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## The problem of organizing preventive work at the University for countering social ostracism in student groups

**Abstract.** *In this article the author explores the problem of social ostracism in student groups, defining it as a powerful and universal social phenomenon that threatens people's physical and psychological well-being. The author considers models of ostracism, stages of reaction to ostracism (reflexive, acceptance and so on), highlights typology of ostracism (pseudo-ostracism, role ostracism, punishing ostracism, defensive ostracism, unintentional ostracism). As the main measures to counter and prevent ostracism, the author considers building primary relationships in the study group (acquaintance, self-presentation, establishing primary contacts), conducting trainings, organizing discussions about ostracism and bullying as a social forms of relations in a group, developing a program for preventing ostracism in the group. The author identifies priority conditions for effective prevention of ostracism in the educational environment of first-year students: - organizing comprehensive pedagogical support (cooperation of teacher-curators, faculty) of first-year students on the basis of deontological, personal-collectivist, preventive approaches; - implementing an adaptation program for supporting first-year students.*

**Keywords:** *social ostracism, ostracism typology, stages of ostracism unfolding, measures for prevention of ostracism in student groups.*

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### Introduction

Ostracism is rejection of a person by excluding him/her from a group or social environment. In the dictionary of S.I. Ozhegov, ostracism is defined as "exile, persecution (for example, "to subject someone to ostracism") [1]. Researcher T.F.Efremova in her Dictionary of the Russian Language interprets ostracism as exile, persecution, rejection" [2].

According to psychologist and researcher of ostracism Kipling D. Williams [3], ostracism is a slippery and invisible form of violence.

Both groups and individuals can ostracize others and be ostracized themselves. Although social exclusion is an inevitable part of human existence, prolonged or unjustified exclusion can lead to loneliness, depression and/or aggression. One example of student ostracism is when a student deliberately does not invite a particular classmate to a party, although he has invited everyone else in his group [4].

The social context of ostracism. Ostracism is a powerful and universal social phenomenon that threatens people's physical and psychological well-being. Individuals and groups can be ostracized. Most people face the threat of ostracism at least once in their lives, and some people face it on a daily basis. K.D. Williams [3] developed a typology of ostracism, highlighting:

– pseudo-ostracism: a subject's behavior is erroneously interpreted by a person as ostracism (for example, the individual greets a person passing by, and the latter does not see or hear the greeting, while the individual believes that this is intentional);

– role ostracism: ostracization is prescribed by norms and roles of the situation itself (for example, ignoring the waiter who pours water into a glass or cleans the dishes);

– punishing ostracism: ostracism is used to punish or indicate disapproval (for example, to control members of a group who, by their deviant behavior or stigmatized status, pose a threat to a group or to motivate individual members of the group to change their unwanted or unacceptable behavior);

– defensive ostracism: individuals ostracize another person for protection purposes (for example, so as not to become a target of ostracism themselves);

– un-intentional ostracism: the subject does not notice the object of ostracism, because he believes that the object is not worth his attention or does not even suspect its existence (this often happens when there is a discrepancy in the statuses of the subject and object: pop star-fan, king-subject).

Obviously, the most dangerous are such types of ostracism as punishing, role-playing, protective, because in certain cases they can act as variants of deviant, even delinquent behavior, negatively affecting development of personality of the ostracized [5].

There are many species other than humans who use ostracism, usually to strengthen the group (by eliminating weaker or dissenting members). Peoples and tribes in religious institutions, correctional institutions, and in informal groups resort to ostracism. Ostracism is common even in close relationships and among family members. Educational environment is no exception. Higher educational institutions are characterized by increase in the number of cases of ostracism in student groups of the first year of study, since it is during this period that students adapt to conditions of vocational training, and the process of formation of student groups is carried out.

