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## PREVENTION OF BULLYING IN THE SCHOOL ENVIRONMENT

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### Abstract

Bullying in the school environment is a serious issue with harmful consequences for students, teachers, and the entire school community. Bullying prevention is a key component in combating this phenomenon. This article examines various aspects of bullying prevention in schools.

The initial discussion focuses on measures to prevent the emergence of bullying. It identifies factors and conditions that may contribute to the onset of bullying and proposes actions to eliminate or minimize them. These measures may include creating a positive school climate, supporting the development of students' social and emotional skills, and establishing a safe and inclusive environment.

Another part of the article reviews existing programs for preventing bullying. These programs may include educational activities, workshops, mentorship programs, and specific strategies for building positive relationships among students. The effectiveness of these programs and their suitability for different age groups and cultural contexts are also discussed.

The article then examines methods leading to the detection of bullying. These methods include actively monitoring the school environment, systematically monitoring social dynamics among students, and using specific tools to identify potential cases of bullying.

Finally, the article emphasizes the importance of collaboration between schools and institutions addressing bullying issues. This collaboration may involve exchanging best practices, conducting joint training for teachers, and providing support for students and families affected by bullying.

Overall, this article aims to provide a comprehensive overview of bullying prevention in the school environment and stimulate discussion on effective measures to minimize this serious problem.

### Introduction

Bullying in the school environment is a serious issue that negatively affects not only individual students but also the entire school community. Constantly evolving technologies and changes in social dynamics highlight the need for effective bullying prevention. Nowadays, it is more important than ever to prevent bullying and to create a safe and inclusive environment for all students.

Preventing bullying in schools is not a simple task and requires a comprehensive approach. It is necessary not only to address specific cases of bullying but also to actively work on creating a culture of respect, empathy, and tolerance in the school environment. This requires collaboration among teachers, students, parents, and the community.

### **Prevention of bullying occurrence in the school environment**

Prevention plays an important role in averting bullying. Therefore, it should start as early as possible, and thus, prevention is encountered by children attending kindergarten, so that they understand that problems do not have to be solved with violence, but can also be prevented in other ways (Bendl, 2003).

It is addressed by Directive 36/2018 on the prevention and resolution of bullying of children and students in schools and educational facilities. It deals with the basic signs or manifestations of bullying as well as its prevention methods and techniques (Directive 36 on the prevention and resolution of bullying of children and students in schools and educational facilities, 2018). Bullying prevention is not only important in kindergartens, primary or secondary schools, but it is also essential in the home environment. Since the issue of bullying is becoming increasingly relevant, parents should not ignore it but should discuss it with their children. Through communication, they can build trust with each other, and parents can guide children on how to solve problems without using violence. They should not be afraid to tell their parents about their problems. It is also essential for parents to pay attention to signals that could warn them of bullying issues.

### **Programs for preventing bullying occurrence**

Programs focusing on preventing bullying play a crucial role because they can often prevent bullying from happening. There are many programs targeting different age groups. One example is the Olweus Bullying Prevention Program, which primarily focuses on elementary and middle school students. The goal of this program is not only prevention but also fostering positive relationships among students (Kolář, 2011).

Foundations for developing a school preventive strategy - Prevention of risky behavior among children and students: This document, released in 2009 by the State Pedagogical Institute, forms a comprehensive preventive strategy aimed at engaging the entire school community. It encourages students to voice their opinions while also accepting authority guidance. Children are guided to understand, accept, and adhere to the rules (Class without Bullying, 2016).

### **Methods leading to the detection of bullying**

The first step in uncovering bullying is acknowledging its existence. Following this, work with both the victim and the aggressor begins. A variety of tools are used for discovery and diagnosis, including various observation methods, interviews, questionnaires for students, as well as for teachers. Schools may utilize trust boxes or various sociometric surveys to uncover bullying (Bendl, 2003).

Among the methods that can be utilized in preventing bullying are observation, surveys, interviews, sociometric assessments, and others.

### **The collaboration between the school and institutions dedicated to addressing bullying prevention issues**

#### Community Activities

The primary pillar of community prevention is the school. Thanks to its long-term contact with children, the school is best positioned to identify children at risk and recognize families that do not provide adequate support to their children. Community programs offer meaningful leisure activities to at-risk youth and programs in areas where delinquent youth are most prevalent. Community activities are based on the idea of broader collaboration in addressing problematic behavior among children and youth. Collaboration in combating bullying no longer only involves schools and families. Various associations, organizations,

and municipalities also greatly contribute in this area. The goal of preventive programs is meaningful leisure activities, building social bonds within the community among children, families, and schools (Bendl, 2003).

