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The relevance of developing digital hygiene in adolescents and preventing cyberbullying

Gulzhan Niyazova

Khoja Akhmet Yassawi International Kazakh-Turkish University
161200, 29 B. Sattarkhanov Str., Turkestan, Republic of Kazakhstan

Dinara Berdi*

Khoja Akhmet Yassawi International Kazakh-Turkish University
161200, 29 B. Sattarkhanov Str., Turkestan, Republic of Kazakhstan

Iyungul Mussatayeva

Semey Medical University
071400, 103 Abay Str., Semey, Republic of Kazakhstan

Gulnazira Koshanova

Khoja Akhmet Yassawi International Kazakh-Turkish University
161200, 29 B. Sattarkhanov Str., Turkestan, Republic of Kazakhstan

Gulkhan Zhylysbayeva

Khoja Akhmet Yassawi International Kazakh-Turkish University
161200, 29 B. Sattarkhanov Str., Turkestan, Republic of Kazakhstan

Abstract

Relevance. The relevance of the study is conditioned by the increasing number of cases of cyberbullying among young people, in particular, in Kazakhstan. At the same time, victims rarely seek help.

Purpose. The purpose of the study is to develop recommendations that would provide an opportunity to prevent cyberbullying, in particular, through the development of digital hygiene.

Methodology. Methods such as survey, logical analysis, deduction, induction, synthesis, abstraction were used. The concept of "cyberbullying" was considered, its inherent features, forms, and principles of implementation were highlighted.

Results. The motivation of the aggressors and the main types of their victims were highlighted. Traditional forms of aggression prevention and digital opportunities to support victims of cyberbullying were proposed. It was noted that individual personal resources are of particular importance, which can reduce the possible risk of cyber aggression and cyber victimisation. A necessary component was to conduct a survey among a group of students and teachers, which was attended by teachers and students of secondary schools of the city and district of Turkestan region, namely, 238 schoolchildren aged 10 to 17 years and 282 teachers. In this regard, it was revealed that most of them faced cyberbullying on social networks, but did not tell anyone about it.

Conclusions. The practical value of the results obtained lies in providing recommendations that not only reduce the risk of cyberbullying among students but also provide assistance to victims otherwise.

Keywords: programmes; personal resources; victims; aggressor; globalisation.

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*Corresponding author



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Introduction

The 21st century is the era of technology, which has an impact on all spheres of public life. The Internet, communication technologies and constantly developing technical means have given mankind ample opportunities in the field of production and dissemination of information, banking and financial settlements, online sales, purchase of goods and services, and in ordinary interpersonal communication of people at the household level, despite geographical distances, interstate political relations and quarantine restrictions. However, along with positive socio-economic changes in the life of society, network communication using computer devices leads to new criminal challenges and threats that expose citizens to significant risks. One of these threats is cyberbullying, which is now becoming more common. It usually occurs in the form of intimidation and threats via mobile phones or computers with Internet access, such as social networks, forums, online chats, email. Unlike traditional bullying, cyberbullying has a number of specific properties, such as: anonymity; remoteness; a large number of witnesses and unlimited ability to disseminate information via the Internet.

According to E. Weinstein et al. [1], cyberbullying does not comply with standard victimology schemes: anyone who uses a personal computer device and has access to communication networks can become a victim of cybercrime, regardless of gender, age, or social status. That is why the number of crimes committed in cyberspace is growing in proportion to the number of users of computer networks. In this regard, the state is obliged to provide cyber protection for its citizens, but every citizen must also take care of their own security. According to I. Sureda Garcia et al. [2], one of the key elements of the fight against cyberbullying is prevention, which is directly related to the level of public awareness of risks and appropriate behaviour in the digital space, including participation in e-commerce. Since teenagers are the most vulnerable group of the population, the issue of studying measures to counter cyberbullying and the development of digital hygiene is of particular importance and relevance.

