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**BULLYING PREVENTION IN THE EDUCATIONAL
ENVIRONMENT THROUGH LITERATURE (BASED ON THE
STORY BY A. AUDHILD SOLBERG
«WHO IS AGAINST THE SUPERCOOL»)**

***Abstracts.** The article is devoted to the current problem of bullying in the context of the development of modern civil society. It briefly outlines modern vectors of understanding the phenomenon of bullying as an object of psychological, sociological, pedagogical, and legal studies. Special attention is paid to the analysis of the peculiarities of bullying in the educational environment. The analysis of literary and artistic works, in which the problem of bullying among teenagers is raised, is proposed as an important tool for the prevention of violence in the school environment. The educational potential of Audhild Solberg's story «Who is Against the Supercool» in the context of school bullying prevention is determined.*

***Key words:** bullying, violence, educational space; buller, victim, observer; inclusive literature, teenage literature.*

***Кисляк К.О.** Попередження булінгу в освітньому середовищі засобами літератури (на матеріалі повісті Аудгільд Сульберг «Хто проти суперкрутих»). Стаття присвячується актуальній проблемі булінгу в умовах розвитку сучасного громадянського суспільства. У ній стисло окреслюються сучасні вектори розуміння явища булінгу як об'єкта психологічних, соціологічних, педагогічних, юридичних студій. Особливу увагу приділено аналізу особливостей булінгу в освітньому середовищі. Важливим інструментом роботи з попередження насильства в шкільному середовищі запропоновано аналіз літературно-художніх творів, у яких порушується проблема булінгу серед підлітків.*

Визначено виховний потенціал повісті Аудгільд Сульберг «Хто проти суперкрутих» у контексті попередження шкільного булінгу.

Ключові слова: *булінг, насилля, освітній простір; кривдник, жертва, спостерігач; інклюзивна література, підліткова література.*

Bullying is known as one of the types of violence. Despite the significant attention of modern society to the problems of violence in general and bullying in particular, the facts of various types of bullying and intimidation still remain topical issues today. It is noticeable that despite a number of psychological, sociological, pedagogical, and legal studies, the phenomenon of bullying requires further thorough research.

From an everyday definition, the word «bullying» has turned into an international term and contains a number of problems that require careful study. Despite the fact that this very concept is quite new for us, the phenomenon it defines is, unfortunately, well known, and is one of the urgent problems of our time, which needs an immediate solution.

Translated from English, bullying means harassment, intimidation, teasing. Due to the fact that the problem of bullying remains poorly researched, there is still no clear and unanimous scientific definition of this term. The very concept of bullying is understood by individual authors in different ways, and different classifications of its types are given.

On the Internet portal Google, the word «bullying» today has more than 7.5 million links to sources that relate to this problem in one way or another. There are even separate servers dedicated to this problem: www.bully.org, www.bullyonline.org, www.bullying.co.uk, www.nobully.org.nz, www.bullyingawarenessweek.org, www.stopbullying.gov, www.bullyingno way.gov.au, www.cyberbullying.org, www.stompoutbullying.org and www.stopbullying.com.ua and many others.

Undoubtedly, the experience of bullying researchers is extremely important for understanding the essence of this (anti)social phenomenon. This concept is actualized in different planes, both in the narrow meaning of video recording of a fight, and in the large-scale understanding of violence in general. One of the most complete, in our opinion, is the definition by Olena Ozhiyova, according to which bullying can be considered intentional, which does not have the nature of self-defense and is not sanctioned by the normative and legal acts of the state, long-term repeated physical or psychological violence by an

individual or group, which have certain advantages (physical, psychological, administrative, etc.) over the individual, and which takes place mainly in organized collectives with a certain personal goal (for example, to earn the authority of certain persons) [2, p. 159-160].

Perhaps the most common environment for detecting bullying is the educational space. That is why the issue of school bullying should become the object of close attention of researchers. It is important to use a wide range of anti-bullying measures in the work system of an educational institution. One of them, in our opinion, can be work with the texts of artistic works dedicated to the outlined issues.

One of the most vivid examples of teenage literature, in which the problems of bullying are raised, is the story of the Norwegian writer A. Audhild Solberg «Who is Against the Supercool». According to Alina and Anatoly Zemlyanskyi, this novel is a vivid example of the so-called «inclusive» artistic texts – works where usually the main character, or one of the key characters, is a person with disabilities (certain physical or mental disability, illness, etc.) who tries to find one's place in the world, deal with one's own complexes or overcome the prejudice of the surrounding world regarding its «otherness» [1, p. 58]. The novel very successfully reveals the image of an albino girl who suffers constant abuse from her classmates.

As a rule, three categories of bullying participants are distinguished: the offender (bully), the victim (bullying victim) and observers (if present) [3].

