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BULLYING, CYBERBULLYING AND (CYBER)OSTRACISM AMONG SCHOOLCHILDREN: PREVALENCE, COPING STRATEGIES AND PREVENTION

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Abstract. The accelerated development of digital technologies has significantly transformed the socialization environment for adolescents and increased the risks of bullying both offline and online, including cyberbullying and “soft” forms of social exclusion manifested in (cyber)ostracism. In these circumstances, a comprehensive study of not only overt forms of aggression but also the hidden mechanisms of rejection that impact adolescents’ psychological well-being and their successful school adaptation is particularly relevant. The aim of this study is to comprehensively analyze the prevalence of bullying, cyberbullying, and (cyber)ostracism among adolescents, as well as to examine their coping strategies and identify key areas for preventive work in the school environment. The empirical component was a cross-sectional survey of students in grades 6–11 in comprehensive schools in Ust-Kamenogorsk. The adapted Coping with Cyberbullying Questionnaire (CWCBQ) was used as the base instrument, supplemented by the author’s section aimed at identifying manifestations of (cyber)ostracism. Processing of the empirical data included descriptive and comparative analysis. The scientific novelty of the study lies in its application of an integrated approach to examining bullying, cyberbullying, and (cyber)ostracism as interrelated forms of adolescent violence and social exclusion, as well as in the adaptation of the research tools to regional specifics. The practical significance of the study lies in the potential use of the obtained results in the development of school prevention programs aimed at creating a safe educational environment, strengthening digital hygiene skills, supporting constructive response strategies, and increasing the involvement of teachers, parents, and peers in preventing such phenomena.

Keywords: adolescence, violence, harassment, aggression, bullying, bullying, school bullying, cyberbullying, ostracism

Introduction

Since independence, Kazakhstan has shaped a coherent state legal policy in which the protection of citizens’ rights and freedoms remains a fundamental priority. At the top levels of public administration, particular attention has repeatedly been drawn to the need to enhance the prevention of risks affecting children and adolescents, including those originating in the digital sphere [1; 2].

The rapid spread of digital technologies has significantly changed the conditions of adolescent socialization, as a considerable part of their communication now takes place online. Against this background, the risks of bullying and cyberbullying have grown, and long-standing practices of exclusion and ignoring have become more visible; in digital environments they are expressed through cyberostracism, such as making a person “invisible,” removing them from chats and groups, and other forms of social rejection.

International studies show that involvement in school bullying is associated with a higher probability of mental health difficulties among adolescents [3], while the prevalence and specific forms of bullying are closely related to the overall school climate and students’ sense of belonging [4]. Along with direct aggression, more subtle forms of exclusion also cause serious damage and negatively affect well-being, which makes it necessary to address them within preventive work. In this context, measures that encourage proactive bystander responses and promote digital ethics among all participants in school life appear to be particularly effective [5].

Within the adopted theoretical framework, bullying is defined as deliberate, repeated aggressive behaviour that takes place in situations of unequal power between the parties involved [6]. Cyberbullying is understood as the same phenomenon unfolding in digital spaces, such as social media platforms, messaging applications and online gaming chats [7–9]. From the viewpoint of social interaction and conflict theories, ostracism is seen as a harmful mechanism of group dynamics that is maintained through ongoing practices of exclusion and ignoring; in school settings, offline and online forms of such exclusion frequently intersect, thereby amplifying the vulnerability of those who experience it [6–9].

Research in many countries has shown that bullying represents deliberate, repeated aggression that takes place in a context of power asymmetry and is maintained through relatively stable roles of aggressor, victim and bystander [6]. In schools, scholars differentiate between direct bullying (physical attacks, insults and other forms of verbal abuse) and indirect bullying, which includes social exclusion, ignoring, and the circulation of rumours [7; 8]. Within this broader perspective, cyberbullying is viewed as the transfer of such aggressive behaviours into digital spaces – social media, messaging applications, gaming platforms – where anonymity, the lasting availability of harmful content and the rapid spread of online interactions amplify its effects and complicate adult monitoring [7; 9; 10].

International and interdisciplinary research likewise highlights ostracism as a related, yet separate, phenomenon. It is typically defined as the systematic exclusion or ignoring of an individual within a group, and in online contexts this manifests as cyberostracism – for example, rendering a person’s messages “unseen,” removing them from group chats, or abruptly cutting off communication. From the standpoint of social interaction and conflict theories, ostracism is interpreted as a harmful group process that can intensify the negative consequences of bullying, particularly when exclusion in digital and offline settings mutually reinforces each other [11; 12].

