Abstract

Nowadays, there has been a growing number of researches on the aggressive behavior of modern adolescents on the digital environment, containing cyberbullying. But, there are few generalizing researches investigating various factors of digital era and its multifunctional core in different social networks. The purpose of the paper is to study on effective factors of digital area by investigating the young users of social networks. The article deals with studies that reveal the features of cyberbullying in popular social networks and its negative psychological consequences. Virtual space and satellite have occupied a position in the society, which have been increasingly raised - both at the national and international level - to the extent that the content of the satellite programs has also affected the lifestyles and public tastes in the society. Is. Based on this, in the present research, it was tried to optimize the use of virtual space and satellite by knowing the specific architecture of the Internet and the precise knowledge of the actor's environment and reduce its damages on teenagers.

Keywords: cyberbullying, cyberspace, user, digital literacy, communication channels, Internet.

1. Introduction

Today the Internet is a global space, a computer network that connects users all over the world. Its popularity is due to its simplicity and ease of use, quick access to information, the ability to create a virtual "I". The obvious cheapness and easy accessibility of the Internet has become the reason that today you can access the global network from almost any device from anywhere in the world, and relative anonymity makes it possible to go unnoticed using various methods. However,
The above can also lead to the use of the Internet in a negative way, for example, for the purpose of electronic bullying or cyberbullying (Bochaver and Khlomov, 2014).

Cyberbullying is a loan word formed by merging the prefix "cyber" and the foreign word "bullying". The prefix "cyber" indicates a relationship to something electronic, computer, or the Internet. The word “bullying” is more complicated. In the English-Russian dictionary (Sheinov, 2019), the concept of "bullying" means bullying, intimidation. In other words, cyberbullying is online bullying. Casas et al., (2013) gave the following definition of cyberbullying: “Cyberbullying is a separate area of bullying, defined as deliberate aggressive actions that are systematically carried out by a group or individual for a certain period of time using electronic forms of interaction and directed against a victim who cannot easily protect ".

Today cyberbullying in Russia is a rather urgent problem. According to statistics from the monitoring center of the Public Chamber of the Russian Federation "Security 2.0" in 2019, about 500 cases of cyberbullying (Chen et al., 2017) were identified, which received a wide public response, which is almost three times more than in the last year. Already at the beginning of 2020, according to the calculations of the monitoring center of the Public Chamber of the Russian Federation "Security 2.0", this figure increased: in March, 238 cases of wide public resonance were recorded, since the beginning of April the number of cyberbullying cases has increased to 362 (Fredstrom et al., 2011).

2. Method

People of all ages can be victims of cyberbullying, but most often they are teenagers. According to the data of the same monitoring center of the Public Chamber of the Russian Federation, half of the victims of cyberbullying are teenagers (56%). Of these, 76% of adolescents who have been cyberbullied do not tell their parents and loved ones about the bullying, do not seek help. A cyberbullying victim may subsequently experience a range of physiological, psychological, pedagogical and social consequences, such as low self-esteem, mental disorders, and depression. Many, not coping with such a situation on their own, commit suicidal actions, as a result of which the statistics of suicides increase. Cyberbullying is also dangerous because the aggressor, unlike bullying in real life, where you can see the consequences of the victim's actions and vulnerability and stop without bringing everything to devastating consequences, does not see the victim's state on the Internet, does not know when to stop, so online - aggression can be extremely dangerous (Gini and Espelage, 2014).

Unfortunately, the Russian Federation does not have a law establishing liability for cyberbullying. Although the country practices judicial practice of punishing cyberbullying under Articles 129, 298 of the Criminal Code of the Russian Federation (libel), Article 130 of the Criminal Code of the Russian Federation (insults), and Art. 161-162 of the Criminal Code of the Russian Federation (threat of physical violence) and Article 110 of the Criminal Code of the Russian Federation (incitement to suicide), in fact, only a small percentage of cases of cyberbullying come to court proceedings (Katzer et al., 2009). In general, unfairly little attention is paid to such a phenomenon as cyberbullying. Recently, only one significant study of cyberbullying in psychology can be singled out - the studies of Khlomov K. D and Bochaver A. A. "Cyberbullying: bullying in the space of modern technologies." To better understand the phenomenon of cyberbullying and understand how to deal with it, it is worth explaining what types of Internet bullying exist. The main types of Internet grassroots are: trolling, hating, flaming, sexting, cyberstalking, cyberbullying (Mishna et al., 2016).

