

inert personality orientation are subject to the most acute and complex type of loneliness, in which some aspects of their personality are accepted by a person, while others are categorically rejected. In this state, the feeling of loneliness is experienced as acute, clear, conscious, painful.

Thus, schoolchildren with a socially inert personality orientation are more likely to experience a subjective feeling of loneliness in general than schoolchildren with a prosocial personality orientation. They are more characterized by experiences of the most acute, painful, clearly perceived loneliness (dissociated loneliness).

Compared with the group of socially inert students, students with a prosocial personality orientation are less prone to acute experiences of subjective loneliness. This group of schoolchildren is characterized by an experience of diffuse loneliness, manifested in the desire for sympathy and support, the desire to find confirmation of their significance in communication. In our opinion, such a nature of the experience of loneliness in these schoolchildren pushes them to the manifestation of prosocial activity. Being engaged in socially useful, volunteer activities, schoolchildren cope with loneliness, confirm their own significance and value.

The experience of loneliness is a normal phenomenon of adolescence. However, loneliness can occur in a more acute form and have a negative impact on personal development. The prosocial orientation of the personality of schoolchildren, the desire to help others, to actively participate in socially useful activities, makes it possible to reduce the intensity of the subjective experience of loneliness and, in general, experience loneliness as a positive state, the dynamic balance of the processes of identification and isolation, the psychological stability of the individual in relation to the influences of society.

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PERSONAL RESOURCES OF BULLYING PARTICIPANTS IN THE BELARUSIAN EDUCATIONAL ENVIRONMENT

The article reflects the results of an empirical study of the psychological characteristics of adolescents, participants in bullying in the Belarusian educational environment, reflecting their personal resourcefulness: social and psychological adaptation, resilience, models of coping behavior. The results of the study are of interest in the context of a resource approach to providing psychological assistance to victims of bullying.

The first systematic studies of the problem of bullying belong to Scandinavian scientists – D. Olveus, P. Heinemann, A. Pikas, E. Roland. Then interest arose in Great Britain (V. Ortoa, D. Laya, D. Tattua, E. Munte). In the United States, special attention to the problem of bullying began to be shown in the early 90s of the XX century.

Today, the attitude to the problem of bullying is changing, its seriousness is emphasized. So Belarusian authors, in particular N. F. Greben, analyze the problem of the prevalence of bullying among Belarusian teenagers, the most common forms of bullying and the possibility of its detection using psychodiagnostic tools. N. F. Greben' established differences in the severity of bullying between different class groups, between boys and girls, and some interethnic differences were also identified [1].

In addition, the seriousness of the attitude to the topic of bullying is evidenced by the large-scale national study conducted in 2018 to assess the situation with violence against children in the Republic of Belarus (including school violence), with the support of the United Nations Children's Fund (UNICEF). Reputable Belarusian scientists, in particular Professor, Doctor of Psychology I. A. Furmanov, took part in it. The results of the study showed that "every second child studying in institutions of general secondary education, and two out of five students in institutions of vocational education were subjected to violence in the school environment" [2, p. 14].

D. Lane and E. Miller define bullying as a long process of conscious cruel attitude, physical and (or) mental, from one or a group of children to another child (other children) who is weaker [3].

Bullying as a form of violence can be expressed in a variety of ways. In the classification of bullying, the following types are most often distinguished:

- direct (both physical and verbal);
- indirect (social deprivation, gossip, conspiracies, etc.).

In the classification of social roles in a situation of bullying, there are "bullers", or "persecutors", "victims" and "witnesses" [4]. "Victims" of bullying are characterized as sensitive, withdrawn and shy people. They are anxious, insecure, have low self-esteem. At the same time, any feature of the "victim" can serve as a reason for bullying – physical disabilities, the ambiguous attitude of teachers, psychological characteristics. The reason may also be a low level of family income or social status, gender or national identity, and simply the definition of a person as "alien".

"Pursuers" or "bullers" have an average or below the average level of anxiety in the group, have a strong need to dominate and subdue, behave aggressively and defiantly, often considering their behavior as justified. The "witness" position is the most difficult to recreate typological features, since in a situation of bullying, the majority turns out to be "witnesses" [5].