International empirical studies consistently show that bullying continues to be a widespread and serious issue, linked to heightened risks of mental health problems in adolescence, including anxiety and depressive symptoms [3]. Evidence from large-scale international surveys such as TIMSS 2015 indicates that how often and in what forms bullying occurs is strongly related to the overall school climate and students' sense of belonging, and that differences between schools within a single country can be even more marked than differences between countries [4]. At the same time, comparative reviews focusing on Austria, Germany and Russia suggest that cyberbullying is shaped not only by individual choices and behaviours, but also by wider institutional and cultural contexts that affect both how it manifests and how schools react to it [10].

International research consistently shows that how widespread bullying is, and how serious its consequences are, largely depends on contextual conditions such as the perceived fairness of school rules, the level of teacher support, students' feelings of safety, the quality of peer relations, and the degree of parental engagement [3; 4]. In a negative school climate, aggression and exclusion – including ostracism – tend to be seen as normal, whereas in a supportive environment bystanders are more likely to step in and choose prosocial ways of reacting [4; 5]. Reflecting this, recent prevention studies increasingly move beyond a narrow focus on victims and perpetrators and emphasize the central role of bystanders in shifting group norms. Experimental and quasi-experimental work demonstrates that game-based programmes and training aimed at encouraging constructive bystander behaviour can strengthen readiness to intervene and reduce acceptance of bullying-related violence [5; 15]. These conclusions are in line with earlier theoretical perspectives on how cooperation, competition and shared norms within a group can either intensify or defuse social conflict [11].

The present study aims to address these gaps by integrating several approaches: a theoretical review of academic literature, a cross-sectional study, data collection using questionnaires, in particular the adapted Cyberbullying Confrontation Questionnaire (CWCBQ), and a descriptive and comparative analysis of the resulting dataset, supplemented by a (cyber)ostracism screening module developed by the authors.

The aim of the study is to comprehensively assess the prevalence and typology of bullying, cyberbullying, and (cyber)ostracism among schoolchildren in Ust-Kamenogorsk, identify risk and protective factors, as well as characteristic coping strategies among victims, aggressors, and witnesses, and develop practical recommendations for school and family prevention and correction.

Research objectives:

- To review the literature and clearly define the concepts of bullying, cyberbullying, ostracism/cyberostracism, and their intersections among adolescents.

- To operationalize key constructs (prevalence, contexts, roles, school climate, digital practices, and coping strategies) and adapt the instrument to local conditions based on the CWCBQ.

- To obtain estimates of the prevalence of forms of bullying and ostracism

stratified by age, gender, and school and to describe interschool differences.

- To identify predictors of risk and protection (school climate, parental involvement, digital hygiene) and examine their relationship with coping strategies and bystander behavior.

- To develop comprehensive recommendations for administrators, teachers, psychologists, and parents: early detection, working with bystanders, and developing media literacy and digital etiquette.

Existing research in this field still leaves many issues unresolved. In Kazakhstan, there is a clear lack of regional empirical data that would capture variations in school climate and the specifics of adolescents' use of digital technologies. Moreover, ostracism and cyberostracism remain underexplored as phenomena that, although closely related to bullying, are characterized by their own mechanisms and patterns of expression. Current studies also devote relatively little attention to how adolescents cope with such experiences and to the influence of bystanders, who can either sustain or help prevent aggression and exclusion. Furthermore, the absence of culturally adapted diagnostic instruments that can adequately cover the full range of bullying, cyberbullying and (cyber) ostracism in the local context continues to limit both empirical analysis and the design of evidence-based prevention strategies.

This paper proposes an integrated analytical framework of “bullying – cyberbullying – (cyber)ostracism” and collects stratified data from a large sample of schoolchildren in Ust-Kamenogorsk using an adapted and validated CWCBQ instrument, supplemented by a section on ostracism. This makes it possible to assess prevalence, identify risk and protective factors, describe behavioral strategies taking into account the school climate and digital practices, and develop a replicable set of practical recommendations for schools in the region, with potential for expansion to other regions of the Republic of Kazakhstan.