Increase in cases of ostracism in student groups is due, on the one hand, to active formation of their informal structure, distribution of social roles and social statuses, promotion of leaders of informal groups, expansion of areas of joint activity, and on the other hand, increased aggressiveness, low level of tolerance of a significant part of students [6]. In addition, serious mistakes are made in activities of many teachers and supervisors related to organization of pedagogical prevention of social ostracism. All this requires scientific understanding of the current situation [7].

Stages of social ostracism and psychological reaction to ostracism. Conventionally, ostracism can be divided into three stages. A student who has been rejected feels real physical pain, and it doesn't matter who rejects him or even how insignificant the slight seems. Students begin to find out in the reference group how to improve their inclusive status. They try to cooperate with other students or even obey them. If they succeed, they tend to take control of the situation. If a student tolerates ostracism for too long, he becomes psychologically exhausted, cannot cope with it and, as a result, gives up, falls into depression, despair, becomes helpless. Even memories of long-standing ostracism can evoke these feelings.

According to the Kipling D. Williams' model of ostracism [3], there are three stages in unfolding of a reaction to ostracism. The first stage is reflexive. As soon as individuals show signs of ostracism, they can feel pain, feel sadness, anger, they have a decrease in the level of satisfaction of one or more fundamental psychological needs (for belonging, self-respect, control, meaningful existence). At the same time, the degree of influence of ostracism and related phenomena on an individual is not only revealed at the level of self-report, but is also physically tangible. The second stage is reflexive. Individuals are trying to find meaning in why they are ostracized, trying to somehow cope with the «social wound». It is at this stage that the decision on the response strategy takes place. The third stage is acceptance. This stage occurs if the process of ostracism takes a long (chronic) character. In this case, the individual may suffer from feelings of alienation, depression, helplessness and worthlessness.

Humans are social beings who rely on connections with others to meet fundamental social, psychological and survival needs. Even when strangers, in the context of minimal interaction, ostracize people for a very short time, they show signs of stress. Subjected to the procedure of ostracism, people immediately feel a lower degree of satisfaction of their basic needs [8]. Ostracism is unique in that it immediately lowers satisfaction with four of the four basic human needs at the same time. Also, when faced with ostracism, people feel higher levels of sadness

and anger. Long-term ostracism makes people feel worthless. They often resign themselves to loneliness or desperately demand attention, even through suicide or murder.

In the students' environment, ineffective group members are most often ostracized, slowing down or undermining the work of the group and becoming burdensome as a result. Such students are more likely to violate group norms and threaten group harmony and cohesion. As a result, this makes them less trustworthy. They can become a burden on the group, not necessarily because of their work capacity, but because they may require more attention and thus create a burden on group interaction. Even if group performance does not suffer because of them, the experience of interacting with a student who is a neurotic member of the group can be quite unpleasant and lead to ostracism. Such students act artistically, curiously, creatively, insightfully and originally, and have a wide range of interests. They are perceived as attractive and interesting interaction partners and useful for group work, at least if the group is looking for creative solutions.

On the other hand, such openness in student groups is also associated with the pursuit of unusual ideas or demonstration of non-standard behavior, which can be perceived as deviation from group norms. Thus, openness to experience can also pose a threat to group harmony and stability. Moreover, students with a high level of openness are often drawn to new situations and social contexts. This may make students with high openness more likely to be ostracized compared to students who follow familiar patterns.

These are students who act in an active, assertive, energetic, enthusiastic, outgoing and talkative manner. Like people with high degree of openness, extroverted students may be more likely to encounter social situations and initiate social interactions with new partners. This means that the base frequency of situations that cause the risk of being ostracized is higher for these students than for those who adhere to their close social circle.

The question of whether ostracism can be eradicated remains open. Psychologists are skeptical about eradication of social ostracism among students [9]. In some cases, people seek legal protection from ostracism, which is a form of discrimination in the workplace, but it is difficult to capture and communicate what is not happening. If a student is not invited to a party for the whole group, then this is easy to deny. The «criminal» student may even accuse the socially ostracized «victim» student of being paranoid. Pedagogical prevention has been and remains the main means in the fight against social ostracism.

