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БУЛЛИНГ В СТУДЕНЧЕСКОЙ СРЕДЕ И ЕГО ВЛИЯНИЕ НА УСПЕВАЕМОСТЬ

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Аннотация

Введение. В статье рассмотрена проблема буллинга среди студентов. Изучены и проанализированы формы проявления и частота встречаемости буллинга, а также его влияние на успеваемость студентов. **Цель исследования** – обнаружить факты буллинга в студенческой среде и выяснить его влияние на успеваемость, а также разработать рекомендации для его предотвращения. Объектом исследования, стали 100 студентов УГМУ Минздрава России, из них 56 девушек и 44 юноши. Средний возраст респондентов составил 18-25 лет. **Материал и методы.** В исследовании был использован метод анкетирования. **Результаты.** Большинство студентов столкнулись с буллингом в университете. В связи с этим многие сообщили что, испытывают стресс, тревогу и находятся в депрессивном состоянии, что непосредственно отрицательно влияет на успеваемость студентов.

Выводы. Буллинг является актуальной проблемой в нашем университете. Необходимо больше внимания уделять данной проблеме. Нужно уметь вовремя заметить и пресечь проявление буллинга. Поработать над тем, чтобы в коллективе была спокойная, дружелюбная обстановка.

Ключевые слова: буллинг, студент, успеваемость, университет, снижение агрессии.

BULLYING IN THE STUDENT ENVIRONMENT AND ITS IMPACT ON ACADEMIC PERFORMANCE

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Abstract

Introduction. The article considers the problem of bullying among the students. The forms of manifestation and frequency of occurrence of "bullying", as well as its influence on students academic performance are studied and analyzed.

The aim of the study is to discover the facts of bullying among students and to find out its impact on academic performance and to develop recommendations for its prevention. The object of the study was 100 students of USMU of the Ministry of Health of Russia, including 56 girls and 44 boys. The average age of the respondents was 18-25 years old.

Material and methods. The method of questionnaire survey was used in the study. **Results.** The majority of students faced bullying at the university. In this regard, many reported that they experience stress, anxiety and are in a depressive state, which has a direct negative impact on students academic performance. **Conclusion.** Bullying is an actual problem in our university. It is necessary to pay more attention to this problem. It is necessary to be able to notice and suppress the manifestation of bullying in time. To work on the fact that in the team was a calm, friendly suppress the manifestation of.

Keywords: bullying, student, academic performance, university, reducing aggression.

INTRODUCTION

Currently, a lot of attention is being paid to the problem of bullying within the team. Bullying is systematic acts of aggression (verbal, psychological or physical) directed against one or more victims [1]. Bullying has negative social and psychological consequences for all involved. According

to the United Nations, approximately one in every fifth student is exposed to at least one form of bullying during their educational experience, and this number is constantly increasing.

The aim of the study is to discover the facts of bullying in the student environment and to find out its impact on academic performance, as well as to develop recommendations for its prevention.

MATERIAL AND METHODS

The survey method was used in the study. The data of the collected information were systematized, summarized and analyzed. The obtained data were recalculated into percentages.

The object of the study was 100 students of the Ural State Medical University, including 56 girls and 44 boys aged 18 to 25 years old.

To assess the frequency of bullying and its impact on the educational process, we conducted a survey using Google forms based on the Ural State Medical University. The survey consisted of several questions, including:

1. Are you familiar with the concept of bullying?
2. Have you experienced bullying at university?
3. If the answer to Question 2 was positive, from whom did it manifest itself?
4. Were you a bully or victim of bullying?
5. Which forms of bullying have you seen?
6. From your point of view who is more likely to get bullied?
7. Does bullying affect student academic performance?
8. How did bullying affect your academic performance if you were bullied?
9. Who can stop bullying at university, in your opinion?
10. What can be done at university to reduce aggressive relationships?

RESULTS

In analyzing the student survey, the method of mathematical calculations was used to convert the data into percentages. The average age of the respondents was 18-25 years old. Of them 56 were girls and 44 were boys.

According to the data, of the total number of students surveyed, we found that everyone was familiar with the concept of bullying and 60% had encountered it at university.

When processing the data, it was found that bullying was manifested by students and teachers at a ratio of 40% to 20%, respectively. To the question, "Were you a participant in bullying?", 40% responded that they were observers, 13% said they were victims, 7% said they had initiated bullying, and 40% said they did not participate in bullying.

Students who have experienced bullying identify these forms: humiliation (21%), verbal aggression (40%), physical violence (5%) and cyberbullying (34%).

Most often, students who stand out because of their appearance, communication style or interests or social status, are exposed to bullying (66%) and 34% of those are the weaker students.

In addition, the survey touched upon the impact of bullying on students' academic performance: 45% noted that they often experience stress, anxiety and depression, which reduces their interest in learning and leads to difficulties with concentration and memory. 40% of students frequently miss classes. And only 15% continue to study hard.

According to the surveyed students, 60% believe that only the students themselves can stop bullying, 26% - the university administration, 14% - teachers and parents.

