

THREAT NETWORK RESOURCES AND WAYS TO PREVENT THEM

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In the conditions of modern information technologies, the development of telecommunication networks, universal accessibility to the global Internet in our republic, as all over the world, there are manifestations of psychological pressure, harassment among schoolchildren and young people.

Since the life of educational institutions has become more open, transparent, a number of problems have been exposed, which both school and society have not previously faced on this scale. One of such social phenomena was *cyber-bullying* – a teenage virtual terror, which received its name from the English word bull – "bul", with related meanings: aggressively attack, hector, find fault, provoke, terrorize, harass, hound [1, p. 44].

According to statistics, every second child faces cyber threats in Belarus. Annually, about 47–49% of children and adolescents encounter inappropriate content and become victims. About 56% of adolescents receive sexual offers on the Web, and a third of them receive invitations to a real meeting [2, p. 3].

We can say that cyber-bullying is one of the negative effects of the development of information network technologies, therefore, it requires the study and measures of a socially-preventive nature. It includes a wide range of different forms of behavior. On the one hand, it can be ridicule that is not taken seriously, on the other - a real psychological network terror of children and adolescents, causing irreparable damage to the psychological state of the person. The pressure can be so strong that it leads to suicide, attempts to suicide. Consequently, the problem of "virtual" bullying is relevant, it is the subject of the development of a special preventive system in educational institutions.

Researchers of the phenomenon of cyber-bullying Grishaev N. A., Zintsova I. O., Ksenofontova I. V., Muravskaya G. V., Osipov I. S. Kon I. S., indicate that it is increasingly spreading in the youth environment, requires measures to protect children from its manifestations [3, p. 67]. They explain this circumstance primarily by the fact that this phenomenon is characterized by anonymity, which attracts all those who are looking for an object to spit out their aggression and feel innocent. In the environment of children and adolescents, cyber-bullying can manifest itself in such network forms as *flaming, happy slapping, sexting, cyber trolls, etc.*

The purpose of the study is to identify effective psychological and pedagogical actions aimed at preventing network psychological violence, preventing the antisocial behavior of children and adolescents.

Material and methods. In our work, we relied on the following methods: theoretical analysis of scientific and pedagogical literature, interviews with 7 school teachers, questionnaires, observation. 2 employees of social-

psychological service from Orsha College and 8 psychologists from schools in the Orsha region, 47 pupils from 3-4 forms from Orsha State Comprehensive School №21 were involved in our organizational and experimental part.

Findings and their discussion. During the questionnaire it was revealed that 31,9% of students to some extent came across pressure from classmates on the basis of network interaction, 76,6% – are aware that some of them "may offend other children".

It has been revealed that the initiators of harassment, most often psychological, are child bullers, leaders with narcissistic character features. They are characterized by a desire for power, a desire for self-assertion at the expense of others. According to social teachers, class teacher, in any class there are such pupils whose behavior is aimed at affirming their power. The teacher should be ready to respond competently, professionally to such students.

In our view, in the fight against this phenomenon, it is important to have a system, one of the main elements of which, according to 100% of teachers surveyed, is information and educational work with children.

In order to prevent virtual cyber-bullying, teachers and parents can use the following recommendations on the rules of conduct in the process of interaction on the Web:

- ban on the distribution of personal information: phone, school, address, payment cards, etc.;
- using privacy settings for the greatest degree of security;
- immediate reporting to adults of harassment attempts in the form of messages;
- the main thing is never to participate in the harassment of other people both on the Web and in real life.

One of the most important conditions for the safety of children and adolescents in the global network is digital competence. Accordingly, they must be taught the rules of Internet communication: constantly explain that anonymity should in no way lead to permissiveness, communication should be friendly, aggression towards peers and adults is strictly unacceptable in it, it is forbidden to write harsh and offensive texts that degrade human dignity. It is necessary to pay attention to the fact that children should be able to respond correctly to offensive words or incorrect actions of other users. Children and teenagers should know that in case of encountering a negative, it is better to leave this resource at all, quickly delete their personal information, respond to the aggressor by completely ignoring it.

In the conditions of information educational environment, any student can encounter manifestations of pressure and violence in its various forms. In this regard, a novice teacher, faced with such cases, often allows the wrong actions: raises his voice, changes his tone to threatening; allows sarcasm, ridicule, derision; makes strict demands, threatens punishment, draws strangers into the

conflict, gives a negative assessment of the child's personality, etc. It is more advisable to rely on other methods:

- instructing of pupils about safe behavior on the Web;
- calm attitude in case of minor aggression (expression of understanding of the feelings of the child, switching attention);
- emphasis of attention on acts, but not on the personality;
- establishing feedback with the child;
- control over own negative emotions;
- interview with parents about the rules of the child's work on the Internet.

Psychological violence, in our opinion, takes place where this phenomenon can be hushed up, not all teachers and parents quickly and effectively solve problems, not all parents find the right ways to get out of situations.

Conclusion. Thus, the targeted activities of the family and the use of effective methods by teachers will contribute to reducing the manifestations of psychological violence in the child and youth environment in the process of referring them to the information web. This problem is very difficult to eradicate in a short time, but if all participants of the educational process are closely involved in the system, there is a high probability that increasing digital competence and knowledge of the rules of safe behavior on the Web will reduce the number of victims of this negative social phenomenon.

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SPECIFICITY OF DEVELOPMENT OF THE GRAMMATIC STRUCTURE OF SPEECH IN STUDENTS WITH INTELLECTUAL INSUFFICIENCY

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For children with intellectual disability, the presence of various kinds of concomitant disorders is typical: motor, sensory, mental, and speech. The practice of special education and training notes that these violations significantly complicate the learning process for students in this category [1]. The need to study the features of the grammatical structure of speech of students with intellectual disabilities is due to the importance of the grammatical side of speech for learning and communication.