In accordance with the opinion of N.S. Pereira et al. [3], the phenomenon of cyberbullying is so new and diverse that researchers' opinions on various aspects of this phenomenon often differ, ranging from its definition to classification. However, A.F. de Almeida et al. [4] distinguish four main components of cyberbullying: intentional aggressive behaviour, repetition, inequality of power between the offender and the victim, and the use of computer technology. The definition of this phenomenon is constantly being supplemented due to the expansion of technical capabilities for communication and the emergence of new social networks, and hence, new mechanisms of aggression and bullying on the Internet. In addition, the phenomenon of cyberbullying has its own specific features in social networks, messengers, and online games.

There is a need to theoretically separate the phenomena of cyberbullying and a similar social phenomenon – “trolling”. Although these phenomena have similar tactical methods, according to S.Z. Ismail and F.M. Kutty [5], their goals differ: the initial goal and objective of trolling is a

kind of advertising and attracting attention, and the goals of cyberbullying are aggressive actions on the Internet, often violating the law, and harming the victim. This circumstance determines the direction of preventive work to prevent cyberbullying and reduce the harmfulness of its consequences. Another close and co-dependent phenomenon of cyberbullying is bullying in direct and indirect forms.

Based on the above, the key goal of the study is to develop recommendations for the prevention of cyberbullying among the adolescent group. To do this, it is necessary to analyse this term in more detail, highlight its characteristic features, as well as conduct a survey among teenagers and teachers on this topic.

Materials and Methods

This study was carried out using various types of analysis. The method of functional analysis defined the concept of “cyberbullying”, highlighted its characteristic elements and the diversity of types and forms of implementation. The logical analysis was used to consider the motives of the aggressor, the types of victims, and the consequences for them. The method of comparative analysis allowed considering the world experience of anti-cyberbullying programmes, identifying their characteristic elements and implementation features.

The formal legal method provided an opportunity to analyse the current legislative framework of Kazakhstan for the consideration of regulated norms on cyberbullying. In particular, the analysis of Strategy “Kazakhstan-2050” [6], Decree of the Government of the Republic of Kazakhstan No. 249 “On approval of the Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023-2029” [7], Message of the Head of State Kassym-Jomart Tokayev to the people of Kazakhstan [8], Law of the Republic of Kazakhstan No. 118-VII “On amendments and additions to certain legislative acts of the Republic of Kazakhstan on the protection of the rights of the child, education, information, and informatisation” [9]. This allowed assessing the content of these laws and regulations and determining the mechanism of prevention and protection of victims of cyberbullying in Kazakhstan. The method of legal hermeneutics allowed analysing individual norms to identify the effectiveness of countering cyberbullying, in particular, among the adolescent group.

The survey method provided an opportunity to conduct a questionnaire, which was attended by teachers and students of secondary schools of the city and district of Turkestan region, namely, 238 schoolchildren aged 10 to 17 years and 282 teachers. It was used to assess the number of victims of cyberbullying among the surveyed group, and to identify awareness of this problem among teachers. The abstraction was used to consider the concept of “digital hygiene” as a preventive way to counter cyberbullying. The main inherent features and principles of the implementation of this mechanism were identified. The analogy method revealed similarities and differences in the traditional form of bullying and cyberbullying. The deduction method was used to characterise cyberbullying based on its identified elements and features. In turn, the induction method determined its important components

and features based on the mechanism of cyberbullying implementation. The synthesis provided an opportunity to identify the essence of cyberbullying issues in Kazakhstan in modern conditions based on the information obtained.

Thus, the methods of functional, logical and comparative analysis were used to provide a detailed description of cyberbullying, considering its features, principles, and inherent elements, as well as to consider this mechanism through the prism of the world experience. In turn, the survey methods and formal legal ones allowed assessing the current state of cyberbullying in Kazakhstan and the effectiveness of existing preventive mechanisms. The abstraction method provided an opportunity to identify one of the preventive ways to counter cyberbullying – digital hygiene, and to analyse its main components. Methods of deduction, induction, and synthesis were used to evaluate individual elements of cyberbullying to identify the essence of this problem.

