29. D. V. Rudenkin, I. V. Vorobyeva, O. V. Kruzhkova, M. S. Krivoshchekova. Molodezhnyy vandalizm v srede megapolisa: granitsy normy i deviatsii [Youth vandalism in megapolis environment: norm limits and deviations]. Obrazovaniye i nauka [Education and science], No. 20 (2) (2018), pp. 125–146.

30. A. A. Boltayevskiy, I. P. Pryadko. Bolezni urbanizma: proshloye i nastoyash-cheye [Urban diseases: past and present]. Vestnik Moskovskogo gorodskogo ped-agogicheskogo universiteta. Seriya: Istoricheskiye nauki [Bulletin of Moscow State Pedagogical University. Series: Historical Sciences], No. 4 (20) (2015), pp. 97–105.

31. A. G. Obolenskaya, V. G. Karimova. Gorodskaya sreda megapolisa i van-dal'noye povedeniye lichnosti [Civil environment of megapolis and vandal per-sonal behaviour]. Razvitiye cheloveka v sovremennom mire [Human development in the contemporary worls], No. 2 (2017), pp. 88–95.

Cyber Bullying in the Modern Media Environment: Sociological Analysis of the Ideas of Adolescents and Teachers (Based on the Materials of Applied Sociological Research)

Shalagina Elena Vladimirovna

Ural State Pedagogical University, Ekaterinburg, Russia
elshal96@gmail.com

Abstract. The widespread use of the Internet determines the specifics of the social situation of a modern metropolis. Together with its information, technological, communication and educational resources, various risks and threats enter the life of a modern teenager. Analysing the degree of trust (distrust) in online information, recognising potential dangers, determining the mech-anisms of personal and group protection and the skills of their application — these are the range of issues that require special applied research in the current circumstances. Using the example of an original sociological study, the author shows the emerging tendencies characteristic of the Ural region in the study of the social phenomenon of cyber bullying. The results obtained by survey

methods are used to determine the degree of awareness of schoolchildren and teachers about this phenomenon, and a description of their personal experience of dealing with bullying situations in the online environment is given.

1. Introduction

The Internet today is ubiquitous in the life of a modern metropolis and Internet Studies for science are increasingly becoming an interdisciplinary and multidisciplinary field of fundamental and applied research. As the reviews of numerous secondary sociological data show, the thematic repertoire of Internet research is currently extremely wide. Today, they contain a variety of information: from studying the trust of Russians in information obtained from Internet sources [Analiticheskiy otchet VTSIOM, 2020] to attitudes toward fake news [Analiticheskiy otchet VTSIOM, March 20, 2019] and determining the characteristics of the audiences of various Internet resources [Analiticheskiy otchet VTSIOM, November 25, 2019].

Increasingly, in the scientific literature, one can find the thesis that the leading activity of older adolescents — communication — has moved today from direct social interaction to the field of Internet communities and the Internet space, which means that it has acquired its own characteristic features. Among them you will find special rules for this kind of communication, language, symbols and designations, regulations and formats, opportunities and limitations. In addition, it is clear that the Internet has firmly established itself as an active partner of the school in its information and educational opportunities. However, along with an innovative resource that implies new possibilities of the Internet, for example, educational practices, threats have also come to life with it. Through communication in the Internet space and its information materials, 'death groups', terrorist and extremist organisations, financial fraudsters, etc. are looking for potential users.

In addition, the modern social situation forms new forms of aggressive behavioural manifestations. In this regard, the emergence of such phenomena as cyber bullying, online grooming (network grooming), etc. should be noted.

2. Cyber bullying, its varieties and features

Cyberbullying is a social phenomenon that is a kind of aggressive behaviour [Hester]. This phenomenon can be described as a system of deliberate insults, threats, dossiers of dirt carried out using modern means

of communication. As a rule, these actions are performed within a certain period of time [Begina, 2018].