Cyberbullying is digital bullying. Cyberbullying can occur on social networks, instant messengers, gaming platforms, and mobile phones. It is a purposeful behavior pattern that aims to intimidate, anger, or embarrass the target. Examples are: - spreading false information or posting embarrassing photos of someone on social networks - sending hurtful messages or threats in instant messengers - impersonating someone else and sending inappropriate messages to others on their
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behalf (Peluchette et al., 2015). Bullying in real life is generally much more common, but bullying people have a significant advantage as they can isolate themselves from their persecutors. Bullying (bullying) - aggressive persecution of one of the members of the collective (especially the collective of schoolchildren and students, but also colleagues) from the other, but also often a group of people, not necessarily from one formal or recognized collective. The persecution is organized by one (the leader), sometimes with accomplices, and the majority remain witnesses. During bullying, the victim is unable to defend himself from attacks, thus bullying is different from a conflict, where the forces of the parties are approximately equal. Bullying can be both physical and psychological. It manifests itself in all age and social groups. In difficult cases, it can take on some features of group crime (Wigderson and Lynch, 2013). And cyberbullers have the ability to stalk their victim all the time. In general, bullying is not only a problem for children, adults also face and suffer from it. Bullying among adults is called mobbing and is usually manifested by mobbing in a work collective. A victim of mobbing can be bullied for a variety of reasons: for weakness, for an extraordinary appearance, for achieving certain successes, and more. There are various options for bullying at work, for example, spreading rumors, incessant criticism, social isolation, hiding certain information, defamation etc. There are two main types of mobbing: the first, vertical (bossing), which manifests itself on the part of the bosses or from colleagues to a new boss; the second is horizontal, which comes from a group of colleagues to one employee. In the work collective, there is a great emotional stress, which is associated with the existing unresolved or not pronounced conflict, or the general negative psychological climate in such a collective. Certain employees or boss begin to exhibit aggressive behavior towards their employee in the form of nagging, criticism, and discontent. Aggressive behavior becomes persistent and directed towards the victim of bullying. The bullying occurs regardless of the actual actions and real results of the victim's activities.

3. Results

The victim of mobbing is often isolated from joint events, and such an employee is not invited to joint events of the team. Typically, a person who has been bullied for a long time quits such a job or is asked to resign of his own free will. As practice shows, mobbing does not occur where people work together from the very beginning, and where the team is not divided into certain groups of like-minded people. If a new employee appears in such a team with different views, distinctive appearance or behavior, of a different nationality, then there is a likelihood of persecution. Currently, it is not necessary to meet with the objects of hostility or bullying in person, it is enough with the help of a technical means to simply write negative information about a person, upload an unpleasant photo or video to the network, and involve a crowd of subscribers who will begin to express unpleasant statements to the persecution. Cyber-bullying is deliberate insults, ridicule, bullying, threats, blackmail, as well as the disclosure of compromising information using modern communications (Zhukova, 2020). Cyber mobbing is carried out in the information space through information and communication channels and means. Including on the Internet via e-mail, instant messaging programs (Instant Messenger, for example ICQ) on social networks, as well as through posting obscene video materials on video portals (YouTube, Vimeo etc.), or via a mobile phone (for example, using SMS messages or annoying calls) (Kabanov et al., 2020). Experts emphasize three main differences between bullying on the Internet: First, the bullying continues continuously without interruption. Followers can connect to bullying without restriction from different places; Secondly, the instantaneous spread of slander, rumors, attracting a huge audience to the expressed insult. A similar process then becomes uncontrollable; Third, there is a sense of impunity for the instigator of the persecution.

When considering the behavior of bloggers on social networks, it can be noted that there are individuals who carry out cyberbullying through the involvement of numerous commentators-
netizens. At the moment, commentators and users are not held liable, since they may be located in different cities, countries, continents and it is difficult to find them at the moment. Also, the article on insult does not contain such qualifying signs as a group of persons and repetition. It represents that every offensive post on the network is the final composition of a criminal offense and cases of offensive statements by tens of thousands of commentators-users have not yet been established by law. In our opinion, to solve this problem, it is necessary to develop digital literacy and a culture of behavior of Internet users from childhood. It is necessary, in order to eradicate the negative actions of users, to teach children the culture of behavior on the Internet and be sure to defend themselves against cyberbullying. Currently, social networks are a virtual, unreal world, where a lot can be modified, for example, to appear as other people, to give incorrect comments, etc. In our opinion, the need has come to legislatively provide for certain penalties for cyberbullying in cyberspace (Lebedeva et al., 2019).

