approach to explaining the causes and conditions of an individual's victimization. According to their theory, all people are conditionally divided into two classes: those who win and those who lose. Scientists note that various factors contribute to forming a losing personality: an insufficient response to the need for care, conflicts in the family, prolonged unpleasantness, rudeness of the social environment, lack of approval, excessive physical activity, and the like. Such an individual loses real opportunities to improve his or her situation. This situation happens because the person sees herself as in a crooked mirror, underestimating her capabilities and abilities, overestimating the power of external influence and pressure on her. The American psychotherapist D. Rainwater has developed a rather rational concept of the reasons that plunge a person into a state of victimhood. The scientist believes that every person is engaged in self-programming in her life. How she programs herself determines her future behavior in this or that social situation. If a person has convinced herself that she is a failure throughout her life, she will most likely become a victim. In other words — a person independently and quite consciously can increase his or her victimhood.

According to V.Y. Ribalskaya, agreeing with V.P. Konovalov, "it is advisable to recognize victimhood depending on the factors that formed it, namely: victimhood as a set of socio-psychological qualities of the individual, which are associated with the features of its socialization; victimhood as an exclusively social "impersonal" quality associated with the performance of social functions; victimhood as a physiological quality of the individual (age-related victimhood); victimhood as a consequence of a pathological state of the individual" [11]. M.A. Odintsova defined that young people with increased victimization have a typical model of behavior, more typical for a child than for an adult. The scientist defines the main characteristics of victimhood: lack of contact with others, they feel helpless and uncomfortable; indefinite reaction in response to criticism and disapproval [12].

T.N. Matantseva to the main reasons and factors of occurrence of victim behavior in a situation of school bullying (bullying) includes:

1. Individual-psychological features of minors, contributing to deviant behavior: disorders in the emotional-volitional sphere.
2. Accentuations (excessively expressed separate traits) of the teenager's character. Such teenagers unexpectedly react differently than others to the phenomena of surrounding life and act inadequately, it would seem, in a standard situation.
3. The stormy adolescent crisis, aspiration to adulthood, on a background of contradictions of physiological and mental development (hence inadequate reactions in relations with others and inconsistency in actions and deeds).
4. The negative influence of spontaneous group communication in the formation of the personality of adolescents.
5. School maladaptation [13].

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<sup>2</sup> In 1982 Tokyo, Japan, Koichi Miyazawa organized the 4th International Symposium. The symposium addressed the relationship between the rights of the accused and the victim in court, the extension of criminal legal protection not only to victims, but also to those who need and deserve such protection, etc.

<sup>3</sup> Hinduja, S. & Patchin, J.W. Cyberbullying Identification, Prevention, and Response / Cyberbullying Research Center // ([www.cyberbullying.us](http://www.cyberbullying.us)).

According to D.V. Feldman the following internal psychological factors promote the formation of victimhood in teenagers in a situation of school bullying: need in risk; need in prestige, in self-esteem; aggressiveness; emotional instability; deviations in mental development; the presence of character accentuation; inadequate self-esteem and low self-respect. According to L.E. Tarasova, the main psychological conditions for the formation of victimhood in adolescents in a situation of school bullying are:

- Individual-psychological, which operate at the level of psychobiological preconditions of behavior, individual-typological features of the development of temperament, emotional sphere, abilities.
- Psycho-pedagogical manifesting in defects of school and family upbringing and characterizing the unfavorable interpersonal situation of development<sup>4</sup>.
- Social and psychological, which reveal unfavorable features of the child's interaction with his or her immediate environment (family, street, school) [14].
- Personal, which are primarily determined in the child's selective attitude to the preferred environment of communication, to the norms and values of their environment and personal value orientations, and personal ability to volitional self-regulation.

### Research methods

We used the content-analysis and “Word-cloud program”. The content-analysis was made by software of Seo analysis (from <https://yoast.com/research/real-time-content-analysis>).

A ‘word cloud’ is a visual representation of word frequency. The more commonly the term appears within the text being analyzed, the larger the word appears in the image generated. Word clouds are increasingly being employed as a simple tool to identify the focus of written material. They have been used in politics, business, and education, for example, to visualize the content of political speeches. In the Health Board that I support, word clouds have been applied to analyze the content of Board committee papers to see whether sufficient attention is being given to the core business of the organization.