Materials and methods

The research used a cross-sectional design and relied on a set of interrelated methods, including theoretical review and synthesis of academic literature, a questionnaire-based survey, adaptation of the measurement instrument, descriptive statistical analysis, and comparative examination of the data. The empirical phase was carried out in general education schools in Ust-Kamenogorsk and focused on determining the prevalence of bullying, cyberbullying and (cyber)ostracism, as well as analysing the coping strategies used by adolescents.

The study involved students in grades 6–11 from three schools in Ust-Kamenogorsk (No. 24, No. 3, and No. 44). The final sample consisted of 1,164 adolescents aged 12–17. Basic demographic data (gender, age, and grade/school) were collected. Inclusion criteria included attending the specified schools, ages 12–17, and informed consent from the participant and/or legal guardian. Exclusion criteria included refusal to participate and incomplete completion of the key questionnaire scales.

The Coping with Cyberbullying Questionnaire (CWCBQ), developed by F. Sticca and colleagues, was used as the main instrument. It is designed to assess

behavioral and emotional response strategies to cyberbullying, including problem-focused and emotion-focused approaches, avoidance, destructive responses, etc.

Adaptation: The questionnaire was translated into Kazakh and culturally adapted to local conditions. Linguistic and substantive adaptation in Kazakhstan was performed by G. U. Utemisova (L. N. Gumilev, Head of the Department of Social Sciences). Wording adjustments were made with the participation of relevant specialists (teachers and psychologists).

Response scale: a five-point Likert scale was used with anchors 1 - “definitely no,” 2 - “no,” 3 - “rather no,” 4 - “yes,” 5 - “definitely yes.” Items include, in particular: contacting the website administration/telephone operator; changing contact information and setting privacy; blocking the offender; ignoring messages as a method of de-escalation; seeking support from loved ones and significant adults; attempts at retaliatory aggression/vengeance, etc. (all 26 statements were used in the field version).

Incorporating the updated thematic framework, a proprietary screening module has been added to capture experiences of social exclusion and ignoring in offline and online environments (artificial “invisibility” of messages, exclusion from chats/groups, systematic ignoring or denial of access to team activities, etc.). The formulations are based on theories of destructive group dynamics and interaction and have been expertly verified for clarity and age appropriateness.

Variables and operationalization:

- CWCBQ final metrics: integrated indices for coping strategy clusters (problem-focused, support/help seeking, avoidance, destructive responses, etc.).

- Cyber-ostracism indicators: frequency and context of episodes (offline/online), their duration, participant composition (peers/classmates), subjective significance.

- Covariates: gender, age, school/grade.

The survey was conducted in person during school hours in classrooms provided by the schools. The questionnaire was anonymous, self-administered, and took an average of 15-20 minutes to complete. Before the survey, participants were informed of the study’s purpose, the voluntary nature of their participation, and their right to withdraw at any time without penalty.

The study was conducted in compliance with the principles of voluntary participation, confidentiality, and the prevention of harm to minors. Informed consent was obtained from legal guardians and/or the adolescents themselves, in accordance with school age requirements. If acute cases were identified, participants were provided with information about available psychological support services.

Questionnaires that contained systematic omissions on key scales were removed from the dataset. The empirical material was then processed using standard preprocessing steps, which included checking value ranges, applying reverse coding where required, and computing composite scores in line with the CWCBQ guidelines. At the analytical stage, descriptive statistics were used to summarize response distributions, and comparative analysis was applied to detect differences by gender, age group and school. Additionally, associations

between coping strategies and indicators of (cyber)ostracism were explored. The reliability of the scales was evaluated using Cronbach's α , and the factor structure of the questionnaire is discussed in the following sections.

Results

The relevance of this topic is confirmed by presidential addresses in 2020–2021, which focus on protecting the rights of minors and creating mechanisms to prevent cyberbullying and teenage suicide [1; 2]. At the same time, initiatives to normatively define and combat cyberbullying are being discussed on the public agenda [13]. However, regional empirical data remains fragmented: there are no comparable measurements that take into account school climate, digital practices, and “soft” forms of exclusion (ostracism/cyberostracism). As a result, a gap is emerging between political attitudes and actual preventive work in schools [1; 2; 13].

To operationalize coping strategies for cyberbullying, the Coping with Cyberbullying Questionnaire (CWCBQ), developed and validated on international samples [14], is often used. It captures both emotion-focused and problem-focused reactions, as well as destructive responses (escalation, counter-aggression). When combined with modules on school climate and digital practices, the CWCBQ provides a multifactorial picture suitable for local adaptation [14; 6–9].