With the development of communication via the Internet, adolescents began to use their aggressive behavior. Since the topic of cyberbullying is quite new for research, different statistics and new studies appear every year. For example, according to a study by Oxford and the University of Birmingham, adolescents who have been bullied online are twice as likely to be at risk of self-harm and suicide attempts. Cyberbullying includes “bullying or harassment by any electronic means, which may include email, messaging, blogs, online games and websites” (Lesovik et al., 2015). The purpose of cyberbullying is to worsen the emotional sphere of the victim and / or destroy his social relations (Alfimova et al., 2010). According to the World Health Organization, Russia is in the leading places with the highest prevalence of cyberbullying among adolescents. But don't be confused with cyberbullying. What is the difference between bullying and cyberbullying? 1. Common bullying occurs in a specific location. For example, classroom, gym, schoolyard. Cyberbullying happens everywhere and at any time of the day. 2. In common bullying, several people may be witnesses. Cyberbullying can be witnessed by a very large audience of people (thousands, millions) of the Internet. 3. Anonymity. A person can appear to be different or hide behind an avatar, which provokes more aggression than in real life. 4. Victims of common bullying may seek help, but are not inclined to fight back themselves. In cyberbullying, victims rarely seek help, underestimate the consequences, or fear losing internet access. Types of cyberbullying: • Trolling. Provocative posts or comments that should generate negative emotions. • Heiting. Aggressive personal attacks or criticism that is not based on any basis. • Cyberstalking (cyberstalking). Threat messages, collection of personal data. • Sexting. Sending a personal photo or video in order to harm or undermine your reputation. In recent years, the internet has started to take up a lot of time in people's lives. Recently, due to online learning and remote work, parents are unable to keep track of their children in time. They think that their child is studying while they can just surf the Internet and do nothing. The victims are often those children whose parents do not pay attention to the online activities of their children.

Now virtual communication is preferred over live communication. The anonymity allowed on the Internet allows a person to experiment with different social roles and different selves, without fear of negative evaluations that would follow when communicating live. For adolescents, this becomes more dangerous, since for them there is a period of personality formation and fictional roles can negatively affect the psyche of children. Also, one should not exclude the moment that the participants in such a situation can be deciphered, which can turn into psychological trauma. There are situations when parents and their children correspond on the Internet, being in the same house. Is it good? I think that communication on social networks will not replace live communication. This point of view must also be explained to parents, since adolescents are in dire need of communication and parental support. Adolescence is characterized as a period of crisis. During this period, they are very sensitive to the assessment of the people around them. As we know, almost all teenagers have pages on social networks, openly maintain their pages, share their thoughts and lives. It is during this period that it is important not to miss the moment, since now
everyone is striving for likes, they want to be bloggers with a thousandth, millionth audience. At such a moment, no one is immune from bullying, which can lead a teenager to negative consequences. The psychological consequences of cyberbullying in adolescents can be different: from depression to panic attacks, increased anxiety, serious emotional trauma, and even suicide.

Therefore, the question is posed, how can parents understand about a child's encounter with cyberbullying:

- the child has become closed, does not make contact.
- constant depressed mood, anxiety
- does not want to use gadgets or sits in it all the time
- deteriorated grades at school and interaction with peers.

To prevent cyberbullying from becoming a psychological trauma of a teenager, parents should explain how to behave in this case. All popular platforms like Instagram, TikTok, Twitter, VKontakte have access restrictions. If you start to harass on the Internet, then you can restrict the access of this user, block or make the page closed. Parents should explain to their children that if they have been bullied, then they should not be silent about it and inform their parents in time. It is also not worth registering on sites where you can ask anonymous questions, in such sites everyone is usually subjected to all kinds of insults and attacks. You should not try to seem like a different person, you need to behave the same way as in reality.

