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PREVENTION OF BULLING IN THE EDUCATIONAL ENVIRONMENT BY MEANS OF PHYSICAL CULTURE AND SPORTS

The article justifies the relevance of the problem, reveals the content and features of the social phenomenon of "bullying". Factors causing bullying in the youth environment have been thoroughly analyzed and bullying forms among schoolchildren have been characterized. The influence of physical culture and sports in the context of countering violence has been determined. The level of development of this question has been thoroughly analyzed. Today in all-aged students' and youth groups we observe a very worsening problem of aggression demonstration and systematic harassment. In essence, bullying is a specific form of aggressive behavior of a person, where a stronger student, who is partly more authoritative, or sometimes a group of schoolchildren, systematically terrorizes a so-called outsider. When it comes to their participants, such cases do not involve only the aggressors and their victims, but create the conditions for active or passive participation in the process of other members of the school team, where such "unhealthy" friendships are going strong. Such relations are called "school bullying", the wide spreading of which for the past years has become a real social problem in educational practice. Active promotion of sports and agitation for a healthy lifestyle among young students is one of the effective tools for solving aggressive conflicts, reducing the level of social tension in teenage groups, increasing motivation for self-realization and self-development.

Key words: bullying, educational environment, physical culture and sports, harassment, violence.

У статті обґрунтовано актуальність проблеми, розкрито зміст та особливості соціального явища «булінг». Ретельно проаналізовано чинники виникнення булінгу в молодіжному середовищі та охарактеризовано форми булінгу серед школярів. Визначено вплив фізичної культури і спорту в контексті протидії насильству. Рівень розробленості цього питання детально проаналізовано.

Сьогодні в різновікових студентських та молодіжних групах ми спостерігаємо дуже загострену проблему прояву агресії та систематичного цькування. По суті, булінг – це специфічна форма агресивної поведінки особи, коли сильніший учень, частково більш авторитетний, а іноді й група школярів, систематично тероризує так званого стороннього. Що стосується їх учасників, то такі випадки стосуються не лише агресорів та їхніх жертв, а й створюють умови для активної чи пасивної участі в процесі інших членів шкільного колективу, де міцніють такі «нездорові» дружні стосунки. Такі відносини називаються «шкільним булінгом», широке поширення якого за останні роки стало справжньою соціальною проблемою в освітній практиці.

Активна пропаганда спорту та агітації за здоровий спосіб життя серед учнівської молоді є одним із ефективних інструментів вирішення агресивних конфліктів, зниження рівня соціальної напруги в підліткових колективах, підвищення мотивації до самореалізації та саморозвитку.

Ключові слова: булінг, освітнє середовище, фізична культура і спорт, цькування, насильство.

Formulation of the question in general terms. In Ukraine is a very challenging socio-economic situation, which is becoming more serious by the military conflict in the east of our country and the issues that naturally emerge in this context, such as: the forced migration of citizens, the lack of quality education that can provide financial stability, especially for the younger generation; the manipulation of language and migration issues. The urgent social problems of modern society are still remain unsolved: the graceful degradation of both physical and psychoemotional state of health of the younger generation; reducing of the positive dynamics of creating optimal and positive communication environment in youth micro-groups; increasing of social tension, especially among groups of forcibly displaced people.

Present day demonstrates disappointing, and partly extremely sad and tragic situations of child and youth conflicts, which are actively developing into systematic harassment and naked aggression. Having analyzed the scientific literature about the defined problem, we state that in modern local educational institutions there is a dynamic raise in such situations when older and most importantly, stronger students brutally terrorize physically weaker schoolchildren. Unfortunately, the role of aggressors also is often played by adults: parents (adoptive parents), teachers, relatives, neighbours, casual acquaintances. Therefore, one of the priority tasks of scientists in various fields is the development and implementation of effective methods for preventing and correcting deviant, aggressive behavior of students of different ages to prevent the spread of such a shameful phenomenon as school bullying.

Today, bullying is not only a "prank", it is a quite cruel form of relationship based on violent actions, discrimination, aggression, etc. [1]. The relevance of its study is due to a number of factors: firstly, the number of recorded cases of this

phenomenon has been rapidly increased; secondly, bullying leads to severe psychological (reduction of self-esteem, violation of socialization, alienation), medical (injuries), pedagogical (school alienation, academic failure) impacts; thirdly, the defined problem is studied mainly by European scientists, and in local studies there is no comprehensive scientific analysis of this phenomenon, there are only separate practices in this sphere, but they do not sufficiently describe methods of prevention, and much more the fight against bullying in the educational environment.