The "invisible" factors of bullying, for example, such as the resourcefulness of a person, are the most difficult to study. The data accumulated in psychological science on the problem of bullying and its relationship with personal resources are not sufficient. This determined our choice of research topic.

The concept of "resources" is used in various studies related to the study of psychic reality. In recent years, the resource approach, which originated in humanistic psychology, has become widespread in psychology, in which the study of the constructive beginning of the personality, which makes it possible to overcome difficult life situations, has taken an important place.

The problem of resourcefulness of the personality was dealt with by such foreign authors as E. Fromm, S. Hobfall, S. Muddy and others, in domestic psychology – K. Muzdybaev, N. E. Vodopyanova, A. G. Maklakov, L. V. Kulikov and others scientists.

Analysis of the psychological literature allows us to make the following generalizations: there are two classes of resources - personal and environmental (in other words, psychological and social). Personal resources (psychological, professional, physical) are the skills and abilities of a person. Environmental resources reflect the availability of assistance (instrumental, moral, emotional) to the individual in the social environment (from family members, friends, colleagues) and material support for the life of people who have experienced stress or are in stressful conditions.

Personal resources are an integrative characteristic. So, N. E. Vodopyanova defines resources as "internal and external variables that contribute to psychological stability in stressful situations; ...

emotional, motivational-volitional, cognitive and behavioral constructs that a person actualizes to adapt to stressful / stressful work and life situations, ... means (tools) used by him to transform interaction with a stressful situation" [6, p. 290].

In the resource concept of stress by S. Hobfoll, resources are determined as something that is significant for a person and helps him adapt in difficult life situations. S. Hobfoll refers to resources: material objects (income, house, transport, clothing, object fetishes) and intangible objects (desires, goals); external (social support, family, friends, work, social status) and internal intrapersonal variables (self-esteem, professional skills, optimism, self-control, life values, belief system, etc.); mental and physical conditions; volitional, emotional and energy characteristics that are necessary (directly or indirectly) for survival or maintaining health in difficult life situations or serve as a means of achieving personally significant goals [7].

Personal resourcefulness in the concept of S. Maddy corresponds to the concept of "hardiness" introduced by him, which is defined by the author as an integrative characteristic of a person responsible for the success of overcoming life's difficulties. Hardiness implies psychological vitality and extended effectiveness of a person, being an indicator of his mental health [8].

Based on the concepts listed above, we will focus on such resource characteristics of the personality of bullying participants as social and psychological adaptation, resilience, models of coping behavior.

The purpose of our empirical study was to study the psychological characteristics of adolescents, participants in bullying in the educational environment, reflecting their personal resourcefulness.

The choice of psychodiagnostic tools also corresponded to the theoretical and methodological basis of the study (S. Maddy, S. Hobfoll, N. E. Vodopyanova). We used the "Scale of socio-psychological adaptation" (SPA) by K. Rogers and R. Diamond in the adaptation of A. K. Osnitsky, a five-factor personality questionnaire (R. McCrae, P. Costa), a questionnaire "Strategies for overcoming stressful situations" ("SACS") S. Hobfoll in the adaptation of N. E. Vodopyanova, S. Maddy's hardiness test in the adaptation of D. A. Leontiev. The statistical method of data processing is Student's t-test for independent samples.

The study was conducted in the 2021–2022 academic year on the basis of the educational institutions "Secondary School No. 60" in Gomel and "Rechitsa District Gymnasium". The sample of participants was 100 students (13–14 years old). Of these: 52 girls and 48 boys.

Using the method of expert assessments, two categories of students were distinguished from this sample: "bullies" ("persecutors"), the number of which was 16 people, and "victims" – 21 people. The remaining students made up the control group – 63 people.

For the method of expert assessments, a questionnaire for teachers "Bullying" was used, developed by the teacher-psychologist "Gymnasium № 91" E. V. Novikova and the medical psychologist "Clinical Psychotherapeutic Center" of the Ministry of Health of the Republic of Bashkortostan I. R. Khokh. Further, a conversation was held with teachers, real cases, the frequency of episodes and the specifics of the roles occupied by students in the process of bullying were discussed. On the issues of bullying among students, they also talked with a school psychologist and a social teacher.

