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TRAINING OF STUDENTS' DIGITAL SKILLS TO PREVENT CYBERBULLYING

The article delves into the issue of combatting cyberbullying in educational environments, particularly in light of the growing influence of digital resources on individuals' social interactions. It highlights the inadequate response of educators to cyberbullying incidents due to their limited digital skills. Emphasis is placed on the necessity of information competencies, media literacy, and programming capabilities for prospective teachers. The study assesses the tools required to cultivate information competencies in students throughout their educational journey, examining the characteristics, indicators, and manifestations of cyberbullying, as well as their correlation with social media and underlying causes. The article encompasses a content analysis of the survey titled «The significance of digital literacy skills in preventing cyberbullying in a modern environment», along with an evaluation of students' creative work. The findings from the analysis of students' work underscore the need for researchers to explore

methodologies for engaging with social media and developing resources to instill digital skills for preventing cyberbullying. Students pay great attention to the technique of information literacy in the educational process.

The study reveals that both full-time and part-time students attach significant importance to technical media literacy in their work. Nonetheless, it concludes that digital literacy alone is inadequate for preventing cyberbullying. Consequently, the utilization of WebQuests in education is recommended as a means to combat cyberbullying. Furthermore, integrating WebQuests into the classroom environment enables students to enhance their information competence in the digital realm by simulating scenarios to address bullying and intimidation situations.

Keywords: student environment, cyberbullying, information literacy, digital skills, educational web quest.

Introduction

The Government of the Republic of Kazakhstan has prioritized digital transformation, information and communication technologies, and cyber security with the approval of Resolution No. 269 on March 28, 2023.

This resolution underscores the necessity to enhance and maintain the digital infrastructure of the «Cyber Shield of Kazakhstan» to combat the rising frequency of hacking attacks and hackers. The plan encompasses the establishment of a robust, accessible, and secure digital infrastructure, as well as the creation of a center for researching malicious code to identify and neutralize sophisticated cyberattacks. In many ways, 80 % of cyber attacks are carried out due to employees' ignorance of how to properly use online services when implementing professional activities in a digital environment. Therefore, it is recommended to educate citizens on basic cyber hygiene using available online services (applications). In light of this, acknowledging students as the future's qualified specialists, bolstering their information competence in the digital environment, and cultivating skills to combat cyberbullying have emerged as pressing concerns. Given that students represent the nation's future qualified specialists, it is essential to enhance their digital literacy and furnish them with tools to prevent cyberbullying.

Materials and methods

In our study we have synthesized the findings of prominent researchers such as M. P. Asylbekova, K. T. Atemov, P. B. Seyitkazy, K. K. Shalgynbaeva, G. K. Dlimbetova, N. P. Albytova, L. O. Donnell, K. Hagquist, L. Beckman, G. V. Dzhumetti, R. M. Kowalski, P. K. Smith, Z. R. Mansurova, A. V. Kaplun,

N. O. Zinovieva, M. M. Mogunova, O. S. Rekun, and O. V. Sobolevskaya, whose work has significantly advanced our understanding of cyberbullying.

Cyberbullying involves deliberate and systematic aggressive behavior directed at a victim, either directly or indirectly, by an individual or a group through electronic devices. The ability of the aggressor to remain anonymous in the digital environment makes cyberbullying especially harmful and dangerous to the victim. In M.P. Asylbekova's research, the concepts of «bullying» and «cyberbullying» about children are examined, exploring their causes and consequences, while also analyzing methods for preventing bullying and cyberbullying among teenagers in the southern region of Kazakhstan [2].

Similarly, P. B. Seitkazy's work discusses the role of media literacy in preventing cyberbullying among children in today's information society, highlighting the basic principles of digital hygiene [3].

A. Wichman's study describes the components of cyberbullying, including intentional aggressive behavior, repetition, power imbalance between the aggressor and victim, and the use of computer technologies [4]. N. S. Bobrovnikov's research delves into the common types of bullying occurring in social networks [5].

The issue of cyberbullying is prevalent in countries with widespread use of information technology, and in the 1990s, researchers such as E. Munte, P. Heinemann, A. Picasso, E. Roland, and D. Lane began to systematize knowledge about this phenomenon [6].

In 2007, at the US National Conference on Security, E. Englander described cyberbullying as an opportunistic crime that inflicts harm without physical interaction, noting that it often goes unpunished due to the low risk of being caught and the absence of special planning [7].