A summary of the literature indicates that:

- Bullying and cyberbullying are multilayered and determined by school climate and group norms [3; 4; 6–7];
- Ostracism and cyberostracism are a significant, yet often ignored, part of the spectrum of peer violence, exacerbating psychosocial risks [11; 12];
- Bystander engagement and the development of digital etiquette are productive preventative approaches [5];
- Kazakhstan requires standardized, culturally adapted measures with regional stratification and the mandatory inclusion of ostracism in research designs [1; 2; 13; 14].

The methodological foundations of the study follow from this: a coherent consideration of “bullying – cyberbullying – (cyber)ostracism”, the inclusion of indicators of school climate and digital practices, the use of an adapted version of the CWCBQ and the preparation of locally applicable recommendations for schools and families [4–7; 11–14].

Before examining the results, let's outline the operationalization and analysis framework. Constructs (bullying behavior patterns, (cyber)ostracism, and coping strategies) were measured using the adapted CWCBQ questionnaire and supplemented by the author's screening module for exclusion/ignoring. Integrated indicators for strategy clusters and the frequency of key behaviors were then calculated. For the initial description, distributions and graphs were used to visually compare groups and contexts. Subsequently, comparisons by gender and age were made, and implications for school prevention were drawn.

The gender composition of the sample was generally balanced, with a somewhat higher proportion of girls than boys. Among the 1,164 participants,

58.9% identified as girls and 41.1% as boys. This ratio was taken into consideration in the subsequent gender-based comparisons and in interpreting coping strategies and experiences of bullying, cyberbullying and (cyber)ostracism.

When asked about personal experience, respondents answered “yes” (22.2%) and “no” (79.3%) (Figure 1: “Does this mean that the problem is not addressed in the school environment?”). These proportions highlight the significance of the problem for the school environment and provide a framework for further analysis of response strategies.

1 164 responses

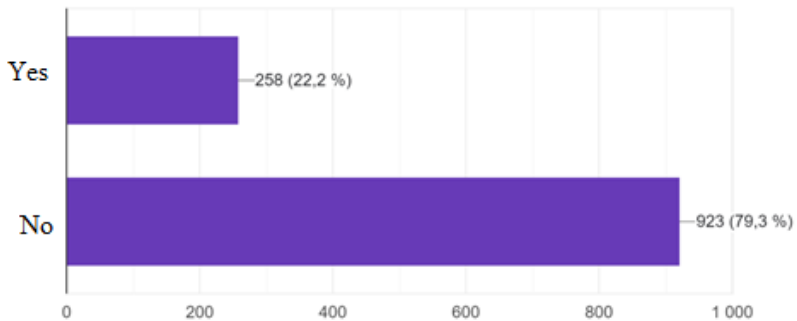


Figure 1 – Question “Have you ever encountered something like this?”

For the item “I would report it to the website owner or phone company,” low scores prevail on a 5-point scale: 36.0% reject this strategy, while only 20.6% support it (Figure 2). The practical conclusion is that educational efforts are needed regarding available escalation channels and incident documentation methods.

1 164 responses

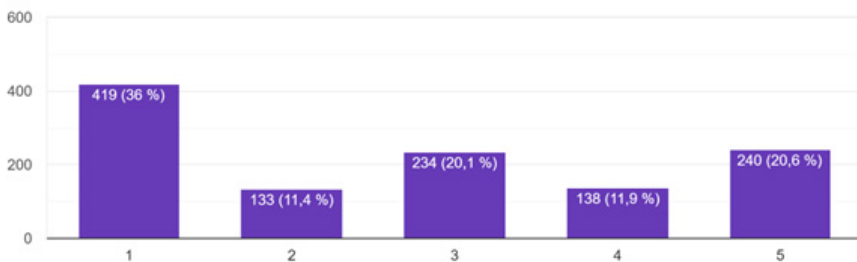


Figure 2 – Question: “Would I report the incident to the website owner or phone company?”

Regarding the item on changing contact information or privacy settings (such as phone number, email, chat name or social media accounts), the answers showed an ambivalent attitude toward this type of technical protection. Overall, negative options prevailed: 31.6% chose “definitely no,” 12.5% “no,” and

19.2% “rather no.” In contrast, 13.0% of respondents selected “yes” and 23.6% “definitely yes.” Overall, these results indicate that, although many adolescents regard modifying contact details and privacy settings as a potentially helpful safeguard, a considerable share of respondents do not see such technical measures as an effective means of lowering the risk of bullying or cyberbullying.