In the course of studying the coping strategies of adolescents, participants in bullying in the educational environment, it was found (Table 1) that "bullies" are to a greater extent than "victims" ($t = 10.1$ at $p \leq 0.01$) and representatives of the control group ($t = 5.8$ with $p \leq 0.01$) use the "aggressive actions" strategy.

Aggressive actions of "bullies" are directed at other people. They manifest themselves in a tendency to experience negative feelings in case of failures and conflicts with other students, to blame others for something, to experience a feeling of anger, irritation, internal tension.

Table 1 – Average indicators of coping strategies of "bullies", "victims" and the control group

Coping strategies	"Bullies"	"Victims"	Control group
assertive actions	19,8	18,4	20,4
entering into social contact	20,1	22,7	26,1
search for social support	21,3	21,7	22,3
careful action	23,5	20,3	21,5
impulsive actions	19,3	17,7	17,9
Avoidance	20,3	18	14,7
manipulative actions	24	17,8	18,2
antisocial actions	21,6	16,8	16,4
aggressive actions	23,5	13	17,6

"Bullies" to a greater extent than "victims" ($t = 4.06$ at $p \leq 0.01$) and representatives of the control group ($t = 5.3$ at $p \leq 0.01$) use the "antisocial actions" strategy.

Asocial actions of "bullies" are characterized by a tendency to go beyond socially acceptable limits and restrictions, egocentrism, the desire to satisfy their own desires, regardless of the circumstances and interests of other students.

"Bullies" to a greater extent than "victims" ($t = 5.53$ at $p \leq 0.01$) and representatives of the control group ($t = 6.8$ at $p \leq 0.01$) use the "manipulative actions" strategy. They are good manipulators, they know how to force others to do something in their own interests, how to influence the behavior of other students so that they do not suspect it.

"Bullies" to a greater extent than "victims" ($t = 3.26$ at $p \leq 0.01$) and representatives of the control group ($t = 2.66$ at $p \leq 0.05$) use the "cautious actions" strategy.

"Bullies" are characterized by long reflection and careful weighing of all possible solutions, the desire to avoid risk. They think through all the possible consequences of their actions and exercise caution in their execution.

Adolescents who are "victims" in the process of bullying are more likely to use such coping strategies as "entering into social contact", "search for social support" and "cautious actions".

Adolescents in the control group more often use such coping strategies as "entering into social contact" ($t = 3.31$ at $p \leq 0.01$), "search for social support" and "assertive actions" ($t = 3.31$ at $p \leq 0,01$).

Thus, for adolescents, participants in bullying in the educational environment, mainly "persecutors" (or "bullies"), the use of non-constructive coping strategies of behavior is typical: manipulative, aggressive and asocial actions. Such personal resources as the ability to effectively and constructively overcome stressful situations are not developed among the direct participants in the bullying process.

The study of the level of resilience of the participants in the educational process (Table 2) showed that there are no differences between "bullies" and "victims" in terms of the level of resilience. However, it becomes obvious that both "victims" and "bullies" have a significantly lower level of hardiness than adolescents in the control group ($t = 4.33$ at $p \leq 0.01$ and $t = 3.69$ at $p \leq 0,01$).

Table 2 – Average indicators of the level of hardiness of "bullies", "victims" and the control group

	"Bullies"	"Victims"	Control group
Vitality index	62,5	66,5	80,9

Thus, the main participants in bullying have a low ability of the individual to withstand stressful situations, and are not able to maintain internal balance, which leads to a decrease in the success of their activities.

Table 3 – Comparative characteristics of "bullies", "victims" and the control group according to a five-factor personality questionnaire (average scores)

Factors	"Bullers"	"Victims"	Control group
introversion-extroversion	47,12	46,33	48,24
Isolation-attachment	47,25	54,42	49,16
impulsivity-self-control	47,62	50,95	46,67
Emotional stability-instability	50,68	48,23	46,94
Practicality-expressiveness	56,12	42,94	47,45

A study of the psychological characteristics of adolescents participating in bullying (Table 3) showed that "victims" have a higher level of attachment than bullies ($t = 2.19$ at $p \leq 0.05$) and representatives of the control group ($t = 2, 07$ at $p \leq 0.05$), i.e. they are more trusting and cooperative. At the same time, they are more expressive than the representatives of the control group ($t = 2.24$ at $p \leq 0.05$).

