CYBER BULLYING AS THE NEWEST FORM OF DESTRUCTIVE PERSONAL BEHAVIOR

Abstract. The rapid development of globalized networks gives society, and especially the young generation, many advantages in obtaining the necessary information, in processing large amounts of data, in choosing the best communication alternatives, which lets them the opportunity to be mobile, informed, flexible and fast. The article provides a theoretical analysis of the phenomenon of cyberbullying as a new type of personal behavior. The problem of cyber-violence regularly becomes the object of research involving a wide range of scientists from various fields of activity, and is also one of the biggest questions of modern science. Cyberbullying is defined as conscious destructive manifestations of behavior on the part of aggressors in the Internet space, accompanied by intimidation, humiliation, mockery, that is, psychological terror with the aim of punishing another person. The phenomenon of cyberbullying is considered to be a complex uncontrolled process that can be extended over time involving a wide range of participants. Participants in this process usually exhibit deviant behavior, the main characteristics of which are embodied in certain role flaws. We have analyzed the features of intimidation according to each of the scientific and psychological approaches. The article highlights the peculiarities of cyberbullying as a deviant form of personal behavior in the Internet space and defines the peculiarities of its origin, basic provisions, scientific views and concepts for understanding the said phenomenon. A scientific review has been carried out and determines that bullying is caused by destructive acts of behavior, which is reflected in the approaches to the reasoning of the phenomenon. The prevalence of the phenomenon of cyberbullying and its possible transformations in connection with the constant improvement of Internet resources determine the relevance of further development of the general principles of this destructive phenomenon. The well-founded knowledge in this article will make it possible to conduct reliable comparisons and systematization of empirical data, as well as to develop effective
programs for combating and preventing cyberbullying.

**Keywords:** Internet space, cyberbullying, deviant behavior, student youth, destructive roles, mental pressure.

Мозгова Галина Петрівна доктор психологічних наук, професор, завідувач кафедри психосоматики та психологічної реабілітації, Національний педагогічний університет імені М.П.Драгоманова, вул. Пирогова, 9, м. Київ, 01601, тел.: (067) 196-1401, https://orcid.org/0000-0003-4836-245X

КІБЕРЗАЛЯКУВАННЯ ЯК НАЙНОВІТНІША ФОРМА ДЕСТРУКТИВНОЇ ОСОБИСТІСНОЇ ПОВЕДІНКИ

Анотація. Швидкий розвиток глобалізованих мереж дає суспільству, а особливо молодому поколінню, багато переваг в отриманні необхідної інформації, в обробці великих масивів даних, у виборі найкращих альтернатив комунікації, що дає їм можливість бути мобільними, підкорювати, гнучкими та швидкими. У статті доведено теоретичний аналіз явища кіберзалякування як нового виду особистісної поведінки. Проблема залякування у Інтернеті регулярно стає об'єктом досліджень широкого охоплення вчених різноманітних сфер діяльності, а також є однією з найбільших питань сучасної науки. Кібербулінг розглядається як свідомі деструктивні прояви поведінки агресора в Інтернет-просторі, що супроводжуються залякуванням, принижениям, змушуванням, тобто психологічним терором з метою покарання іншої людини. Феномен кіберзалякування вважається складним неконтрольованим процесом, який може бути розширений у часі і залучення широкого кола учасників. Учасники цього процесу зазвичай демонструють девіантну поведінку, основними характеристиками якої є втілюються в певних рольових недоліках. Ними проаналізовано особливості залякування відповідно до кожного з науковоспівпсихологічних підходів. У статті висвітлено особливості кібербулінгу як девіантної форми поведінки особистості в Інтернет-просторі та визначення особливостей його походження, основних положень, наукових поглядів і концептів до розуміння зазначеного феномена. Здійснено науковий огляд, визначає, що залякування обумовлюється деструктивними актами поведінки, що відображено в підходах до міркування феномена. Поширеність феномена кібербулінгу та його можливі трансформації у зв'язку з постійним удосконаленням Інтернет-ресурсів визначає актуальність подальших розробок загальних засад цього деструктивного явища. Обґрунтовані знання у цій статті дозволяє проводити надійні порівняння та систематизацію емпіричних даних, а також здійснювати розробку ефективних програм протидії та профілактики кіберзалякування.
Formulation of problem. Modern information and communication technologies have sharpened the relevance of the issue of personality development in the digital space. And, it's no secret that the constant stay on the Internet brings not only learning and development, but sometimes - trouble and annoyance. So, we want to draw attention to the so-called cyberbullying, which is defined by scientists as the harassment of an individual using digital technologies [4]. Cyberbullying can take place on social networks, instant messengers, gaming platforms and mobile phones. This is a purposeful pattern of behavior that aims to intimidate, annoy or shame the person who has become the object of digestion.