V. Rogers also wrote about protecting students from cyberbullying, discussing why people engage in it, emphasizing that anonymity in the digital environment emboldens the aggressors, due to the lack of clear control over the situation, feel free and avoid the idea that they can be held accountable. The inability to visualize the situation of the aggressor also leads to the creation of a more serious form of. Among various forms of bullying in educational settings, cyberbullying is particularly dangerous due to its virtual nature. Canadian researcher Bill Belsey who explained the act of cruelty based on digital technologies in the desire to humiliate people as cyberbullying. Belsey has also created a unique website (<http://www.billbelsey.com/>) where he openly discusses cyberbullying as a new threat to the always-connected younger generation [8].

Cyberbullying originates from the English word «bull», which denotes aggressive attack, touch, provocation, domination, threat, and poisoning. In psychology, cyberbullying is defined as a specific form of harassment, involving

intentional aggressive actions and electronic interactions with a group or an individual. These actions are carried out systematically over a certain period and targeted against victims who are unable to defend themselves.

The concept of cyberbullying has been defined in various ways in different scientific studies. For example, in 2000, D. Finkelhor defined cyberbullying as «harassment on the Internet: insults or other dangerous behavior sent to young people over the Internet or posted about the victim on social media.» In 2006, J. Patchin and S. Hinduja described it as «intentional or repeated malicious behavior by electronic means.» In 2007, N. Willard defined cyberbullying as «posting threatening or harmful texts, pictures or images using the Internet or other digital communication devices.» R. Slonier and P. K. Smith defined it as «aggressive behavior that causes harm through modern technological devices, in particular mobile phones or the Internet.» In 2008, P.K. Smith described cyberbullying as «the deliberate aggressive action of a group or individual using electronic means of communication against a weak, defenseless person, repeatedly or over an extended period.» Based on these definitions, aggression was considered the main characteristic of cyberbullying [9].

In 2012 F. Pyzalsky described cyberbullying as a form of electronic aggression, noting that it differs from open and instrumental aggression. Mehari and Farrell also pointed out that research results suggest cyberbullying can be seen as similar to physical, verbal, and relational aggression. Other scholars have also explored the link between cyberbullying and aggression. For instance, in 2017, Tokunaga found in his study «Transition to Theory : Testing an Integrated Model of Cyberbullying, aggression, social skills, and Internet Effectiveness» that cyberbullying is closely associated with verbal aggression [10].

A supporter of the idea that in any case it is an insult that arises from anger is T. G. Grishin [11]. A. E. Avdyukova clarified the bullying structure that stability in the education system is undermined by bullying and violence [12].

In Kazakhstan, Khalida Azhigulova researched the differences between bullying and cyberbullying in Great Britain, the United States, and Russia. She then created educational materials in Kazakh and Russian based on the best practices for combating cyberbullying. According to R. M. Kowalski,

S. R. Limber, and P. V. Agatston, if cyberbullying is not prevented, it can have extremely damaging effects on teenagers, impacting their physical and mental development. This can result in numerous problems such as anxiety, depression, stress, loneliness, an increased risk of suicidal behavior, as well as social isolation, low self-esteem, and other consequences (Kowalski, Limber, & Agatston) [13].

Therefore, it is crucial to address the issue of cyberbullying among students by improving the social environment, training specialized social specialists,

developing comprehensive prevention strategies and programs at the national level, raising awareness, and creating projects and activities to support victims of cyberbullying.

Firstly, cyberbullying is a two-way process involving the bully who causes harm and the victim. Cyberbullying can take various forms, some more serious than others. Common types of cyberbullying include:

- using offensive language in internet forums, chat rooms, and online gaming chats.
- cyberstalking, which involves using electronic communication methods to monitor and track a person's activities on social media.
- publicly distributing personal information or photographs without the person's consent.
- intentionally excluding a person from a social environment or online group.
- creating fake accounts and profiles to impersonate others to deceive people.

The virtual world captivates young people with its interesting and realistic scenes, and the rapid spread of information and the pace of adaptation continue to increase users. The aggressors perceive this environment in two forms, considering it to be delinquent and impressionable people. The appearance and reputation of the affected person at work, fashion and behavior also do not go unnoticed by observers.