The first studies of cyberbullying began at the end of the 20th century. In 1993 Norwegian psychologist D. Olveus gave the generally accepted definition of bullying: "bullying is a deliberate, systematically repeated aggressive behaviour including inequality of force or power" [Olweus, 1993]. Then these ideas stimulated the emergence of a number of scientific studies in this direction. Canadian teacher Bill Belsey was the first to introduce the term 'cyber bullying' [Belsey]. He defines it as a deliberate, repetitive hostile behaviour of individuals or groups intending to harm others using information and communication technologies. Thus, the term 'bullying', which denoted intimidation, physical or psychological terror aimed at arousing fear in other people and thereby subjugating them, gave rise to the study of cyber bullying as a new social phenomenon. Active mentioning of cyber bullying also appeared in the works of Craig & Pepler in 1997 [Edeberg, 2016].

Domestic research in this direction began to be carried out a while later than in foreign countries. This influenced its character, as well as the understanding of the phenomenon itself, since it developed along with the technical capabilities within which it is implemented. Traditionally, in the domestic scientific literature, cyber bullying is considered as a type of aggressive behaviour and refers to behavioural deviation.

Let us emphasize that most researchers recognise cyber bullying as an element of bullying in general, that is, as a form of psychological and physical violence. Further, we will understand the phenomenon of cyber bullying as an activity based on the organisation of bullying which is a systematic, repeated harassment, insult or humiliation of the dignity of another person. It is realised through the Internet space in the media environment using modern means of communication.

Typical actions carried out in this case include the spread of deliberately false information (rumours and gossip) about a person, mockery and provocations, direct insults and intimidation, organisation of social isolation (boycott and demonstrative ignorance), attacks that infringe upon the honour and dignity of a person [Bochaver, 2014].

Modern cyber bullying has a number of features [Smith, 2008]:
1) round-the-clock interference with privacy;
2) it has no time or geographic limit;
3) long-term nature of the impact;

4) constant access through technical means to the victim: in this case, the mobile phone acts as a tool, and the personal profile on social networks and e-mail as a channel;

5) unlimited audience for impact;

6) high speed of information dissemination;

7) technical difficulties to neutralise (or block) content directed against the 'victim';

8) anonymity of the stalker.

Modern reality shows a variety of types of cyber bullying. According to N. Willard's classification, this is [Willard, 2007]:

• flaming — 'dispute for the sake of dispute', the process of exchanging messages in places of multiuser network communication (chats, Internet forums, social networks etc.);

• trolling — posting provocative messages, comments in order to lead a person to the reaction and development of the conflict;

• libel — dissemination of knowingly false information or information about a person discrediting his/her reputation;

• cyber stalking — Internet stalking or harassment;

• sexting — sending or distributing photographs or videos of an intimate nature;

• griefing — causing moral or material damage in video games;

• disclosing secrets — disclosing personal information about a person on the Internet;

• impersonating another person — creating fake profiles from which you can persecute without disclosing information about yourself;

• cat fishing — recreating the victim's profile by stealing his photos and personal data, posting inappropriate content from his page;

• dissing — transmission or publication of defamatory information about the victim online;

• fraping — the abuser gains control over someone else's account and sends unwanted content from the profile on behalf of the victim.

According to the results of all-Russian opinion polls, today more and more schoolchildren are becoming familiar with this phenomenon.

Cyberbullying risks can be differentiated, resulting in two main groups: communication and technical risks. The former are associated with the interpersonal relationships of Internet users and include illegal contacts, cyber harassment, cyber abuse, online grooming, etc. The latter include the possi-

bility of breaching information confidentiality or hacking an account, stealing passwords and personal information by cybercriminals using malware, etc. Social sciences focus on the first group of risks and threats since it is they that influence the processes of socialisation of adolescents, the formation of their value attitudes, life plans and choices, as they are realised in the process of interpersonal virtual communication and interaction of young people in the media environment and the Internet space.