### Data analysis

The first which we analyzed was an article published by Madi Mambetov, on 12.12.2020 (<https://peremena.media/travlya-detstvo-bolnoe-obschestvo>). The topic of the article was Bullying this interview was published as a part of big campaign “NOBULLYING”.

Details:

- The keyword density is 1 %, which is excellent; the focus keyword was found 21 times. The word “school” density is 1.2 %. The two main topics Kazakh society and lesson.
- The text contains 2168 words. This is more than or equal to the recommended minimum of 300 words.

The word cloud which we get showed a significant prevalence of following terms: School, Bullying and Society.

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<sup>4</sup> Fundamentals of victimology: educational and methodological manual. — 173 p.



As we see “Bullying” was a significant problem for a former school student. Different experts pointed that 75 % of school age students witnessed a bullying. As we next topic is “School”, unfortunately we must admit that schools are not so safe for most kids. The students mentioned a negative impact of bullying and ACE, trauma.

### Conclusion

Psychological and social problems which are prerequisites for the child to end up in the role of the victim: loneliness, social disadvantage, depression, inability to communicate with peers, inferiority complex, the most profound belief in a gloomy picture of the world, violence in one's own family, passive submission to violence. Such individual character traits, such as fearfulness, anxiety, sensitivity, hypochondria, make the child defenseless and attract the aggressor as a victim [16]. Moreover, the victims of bullying can be children who believe they deserve the role of victim, who suffers from loneliness, who have negative experiences, who come from dysfunctional families, who suffer from an inferiority complex, and who do not believe their teachers protect them. These can be children who prefer to keep silent about violence and bullying, who do not consider themselves a significant part of the class collective. Features of children who are provocative victims (their behavior irritates classmates and teachers): bully children, so-called "imaginary children" and "favorites of teachers", hyperactive children (with attention deficit disorder). The provoking factors are poor academic performance. Also, gifted children, introverts with communication difficulties, and children who get sick often miss school because of it. Victims of bullying most often hide their problems from adults. Only during the crisis and extreme situations, suicide attempts do relatives find out the truth. In our opinion, in bullying situations, high school students' resilience can be a personal resource that allows them to cope with difficult situations. The content-analysis showed that problem of bullying occurring in school walls is still significant issue.

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### Утемисова Гульмира Укатаевна

ФГБОУ ВО «Уральский государственный педагогический университет», Екатеринбург, Россия  
Аспирант кафедры «Психологии образования»  
E-mail: arimlug\_@mail.ru  
ORCID: <https://orcid.org/0000-0003-3229-5256>

### Васягина Наталия Николаевна

ФГБОУ ВО «Уральский государственный педагогический университет», Екатеринбург, Россия  
Заведующая кафедры «Психологии образования»  
Доктор психологических наук, профессор  
E-mail: vasyagina\_n@mail.ru  
ORCID: <https://orcid.org/0000-0003-3899-3768>

## Проблема виктимизации жертв кибербуллинга и их стратегии преодоления

**Аннотация.** Автор представляет результаты контент-анализа программы Word-cloud. Сначала анализируется статья Мади Мамбетова. Тема статьи — буллинг. Интервью было опубликовано в рамках кампании "NOBULLYING".

Ключевое слово было найдено 21 раз. Две основные темы интервью — казахстанское общество и школа. Текст содержит 2168 слов.

Согласно результатам, наиболее распространенными терминами являются "школа", "буллинг" и "общество".

В качестве второго источника данных было проведено интервью со студентами. Были опрошены студенты первого курса Университета им. Студенты описали свой худший школьный опыт.

Согласно полученным результатам: Ключевое слово было найдено 75 раз. Слово "хулиган" было использовано 40 раз. Слова "ребенок" и "школа" были использованы 22 раза.

Исходя из этого, можно сделать вывод, что буллинг является серьезной проблемой для школьников. По данным других экспертов, 75 % школьников становятся свидетелями буллинга. К сожалению, школы не являются полностью безопасными для детей. Школьники рассказывали о негативных последствиях буллинга, неблагоприятном детском опыте (ACEs) и травмах. В настоящее время исследователи также сосредоточены на роли "буллинга" и его психологических характеристиках. Основное внимание здесь уделяется виктимизации жертвы и присущим ей психологическим чертам, которые делают ее уязвимой. Некоторые исследователи определили такие характеристики жертв буллинга, как низкая самооценка, плохие социальные контакты, агрессивность, тревожность и сложные отношения в семье.

**Ключевые слова:** травля; кибербуллинг; жертва; виктимность; буллинг