The key victim of constant bullying and humiliation in the story is the main character – twelve-year-old seventh-grader Anne Bea Vick, who has congenital partial albinism, vision problems and very often feels bad: «I have pains and prickles everywhere. Sometimes the body seems to me too small for everything that happens in it. As if the heart, lungs and other organs are cramped there. Sometimes I can't even cry, my chest is so tight. I lie and shake, but there is no sound. And there are no tears. Nothing. Only isolated convulsions when I try to take a breath» (Here and further the translation is ours – K. Kysliak) [4, p. 38]. Considering such features, the girl feels herself ugly. She would like to become an unnoticeable «skinny mouse in glasses», «blend in with the wallpaper on the wall» and not attract too much attention, but in reality the opposite happens: «Everyone at school knows who I am. / Not because I'm such a hottie. / Not because I'm pretty. / And certainly not because I can charm everyone. / The reason is that I am a monster» [4, p. 22].

The main aggressor in the story is Anna Bea's classmate, the beautiful Teia: «She is the coolest girl in seventh grade and can give a head start even to high school students. If you want to be friends with her, be cunning, but agree with her in everything. And if you don't want to, too. If you don't obey, she will spoil your blood» [4, p. 7].

Already from the first lines of the text, the reader is immersed in the fierce confrontation between this leader of the «super cool» and the albino girl, whom she chose as the object of constant harassment. Constant mockery and insults make the girl's life unbearable, instills in her many complexes: «I will never outgrow my ugliness. Until the end of my life, I will have white hair, deathly pale skin, squint due to poor eyesight, and roll the whites of my eyes. / I will never be normal!» [4, p. 38].

The author depicts different types of bullying: physical and psychological with its varieties (verbal bullying, offensive gestures and actions, intimidation, isolation, damage to property, cyberbullying, etc.). All of them lead to an extremely difficult emotional state of the girl. She is afraid of reality and tries to find moral self-salvation, arranging «evanesce days», hiding in a fictional world: «In the Normal World, I never splash my face in a puddle. I won't crash into a tower of lemonade boxes while accelerating. No one thinks I'm blind there. No one says that I look like an old woman, that I, such a monster, was never destined to meet love in my life. There is no Teia who calls me a shitface, a fool or a fucking loser» [4, p. 27]

An important role in the context of understanding the ideological conception of the work is played by the images of the representatives of the third party of bullying – the so-called observers. Undoubtedly, classmates who support the offender Teia cause considerable damage to the moral state of the girl: some – in order not to lose their place of honor in the «supercool» clan, others – because they cannot fight back and take a neutral position in order not to become the next object of ridicule. But there are those who help Anna Bea. First of all, this is a faithful friend Nils, who is always nearby and ready to help. Secondly, family support is of great importance. In addition to her parents, grandparents, aunt Muna plays an important role in the formation of the main character's personality and the evolution of her character. It is she who helps her niece to prepare for the talent contest, which is considered the real event of the year at school, and to win in a flash.

Pedagogical images play a key role in realizing the importance of a teacher in coordinating work to combat violence. Their support is very important to Anna Bea. So, for example, a girl respectfully and gratefully describes class teacher Siunne: «She always takes my side when Teia or others make fun of me, but she doesn't do it stupidly, not as if I'm her favorite» [4, p. 59]. The teacher knows how to choose the right words, to support Anna Bea when she needs it. Equally important is the image of – the beloved pedagogue who teaches mathematics in secondary classes. He often lifts the girl's mood with his elegant jokes, supports her and intercedes when necessary. Anna Bea can also always count on the support of the librarian Jan Eric, she often comes to him to hide from the insults and ridicule of her classmates.

The formation of the personality of the main character of the story takes place thanks to the support of the environment: relatives, friends, teachers. The evolution of Anna Bea's character can be clearly traced at the end of the story, when the girl found the strength to defend her own right to happiness, overcame her inner fears, believed in herself, won victory over her abusers and became an example for other outsider classmates.

The artistic intentions of the story provide an important basis for understanding the complex characteristics of adolescence and at the same time reach much deeper, helping to think about the inner possibilities of each individual and the ability to be grateful to people who help us cope with everyday challenges and dangers. The key to understanding the author's deep intention is the epigraph to the story from the novel «Anne of Green Gables» by the Canadian writer Lucy Maud Montgomery: «Kind souls happen more often than I used to think. / And it is simply wonderful to see that there are so many of them in the world» [4, p. 5].

An important task of the modern educational system is the condemnation of bullying as a crisis phenomenon of society and the development of an appropriate counteraction algorithm. An effective tool for the prevention of violence in the school environment is work with literary and artistic texts that raise the problem of bullying among teenagers. Audhild Solberg's story «Who is Against the Supercool» has a significant educational potential and can become an effective tool for preventing school bullying.

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