For the statement “I would be completely hopeless,” 58.4% chose “definitely not,” and 5.8% chose “definitely yes” (Figure 3). This means that the majority declares a willingness to seek help, but the presence of a small group with pronounced helplessness indicates the need for targeted supportive interventions.

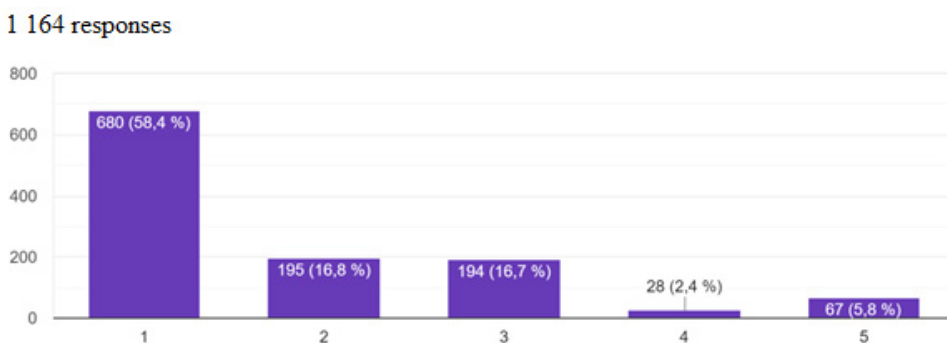


Figure 3 – Question: “Would I be completely hopeless?”

In the obtained data, turning to important adults and peers stands out as one of the main ways of coping. For the statement “I would go to the person I trust the most,” 44.2% of students chose “definitely yes” and 18.4% “yes,” while 18.6% opted for the middle category. Only 11.8% and 7.0% selected the two negative options.

A comparable distribution was found for “I would talk about this with my friends”: 32.3% answered “definitely yes” and 22.2% “yes,” 20.4% chose the intermediate response, whereas 16.7% and 8.4% picked “definitely no” and “no.” These results suggest that, for many adolescents, seeking help from trusted people, including peers, is a usual and socially acceptable way of dealing with such situations.

Spending time with friends as a form of distraction also appears relatively widespread: 34.3% and 17.8% marked the positive response categories (“yes” / “definitely yes”), while 13.9% indicated that this option was of limited relevance to them.

At the same time, there remains a marked inclination toward destructive reactions. In particular, 50.9% of respondents stated that they would send a threatening message to the aggressor, 43.5% said they would take revenge at school, 43.6% would retaliate online, and 40.8% would seek revenge in face-to-face interactions. For the item “I wouldn’t know what to do,” 39.8% chose “definitely not” and 16.7% “no,” which indicates that many adolescents feel they have relatively clear behavioural scripts for such situations. Nevertheless, 11.0%

reported uncertainty and thus remain vulnerable. With regard to denial-focused coping, 34.5% and 20.1% of participants indicated that they would try “not to think about it,” a strategy that may contribute to prolonging the conflict and exacerbating its negative effects.

The findings on setting boundaries, blocking, and maintaining digital hygiene indicate that many adolescents are already applying practical self-protection measures. In particular, 57.7% reported that they would stop further communication with the perpetrator, and another 14.4% would avoid any contact at all. Additionally, 42.2% stated that they would ignore messages or images to reduce the bully’s interest, 60.5% would block the offender, 55.8% would review who has access to their personal data, 64.0% would keep messages or photos as evidence, and 49.9% would try to share less personal information online. Overall, these results show that at least half of the participants possess basic digital safety skills, although these behaviours need to be further supported and strengthened through school practices and parental involvement.

In explaining the causes of the situation, 70.1% of adolescents linked it to external circumstances, whereas 11.2% saw the reasons in themselves. A further 18.7% indicated that they would accept the situation as something that cannot be changed, while 61.3% reported that they would try to alter it in some way. Overall, active coping strategies were more common; however, a noticeable subgroup still demonstrated tendencies toward self-blame and elements of learned helplessness, underscoring the importance of focused preventive and support measures.

Regarding the item “I would take revenge with friends,” 9.3% responded positively, while 45.9% rejected this option (Figure 8). This indicates that support from others often functions as a coping resource rather than as an escalation mechanism.