Results

One of the most important aspects of studying is digital culture, digital hygiene, ethics of social networks, Internet psychology, and other things related to the use of information and communication technologies. In this regard, it is worth noting the Strategy “Kazakhstan-2050” [6], which is aimed at implementing child protection through Priority 3. In accordance with this, an educational approach based on fixed values should be studied according to Decree of the Government of the Republic of Kazakhstan No. 249 “On approval of the Concept for the development of preschool, secondary, technical and vocational education of the Republic of Kazakhstan for 2023-2029” [7]. This will provide an opportunity to resolve problematic aspects that are associated with the involvement of students in the value system of the social plan through the implementation of educational work, which is specified in the teacher’s standard. It is worth considering the statistics of victims of cyberbullying among teenagers (Table 1).

Table 1. Statistics of victims of cyberbullying of a teenage group in 2022 in Kazakhstan

	11-13 years old	13-15 years old	15-18 years old
Female	11%	11%	9%
Male	15%	13%	14%

Source: D. Terlikbaev [10].

As can be noted from the provided statistical data, the situation in the Republic of Kazakhstan (RK) is quite problematic. Regardless of age, the number of victims of cyberbullying is high; it is worth mentioning that the statistics refer to those victims who have reported an incident of cyberbullying with them. The communication of the adolescent group in social networks and the prevalence of the Internet as a whole is formed with exceptional competence and the basis for compliance with special ethics. At the same time, the guarantee of anonymity and responsibility for ethical boundaries entails manifestations of antisocial and aggressive communication patterns in the network. On the Internet, users can easily come across various negative information, such as propaganda of nationalism, violence, manuals for making explosives, and sectarian, mystical and esoteric trainings and practices that can have a negative impact on teenagers. Research in the field of digital hygiene is a relatively new, but intensively developing area of social sciences and humanities. The development of digital hygiene skills helps teenagers form and maintain an impeccable “digital image”.

Experts in the field of information security have introduced the concept of “digital hygiene”, which in modern conditions is widely used in their professional industry [11]. Digital space has its own “hygiene rules”, which include the maintenance of a virtual workspace, the use of computer equipment and Internet resources, the consumption of information, the use of physical objects, and compliance with specialised rules and regulations to preserve “virtual life”. The concept of “digital hygiene” includes an adequate awareness of threats and risks for users of computer devices connected to digital space or capable of connecting to digital networks and resources, and provides a minimum basic level of personal protection against cyber-attacks. The development of digital hygiene

skills in adolescents faces the problem of cyberbullying that occurs on the Internet. This is directly related to such areas as Internet psychology, Internet communication, and media ethics. The use of information and communication technologies, such as the internet and mobile phones, to bully children and young people is a major problem, which greatly increases the risk of suicide among schoolchildren and can lead to serious personality changes. Cyberbullying among secondary school students is becoming increasingly common, with many cases occurring among students who attend the same school. Cyberbullying issues can contribute to the intensification of conflicts between students.

The word “cyberbullying” was derived from the term “bullying”, which was defined as aggressive harassment by one or more members of another’s group. At the end of the twentieth century, this definition was supplemented and derived into the concept of cyberbullying, as the use of information and communication technologies, such as email, mobile phone, and personal websites, for repeated and hostile behaviour aimed at insulting other people [12]. Cyberbullying is a form of electronic violence. It is a type of relational aggression when teenagers seek to damage the relationships or social status of their peers. It is also worth noting that cyberbullying is a form of digitally mocking and abusive behaviour. More than 70% of children aged 11 to 15 use the Internet and have mobile phones and computers, which makes them particularly vulnerable to cyberbullying in the online space [10]. However, information about cyberbullying within Kazakhstan is limited. In 2019, 193 UNESCO member states joined the establishment of the International Day against Violence and Harassment in Schools and on the Internet; in the same year, November 11 was declared the Day against Cyberbullying [13].