In our study, we suggested that it is possible to increase effectiveness of pedagogical prevention of social ostracism in student groups if: - to form motivational readiness of university professors to carry out active work to prevent cases of social ostracism; - to increase the professors and teachers' level of professional and pedagogical skills in solving this issue; - to ensure rallying of student groups as a factor in the effective prevention of social ostracism.

Analysis of the scientific literature made it possible to fix the growing problem of ostracism among young people [10]. In educational organizations, this issue becomes even more relevant due to specifics of personal relationships, when students do not always have an opportunity to satisfy their social, spiritual and moral needs. In this regard, the risk of ostracism in student groups should be assessed by the leading departments of an educational organization as one of the priority issues that requires integrated approach.

Complexity in this case is understood as a combination of individual-personal and collectivist approaches to accompanying a student group; as cooperation between professors and teachers; integration of educational, leisure, quasi-professional areas. In this sense, it is also very important to combine preventive and corrective activities in this direction at the level of all student courses.

At the same time, the main emphasis on solving the problem of ostracism in each study group should be placed in the initial period of students' education, during their first year of study. During this period, with each student group, it is necessary to work out the problem of ostracism in a concentrated manner in the following order:

1) provide students with the opportunity to spontaneously build primary relationships in the group (acquaintance, self-presentation, establishing primary contacts);

- 2) conduct a training «Let's get acquainted!»;
- 3) hold a conversation «Ostracism, bullying as asocial forms of relations in a group»;
- 4) jointly (the teacher-curator and the student group) develop a program for prevention of ostracism in the group (the program should be extended for all years of study, including the final course).

The program should highlight several aspects:

- a) prevention of ostracism (systematic diagnostics of relations in the group; work on organizing a friendly team; possibility of individual counseling);
- b) correction of ostracism ("Mail of trust", reflective conversations in micro-groups, etc.).

The basis of preventive, corrective activities is actual collective creative work of the student group, informal focus on the absence of «outcasts».

Significant resource for prevention of ostracism in a training platoon, according to studies by O.V. Svinareva [11] is pedagogical support for students within the adaptation period. Thanks to this, in the educational process, personal facilitative activities are simultaneously carried out by teachers in relation to subjects-students and organizational and managerial support of the emerging team.

The above provisions are consistent with the content of the state educational standards of higher education of the Republic of Kazakhstan, which at the level of general cultural competencies indicate development of students' competencies such as ability to perform professional tasks in accordance with the norms of morality, professional ethics and work etiquette, ability to work in a team, tolerantly perceiving social, cultural, confessional and other differences, to prevent and constructively resolve conflict situations in the course of professional activity.

Very significant in connection with the above is organization of cultural centers, clubs, studios; among the forms of educational work are discussions, persuasion, an example, meetings with artists, and so on.

In higher educational institutions of Kazakhstan Republic, much attention is paid to education of student teams, starting from the first year of study, involving them in the activities of the Cinema Club, Library Club, the Literary and Musical Lounge, implementing trainings for constructive interaction, personal development, scientific, creative projects, which is systematically reflected in scientific the works of researchers (V.E. Nefediev, Yu.N. Prostackishina, O.V. Svinareva, I.V. Ulyanov, etc.) [12]. A feature of these activities is their collectivist nature, which is expressed in involvement of all students of the group in them while implementing individual-personal approach, when individual characteristics of a student (temperament, gender, etc.), his personal characteristics (needs, moral position, etc.) are taken into account.

Of particular value in prevention of ostracism in educational environment of first-year students is training as a pedagogical method (V.E. Pakhalyan, K. Fopel, etc.) [13]. In particular, it is possible to conduct training for constructive communication of students after classes. Thanks to this, students master the skills of open communication, effective conflict resolution. The training component contributes to formation of reflective skills in student groups, thanks to which a person pays attention to himself, his consciousness, actions, as a rule, rethinking them; in connection with this, students' focus on self-education is formed.