Therefore, the social significance and objective necessity to study the described problem determined the choice of the research topic.

Analysis of the latest researches and publications. The term bullying, as is noted by I. S. Cohn, for the past 20 years has become an international socio-psychological and pedagogical term, which means a complex set of social, psychological and pedagogical problems [3]. For the first time, the phenomenon of school violence as an independent object of scientific study was described in the works of Scandinavian scientists (K. Lagerspetz D. Olveus, A. Picas, E. Roland, P. Heinemann). A substantial contribution to the study of the aggression phenomenon was made by scientists who aimed to describe the features of aggressive behavior of people of all ages (G. Andreeva, I. I. Makovskaya, A. Rean). Some theoretical aspects of the demonstration of child bullying are covered in the works of A. Asmolov, B. Bratus, T. Dragunova, V. Zivanov, N. Zinovieva.

The purpose of the work is to justify the factors and forms of bullying among schoolchildren in theoretical way, to develop a program for its prevention by means of physical education and sports. Forms of bullying have been researched and means of its prevention have been developed.

Presentation of the main material of the research. Nowadays, bullying has become quite common, which at a fundamental level has many psychological, pedagogical and social current problems.

Violence in the educational environment has different character and nature. It can be expressed in the form of both once-daily and systematic actions. But these actions always harm the mental and physical health of all participants of this process. It is difficult to detect cases of violence in an educational institution. First of all, because violence happens mainly in places where there is no control and supervision of adults. In addition, both the victim and watchers prefer not to inform anyone of the case so that they are not considered like a "slander" or because of fear of commitment.

Today in all-aged students' and youth groups we observe a very worsening problem of aggression demonstration and systematic harassment. In essence, bullying is a specific form of aggressive behavior of a person, where a stronger student, who is partly more authoritative, or sometimes a group of schoolchildren, systematically terrorizes a so-called outsider. When it comes to their participants, such cases do not involve only the aggressors and their victims, but create the conditions for active or passive participation in the process of other members of the school team, where such "unhealthy" friendships are going strong. Such relations are called "school bullying", the wide spreading of which for the past years has become a real social problem in educational practice.

The most dangerous is the frequency of violence occurrence in the educational environment. Exactly systematic violent actions are called bullying or harassment. The term "bullying" comes from the English word "bully", which means a hooligan, a squabbler, a tease.

Scientists divide school bullying into two types - direct and indirect. In the primary school, direct types of harassment happen more often, expressed in beatings, spoiling things, stripping money, insults.

First of all parents need to fix the direct bullying. It is easier to prove such expressions. In secondary and high school, more complex methods of indirect influence happen: boycott, gossiping, friendship manipulation, slander, blame game, degrading nicknames and so on. It is very difficult to detect such harassment in time and even more difficult to collect evidence. However, in pure form, direct or indirect bullying rarely occurs. Impunity encourages aggressors to move on for more sophisticated forms of bullying and, sooner or later, it leads to physical aggression.

Statistics show that the vast majority of aggressors are boys, but they are mainly victims. But the problem is that boys use physical violence more actively. And among girls, other, less visible forms of bullying are more often used. Parents and teachers react much more quickly to the black eye than to crying eyes and general depression. But girls can be easily turned into aggressors and act no less brutally than boys.

The basis of school violence, or bullying, contains 4 components: aggressiveness in behavior; systematic; the aggressor and the victim are on unequal terms according to physical capacity and authority in the group; intentionality and commitment.

The bullying role structure contains three main parts: a buller (pursuer, aggressor); victim; watchers (passive participants).

Based on practical observations, we distinguish such forms of child and youth abuse:

1. Physical school bullying involves intentional thrusts, kicks, beatings, other bodily injury, damage to personal belongings, physical humiliation and so on. On a child's body you can see stroke marks, hematomas, bruises, scratches, cuts, torn clothes. The victim partly complains of headache and stomachache.

For example: Teenagers always waited for a schoolboy in the schoolyard and beat because of high, in their opinion, studying level.

2. Sexual bullying is a subtype of physical, which is characterized by harassment and sexual acts. Usually it is difficult to detect it, because the victim is panicked and categorically refuses to fess about it to an adult, becomes closed, constantly cries, can make suicidal attempts.