DISCUSSION

A survey was conducted among USMU students in order to identify bullying in the student environment and its impact on academic performance. According to the results of the survey it was found out that all respondents, which is 100%, know the concept of bullying. This indicates that bullying is quite relevant and widespread phenomenon. In the modern educational space, bullying is being talked about more and more. Among the respondents, the majority, namely 60% have encountered this phenomenon at university. It can have a serious negative impact on the psychological state of the victim, as well as negatively affect their academic performance and self-esteem.

Unusual behavior, appearance and even hobbies can all cause ridicule and insults. Almost all have experienced bullying as a victim - 13%, observers - 40% or initiators - 7%, but also 40% of the respondents were not participants of bullying.

The most frequent victims of bullying are students who are distinguished by their appearance, communication style and social status (66%), and 34% of them are weak students.

Victims of bullying are group members who not only do not know how to stand up for themselves, but who cannot show confidence in themselves, in their opinion or point of view and defend it. The most striking victim is the person who tries to pretend that the cruel insults do not affect him or her in any way.

The initiators or aggressors are most often members of a student group who seek power and self-assertion among other students. The most important thing for them is to have authority among their classmates [1].

The worst position is that of a spectator and observer. Group members in this category do not participate in the conflict. They are merely bystanders to what is happening. They often feel fear, helplessness and sometimes guilt for not joining the bullying [2].

Unfortunately, students in all courses of study were bullied by both students (40%) and teachers (20%), which shows that this phenomenon is widespread not only among students, but also among university teachers. Both students and teachers need to deal with these problems, as sometimes they are "participants" of bullying and abusive behavior, thus making it difficult to prevent or avoid this phenomenon [3].

The majority of students (40%) believe that bullying is more often manifested by verbal aggression. These are insults, threats, taunts, reservations, spreading misinformation or unpleasant rumors about the victim. The last place (5%) is occupied by physical violence. It is important to note that any form of bullying in the university environment is unacceptable and can lead to serious consequences for the victims [4].

The main purpose of our study was to address the problem of the harmful effects of bullying as a cause of academic failure among medical students. The students were asked the question: "Do they think bullying affects academic performance?" Respondents indicated that bullying certainly has a negative impact on students' academic performance. Many often experience stress, anxiety and depression, which reduces their interest in learning (45%). Bullying also leads to lower attendance and a perceived decline in students' academic performance. Students also skip classes to avoid contact with bullies (40%). And only a small proportion, namely 15%, continued to study hard despite bullying.

At the end of the study, students were asked the question: "What do you think can be done to reduce aggressive attitudes?". Students suggested solving this problem by conducting information campaigns and trainings on overcoming bullying and conflict resolution. As well as training students in emotional intelligence skills. It is also important to create a culture of respect and support where every student feels important and protected. Students themselves, teachers, as well as parents and university administration can be involved in solving this problem [5].

The existence of a direct relationship between the manifestation of bullying and its impact on students academic performance is confirmed by the statistical data of the conducted survey.

Based on the data of the survey and respondents answers, recommendations on minimizing the manifestation of bullying in the student environment were developed:

1. Creation of zero tolerance to bullying: the university should explicitly define that bullying is unacceptable and will not be tolerated, and such behavior will be punished.

2. Educating and informing students: the university should conduct training programs and workshops to ensure that students understand what bullying is, how to recognize it, and how to deal with it.

3. Support for victims: it is important that the university provides support and assistance to students who have experienced bullying, for example through psychological or counseling services.

4. Developing an anti-bullying policy: the university should develop and implement a policy that describes how bullying will be addressed and resolved, including penalties for guilty students.

5. Leadership and Example: university administrators must be the model and make it clear that bullying will not be tolerated, regardless of the status or influence of students.

6. Open communication system: it is important that students feel that they can safely report incidents of bullying in the university. The university should have a system through which students can anonymously report such incidents.

7. Awareness raising: the university should pay attention to raising awareness among students, faculty and staff about bullying, its forms, signs and consequences in order deal with this problem effectively [6].

In order to create a safe environment and minimize the occurrence of bullying that affects academic performance, the listed guidelines should be followed.

CONCLUSION

The results of the study allow us to conclude that bullying is a serious and common issue among students at the Ural State Medical University. Bullying has a negative effect on student academic performance, and it is important to address this issue at an early stage so that it does not negatively affect student academic outcomes.

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ФИЛОСОФСКИЕ АСПЕКТЫ ЛАБОРАТОРНОЙ МЕДИЦИНЫ: ПУТЬ К СОВЕРШЕНСТВУ

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Аннотация

Введение. Клиническая лабораторная диагностика (КЛД) – раздел медицинской науки, который использует лабораторные тесты и анализы для диагностики заболеваний и оценки здоровья пациентов. Такие проблемы лабораторной медицины, как правильность интерпретации полученных результатов и оценка их надежности могут потребовать для решения применения философского подхода. **Цель исследования** – изучить философские аспекты современных проблем лабораторной медицины и пути их решения. **Материал и методы.** Проведен анализ литературных данных, касающихся философских аспектов клинической лабораторной диагностики как раздела медицинской науки. Предложены философские подходы для решения сформировавшихся проблем