These harmful relationships can significantly impact both children and adults when appropriate knowledge and skills are lacking. In such cases, the role of a competent teacher is crucial. They are the main specialist in the education and protection of the younger generation and must ensure the prevention of cyberbullying. This is particularly important as the requirements for training specialists in this area are increasingly focused on information competence.

The concept of high professional competence, as defined by A.V. Peshi, refers to the behavioral skill that enables an individual to quickly orient and adapt to their environment's tasks and challenges. In order to increase labor productivity between individuals, it is considered to be a combination of the necessary behavioral skills and personal qualities that reflect the competence of success orientation, quickly finding a way out of the difficulties encountered [14].

In the organization of the educational process of the University, on the basis of the professional standard of students, the following requirements can be considered and differentiated:

- Development of an attempt to turn digital skills into professional skills;
- Improve the structure of communication through the acquisition of information competencies;

– Determination of the need for pedagogical media competencies in the field of profession.

ISTE (Standards for Students, Educators, Computer Scientists, Technology Coaches and Administrators) – this teacher's standard provides for students to master the correct behavior and norms, ethics of communication, which will help them master information competencies, social responsibilities in education based on the digital environment. They develop digital literacy, critical analysis and creative research skills, and learn how to use technical tools correctly in the virtual world. It teaches you to sort a lot of information in the information space, compact the necessary information, store personal and personal data. A. Margolis analyzed the importance of digital methods in teaching and introduced new standard concepts. Information competencies encompass the capacity to effectively search for analyze, select, organize, transform, store, and transfer essential information using specialized tools. These competencies empower individuals to transcend basic functional tasks. A web quest is an online platform where students engage in specific educational tasks.

To assess the importance of information literacy in preventing cyberbullying in the digital realm, students were required to self-evaluate their digital skills using a five-level scale that measures the following:

Media literacy on a scale of 1 to 5, with 5 indicating highly developed skills and 1 indicating poorly developed skills.

The impact of digital skills on protection against cyberbullying on a scale of 1 to 5, where 5 signifies «very useful» and 1 signifies «useless.»

Proficiency in artificial intelligence and programming on a scale of 1 to 5, with 5 low and highly developed symbols can determine the complex educational tasks of research. Important educational information such as artificial intelligence is effective in the rational use of web quests in the programming of media literacy and various educational portals. It is possible to train masters of information competence and digital skills using media methods of communication. These acquired skills teach you how to quickly process incoming information in the virtual world, pick up what you need and delete what you don't need. Proficiency in these skills equips a student to identify potential threats in the digital environment, such as cyberbullying and unauthorized access to personal data and privacy.

Results and discussion

In March 2024 a study was carried out to enhance digital skills among university students. The study involved students from the pedagogical education program at M. Utemisov West Kazakhstan University and 205 students from L. Gumilyov Eurasian National University. Of the participants, 88 % were full-time students and 22 % were part-time. Students develop their information

competencies in the context of market social risks and decision-making difficulties and consider the purpose of evaluating their functional responsibilities, in particular protection from cyberbullying. Initially, students were administered a survey titled «The importance of digital literacy skills to prevent cyberbullying in a digital environment» through Google Forms. The study also encompassed content analysis and creative work on preventing cyberattacks through educational web quests.

To effectively prevent cyberbullying, it is imperative to identify the digital environments where it frequently occurs. When students were questioned about the most common digital environments for cyberbullying, 72.1 % pointed to social networks and messaging platforms, 9 % mentioned educational websites, 10.5 % cited official government websites, and 9.3 % referred to open media pages (see Figure 1).

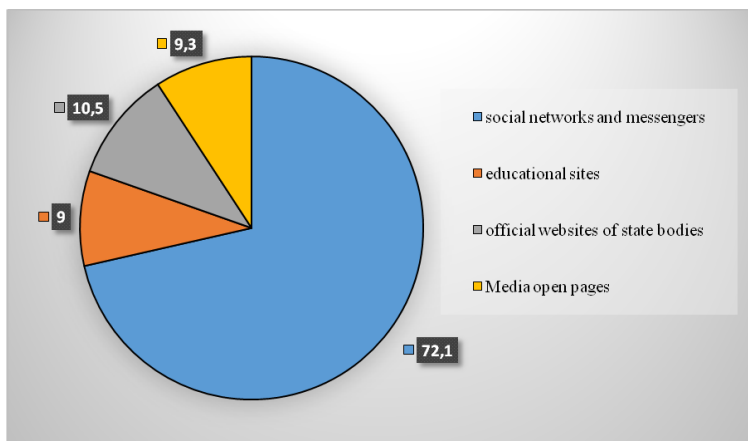


Figure 1 – In what digital environment is cyberbullying most common?