Portal kiberbullying.net spreads information that cyberbullying is unacceptable, about its consequences and where to turn for help [14]. A study conducted by VodafonePlc showed that 60% of Irish children and teenagers and 35% of British teenagers believe that cyberbullying is much more dangerous than regular bullying [15]. In 2022, the World Health Organisation (WHO) noted that cyberbullying is a serious public health problem that has a negative impact on the mental and physical health of children and adolescents around the world. According to WHO data for 2022, depression is the third leading cause of morbidity and disability in adolescents, and suicide is the third leading cause of premature death in this age group [16].

However, the problem of correlation and combination of cyberbullying and traditional school bullying remains relevant. Studying the sequence and development of these types of bullying, determining which forms of communication are used and how they are perceived by participants, helps to identify the structure and dynamics of virtual and real aggression. The continuation of the search in the field of factors contributing to and preventing the emergence of cyberbullying allows to describe more fully the psychological and socio-psychological features of this phenomenon and the environment in which it occurs. In addition, conducting such research can help create programmes to combat cyberbullying and improve existing methods, which will better protect students in the digital and educational space. The risk that a teenager will become a victim of cyberbullying and switch to the side of cyber bullies has increased 15-fold [17]. The most common forms of cyberbullying are intimidation and systematic insults, disclosure of personal information without a person's consent, disagreement and posting offensive information with the aim of discrediting, cybersecurity, which is often accompanied by threats, and trolling, which includes ridicule and insults. When analysing cyberbullying of teenagers, it is worth mentioning that empathy training and replacing beliefs that support online aggression are the most effective methods to reduce the number of cases of cyberbullying. Many countries are also developing guidelines on cyberbullying and digital

security, and there are many open sources that offer advice for children, youth, parents, and schools, such as "Friendly Schools" in Australia [18].

The President of the Republic of Kazakhstan instructed to develop measures to combat bullying and cyberbullying in his message of September 1, 2020 [8]. He noted that, like all over the world, Kazakhstan is faced with the problem of citizens' insecurity from bullying on the Internet. Children suffer from this, and it is time to take legislative measures to protect citizens, especially children, from cyberbullying. In the country, legislative changes concerning cyberbullying began only in 2022 [9]. They define cyberbullying as systematic (two or more times) humiliating actions against a child aimed at harassment or intimidation, including using Internet resources, and may lead to forcing a child to commit or refuse to commit any actions. According to a study by the National Center for Public Health "Health behaviour in school-age children", more than 12% of adolescents aged 11 to 15 years have had cases of cyberbullying at least once or several times. In 2020, about 70 thousand facts of cyberbullying in the network were revealed in Kazakhstan [19].

At the moment, there are no comprehensive programmes for the prevention of cyberbullying among minors in Kazakhstan that train educators, parents, and law enforcement officials. There is no formal agreement on the need to strengthen hygienic standards of behaviour in the information space to ensure the safety of minors. As part of the proposed research work, a remote survey was conducted, in which teachers and students of secondary schools of the city and district of the Turkestan region took part. The purpose of the survey was to determine the importance of developing the skills of digital hygiene and prevention of cyberbullying in adolescents, as well as the current state of the methodological needs of school teachers in this area. Thus, 238 schoolchildren aged 10 to 17 years took part in the survey. To the question "Who did you contact to get help when receiving threats and insults through social networks?" 54.2% answered that they did not talk to anyone, 16.4% – friends, 14.2% – parents (Figure 1).

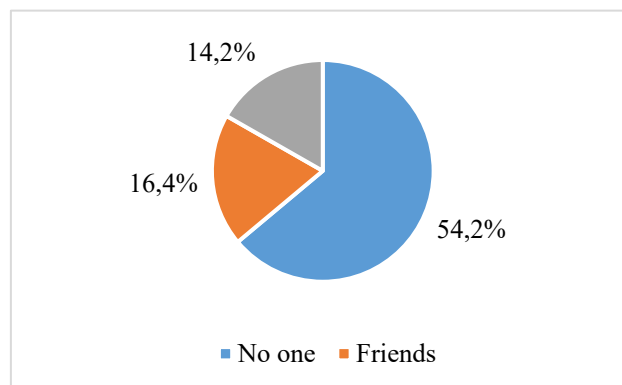


Figure 1. Who did you contact to get help when receiving threats and insults through social networks?