For the item concerning revenge with the involvement of friends, negative responses clearly predominated. In particular, 45.9% of respondents selected “definitely no,” and 19.1% selected “no,” while 20.5% chose the intermediate option. Only 5.2% answered “yes” and 9.3% “definitely yes.” Overall, these data indicate that most adolescents do not view the participation of friends as a means of retaliatory escalation; rather, support from others appears to function more often as a coping resource than as a mechanism for intensifying conflict.

“I would turn to someone who accepts me without judgment” – 26.4% chose “definitely yes,” while 18.5% indicated they did not need help (Figure 4). Having such an adult or peer reduces the risk of injury and is a significant preventative factor.

1 164 responses

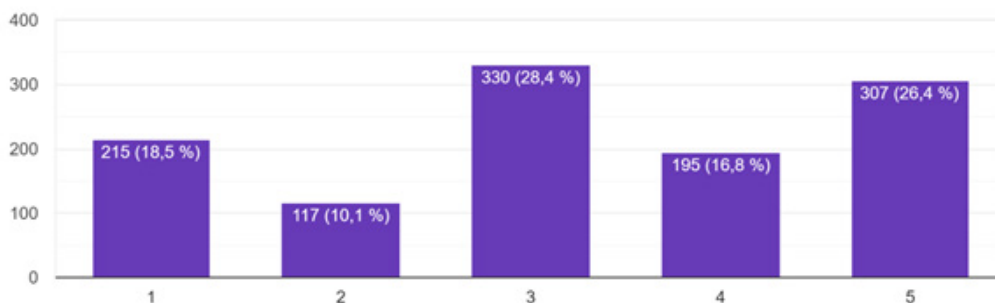


Figure 4 – Question: “I would go to someone who accepts me as I am.”

Adolescents, according to the empirical data, exhibit a heterogeneous set of reactions that includes active coping, seeking support, avoidance, and retaliatory behaviour. The results also show that strategies used in response to cyberbullying often intersect with those observed in cases of (cyber)ostracism, particularly when exclusion and ignoring are prolonged.

Discussion

The results suggest that bullying, cyberbullying and (cyber)ostracism are closely related forms of peer aggression and social exclusion, rather than separate, independent phenomena. The patterns observed in the sample show that adolescents resort to both adaptive and maladaptive ways of coping, which underlines the complex social and emotional character of these experiences. This reading aligns with classical and more recent perspectives that conceptualise bullying as a multifaceted social process driven by repeated aggression, power asymmetry and group dynamics [6; 11].

A significant share of the participants indicated that they rely on active, problem-oriented strategies, including blocking the aggressor, keeping records of abusive messages, limiting access to their personal information, and turning to trusted adults or peers for help. This points to the fact that many adolescents already demonstrate basic skills of digital safety and self-defence. Such response patterns are in line with the structure of the Coping with Cyberbullying Questionnaire (CWCBQ), which distinguishes constructive coping, help-seeking, and problem-focused actions as key dimensions of adolescent behaviour in online conflict situations [14]. In this sense, the results of the study confirm that the CWCBQ framework is relevant for the local school context.

Simultaneously, the results point to the continued use of maladaptive and risky ways of reacting, such as making counter-threats, seeking revenge, or resorting to avoidance strategies like “trying not to think about it.” Although these behaviours may briefly lower emotional discomfort, they can also escalate the conflict, extend the period of victimisation, or strengthen aggressive norms within the peer group. Of particular concern is the subgroup of adolescents

who display helplessness and self-blaming tendencies, as these patterns suggest greater psychological vulnerability and a stronger need for targeted support. This observation corresponds with previous findings that link experiences of bullying with heightened mental health risks in adolescence, including emotional strain and increased susceptibility to negative outcomes [3].

The low tendency to turn to platform administrators, service providers or formal reporting tools indicates that adolescents may doubt the effectiveness of institutional responses or simply do not view them as useful. This highlights the importance of more explicit school-based guidance on how to file reports, document incidents and interact with digital platforms and communication providers. Indirectly, it also points to a wider institutional gap in Kazakhstan: while regulatory debates have progressed, day-to-day preventive practices and clearly defined response procedures in schools are still not sufficiently unified or embedded [1; 13].