3. Results and discussions

We turned to the study of this social phenomenon in the course of a survey of high school students in order to identify the ideas of modern adolescents — residents of a large metropolis — about it, and also describe their personal experience of encountering manifestations of cyber bullying, if any. Further, we present the results of a sociological study on the topic Multifactorial Study of Conflicts in the Micro- and Macro Environment of Adolescents as a Way to Determine a Strategy for the Prevention of Extremist Manifestations which was carried out in educational organisations of Ekaterinburg in October-December 2018 by order of the Department of Education of the Administration of Ekaterinburg by sociologists of the Ural State Pedagogical University[*].

In total, 1,500 secondary school eighth-graders, upper-formers and 300 teachers of educational organisations in Ekaterinburg took part in the survey. To collect primary social information, the method of formalised face-to-face distribution questionnaire was used. The main tasks were: determining the level of trust and assessing the security of the Internet space with which today's adolescents — residents of a modern metropolis — and their teachers interact, as well as studying the personal experience of secondary school students and teachers in relation to the phenomena of cyber bullying.

According to the results of the survey, the majority of secondary school upper-formers surveyed by us are familiar with this phenomenon: 42 % of schoolchildren noted that friends, acquaintances, and friends told them about it. At the same time, about a third of the respondents heard the concept

---

[*] Our applied sociological research was carried out within the framework of an R&D agreement. The authors and developers of this research project were Pryamikova E. V., Doctor of Sociology, Professor of the Department of Philosophy, Sociology and Cultural Studies of the Ural State Pedagogical University, Shalagina E. V., Candidate of Sociological Sciences, Associate Professor of the Department of Philosophy, Sociology and Cultural Studies of the Ural State Pedagogical University.

of 'cyber bullying' for the first time in the course of the study, 34 % of the respondents defined their personal experience in this matter in this way. Thus, every third secondary school upper-former did not encounter manifestations of cyber bullying either in their own lives or in the information environment of the reference groups surrounding them.

Personal experience related to bullying in the Internet space information about which secondary school upper-formers indicated was available for 15 % of respondents.7 % of respondents indicated that someone from their inner circle (friends) had suffered from cyber bullying.

It is necessary to emphasize the fact that 4 % of schoolchildren admitted that they have initiators of such "cyber activity" among their friends. Thus, the majority of our respondents reveal a very high level of awareness of the social phenomenon of cyber bullying. They note that they discussed it and received up-to-date information about its manifestations in the course of interpersonal communication with peers in real and virtual social space. Let us emphasise that the residents of a large industrial metropolis with its wide technical capabilities and the spread of the Internet have become the object of applied sociological research, and this becomes a certain basis for such a high level of awareness and immersion in the problem.

However, one in four teenagers describes their personal experience of facing cyber bullying. This is the group of secondary school upper-formers whose members have already, directly or indirectly, faced organised and systemic aggression carried out via modern means of communication in the online space. This fact cannot but cause alarm. Since, on the one hand, this group seems to be quite large in the general mass of respondents, but on the other hand, as the researchers of this phenomenon emphasize, cyber bullying on the supposition of a systematic and aggressive impact, as well as inequality in the strength and power of the persecutor and the victim, has a very negative impact on the later life of a teenager (regardless of his role in this process).

A. Bochaver in her works distinguishes four categories of children involved in cyber bullying depending on the motivation for this activity and the style of its implementation [Bochaver, 2014]:

a) 'angel of revenge';
b) 'hungry for power';
c) 'nasty girl';
d) 'unintentional persecutors'.

Representatives of the first group, in her opinion, are taking revenge for the fact that they themselves were victims of bullying. Representatives of the second group want control, power and authority; they can work off their anger and helplessness in this form finding themselves in a state of vulnerability, for example, during divorce or parental illness. Still others are engaged in cyber bullying for the sake of entertainment associated with fear and humiliation of others. The latter are involved in cyber bullying by inertia, as a result of indirect bullying in which they are involved as witnesses and accomplices.