For example, a 6th grade student constantly uses words with sexual connotations, shows children and teachers imitations of sexual actions or repeats these actions towards classmates [3].

3. Psychological school bullying is such a form of violence when there is psychological pressure on a child, which makes it possible to traumatize him. It is carried out by verbal abuse (nickname, mockery, spreading bad rumors) or threats, harassment, humiliation, intimidation (using aggressive gestures and voice intonations to force a victim to carry out certain actions), boycott (disregard), and this creates emotional uncertainty of a victim. Such children partly become closed, irritated and nervous, they lose appetite, simulate signs of illness in order to be able to stay at home.

For example: A group of girls in the classroom discuss a party at the weekend and exchange photos, without paying any attention to one girl who the children decided not to invite, pretending that she does not exist at all. This ignore is repeated every time [1].

4. Cyber bullying is the latest method of bullying used by bullfighters with the active involvement of various electronic communication options: mobile phones, gadgets, the Internet (sending tricky images and photos, shooting videos, broadcasting and posting in "stories" fights or other humiliation). At the same time, a student is on the Internet for a lot of time, chatting on social networks. The victim becomes nervous, frightened, sad and anxious [3].

According to our opinion in the school environment, the victims of bullying are partly students who have: *physical disabilities* (myopia, leading to using of glasses, hypoacusia, muscle-skeleton disorder; when a child is too short or too tall); *chronic diseases* (epilepsy, enuresis, stuttering, dyslalia (pronunciation disorder), dysgraphia (writing disorder), dyslexia (reading disorder); behavioristic characteristics (anxiety, impulsivity, closeness, tearfulness, detachment, low self-esteem); *appearance features* (red hair, everted ears, freckles on a face, crooked legs, specific head shapes, overweighting or underweighting); *lack of adaptation skills in the team* [1; 3].

Physical culture and sport is a universal tool that allows you to resist effectively any form of child aggression, develops such social children skills as effective communication, conflict prevention and their constructive solution, increasing the level of tolerance and others.

Among some powerful and effective tools that effectively reduce the level of child violence and aggression in the youth environment there is physical activity and sports, which contributes to the development of children social skills, productive communication, prevention of conflict situations and their constructive solution, develops a level of tolerance and patience among schoolchildren, and eliminates their participation in asocial activities. That is why physical culture and sports, by right, can be considered as a favorable basis and tool for prevention of school bullying.

In Poltava Lyceum No. 6 "Leader" extensive and productive work is carried out to popularize physical culture and sports activity among young students. On the basis of the lyceum there are volleyball sections for both boys and girls; sports section, which aims to promote general physical development, cheerleading section for girls. Every year, a team of schoolchildren who join sports classes of the Youth Sports School and the Sports Complex of the Poltava V.G. Korolenko National Pedagogical University grows quantitatively. Accordingly, among high school students, 96 students systematically attend such classes and that is 10% of all lyceum students, and 146 children (31% of the total students number) are members of extracurricular sports sections and classes. Such intensive activity contributes to high results and winning performance in the standings, because pupils of sports sections are prize-winners and regional winners, winners of All-Ukrainian and International football, athletics, swimming, volleyball, taekwondo competitions, sports ballroom dancing and cheerleading, annual sports competitions or School Olympics "Sports throughout life".

Such productive victories can be an effective advertisement and agitation of a healthy lifestyle, they motivate schoolchildren, create a positive personal image how to become successful.

Sport has become a universal language that involves the values of fun, friendship, tolerance, discipline and achievement. And in order for sports to become a reliable immunity against child violence and bullying, physical education teachers introduce elements of sports games at lessons or after them that do not have an element of competition. Such games teach teamwork, children do not seek to win at any cost, do not quarrel because of who is stronger, but enjoy the process and cooperation with each other. Sports games are actively held at physical education lessons in primary school, during moving breaks. For secondary school students, sports quests and sports games are held with the involvement of parents.

Thus, the pedagogical team of the lyceum actively uses sport as one of the tools to overcome conflicts, reduce social tension in groups among adolescents, reduce the level of aggression, increase motivation for learning and self-realization.

An extremely important element of such preventive work is the involvement of such pupils into the sports direction who are in preferential categories or who need high pedagogical attention [2].