Along with this, significant potential of training sessions in prevention of ostracism is obvious, when in the context of studying the problems of an individual and the group, conflict relations, students carry out appropriate reflection, training platoon personalizes understanding of issues of alienation, bullying, and gives them a moral assessment.

The central thought, which requires collective reflection, should be the following: ostracism is rejection or ignorance of a person by others. It deprives a person of the opportunity to realize his need for affiliation (belonging). Ostracism plays the role of a means of regulating social behavior, relationships with people. People react to ostracism with bad mood, nervousness, attempts to repair relationships, or a final break. Not talking to a person means showing emotional cruelty towards him and using the most terrible weapon - this is the opinion of people who were ostracized [14].

## Research methods

The purpose of our empirical research at this stage was to study the first-year students' ideas about social ostracism as a form of ignoring.

To achieve this goal, the following tasks were formulated:

1) to implement a theoretical review of research on the subject of social ostracism in student groups;

2) to identify the content and types of ideas about social ostracism.

The object of the study is students and student groups, subjects of interpersonal relations who filled out the questionnaire we proposed. These are students of pedagogical majors.

The subject of the study was the phenomenon of social ostracism.

The research hypothesis consisted in the assumption that students have different types of ideas about social ostracism, characterized by certain speech markers. The study involved 54 students aged 19 to 21 years.

Respondents were asked an open-ended question «What does it mean to you when you are subjected to social ostracism?». The obtained data was processed using a qualitative-quantitative method of document analysis - content analysis. In the process of analyzing students' answers to the question presented, an inductive type of material processing was used.

In addition to content-semantic categories of analysis, speech units were distinguished - conjunctions, pronouns, negative particles, etc., which were also included in statistical processing. In addition, the study participants were offered a questionnaire to collect socio-demographic data (gender, age, level of education, presence/absence of work, etc.). The frequency of occurrence of content analysis categories was calculated as percentage; Cluster analysis (Ward's method) was used to identify types of ideas about social ostracism.

## Results

As a result of the content analysis of the respondents' answers to the question «What does it mean to you when you are subjected to social ostracism?» two groups of content-analytical categories were distinguished. The first group included semantic categories that directly reflect the content of the phenomenon of social ostracism (see Table 1. Content of understanding the phenomenon of social ostracism by students-subjects of interpersonal relations). The most common in the studied sample include the following: devaluation (37.5%), lack of interest (32.4%), emotional distress (30.1%).

**Table 1. Content of understanding the phenomenon of social ostracism by students-subjects of interpersonal relations**

	analytic categories	number of cases (in %)	content of analytic categories	speech markers
1	devaluation	37,5%	d e p r e c i a t i o n , disrespect from other people, insignificance for them	they do not consider (my) opinion, there is no respect (for me), some disrespect, they do not value anything, (my) opinion does not matter, (to me) it doesn't matter, (to a person) it doesn't matter (to me) to answer
2	lack of interest	32,4%	no interest in another person	(I) is not interesting, (I) do not care, indifference, they are not interested in (my) thoughts
3	emotional distress	30,1%	specific feelings and emotions are indicated	particles showing resentment, anger, irritation, disgust, contempt, feeling lost, apathetic state

The selected categories formed two types of ideas about social ostracism.

The first type of representations makes it possible to describe social ostracism as a unity of cognitive, emotional and behavioral components.

Cognitive component includes an attempt to explain to oneself the reasons, to understand and interpret what is happening in a situation of social ostracism. The cognitive component can be implemented in the following three versions.

Explaining the causes of social ostracism through the personal characteristics of the interlocutor (“shy”; “inability to talk about feelings”) or through lack of attention (for example, when a person has a lot to do and there are no attention resources left to communicate with a partner). The marker of this explanation is the use of disjunctive conjunctions (e.g., «or»).