#### Civil associations, non-profit organizations, and foundations

Offer schools, teachers, and students educational programs in prevention and assistance to students who have problems with bullying. Some organizations prepare various educational materials on bullying, its manifestations, causes, prevention, and solutions (Bendl, 2003).

#### Helpline

It is a crisis intervention facility that provides telephone assistance to children and adolescents in crisis situations. The advantage of this crisis intervention is accessibility, speed, 24/7 operation, anonymity, and the possibility of repeated calls (Bendl, 2003).

#### **Conclusion**

In conclusion of this scientific article, we have explored various aspects of bullying prevention in the school environment and underscored their significance in establishing a secure and inclusive learning atmosphere. Bullying prevention is not a one-time action but an ongoing process that necessitates active engagement from all stakeholders - schools, teachers, students, families, and the community.

Various programs and initiatives, such as awareness campaigns, educational activities, and social programs, play a pivotal role in fostering positive relationships and cultivating social skills among students. Collaboration with civic associations, non-profit organizations, and foundations contributes significantly to combating bullying and offers support to students, teachers, and families.

Additionally, helplines and crisis interventions serve as crucial sources of assistance for children and youth facing challenging situations. Their accessibility and confidentiality enable students to seek help and guidance when needed.

Given the dynamic nature of today's society, sustained emphasis on bullying prevention in schools is paramount. It is imperative to continue developing and implementing effective programs and strategies that not only identify and address instances of bullying but also prevent their occurrence and foster a positive and inclusive environment for all students.

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## THE ACQUISITION OF NEW WORDS IN ENGLISH BY SLOVAK UNIVERSITY STUDENTS (CORPUS-DRIVEN APPROACH)

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**Abstract:** The present annotation deals with the acquisition of new words that have appeared in the English language in recent decades. The words are being presented in the context of study programmes within which future teachers are prepared. The real utilization of the linguistic material is studied in the monolingual synchronic annotated textual corpora English Web 2021 (enTenTen21) applying the text analysis software Sketch Engine.

**Key words:** corpus, corpus linguistics, word-formation process, new words

In recent decades, the tools of corpus linguistics are becoming an important component of the teaching of foreign languages since they provide both the teachers and learners with several benefits [1, p.73]. First and foremost, they introduce an authentic language to the classroom [2, p.14]. As Dzuriková says: Pupils' language preparation is an entry and necessary requirement for their further education in the school system also for the reason that pupils are exposed to the need to master a specific vocabulary that is decisive for the school environment even at a very low level of language proficiency [3, p. 12]. Intercultural aspects are of high importance, too. The prospective teachers realize that communication is manifested differently across cultures; corpus linguistics allows learners to observe what lexical units are typically applied in given cultural contexts; it is important to prior analyse crosslinguistic differences as well as understand cultural norms that can affect students responses to texts, tasks, etc. [4, p.74].

To verify the importance of incorporating the above-mentioned interdisciplinary principles into the teaching of linguistic disciplines in the university surroundings, we suggest a set of exercises based on corpus evidence. The motivation for creating such exercises is to inspire future teachers, and subsequently their students to work with corpora, and therefore, to develop communication and social competences emphasizing not only pure linguistic, but also cross-cultural issues. The following areas are suitable for: corpus-driven exercises application:

aspects of grammar; general vocabulary; ESP vocabulary; idiomatic expressions; semantic relations [5, p. 87]; new lexical units. In the university environment, it is possible to work with these types of corpus-driven exercises: accuracy-focused activities; revision activities; choosing the correct word; gap filling/completing the concordances mixed letters; matching words from the corpus with their definitions; guessing meaning of words; classifications of words.

The statistical data prove that new lexical units in the contemporary English language reflect the extralinguistic reality in the areas of: the environment; entertainment; health; work; travelling; sports and games; science and technologies; the Internet and social media; emotions, communication, and family; gender politics; fashion and clothes; food and drink; money and business. The examples below illustrate the utilization of new lexemes as reflected in the corpus:

*Carrying out analysis, assessments and systematic observation of the role of oceans as a **carbon sink**.* (un.org)

*The episode was written as a **bottle episode** to save money as the series had run up large over time costs.* (wikibin.org)

*No matter how old you are, you'll always know the latest trends and won't be ashamed of being a devoted **stan**.* (purewow.com)