Bullers are more expressive ($t = 2.81$ at $p \leq 0.01$) and emotionally unstable ($t = 2.24$ at $p \leq 0.05$) than the representatives of the control group.

Thus, the typical psychological characteristics of adolescents involved in bullying are emotional instability and expressiveness, which also testifies in favor of their low personal resourcefulness.

The study of socio-psychological adaptation (Figure 4) showed that the "victims" are the least adapted to the conditions of the social environment. "Bullers" are characterized by a higher level of adaptation than "victims" ($t = 2.83$ at $p \leq 0.01$), that is, they are more adapted to the conditions of interaction with other people in the system of interpersonal relations, they quickly adapt to changing environmental conditions. In addition, the desire for dominance is more pronounced in bullies, which is manifested in the desire to influence others, to convince them of their opinion, to defend their positions.

However, in general, both "victims" and "bullies" have a lower level of adaptation than adolescents in the control group.

The maladjustment of the "victims" of the bullying process is specific, so with low levels of self-acceptance, they show a high level of acceptance of others (I am "-", you are "+").

"Bullers" show significantly lower rates of acceptance of others than "victims" ($t = 2.66$ at $p \leq 0.05$) and teenagers in the control group ($t = 2.74$ at $p \leq 0.01$).

Table 4 – Average indicators of socio-psychological adaptation of "bullers", "victims" and the control group

Scales of socio-psychological adaptation	"Bullers"	"Victims"	Control group
general adaptation	51,9	42,04	54,1
self-acceptance	54,3	46,2	56,3
Acceptance of others	53,7	65,7	66,1
Emotional Comfort	51,6	54,6	58,4
Internality	51	55,5	56,2
Striving for dominance	48,2	42,2	44,7

The concept of "socio-psychological adaptation" implies a person's adaptability to harmonious life in society, which combines the need to meet the requirements of society and their own needs, motives, interests. Socio-psychological adaptation is characterized by the individual's awareness of the need for gradual changes in relations with the social environment through the mastery of new ways of behavior, as well as the formation of new adaptive mechanisms focused on harmonizing the relationship of the individual with the environment. The level of socio-psychological adaptation is closely related to the psychological characteristics of the individual and the characteristics of her behavior.

The results of the study showed that adolescents, participants in the bullying process, especially the “victims” of bullying, have a low level of social and psychological adaptation.

Thus, the data of the empirical study indicate that the resource characteristics of the personality of bullying participants in the educational environment are characterized by deficiency, or low resource potential of the individual. This is expressed in:

- a low level of socio-psychological adaptation;
- the use of non-constructive strategies of behavior;
- low level of vitality;
- emotional instability, inability to control one's emotional state in a bullying situation.

In the context of the resource concept of S. Hobfoll, a person seeks to restore lost and acquire new resources [7]. The development of constructive interaction skills in stressful situations, constructive coping strategies, such as "assertive actions", "entering into social contact", "search for social support" can become opportunities for expanding the resource potential of the individual for adolescents who are participants in bullying. Psychological and pedagogical assistance to adolescents, participants in bullying, should be based on a personality-oriented approach to overcoming difficult life situations. Also, one of the possibilities for expanding a person's personal resources (according to research [9]) is the acquisition of personal achievements, success in any sphere of activity significant for the subject, and optimism, that is, self-confidence, a positive emotional atmosphere of interaction with others.

Prevention of bullying in educational institutions will be timely already in elementary school. Before the age of 12, the problem of bullying is easier to solve, because at this age, students have not yet formed moral principles, and they rely on the opinion of the teacher. Sufficiently effective methods here will be a conversation with children of primary school age, censure. After 12 years, moral convictions are already, in the main, formed. It is necessary to approach the issue of aggression more carefully. Since adults are no longer considered authority, peers or slightly older children come to the fore in the role of authority. Effective methods will be influence on the aggressor from the outside, an authoritative person or a reference group; attracting a reputable ally. In this situation, it is worth trying to convince students that bullying is unacceptable behavior.

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