Source: compiled by the authors.

An important component of the survey was the consideration of the positions of teachers of secondary schools, which was attended by 282 teachers. The question

was asked, "Have you noticed students insulting each other on social networks?". 77.3% answered "No", while the remaining 22.7% answered "Yes" (Figure 2).

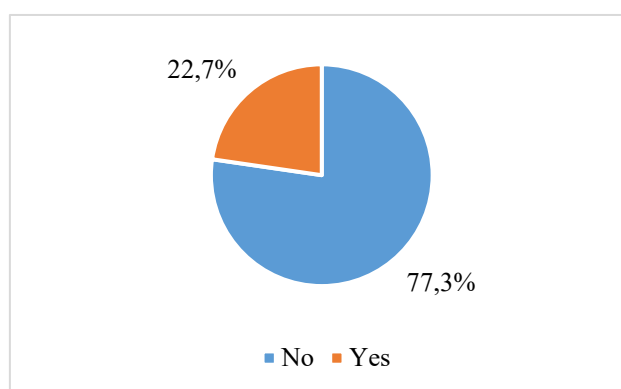


Figure 2. Have you noticed students insulting each other on social networks?

Source: compiled by the authors.

To the question “Do you need methodological help to conduct educational work with adolescents to prevent cyberbullying?” the answer was “Yes” from 53.5%, and “No” from 46.5% (Figure 3).

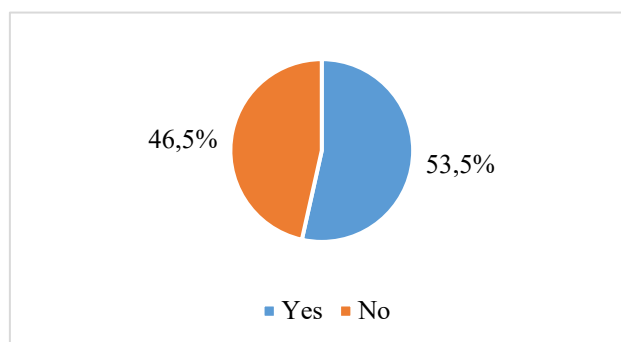


Figure 3. Do you need methodological assistance to carry out educational work with adolescents to prevent cyberbullying?

Source: compiled by the authors.

The survey results showed that the creation and implementation of a system of methodological support, the definition of psychological and pedagogical conditions and the establishment of a structure for the development of digital hygiene skills and the prevention of cyberbullying in adolescents are of particular importance. In addition, there is a lack of systematic scientific research on this topic.

The study of the world experience in solving this problem has shown several positive trends. Firstly, many countries are taking steps to mitigate the consequences of cyberbullying. For example, a digital platform “SaferInternetProgramme” has been launched in 26 countries of the European Union since 2009, which is designed to help children who have been subjected to cyberbullying [20]. Secondly, in some countries, such as Italy, South Korea and New Zealand, laws and regulations have been adopted that control the behaviour of users on the Internet and prohibit cyberbullying. For example, New Zealand passed the Harmful Digital Communications Act in 2015, which contains the following principles for digital communications: do not disclose sensitive information about individuals in digital messages; it is forbidden to threaten or intimidate in digital messages; digital messages must not contain offensive language; do not use digital messages to harass people; digital messages must not contain false claims; digital messages must not contain material that violates the confidentiality of personal information; do not incite anyone or give hints to send a message for unseemly purposes; suicide must not be

incited or encouraged; people should not be humiliated on the basis of skin colour, race, nationality, religion, gender, sexual orientation, or disability. Failure to comply with these principles is punishable by a fine of up to NZD 33.5 thousand, and in the event of consequences of a socially dangerous nature – two years in prison. To identify the attacker, the New Zealand authorities are cooperating with major digital companies Facebook and Google.