The survey sought to assess the prevalence of cyberbullying among students, which constitutes more than 70 % of online harassment. Students were asked, «Have you ever encountered cyberbullying on social media?» to gauge their experiences. The results, depicted in Figure 2, revealed that 8 % experienced cyberbullying once, 10 % encountered it multiple times, 13 % knew friends who had experienced it, 39 % had never faced cyberbullying, and 30 % were uncertain. These findings are critical for gaining insight into the actual impact of cyberbullying on students.

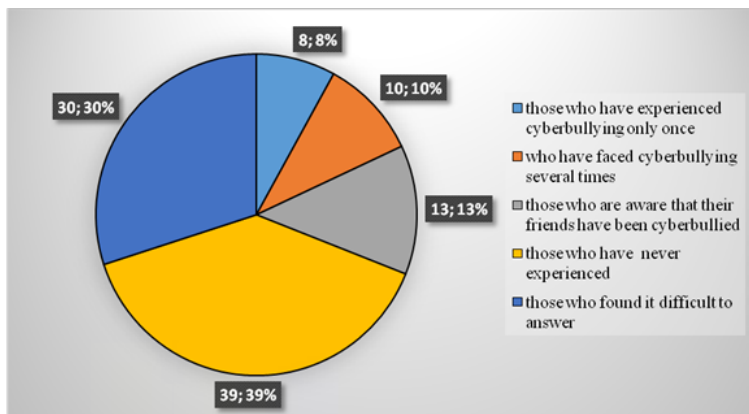


Figure 2 – The result of experiencing cyberbullying on social networks

In the following study, we surveyed students who have encountered cyberbullying to provide insights into the specific types of cyberbullying they have witnessed or experienced in the online realm. The findings from the participants' responses are presented in Table 1, which outlines the various forms of cyberbullying observed or encountered in the digital environment.

Table 1 – What exactly types of cyberbullying have you encountered in the digital environment

Types of effects of cyberbullying	Percentage (%)
Bullying through comments or messages	41,2
Spreading false information	21,7
Unauthorized distribution of personal photos or videos	1,9
Creating profiles or any products using my name and personal photos for advertising	8,9
Hacking my data (login and password) for the purpose of extorting money	5,8
Refuse to answer	14,1
I have trouble answering	7,4

The study gathered data from 205 students and found the following percentages based on their responses: stalking through comments or messages (41.2 %), spreading false information (21.7 %), sharing personal

photos or videos without permission (1.9 %), using personal data like name and photos to create profiles or advertise products (8.9 %), falsification of personal data (login and password) to extort money (5.8 %), refusal to answer (14.1 %), and having trouble answering (7.4 %). These figures underscore the importance of students developing their information skills.

The study included questions at five different levels to assess media literacy and the use of artificial intelligence, and proposed ways to enhance information competencies while acquiring digital skills. The results of the online survey indicated that 18 % of students rated their level of media literacy as very high, 31 % as average, and 9 % as relatively poorly developed. They also noted its significant importance for their work or studies. It was found that students in correspondence education rated their level 3.1 % lower than students in full-time education. According to the study, the average level of influence of digital skills on protection from cyberbullying is 3.7 on a scale of 1 to 5 points. Among the respondents, 29 % considered it very useful, 30 % said it is at an average level, and 3 % said that it is of little use. Currently, 19 % of students rate their level of programming and artificial intelligence as very high, 26 % rate it as average, and 12 % do not rate their level as high. The study also highlighted the importance of information skills in preventing cyberbullying in the digital environment, with 18.5 % of students indicating its significance and 29 % recognizing it as useful in protection against cyberbullying.

The study revealed that the risk of cyberbullying is lower among students who are fluent in digital skills and have developed information literacy. Out of the 205 students who took part in the survey, 27 students did not consider digital skills an effective way to protect themselves from cyberbullying, and 86 % expressed a desire to acquire informational competence, providing evidence for the research hypothesis.