It is important to note that cyber bullying targets do not seek protection or help from relatives, friends or government agencies. Most cyber bullying victims usually prefer to solve the problem themselves. However, in practice this turns out to be a very difficult task for a teenager. Psychologists warn about the negative consequences of these processes for the formation of the personality of secondary school upper-formers, the formation of their 'I-concept' and the state of psychological health. They highlight the psychological consequences of the victim of violence and the 'cyber-rapist'.

'Victims of cyber bullying are the most vulnerable groups in need of psychological support,' writes E. A. Bengina [Begina, 2018, 154]. And she highlights the following psychological consequences for the victim: decreased self-esteem, depression, aggressive behaviour, anxiety, distrust, frequent mood swings, fearfulness, fear, suicidal tendencies. Persecutors, in her opinion, also demonstrate a number of psychological consequences of their deviant behaviour: bullying develops high self-esteem in them, narcissism, aggression, authoritarianism, cynicism, problems with social adaptation. [Begina, 2018, 155]

Thus, in the current social reality, the question of organising preventive activities, systematically carried out within the educational space, arises. Moreover, it should be emphasized that prevention today should be aimed not so much at the informational component of this problem, because the level of awareness of adolescents about cyber bullying, as shown by applied research, is very high. We are talking about the need to draw the attention of specialists to teaching effective skills for adolescents to work in the media environment and the Internet space, the development of their defence mechanisms when faced with virtual aggression, approbation of methods of assertive behaviour in interpersonal communication in the media environment, the formation of competencies to overcome threats in the online space and their consequences as well.

In connection with these challenges, in our applied research we turned to educators as active agents of the educational system to find out their ideas about cyber bullying as a social phenomenon and to discuss their personal experience associated with it. The topic aroused interest and we received very interesting data.

Comparing the results of a survey of teachers with the results of a survey of schoolchildren, it should be emphasized that in modern conditions the following trends are observed:

• the personal experience of teachers in the field of cyber bullying ('I personally have come across it') is much less than that of the children: only 2 % of teachers noted it;

• at the same time, 5 % of the interviewed teachers point to the presence of examples from personal experience in the immediate environment: 'one of my friends, acquaintances, or colleagues have suffered from cyber bullying,' they shared the information;

• among teachers, as well as in the survey of secondary school upper-formers, there is a group in which the respondents showed a low level of awareness of this phenomenon, and its share in the total number of respondents turned out to be almost identical to that which we find in the answers of schoolchildren: 32 % of teachers indicated that they 'have never heard of it';

• this topic arises in the process of communication of teachers with colleagues and students today more and more often: 52 % of teachers note that they were told about cyber bullying by their colleagues, and another 12 % of teachers have heard about it from students. Note that the level of interest of teachers in this phenomenon turned out to be even higher than among adolescents (recall that 42 % of the surveyed secondary school upper-formers discuss this issue among themselves).

So, according to the survey data obtained, an active interest in the issue, a low level of awareness, a lack of personal experience in dealing with or working with manifestations of cyber bullying are typical for modern teachers of the main general education level and teachers of senior classes,. This confirms the need to improve their qualifications in the field of organising preventive work with adolescents to overcome virtual threats and risks of the Internet environment, and to develop their information and media literacy.

The relevance of the topic becomes obvious when the question arises that the teacher him/herself can become a victim of virtual aggression today. Mass media information is increasingly showing examples of such practices when

teachers are the objects of bullying in the Internet space, in particular in social networks. Moreover, both students and their parents, and even colleagues, can become persecutors. Today it becomes important to study the degree of prevalence of cyber bullying of teachers in Russia, to classify its causes and factors of distribution, to study its consequences and to investigate the legal framework governing the process of protecting the honour and dignity of a school teacher in cyberspace. Starting from 2019, the authors' teams studying the problem of cyber terrorism of teachers are beginning to have ideas for creating models of systems of school preventive programmes that would take into account this aspect of the problem (A. A. Rean, M. A. Novikova, I. A. Konovalov, D. V. Molchanova).