In the USA, the experience of adopting regulations that provide for punishment for bullying in a broad sense and are under the jurisdiction of the states is interesting. Some states have introduced laws aimed at combating cyberbullying. According to the Cyberbullying Research Center, criminal liability for harassment on the Internet has been introduced in 44 states, which indicates the seriousness of this problem. According to a study by the US National Center for the Study of Educational Statistics, in more than 2,000 schools in the country, 10.8% of adolescents aged 12 to 18 became victims of cyberbullying during the school year [21].

To combat cyberbullying, an effective solution would be to complicate the registration procedure in social networks, forums and other Internet resources, for example, by linking a profile to a mobile phone number or a public services account and specifying the real name of the user or an officially registered pseudonym. This will avoid anonymity and malicious pseudonymity in the network, which contribute to the spread of antisocial manifestations. In this regard, there is a need for legal regulation of the fight against cyberbullying through an

independent law that will define the concept of cyberbullying, its types and forms, and establish the responsibility of the perpetrators. To implement this law in the future, changes in the current legislation will be required. Thus, this will protect participants in virtual public relations from acts of cyber aggression in the legal aspect. In conjunction with the conduct of educational procedures in educational institutions, visiting specialists, the rights of adolescents in social networks and the Internet, in general, will be protected. Subsequent research will be aimed at analysing the problems of bullying in Kazakhstan in modern conditions.

Discussion

Technoglobalisation is a process that influences the diffusion of digital reality in public life, including the education system. Digital technologies have a dual character: they cannot be classified as positive or negative. Using the Internet and social networks provides an opportunity to access information, education, skills, and services. However, digitalisation also has its negative sides, which should be allowed to use digital technologies to their advantage. One of them is cyberbullying, which is often common among the population from 12 to 18 years old [5]. At the moment, there are many definitions of cyberbullying. A.P.I. Sari et al. [22] describe it as the use of information technologies, such as email, mobile phones and personal websites, for targeted hostile behaviour towards one or more people, aimed at insulting them. It is worth agreeing with this definition and noting that some forms of cyberbullying (for example, happy slapping) can cause harm to the victim even with a single manifestation.

According to Y. Al Tavash et al. [23], in the literature, cyberbullying is often defined as cyclical intentional infliction of harm through electronic technology. In this case, it is important to indicate what harm can be caused to the victim. Having studied these definitions, it is necessary to identify the most complete and accurate formulation of the concept of cyberbullying – it is purposeful actions or a series of actions aimed at psychological suppression of the victim and causing their moral suffering, carried out through electronic communications. Cyberbullying is more dangerous than usual, for several reasons. According to A. Jattamart and A. Kwangsawad [24], it is that an attacker can attack at any time and from any place; they can act anonymously or under an assumed name; many Internet users can witness such attacks; threats and insults can remain online for a long period after the end of the conflict. It is worth adding to this position of the author that attacks are more aggressive than in traditional bullying due to the fact that the attacker does not see the victim's reaction, and usually they are not isolated.

J.Y. Anugrah and N.M. Aesthetika [25] distinguish some forms of cyberbullying. First of all, this is slander – a form of attack in which the dissemination of deliberately untrue information is used; harassment, which is characterised by repeated sending of text or other files to a specific person in an offensive way; cybercrime is defined by tracking down the victim through the use of digital technologies for the purpose of blackmail, assault, beating, extortion and other things; happy slapping is filming of physical attack on mobile phones in the presence of a large number of witnesses. It is necessary to agree with the

highlighted forms, but it is also worth adding imposture, which is characterised by the behaviour of the aggressor as a victim for using someone else's password to access an account on social networks, doxing, which consists in the public disclosure of personal and confidential data of a person on the network, and "skirmishes" in which aggressive and negative messages are exchanged in public places of the social network.

Cyber aggressors search for their victims through digital means of communication, such as social networks, blogs, e-mail. However, those cases are quite common when cyber-attacks are directed at people whom the aggressor knows in real life. Motives are usually associated with hatred, anger, revenge, love obsession, sexual attraction or rejection. The aggressor, as a rule, shows aggressiveness and vindictiveness towards the victim; the aggressor is given the opportunity to humiliate other people, and the use of a pseudonym allows them to remain unpunished and anonymous.