The problem of cyberbullying is increasingly becoming the subject of research by a wide range of scientists from various fields of activity. Therefore, the purpose of the article is to study the peculiarities of the occurrence, basic provisions, scientific views and approaches to understanding the phenomenon of cyberbullying.

Purpose of the article is to highlight the features of cyberbullying as a deviant form of personal behavior in the Internet space and to determine the features of its origin, basic provisions, scientific views and concepts for understanding the said phenomenon.

Analysis of the latest research and publications. For the first time, the phenomenon of “intimidation others” appeared in the school environment under the name “bullying”, which was recorded in the works of both domestic [1; 2; 5; 6; 7; 9] and foreign scientists [3; 4; 8; 10]. Bullying was defined as constantly repeated and aggressive behavior directed at students in the school environment and characterized as a manifestation of power imbalance between the aggressor and the victim [7; 9]. Other scientists and researchers considered intimidation as humiliation or psychological pressure with the purpose of deliberately causing fear in another and subjugating it to oneself [4; 7].

With the development of information technologies, the phenomenon of bullying has moved to media platforms and received the name “cyberbullying”, which is confirmed by modern research on the peculiarities of this process among student youth. Thus, scientists indicate the wide spread of cyber-aggression on the Internet and the need for a deep comprehensive study of this phenomenon [3]. Depriving young people of direct face-to-face communication slows down the clarification of relations, makes it impossible to level the problematic aspects of a stressful situation, drag on in time, expanding the circle of participants. There is an opinion that as a result of the transfer of communication to the online space, the behavior of young people changes, which indicates a lack of live communication and the inability to resolve situational conflicts [10].

Presentation of the main material of the study. The author and pioneer of psychoanalysis at the beginning of the 20th century discussed the topic of
intimidation with his colleagues. Accordingly, from the point of view of psychoanalytic theory, violence was studied as a manifestation of human instincts. According to Z. Freud, behavior is determined by two drives: sexual drive and death drive. Therefore, the desire for death causes violence, and love - aggressiveness. The author also considered violence to be one of the main components of the motivation of an individual's behavior.

Representatives of neo-psychoanalysis complement the psychoanalytic view by describing a person with aggressive and sadistic tendencies, where aggression and violence constantly arise and manifest themselves in response to the actions of others. Instead, E. Fromm proposed a theory of human destructiveness, where he considered two completely different types of violence: "benign" and "malignant". Thus, psychoanalytic and neopsychological approaches are similar and reflect the understanding of the determinants of bullying in the context of instincts, tendencies and defense mechanisms, where violence and victimization were considered as a type of aggressive behavior.

Within the framework of the humanistic trend in psychology, the authors propose to supplement the idea of psychological protection of the psyche due to the manifestation of aggression in the views of the psychoanalytic school. However, K. Rogers and F. Perls propose to consider the individual primarily as constructive, and the violence committed by him as forced actions in response to limiting his freedom, choice, etc.

Representatives of cognitive psychology believed that the main difference between healthy and harmful forms of aggression is the presence of a neurotic set of feelings and behavioral reactions that arise as a result of dogmatic, unrealistic, irrational thinking. That is, a healthy form of aggression implies a tendency to motivate a person to achieve the goals of life preservation, a feeling of happiness, successful social and psychological adaptation in a group, establishing close relationships with others, while an unhealthy form blocks the achievement of a number of basic human ideas.

The research of K. Lorenz and his theory of aggression had a significant impact on the understanding of the causes and conditions for the detection of violence. Human aggression is determined by biological factors, that is, it originates from the innate instinct to fight for survival, continuously accumulating aggressive energy.

Frustration theory within the orthodox approach arose as an opposition to the concept of drives, where aggressive behavior is perceived as a situational rather than an evolutionary process. Experiencing frustration causes a desire to implement aggressive actions against the source of frustration, and this, in turn, acts as a catalyst for the manifestation of aggressive behavior.

On the other hand, A. Bandura calls his approach socio-behavioral and contrasts it with previous theories of social learning. The subject must have an aggressive example for learning and imitation, as well as certain social conditions that promote similar behavior and whose change leads to the prevention or weakening of aggression. This
means that bullying originates in the process of socialization. Accordingly, the results of the analysis of previously existing psychological theories of deviant behavior, the data of his own research and their phenomenological understanding allowed I. Furmanov to determine the etiology of aggression and behavioral disorders from the new theoretical positions of the **affective-dynamic approach**. A distinctive feature of the developed model was the study of aggression and deviant behavior as a reaction to a crisis situation arising as a result of deprivation or frustration of actual needs.