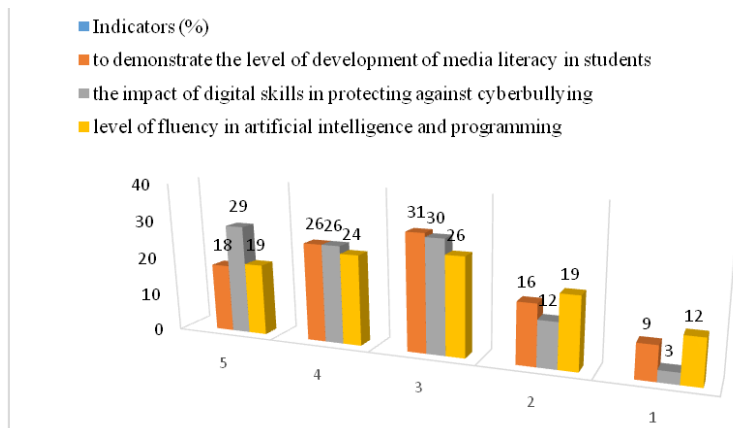


Figure 3 – conclusion of the survey «The impact of digital literacy in the context of cyberbullying prevention».

Web quests are proposed as creative educational tasks, and it is planned to increase the digital competencies of students, particularly for those who may not initially be interested in acquiring digital skills. There were no beneficial effects of interactive lectures in the Prevention of cyberbullying, as one-way lectures showed that students did not increase the level of analysis and perception of information, but, on the contrary, found it difficult to find answers in solving situations. And the section recognized as useful included competent behavior in a social network based on information competence. 69 % of students showed that they consider the method of pedagogical communication on the basis of creative work to be important. In the discussion, students highlighted the significance of using digital skills to prevent cyberbullying in social networks. Students noted the specifics of digital competencies in the Prevention of cyberbullying in the virtual world, and said that web quests in training will help users of social networks in solving the situation of cyberbullying. Situational questions of Cyberbullying Prevention do not provide clarity in assessing students' competencies to get out of a specific situation.

According to 88 % of students, preventing cyberbullying in the educational environment should involve more than just

having conversations with students. It should also focus on developing appropriate and competent behavior when dealing with bullying situations in the online space.

Preventing cyberbullying requires mastering digital skills and media literacy. It's essential to integrate cyberbullying prevention into subjects like «Psychological-pedagogical diagnosis of personality» and «Cyber pedagogy». Integrated lessons can help students develop and use digital skills effectively to prevent cyberbullying. One recommended preventive tool is using web quests that require students to acquire quantitative skills and knowledge of pedagogical diagnostics. For example, students can participate in a game where they have to escape from a locked room by solving tasks related to cyberbullying. About 30% of students rate their digital skills highly, so there is a need to develop these skills to help them address cyberbullying effectively. To make this easier, students can take part in a web quest Learnis.ru, where they perform tasks related to cyberbullying, such as passing the «true self and Persona» test related to cyberbullying, considering the types and classification of cyberbullying, working with bibliographic documents, archival materials. Completing these tasks will help students develop their digital skills and create a bank of methodological materials for preventing cyberbullying. Using web quests in practice has shown that learners can develop competent online behavior, analyze simulated situations, and improve their information analysis skills and information competence.

Conclusions

In order to combat cyberbullying, it is essential to underscore the significance of students' information competencies. Analyzing the study, the continuous information in the era of globalization involves the development of information literacy and competence of students who can protect themselves in a digital environment. Initiating the cultivation of information competency during higher or secondary professional education is crucial due to the rapid integration of digital resources into daily lives and professional activities. Quickly and compactly find the necessary information in the digital space, and freely master the skills of informal communication in the necessary social networks, can become a protection in the online space, where there is no protective shield. Since recommendations for the Prevention of cyberbullying are often implicit in nature, it is very difficult to judge. Each person considers it a weakness to admit attacks and insults committed against their own person, often hiding, or becoming a victim, to be withdrawn from the crowd. This once again proves that the phenomenon of cyberbullying is in a dangerous category and requires a detailed study. Since there is no age limit for participants in cyberbullying, it is difficult to implement and predict a preventive measure. And at the same time, a person who is fluent in digital skills and develops information competence in the information space will obviously avoid such violence as cyberbullying.