We believe that in order for sports to become a real and reliable tool for correcting deviant behavior in the school environment, countering aggression and violence, physical education teachers must more actively use elements of sports games that do not have a competitive aspect at lessons or after them. After all, such game forms contribute to the development of teamwork skills, because children do not seek to win at all costs, and therefore do not find out the relationship in the context of who is stronger, but get real pleasure from communication and cooperation with each other.

In addition to families and sports clubs, the main opportunities for participation in organized sport for children are traditionally associated with physical education at school and are a source of fun, activity and pleasure. In primary school, physical education lessons are often conducted by classroom teachers who are not qualified specialists, and such teachers have a significant impact on students. In some countries, there is a clear distinction between physical education and participation in sport events. Though schools are considered to be a violent environment for many children, teachers have the potential to prevent outrage and encourage children to report violence and contact relevant social services. For such a mechanism to work effectively, physical education teachers need to be trained on how to recognize signs of violence. Appropriate pedagogical practices in physical education can also help to prevent violence by building self-confidence, respect for others and self-affirmation among children.

So, active promotion of sports and agitation for a healthy lifestyle among young students is one of the effective tools for

solving aggressive conflicts, reducing the level of social tension in teenage groups, increasing motivation for self-realization and self-development.

Conclusions from this research and prospects for further investigation. So, student bullying, or school bullying, is a multifaceted and complex pedagogical and socio-psychological phenomenon that is generated and developed on the basis of fear, escalation of conflict and aggression.

We believe that in addition to the possible work of psychologists, sometimes in difficult situations psychiatrists, medical workers who directly carry out medical rehabilitation of victims of bullying, the administration of an educational institution, teachers, social teachers, practical school psychologists, as well as physical education teachers, heads of sports sections and parents of schoolchildren should be actively involved in preventive measures to spread this phenomenon.

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FEATURES OF PEDAGOGICAL CONTROL IN THE PHYSICAL EDUCATION SYSTEM OF STUDENTS

The article reveals the importance of pedagogical control in the system of physical education. Ways to improve physical education based on the development of express methods of control as a necessary condition for operational management of the educational process of physical education of students, aimed at increasing the efficiency of this process and improving the health of students, have been identified. It has been established that this problem reflects the objective need of society for planned, systematic and purposeful physical training of younger generations for practical life activities.

The contingent of students in institutions of higher education is so diverse that the physical education program includes several departments with different tasks. There are students with very limited physical abilities and athletes of the highest international class.

The difficulty of management in physical education is that we try to influence the self-governing system. Due to individual and temporal variations of the human condition, we do not always get the same reaction in response to the same influence, the same training load can cause a different training effect. It is possible to ensure the development of the process in a certain appropriate direction only by correcting the initial actions - control of the urgent training effect.

Therefore, the development of methods of urgent pedagogical control is an urgent task of both physical culture and the entire modern pedagogy.

The problem of scientific improvement of the educational process is acute in all educational departments. At the current stage, unfortunately, a quarter of all first- and second-year students cannot withstand normal physical exertion during preparation for passing program standards according to the curriculum of higher education institutions.

Key words: pedagogical control, physical education, students, physical exercises, motor activity.

Сабіров О. Особливості педагогічного контролю у системі фізичного виховання студентів. В статті розкрито значення педагогічного контролю у системі фізичного виховання. Визначено шляхи удосконалення фізичного виховання на основі розробки експрес-методів контролю як необхідної умови оперативного управління освітнім процесом з фізичного виховання студентів, спрямованого на підвищення ефективності цього процесу та покращення здоров'я студентів. Встановлено, що ця проблема відображає об'єктивну необхідність суспільства у планомірній, систематичній та цілеспрямованій фізичній підготовці підростаючих поколінь до практичної життєдіяльності.

Ключові слова: педагогічний контроль, фізичне виховання, студенти, фізичні вправи, рухова активність.

Formulation of the problem. Students are a special social group, the process of preparing them for qualified professional activity has become a form of complex work necessary for society. These are the future managers of production, who will bring culture to the masses, including physical culture.

The contingent of students in institutions of higher education is so diverse that the physical education program includes several departments with different tasks. There are students with very limited physical abilities and athletes of the highest international class.

The problem of scientific improvement of the educational process is acute in all educational departments. At the current stage, unfortunately, a quarter of all first- and second-year students cannot withstand normal physical exertion during preparation for passing program standards according to the curriculum of higher education institutions.

Optimizing the educational process in the main and special educational departments in order to increase the physical development of students to a level that allows them to master the normative requirements of the educational program is the main