Classical sociological authors, within the framework of the **theory of anomie**, believed that violence arises as a result of social fractures, when there are no clear norms of behavior and a system of mutual expectations, and a significant difference between needs and limited goods for their satisfaction is formed.

Continuing the study of the works of post-nonclassical sociology, we will consider the **theory of individuation** as a socio-historical category and author contribution to the development of a unifying approach [3]. The problem of violence is considered in several forms: the legitimization of violence by the state, the power of advertising and shopping, competition and the destruction of constructive interactions, the threat of personal identity, which give rise to feelings of protest and disintegration. According to the latter, in the process of identification, a teenager experiences situation of exclusion from social and institutional relationships, which contributes to increased insecurity and the emergence of difficulties in the development of one's own identity, which affects behavior from helpful to destructive-aggressive.

The analysis of scientific literature on the problem of intimidation made it possible to highlight different approaches to understanding the phenomenon, which is displayed and analyzed in Table 1.

**Table 1**

**Analysis of psychological approaches to bullying**

<table>
<thead>
<tr>
<th>Psychological approaches</th>
<th>Essence</th>
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<tbody>
<tr>
<td>Psychoanalytic theory</td>
<td>Aggression is a mechanism for releasing destructive energy by mixing, which protects the intra-psychic stability of a person. Violence is the result of a conflict between the ego and the superego, which reflects the contradictions of the real and the mental, external and internal. Victimization is defined as a psychological disorder caused by the incompleteness of one of the most important stages of development in early childhood - the stage of establishing psychological autonomy.</td>
</tr>
<tr>
<td><strong>Neopsychoanalysis</strong></td>
<td>Aggression is the force with which a person expresses his love and hatred towards others or himself. Violence and victimization were considered as a kind of aggressive behavior.</td>
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<tr>
<td><strong>Theory of social learning</strong></td>
<td>Violence, victimization and aggression may represent learned behaviors in the process of socialization through observation and social reinforcement.</td>
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<td><strong>Humanistic direction</strong></td>
<td>Violence, aggression and victimhood are a kind of psychological defense, a mask; response to the restriction of the freedom of the individual, the possibility of choice.</td>
</tr>
<tr>
<td><strong>Cognitive direction</strong></td>
<td>The main criterion for distinguishing between healthy and unhealthy forms of aggression is the presence of a neurotic set of feelings and behavioral reactions that arise as a result of unrealistic thinking. Violence and victimization are combined with hostility and block the achievement of a number of basic human goals.</td>
</tr>
<tr>
<td><strong>Theory of aggression</strong></td>
<td>Aggression is an instinctively conditioned, specific pattern of behavior. The body continuously accumulates aggression, its manifestation depends on the amount of accumulated energy and the strength of external influence that can cause an aggressive reaction.</td>
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<tr>
<td><strong>Frustration approach</strong></td>
<td>Aggression, victimization and violence is a reaction to frustration: an attempt to overcome obstacles on the way to satisfying needs, achieving emotional balance.</td>
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<tr>
<td><strong>Affective dynamic model</strong></td>
<td>Aggression, victimization and violence are behavioral models that ensure human adaptation, one of the ways to meet urgent needs in a crisis situation of life development.</td>
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<tr>
<td><strong>Anomie theory</strong></td>
<td>Violence, victimization and aggression arise as a result of social breakdowns when there are no clear norms of behavior.</td>
</tr>
<tr>
<td><strong>Theory of individuation</strong></td>
<td>Violence can be expressed if with its help there is clarity in unclear situations; if it is possible to be accepted in a group. Aggression and victimization arise during the modernization and complication of social relations, give rise to a sense of protest and disintegration in an individual.</td>
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**Conclusions from the conducted research.** Thus, based on the consideration...
of different psychological views on the determinants of bullying, it is important to note that behavior in the form of violence, victimization, and aggression is formed at the early stages of a child’s development as a result of attraction, can be passed on as a model of parents’ life, or be formed in the process of upbringing, manifest in certain social conditions, the basis of which is provocation or contradiction and formed as a set of certain personality traits.

Therefore, cyberbullying can be considered as a type of bullying in cyberspace, that is, as a new form of destructive personal interaction. Further analysis of the sources requires the determination of the psychological content and structure of cyberbullying among student youth. This will make it possible to conduct reliable comparisons and systematization of empirical data, as well as on this basis to develop effective programs for combating and preventing cyberbullying, which will be covered in future publications.

References:

**Література:**