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КИБЕРБУЛИНГТІ АЛДЫН АЛУ МАҚСАТЫНДА СТУДЕНТТЕРДІҢ ЦИФРЛЫҚ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

Мақалада жеке тұлғаның әлеуметтік өміріне цифрлық ресурстар ықпалының өсуімен байланысты білім беру ортасында кибербуллингті алдын алу мәселесі қарастырылған. Қазіргі таңда білім беру ортасындағы кибербуллинг жағдайларына

педагогтардың әрекетсіздігі байқалады. Бұл болашақ педагогтардың цифрлық дағдыны игеру деңгейінің жеткіліксіздігімен байланысты болып табылады. Ақпараттық құзыреттіліктердің болашақ педагогтарға, яғни студенттерге білім бер ортасындағы маңызы, медиа сауаттылық, бағдарламалау ерекшеліктері нақтыланады. Студенттердің оқу үдерісіндегі ақпараттық құзіреттіліктерді қалыптастыруда қажетті құралдарды іздеу мәселесін зерттеу қарастырылған. Әлеуметтік желі ерекшеліктеріне кибербуллинг қатынасының, белгілері мен формалары, себебі талданған. Мақалада «Цифрлық ортадағы кибербуллингті алдын алуда ақпараттық құзіреттіліктердің маңызы» атты сауалнаманы контент-талдау, студенттердің шығармашылық жұмысы нәтижелерін талдау көрсетілген. Жұмыстарды талдау нәтижесі зерттелушілердің әлеуметтік желі кеңістігінде жұмыс жасау шараларын үйрену қажеттілігін ұсыныс ретінде көрсетті.

Сонымен қатар ЖОО студенттерінің кибербуллингті алдын алуда цифрлық дағдыларды жүзеге асыру құралдарын дамытуға бағытталған. Зерттеу нәтижелері күндізгі және қашықтан оқитын студенттер өз жұмыстарында техникалық медиа сауаттылықтың жоғары маңыздылығын атап өтті. Бірақ цифрлық дағдыны игеру деңгейінің бір өзі кибербуллингті алдын алуда жеткіліксіз екендігін көрсетті. Сондықтан кибербуллингті алдын алудың бір құралы ретінде білім беруде web- квесттерді пайдалануға болады. Студенттер сабақтарда web-квесттерді жасап көрумен қатар, кибербуллинг, қорқытумен байланысты жағдаяттардан шығу сценарилерін модельдеу арқылы цифрлық ортада жоғары ақпараттық құзіреттіліктерін дамыту болып табылады.

Кілт сөздер: студенттік орта, кибербуллинг, ақпараттық құзыреттілік, цифрлық дағдылар, білім беру web-квесті.

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ФОРМИРОВАНИЕ ЦИФРОВЫХ НАВЫКОВ СТУДЕНТОВ В ЦЕЛЯХ ПРОФИЛАКТИКИ КИБЕРБУЛЛИНГА

В статье выявлены проблемы профилактики кибербуллинга в образовательном процессе студентов. При осуществлении образовательной деятельности преподавателями своевременно выявляется проявление кибербуллинга и наблюдается слабость мер реагирования. Это связано с недостаточным уровнем владения цифровыми навыками будущими учителями. Уточняется значение информационных компетенций будущим педагогам, то есть студентам в образовательной среде, особенности медиаграмотности, программирования. Предусмотрено исследование проблемы поиска необходимых инструментов в формировании информационных компетенций студентов в учебном процессе. Проанализированы особенности, признаки и формы кибербуллинга социальных сетей, причина. В статье представлен контент-анализ анкеты «Значение информационных компетенций в профилактике кибербуллинга в цифровой среде», анализ результатов творческой работы студентов. Результаты анализа работ показали, что испытуемым необходимо изучить меры работы в пространстве социальной сети.

Он также направлен на активизацию способов развития цифровых навыков студентов университета в защите от киберзапугивания. Итоги исследования прояснили важность формирования и развития медиаграмотности студентов. Но один уровень владения цифровыми навыками показал, что в профилактике киберзапугивания недостаточно. Поэтому web-квесты можно использовать в образовании как один из инструментов предотвращения киберзапугивания. Помимо разработки web-квестов на уроках, студенты также развивают высокие информационные компетенции в цифровой среде посредством моделирования сценариев выхода из ситуаций, связанных с кибербуллингом, издевательствами.

Ключевые слова: студенческая среда, кибербуллинг, информационная компетентность, цифровые навыки, образовательный web-квест.

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