Reflections associated with a feeling of mismatch with another person, with lack of understanding of what is happening. This is accompanied by references to losses in self-esteem and changes in the image of the self (which corresponds to frustration of the need for positive self-perception resulting from social ostracism described by K. Williams (Williams, 2007). This also included the category “acceptance” (“nothing”), indicating productivity - the process of understanding what is happening.

The third option for understanding what is happening in a situation of social ostracism is related to the question “what did I do wrong?”. This happens when the student-subject of communication suspects that social ostracism in the group is feedback and occurs in response to his «wrong» behavior. This category has been designated as a “hidden message”, and cognitive processes here are aimed at “decoding” it. A marker of hidden messages in speech is the use of reflexive pronouns.

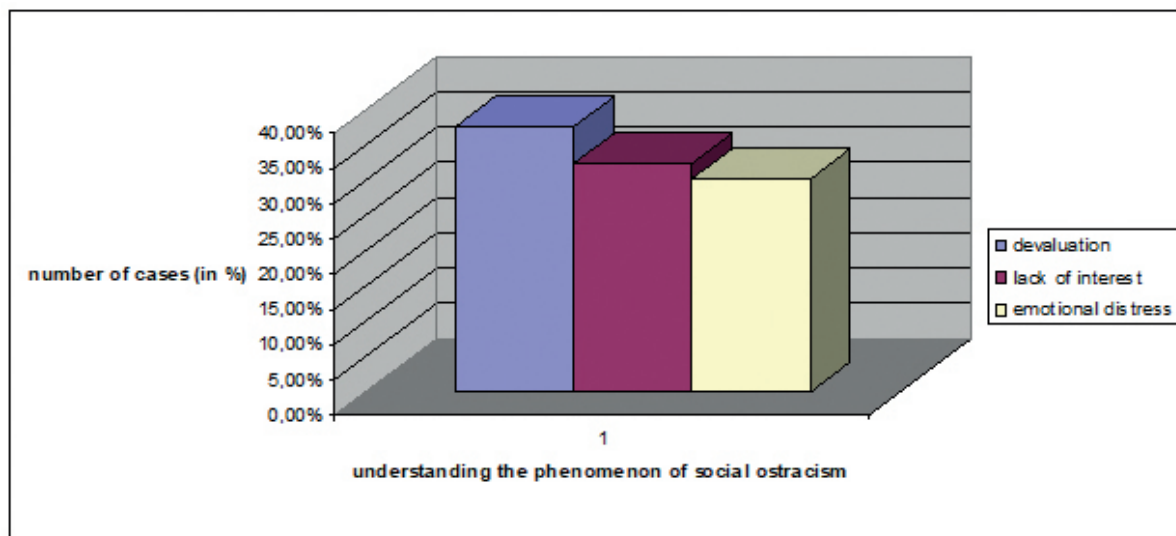
### **Discussion**

The emotional component includes units of analysis that describe specific feelings and emotions, and is represented by the category «emotional distress». Emotions accompanying the experience of social ostracism are mostly negative: resentment, anger, irritation, disgust, contempt, a sense of loss.

The behavioral component in a situation of social ostracism is the conditions of communication, feeling of being useless for the interlocutor, as well as perception of social ostracism as a result, as a reaction to some specific behavior (demonstrative pronouns are a marker). The behavioral component of ideas about social ostracism aims to satisfy the need for control, which is also frustrated in situations of social ostracism (Williams, 2007). Social ostracism as a strategy for regaining control and ability to control the communicative situation is intended to “indicate” the unacceptable behavior.

The second type of representations includes two key substantive categories - the student’s lack of interest in the target of social ostracism and devaluation (see Diagram 1. Substantive categories the phenomenon of social ostracism by students-subjects of interpersonal relations).