The findings further underscore that (cyber)ostracism should be viewed within the broader continuum of bullying. In contrast to overt attacks, it is more often expressed through deliberate exclusion, being ignored, or becoming “invisible” within the group – forms that may go unnoticed by adults yet cause substantial psychosocial damage. The observed intersection of bullying and ostracism in both school and online environments argues in favour of an integrated prevention approach. This reading aligns with research showing that school bullying is shaped by overall school climate and feelings of belonging, and that indirect exclusion can have a marked impact on adolescents’ well-being [4].

In applied terms, the results show that preventive efforts should extend beyond direct work with victims and perpetrators. Particular emphasis needs to be placed on bystanders, whose behaviour can either sustain or disrupt acts of aggression and exclusion. Creating a supportive school climate, ensuring clear and fair rules, enhancing the visibility and accessibility of teachers and psychologists, and fostering norms of responsible online communication are therefore key elements of prevention. In this sense, the present data are in line with recent studies indicating that programmes targeting bystanders can increase students’ readiness to step in and lower their tolerance of bullying in the school environment [5].

At the methodological level, combining the adapted CWCBQ with the author’s screening module for (cyber)ostracism proved effective for use in the local context [14]. At the same time, several constraints should be acknowledged: the cross-sectional design precludes causal conclusions, the data rely exclusively on self-reports, and the sample covers only three schools. Accordingly, future research should incorporate longitudinal approaches, involve more extensive interschool samples, and include additional validated instruments measuring school climate and psychosocial well-being.

Overall, the discussed findings indicate that the observed patterns go beyond individual coping strategies and are shaped by broader peer norms, the availability of institutional support, and the overall quality of the school environment. This

emphasizes the importance of comprehensive, school-wide prevention efforts that integrate digital safety education, psychological assistance, active involvement of bystanders, and systematic attention to both direct and indirect forms of peer victimization.

Conclusion

The study found that a significant proportion of adolescents have already developed active and problem-focused responses to online incidents: blocking the bully, maintaining digital traces, reaching out to significant adults, and maintaining privacy. However, risky behavior patterns (retaliatory threats/revenge, avoidance behavior such as “not thinking about it”) persist, and a vulnerable group with pronounced helplessness and signs of self-blame emerges.

(Cyber)ostracism, a “soft” form of exclusion and neglect, plays a significant role in the risk structure: it amplifies the traumatic consequences of bullying and requires special consideration in preventive measures. The results are consistent with the model of the influence of school climate and group norms: a supportive environment increases bystanders’ willingness to intervene prosocially, while an unfavorable one normalizes aggression and exclusionary practices. The use of an adapted version of the CWCBQ in conjunction with ostracism screening confirmed the methodological suitability of the instrument for local measurements and subsequent monitoring in schools across the region.

In practical terms, this means incorporating a separate module into school curricula on recognizing and overcoming (cyber)ostracism, describing the signs, consequences, and safe escalation scenarios; consistently developing digital hygiene through privacy settings, posting rules, incident reporting algorithms, and communications with platform administrators, telecom operators, and the school; shifting the focus of prevention from the victim-aggressor dyad to working with bystanders through training in positive intervention and reducing tolerance for exclusion; strengthening the school climate through clear and fair rules, visible support from teachers and psychologists, and operational response protocols; building a partnership between family and school through parent education, referrals to specialized help, and providing accessible psychological support.

The study is limited by its cross-sectional design and reliance on self-reports, which precludes causal inferences; longitudinal studies and cross-school comparisons are needed. Further research would benefit from expanding the instrumental set with validated school climate scales and a detailed module on ostracism, as well as organizing repeated measurements to monitor the impact of the implemented interventions.

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МЕКТЕП ОҚУШЫЛАРЫ АРАСЫНДАҒЫ БУЛЛИНГ, КИБЕРБУЛЛИНГ ЖӘНЕ (КИБЕР)ОСТРАКИЗМ: ТАРАЛУЫ, КҮРЕСУ СТРАТЕГИЯЛАРЫ ЖӘНЕ ПРОФИЛАКТИКАСЫ

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Андатпа. Цифрлық технологиялардың жедел дамуы жасөспірімдердің әлеуметтену ортасын айтарлықтай өзгертті және оффлайн әрі онлайн кеңістіктерде қорқыту қаупін күшейтті, оның ішінде кибербуллинг пен (кибер)остракизмде көрінетін әлеуметтік оқшаулаудың «жұмсақ» түрлері бар. Мұндай жағдайларда агрессияның тек ашық түрлерін ғана емес, сонымен қатар жасөспірімдердің психологиялық әл-ауқатына және олардың мектепке сәтті бейімделуіне әсер ететін бас тартудың жасырын механизмдерін де кешенді зерттеу ерекше өзекті болып отыр. Бұл зерттеудің мақсаты – жасөспірімдер арасында қорқыту, кибербуллинг және (кибер)остракизмнің