L.D. Aprilia and S.N. Rachma [26] note that there are two types of victims of cyberbullying: random victims, whom the aggressor finds by chance, and non-random victims, who are initially known to the aggressor. It is worth adding to the position of the authors that no matter how the victim was chosen, they feel helpless, experience stress, humiliation, anxiety, anger, and lose self-confidence. Cybercriminals seek not only to frighten victims, but also to cause them to become paranoid, in which they expect attacks that are not in fact there, and feel completely insecure about their ability to resist the attacks. The aggressor destroys the victim's life in all aspects, including professional, social, and family. Cyberattacks lead to serious psychological and physical consequences for the victim, cause anxiety, insomnia and depressive states. Experts also pay attention to the consequences of prolonged cyberbullying. For example, J. Qiu et al. [27] write that the consequences of prolonged cyberbullying are post-traumatic stress disorder and the formation of strains in the ability to interact with the outside world, since post-traumatic symptoms are long and diverse, they can be confused with the personal characteristics of the victim. Based on this position of the author, with which it is impossible not to agree, even after the persecution has stopped, many victims continue to feel depressed. That is, it is possible to identify key changes in the behaviour of the victim of cyberbullying, namely, a depressive state, the appearance of such obsessive qualities as nervousness, anxiety, and voluntary social isolation. The definition of these components provides an opportunity for teachers to assess the potential condition of students and provide them with the necessary assistance in this situation.

Digital hygiene is of particular importance. Digital hygiene is the correct behaviour of the user of a computer device connected to digital space or networks to provide a minimum level of individual protection against cyber-attacks and cyber threats. M. Elmezain et al. [28] note that this includes a specific list of actions or, in some cases, inaction that prevent unauthorised access by intruders to the user's personal information and their environment, and thus prevent possible material and moral harm. It should be added to the authors' position that by analysing various technical, legal, and pedagogical sources, it is possible to determine the optimal set of user actions and behaviour in

the digital environment, which forms the basis of individual digital hygiene measures. That is, it allows both students and other users of social networks and Internet resources to protect themselves from the possibility of encountering cyberbullying.

Comprehensive anti-bullying programmes that cover all spheres of life of participants in the educational process, including educational, family, and leisure, and are aimed at combating both traditional bullying and its component – cyberbullying, have proven their effectiveness. An example of such a universal programme against aggression in schools is the Finnish KiVa programme. R. Elmezain et al. [28] write that KiVa is a preventive programme lasting four months, including training sessions, seminars, films, game elements, parent education and mentoring. Despite the fact that the programme was originally designed to combat traditional bullying, its effectiveness was monitored to overcome the problem of cyberbullying. The KiVa programme assumes an integrated approach that requires the efforts of the entire school and all participants in the educational process and includes individual curricula for elementary, middle, and high school students.

Often, victims of cyber aggression do not want to discuss the problem of cyberbullying with their environment, for example, with parents, teachers or school psychologists, preferring to receive anonymous help via the Internet. That is, the Internet and social networks are ideal places to provide help and support for schoolchildren suffering from cyberbullying. One of the useful online services to help victims of cyber aggression is the Online Pestkoppen Stoppen website [29], which helps victims learn effective ways to deal with anxiety and depression associated with cyber-victimisation. The creation of such interactive applications is a promising strategy of assistance and self-help in cyberbullying, since they can be used at any time and place, and also provide an opportunity to use an individual approach. However, in Kazakhstan's education, specialised online services to help victims of cyberbullying are not yet widespread and the possibilities of information and computer technologies for the prevention of cyberbullying are practically not used. In this regard, the development of such resources to assist victims of cyberbullying is of particular importance. In combination with receiving assistance from qualified specialists and using Internet resources for this, the effectiveness of cyberbullying prevention will increase.