Parents should educate their children, instill in them knowledge about good and evil, shape a personality, do good deeds, because on the example of older children, children also learn, conduct regular conversations with the child, listen to his complaints, even if they seem trifling, solve his problems. The child should feel that the parents will always understand and support him. Then with his misfortune he will come to them, and together they will cope. The class teacher should also regularly pay attention to this problem and conduct various activities with students: class hours, conversations. The psychologist diagnoses students and identifies any problems, he will also help, if the fact of cyberbullying has already happened, remove negative emotions, create an adequate self-esteem for the victim of cyberbullying, and create a favorable psychological climate in the classroom. Thus, the phenomenon of cyberbullying, although quite common, is poorly studied.

The prevalence of cyberbullying shows that about 20–40% of young people have experienced cyber bullying at least once in their lives. Mishna et al. (2012) studied the frequency of cyberbullying among schoolchildren, identifying three categories of cyberbullying participation: victims, hooligans and hooligans-victims. It was shown that schoolchildren in general are actively involved in cyber bullying: more than 30% of students in this study identified themselves as being involved in cyber bullying, as victims or hooligans, and one in four of them (25.7%) reported that during the previous three months he was involved in cyber bullying both as a bully and as a victim. Data on the prevalence of cyberbullying are presented in a number of other works, we will provide this information in the process of describing the studies of the consequences and predictors of cyberbullying. Consequences of cyberbullying In the work 802 ninth graders (43% of boys, average age 15.84 years) presented self-reports on the prevalence of school and computer victimization, as well as self-esteem, anxiety, depressive symptoms, and a locus of control. The results showed that 24.7% of adolescents consider themselves to be victims in the electronic context and 27.1% in the school context. Victimization in both contexts was positively correlated with less self-esteem and self-efficacy, as well as increased stress, anxiety, depressive symptoms, and externality. It is important to note that even after accounting for victimization in schools, cyber-victimization remained an important prerequisite for all of these negative consequences. Different types of computer victimization have been accompanied by different negative psychological consequences. It is important to note that victims of cyberbullying experienced significantly higher levels of depression symptoms, even while engaging in traditional bullying. Overall, cyber-victimization has become an additional risk factor for depressive symptoms in adolescents involved in bullying. A
review by R.S. Tokunaga shows that victimization is associated with serious psychosocial, affective and academic problems. The aim of the study was to study the relationship between:

1) cyber-victimization and adolescent well-being,
2) the same in combination with hidden and physical victimization.

Data were collected from 388 adolescents. It was found that cyber-victimization is positively correlated with emotional problems and negatively associated with indicators of emotional well-being, even without the experience of physical and latent victimization. It has also been shown that cyber-victimization significantly affects other forms of victimization, and both covert and physical victimization have changed the links between cyber-victimization and indicators of emotional well-being. Cyberbullying predictors. The sample in the study consisted of secondary school students (N = 893, 45.9% girls). The results showed that (Casas et al., 2013):

1) there are multiple connections between predictors of school bullying and specific variables in the virtual environment that predict cyber bullying;
2) school climate and empathy are two important predictors of bullying;
3) Internet addiction predicts cyber aggression;
4) lack of control over personal information on the Internet predicts cyberbullying;
5) risk factors associated with traditional bullying also predict cyber bullying

The power of influence of these predictors was analyzed by meta-analysis of 81 empirical studies, which represented a total sample of 99,741 participants and produced 259 independent correlations. The results showed that risky use of information and communication technologies (ICT), violations of moral principles and social norms, depression, and traditional bullying are the main factors contributing to cyber bullying, with risky use of ICT and traditional victimization due to bullying were the main factors of cyber victimization. According to the authors' analysis, country (where the subjects were from), sample design, age, and media platform were important mediators in the links between some of these predictors and cyberbullying / victimization (Chen et al., 2017). The results revealed a strong link between victimization in school and victimization in online chat rooms; school victims are much more likely to be chat victims. At the same time, factors such as gender, self-esteem, and relationships between children and parents are predictors of victimization both through chats and through direct contacts at school. The differences are manifested in the roles that social inclusion, popularity and bullying behavior play in one and the other type of victimization (Katzer, et al., 2009).