таралуын кешенді талдау, сондай-ақ олардың күресу стратегияларын зерделеу және мектеп ортасындағы алдын алу жұмыстарының негізгі бағыттарын айқындау. Эмпирикалық компонент Өскемен қаласындағы жалпы білім беретін мектептердің 6–11 сынып оқушыларына жүргізілген көлденең сауалнама форматында жүзеге асырылды. Негізгі құрал ретінде бейімделген Coping with Cyberbullying Questionnaire (CWCBQ) сауалнамасы қолданылып, оған (кибер)остракизм көріністерін анықтауға бағытталған авторлық блок енгізілді. Эмпирикалық деректерді өңдеу сипаттамалық және салыстырмалы талдауды қамтыды. Зерттеудің ғылыми жаңалығы жасөспірімдер арасындағы зорлық-зомбылық пен әлеуметтік оқшаулаудың өзара байланысты түрлері ретінде буллингті, кибербуллингті және (кибер)остракизмді кешенді қарастыруда, сондай-ақ зерттеу құралдарын өңірлік ерекшеліктерге бейімдеуде жатыр. Зерттеудің практикалық маңыздылығы алынған нәтижелерді қауіпсіз білім беру ортасын қалыптастыруға, цифрлық гигиена дағдыларын нығайтуға, сындарлы жауап стратегияларын қолдауға және мұғалімдердің, ата-аналардың, құрдастардың мұндай құбылыстардың алдын алуға қатысуын арттыруға бағытталған мектептегі алдын алу бағдарламаларын әзірлеуде әлеуетті пайдалануда жатыр, сондай-ақ мектеп қоғамдастығында өзара құрметке негізделген қарым-қатынас мәдениетін жан-жақты қалыптастыруға жәрдемдеседі.

Тірек сөздер: жасөспірімдік шақ, зорлық-зомбылық, қудалау, агрессия, қорлау, қорлау, мектептегі қорлау, кибербуллинг, остракизм

БУЛЛИНГ, КИБЕРБУЛЛИНГ И (КИБЕР)ОСТРАКИЗМ СРЕДИ ШКОЛЬНИКОВ: РАСПРОСТРАНЁННОСТЬ, СТРАТЕГИИ СОВЛАДАНИЯ И ПРОФИЛАКТИКА

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Аннотация. Ускоренное развитие цифровых технологий заметно трансформировало пространство социализации подростков и усилило риски буллинга как в офлайн, так и в онлайн-среде, включая кибербуллинг и «мягкие» формы социального исключения, проявляющиеся в (кибер)остракизме. В этих условиях особенно актуальной становится всесторонняя проработка не только открытых форм агрессии, но и скрытых механизмов отвержения, влияющих на психологическое состояние подростков и их успешность школьной адаптации. Целью данного исследования является комплексный анализ распространенности буллинга, кибербуллинга и (кибер)остракизма среди подростков, а также изучение используемых ими стратегий совладания и определение основных направлений профилактической работы в школьной

среде. Эмпирическая часть выполнена в формате поперечного опроса учащихся 6–11 классов общеобразовательных школ г. Усть-Каменогорска. В качестве базового инструмента был использован адаптированный опросник Coping with Cyberbullying Questionnaire (CWCBQ), дополненный авторским блоком, ориентированным на выявление проявлений (кибер)остракизма. Обработка эмпирических данных включала процедуры описательного и сравнительного анализа. Научная новизна работы состоит в применении интегрального подхода к рассмотрению буллинга, кибербуллинга и (кибер)остракизма как взаимосвязанных форм подросткового насилия и социального исключения, а также в адаптации исследовательского инструментария к региональной специфике. Практическая значимость исследования определяется возможностью использования полученных результатов при разработке школьных профилактических программ, направленных на формирование безопасной образовательной среды, укрепление навыков цифровой гигиены, поддержку конструктивных стратегий реагирования и усиление участия педагогов, родителей и сверстников в предотвращении подобных явлений.

Ключевые слова: подростковый возраст, насилие, домогательства, агрессия, издевательства, травля, школьная травля, кибербуллинг, остракизм

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