Conclusions

This study was carried out as part of the study of one of the most pressing problems in the “digital society”, which is a different form of bullying and a type of cybercrime – cyberbullying. In this regard, digital hygiene was considered, which is an adequate awareness of risks and threats and provides a minimum level of protection against possible attacks. This is especially important for the teenage group, since they are often the ones who face such a problem as cyberbullying. It was noted that in the Message of the President of the Republic of Kazakhstan of September 1, 2020, announced the development of measures to combat cyberbullying, due to the fact that Kazakhstan faced the problem of insecurity of the population from this. But at the same time, most of the legislative changes began in 2022. The statistics provided indicate that more than 12% of adolescents have experienced cases of cyberbullying. At the moment, there are no special comprehensive programmes in Kazakhstan for the prevention of cyberbullying among the adolescent group. A survey was conducted in which teachers and students of secondary schools of the city and district of Turkestan region took part. Among the 238 students surveyed, it was revealed that most of them had experienced cyberbullying. In this regard, the special importance of solving this problem was noted. An analysis of world experience was carried out, which indicates the consolidation of cyberbullying norms and appropriate measures for this offence at the legislative level. It is considered necessary to create a special law in Kazakhstan and reform the current legislation to counter cyberbullying. It was also noted the importance of introducing digital programmes, carrying out preventive work with students on this topic. This will provide an opportunity to reduce the occurrence of cyberbullying and provide the necessary assistance to victims otherwise. Subsequent studies will focus on the analysis of traditional bullying in Kazakhstan in modern conditions.

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Conflict of Interest

None.

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Актуальність розвитку цифрової гігієни у підлітків та запобігання кібербулінгу

Гульжан Ніязова

Міжнародний казахсько-турецький університет імені Ходжі Ахмета Яссаві
161200, вул. Б. Саттарханова, 29, м. Туркестан, Республіка Казахстан

Дінара Берді

Міжнародний казахсько-турецький університет імені Ходжі Ахмета Яссаві
161200, вул. Б. Саттарханова, 29, м. Туркестан, Республіка Казахстан

Іюнгіль Мусатаєва

Медичний університет Семей
071400, вул. Абая, 103, м. Семей, Республіка Казахстан

Гульназіра Кошанова

Міжнародний казахсько-турецький університет імені Ходжі Ахмета Яссаві
161200, вул. Б. Саттарханова, 29, м. Туркестан, Республіка Казахстан

Гульхан Жилисбаєва

Міжнародний казахсько-турецький університет імені Ходжа Ахмета Яссаві
161200, вул. Б. Саттарханова, 29, м. Туркестан, Республіка Казахстан

Анотація

Актуальність. Актуальність дослідження зумовлена зростанням кількості випадків кібербулінгу серед молоді, зокрема, в Казахстані. При цьому жертви рідко звертаються за допомогою.

Мета. Метою дослідження є розробка рекомендацій, які б надали можливість запобігти кібербулінгу, зокрема, через розвиток цифрової гігієни.

Методологія. Використано такі методи, як опитування, логічний аналіз, дедукція, індукція, синтез, абстрагування. Розглянуто поняття "кібербулінг", виокремлено притаманні йому ознаки, форми та принципи реалізації.

Результати. Виділено мотивацію агресорів та основні типи їхніх жертв. Запропоновано традиційні форми профілактики агресії та цифрові можливості підтримки жертв кібербулінгу. Було зазначено, що особливе значення мають індивідуальні особистісні ресурси, які можуть знизити можливий ризик кіберагресії та кібервіктимізації. Необхідним компонентом було проведення опитування серед групи учнів та вчителів, в якому взяли участь вчителі та учні загальноосвітніх шкіл міста та району Туркестанського району, а саме 238 школярів віком від 10 до 17 років та 282 вчителі. У зв'язку з цим було виявлено, що більшість з них стикалися з кібербулінгом у соціальних мережах, але нікому про це не розповідали.

Висновки. Практична цінність отриманих результатів полягає у наданні рекомендацій, які не лише знижують ризик кібербулінгу серед учнів, а й надають допомогу жертвам в інших випадках.

Ключові слова: програми; особистісні ресурси; жертви; агресор; глобалізація.