Not only the main educational subjects and specialists of the services of psychological and pedagogical support of the education system, but also representatives of state authorities and state bodies have recently become actively interested in these issues. Information materials containing a discussion of this issue are posted on their official sites. [Official website of the presidential commissioner for children's rights]

They emphasize the seriousness of the problem, first of all, of child cyber bullying and define the main directions of its prevention:

1) active drawing the attention of parents and teachers to the problem of bullying a child on the Internet;

2) the creation of a favourable offline environment, the formation of a positive socio-psychological climate for children's teams, an increase in conflictological competencies in the interpersonal interactions of children and adolescents;

3) maintaining a favourable environment within families: the formation of a trusting system of relationships between family members and increasing the educational potential of the parental family in the modern conditions of its functioning.

Ombudsperson Anna Kuznetsova emphasises that modern schools underestimate the importance of the threats children face online. Teachers need to understand what problems schoolchildren are experiencing, and in order to counter cyber bullying, "different tools are needed that help to quickly bring an alarming situation to a specialist" [Official website of the presidential commissioner for children's rights].

The relevance of this issue is emphasized by the practitioners of psychological and pedagogical support and scientists. Today, in their opinion,

such a phenomenon as bullicism is gaining momentum, which is understood as attempts to commit suicide due to the ongoing persecution of a person. In media resources, one can often hear about teenagers who have committed suicide due to the fact that they have become victims of cyber bullying.

4. Conclusions

1. The movement of communication from direct interaction to the field of Internet communities and the Internet space has led to the emergence of a number of characteristic features: special rules of communication, language and designations used, regulations and formats, opportunities and limitations, and new risks and threats.

2. The overwhelming majority of today's secondary school upper-formers regularly use the Internet. The goals pursued by the consumers of these services can be divided into informational, educational, communication and gaming.

3. Secondary school upper-formers have a high degree of trust in information that becomes available via social networks.

4. Every fourth secondary school upper-former surveyed has, directly or indirectly, already faced organised and systemic aggression via modern means of communication and online, which gives grounds for drawing the conclusion about personal experience of interaction with manifestations of cyber bullying.

5. The personal experience of teachers associated with the phenomenon of cyber bullying is much less than that of their upper-formers, however, 5 % of the teachers surveyed indicate the presence of related cases in the closest reference environment ('one of my friends, acquaintances, or colleagues suffered from cyber bullying'), another 2 % of teachers indicated having their own experience. In addition, this topic is increasingly emerging today in the process of communication between teachers and colleagues and students.

In this regard, a question that requires the continuation of such research practices arises, as well as the study of the experience of prevention and protection from such threats and risks already accumulated by the educational space. This problem requires a comprehensive solution. Cyberbullying must be fought both at the level of the children themselves and at the level of parents, teachers, and the state.

References:

1. Analiticheskiy otchet VTSIOM ot 4 fevralya 2020 goda [VTSIOM analytical report dated February 4, 2020] https://wciom.ru/index.php?id=236&uid=10149.

2. Analiticheskiy otchet VTSIOM ot 20 marta 2019 goda [VTSIOM analytical report dated March 20, 2019] https://wciom.ru/index.php?id=236&uid=9603

3. Analiticheskiy otchet VTSIOM ot 25 noyabrya 2019 rgoda [VTSIOM analytical report dated November 25, 2019] https://wciom.ru/index.php?id=236&uid=10022

4. A. A. Bochaver, K. D. Khlomov. Kiberbulling: travlya v prostranstve sovremennykh tekhnologiy[Cyberbullying: bullying in the space of modern technologies]. Psikhologiya. Zhurnal Vysshey shkoly ekonomiki [Psychology. Journal of the Higher school of Economics].Vol.11. № 3. (2014). pp. 177–191.