The definition and theoretical models of cyberbullying defines bullying (bullying) as bullying committed in a digital context and having such characteristics as repetition, intention to harm, force of imbalance. Cyberbullying is the deliberate act of causing injury or damage, using computers, mobile phones and other electronic devices, against those who cannot prevent or stop this behavior. Cyberbullying as an aggressive deliberate act carried out repeatedly, by a group or individually against a victim who cannot defend himself, through an electronic form of communication (usually using a smartphone or the Internet). Some authors also point to anonymity as a fundamental difference and driving force of cyberbullying. Others complement the characteristics of the phenomenon with the fact of an indefinite variable number of witnesses who may sympathize with the victim or aggressor. Similar to the lack of consensus on the definition of cyberbullying, there is no consensus on the general theoretical model that illustrates it. Experts identify four of the most famous models that adequately explain the behavior of cyberbullying participants, pointing out the existing limitations of each of them. The BGCM (Barlett and Gentile Cyberbullying Model) model takes into account a number of important cyberbullying factors: anonymity in the virtual space, the recognition that physical superiority does not confer any advantages in the online environment. However, a number of limitations in its usefulness for research purposes are revealed: the model oversimplifies the phenomenon under consideration and does not take into account the concept of victimization, and also ignores both personal characteristics of adolescents and specific external conditions (parental influence, use of
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technology, classification of schools depending on the policy pursued in cyberbullying). In addition, the model shows varying degrees of reliability, is not sufficiently tested in a cross-cultural context, and also in combination with other methods.

So far, the model has been tested on students in Hong Kong and requires a broader geography, as well as a clarifying interpretation of cyberbullying as a one-time or recurring phenomenon. And, finally, the socio-ecological model of “diathesis-stress” recognizes the dynamic interaction of genetic, social and environmental factors that cumulatively explain the commission of cyberbullying. The model takes into account various external parameters in the child's life (for example, family, school, neighbors) and his personality characteristics (for example, temperament, personality, etc.), as well as individual risk and protective factors that explain involvement in bullying. With regard to the subject of our research, the following factors can be distinguished to explain the phenomenon of cyberbullying: a) the child's propensity for aggression (for example, instability, moral promiscuity, etc.); b) previous experience with bullying (environmental stressors); c) constraints associated with cyberspace (for example, the strength of the virtual disinhibition effect and technological efficiency); d) parental factors (for example, relationships with parents, monitoring of interaction technologies). Summarizing a quick review of the theoretical constructs of bullying on the Internet, it can be noted that modeling cyberbullying is much more difficult than simply expanding traditional models in explaining virtual aggression and extremism.

4. Conclusion

From all of the above, several conclusions can be drawn.

1. A fairly large number of people are familiar with the term "cyberbullying" and understand its meaning. This is undoubtedly a positive trend. But if we try to understand the reasons for not knowing such a phenomenon, then we can assume that the term is foreign in origin, which means that it loses the meaning inherent in its name for many people who heard about it for the first time.

2. As for the factors by which the aggressors choose the victim of Internet bullying, there are indeed many of them. At the same time, according to young people and adults, the main one is appearance. This can be justified by the fact that the photos uploaded to the network are in the public domain, which means that everyone can see them, including the aggressors themselves, who will thus find a reason for bullying. However, the survey has shown that there are other reasons for cyberbullying too. That is why the list of reasons can be considered unlimited.

3. VKontakte remains the number one social network in Russia: in November 2019, 30.7 million users wrote 556 million public messages on this social network, with an average of 18 messages per author.5 This fact is proved by a survey in which both young and adult people chose VKontakte, where bullying is most common. Obviously, this is due to the large audience of this social network, which means that the chance of a collision between people increases significantly.

4. A large number of respondents took the problem seriously. Moreover, it is safe to say that increased attention to it will help further study, the development of the most effective prevention measures for all age groups.

Thus, further study of cyberbullying should be built taking into account the originality of its forms and manifestations. Separately, it is necessary to study the Internet communication of adolescents on various sites and in newly created social networks, which has its own characteristics. The problem of correlation and combination of cyberbullying and traditional school bullying is urgent. Determining what is the typical sequence and development of these types of bullying, what forms of communication are used in this case, how they are perceived by the participants in the bullying process, will help to identify the structure and dynamics of virtual and real aggression. Continuing the search in the field of factors contributing to the emergence of cyberbullying and preventing it, will allow you to better navigate the psychological and socio-psychological
characteristics of this phenomenon and the environment that generates it. At the same time, such research can contribute to the creation of anti-bullying programs and the improvement of existing methods to combat cyberbullying in order to improve the safety conditions of schoolchildren in the digital and educational space.

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