5. E. A. Begina, S. A. Grishaeva. Kiberbulling kak novaya forma ugrozy psikhologicheskomu zdorov'yu lichnosti podrostka [Cyberbullying as a new form of threat to the psychological health of a teenager's personality]. Vestnik universiteta [Bulletin of the University.] № 2 (2018). pp. 153–157.

6. A. S. Voronkin. Sotsial'nyye seti: evolyutsiya, struktura, analiz[Social networks: evolution, structure, analysis]. Obrazovatel'nyye tekhnologii i obshchestvo [Educational technologies and society]. Vol 17. № 1. pp. 650–675.

7. E. A. Makarova, E. L. Makarova, E. A. Mavrina. Psikhologicheskiye osobennosti kiberbullinga kak formy internet-prestupleniya [Psychological features of cyberbullying as a form of Internet crime]. Rossiyskiy psikhologicheskiy zhurnal [Russian psychological journal]. Vol. 13. No. 3. (2016). pp. 293–311.

8. Y. G. Rykov, O. Nagornyy. Oblast' internet-issledovaniy v sotsial'nykh naukakh [Area of Internet research in the social Sciences]. Sotsiologicheskoye obozreniye [Sociological review].Vol. 16. No. 3. (2017). pp. 366–394.

9. B. Belsey. Cyberbullying: An Emerging Threat to the "Always On" Generation. URL: http://www.cyberbullying.ca/pdf/Cyberbullying_Article_by_Bill_Belsey.pdf.

10. P. DiMaggio, E. Hargittai, W. Neuman. Rassel, Robinson J. P. Social Implications of the Internet. Annyal Review of Sociology.Vol.27. pp. 307–336.

11. G. Edeberg, S. Thorvaldsen, J. A. Ronning. The Impact of cyberbullying and cyber harassment on academic achievements. Digital Expectations and Experiences in Education. (2016). pp. 183–204.

12. P. Hester Wesley. Cyberbullying intervention: A case study analysis of stakeholder perceptions regarding the authority of school administrators in URL: http://search.proquest.com/docview/1095702598?accountid=164707

13. D. Olweus. Bullying at school. What we know and what we can do. Oxford: Blackwell (1993).

14. P. K. Smith, J. Mahdavi, M. Carvalho, S. Fisher, S. Russel, & N. Tippett. Cyber bullying: Its nature and impact in secondary school pupils. Journal of Child and Psychiatry, No49 (2008). pp. 376–385.

15. N. E. Willard. From Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress Research Press. (2007). pp.1–2

Electronic resources of official sites

16. Ofitsial'nyy sayt sluzhba kontrolya kiberbullinga v SSHA [Official website of control services of cyberbullying in the United States] URL: https://cyberbullying.org/bullying-laws (Accessed 18 September 2020)

17. Ofitsial'nyy sayt Upolnomochennogo pri Prezidente Rossiyskoy Federatsii po pravam rebenka [Official website of the presidential commissioner for children's rights] URL: http://deti.gov.ru (Accessed 18.September 2020)

The Use of Cartoon Characters in Extremist Internet Discourse as a 'Soft Impact' Technology

Latu Maxim[1], Tagiltseva Julia[2]

[1] Pyatigorsk State University, Pyatigorsk, Russia
[2] Ural State Pedagogical University, Ekaterinburg, Russia
Corresponding author: Tagiltseva Julia, jennifer1979@yandex.ru

Abstract. The article examines how cartoon characters are used in extremist Internet discourse according to soft impact technology. Main traits of the extremist internet discourse and its cognitive technologies of influence are reviewed. The role of cartoon characters as a tool of soft impact with the aim to contribute to the formation of extremist attitude is analyzed.

Keywords: Internet Discourse, Soft Impact, Cognitive technologies

1. Introduction

The Internet is a very complex communication space, where there is a lot of content aimed at provoking users to various actions. It has been noted