**Diagram 1. Substantive categories the phenomenon of social ostracism by students-subjects of interpersonal relations.**



At the same time, speech markers of depreciation are negations - negative particles and prefixes; and lack of interest is described through frequent use of the word «person» and through the use of egocentric markers in the form of personal pronouns of the first person singular (I, me, etc.). This is fully consistent with the results of studies by Klauke, Müller-Frommeyer, Kauffeld (2019), who proved that memories of ostracism in texts are expressed through an increase in these lexical units and, along with this, through a decrease in the first person plural pronouns (such in our sample in general were absent).

That is why this type of ideas about social ostracism was designated as «ignoring». It should be noted that the most common categories of content analysis - lack of interest and devaluation - are included in this type of representation, which indicates legitimacy of considering social ostracism as a form of social exclusion.

### Conclusion

Thus, the conducted research allows us to confirm the hypothesis about the existence of different types of understanding social ostracism, as well as about the presence of certain speech markers of these types of ideas.

The conducted research makes it possible to draw conclusions about the content of ideas about social ostracism in students-subjects of interpersonal relations, about the types of these ideas, as well as about their speech markers.

In the structure of understanding social ostracism, cognitive, emotional and behavioral ideas are distinguished.

The cognitive component is represented by the search for the causes and meaning of what is happening. It is shown that the causes of social ostracism are explained by personal characteristics and peculiarities of attention (inattention) quite rarely - in about 10% of cases, respectively. Most students explain social ostracism as a lack of interest (32.4% of cases) and depreciation (37.5% of cases).

The emotional component has a fairly high degree of representation, expressed in negative emotional distress in situations of social ostracism (they are noted by 23.5% of respondents).

The behavioral component is centered on communication (in the context of interaction, social ostracism is described by 25% of respondents) and the feeling of being useless in it (16% of respondents).

Disjunctive conjunctions are markers of positive explanations for the causes of social ostracism; hidden messages - reflexive pronouns; ignoring as a reaction to what happened and ascertaining the partner's uselessness - demonstrative pronouns; lack of interest for the interlocutor - personal pronouns of the first person singular; devaluations - negative prefixes and particles.

As the main conclusion, it is necessary to note the growing problem of ostracism in society, in connection with which the issues of its pedagogical prevention and correction should be updated in student groups.

We have identified the following priority conditions for effective prevention of ostracism in the educational environment of first-year students:

- organizing comprehensive pedagogical support (cooperation of teacher-curators, faculty) of first-year students on the basis of deontological, personal-collectivist, preventive approaches;
- implementing an adaptation program for supporting first-year students;
- emphasizing the idea of forming an educational team as a subjective basis for effective educational, leisure relationships in the group.

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### **Студенттік ортада әлеуметтік остракизмнің алдын алу бойынша ЖОО-да педагогикалық жұмысты ұйымдастыру мәселесі**

**Аңдатпа.** Бұл мақалада автор студенттік топтардағы әлеуметтік остракизм мәселесін зерттей келе, оны білім алушылардың физикалық және психологиялық әл-ауқатына қауіп төндіретін күшті және әмбебап әлеуметтік құбылыс ретінде анықтайды. Автор остракизмнің үлгілерін, остракизмге реакция кезеңдерін (рефлексиялық, қабылдау және т.б.) қарастырады, остракизмнің типологиясын (псевдоостракизм, рөлдік остракизм, жазалаушы остракизм, қорғаныстық остракизм, әдейі емес остракизм) қарастырады. Автор зерттеу тобында остракизмге қарсы тұрудың және алдын алудың негізгі шаралары ретінде негізгі қарым-қатынастарды құруды (танысу, өзін-өзі таныстыру, алғашқы қарым-қатынасты орнату), тренингтер өткізуді, топтағы қарым-қатынастың әлеуметтік немқұрайдылық формалары ретінде остракизм мен қорлау туралы пікірталас ұйымдастыруды, топтағы жат ағымдардың алдын алу бағдарламасын әзірлеуді көздейді. Автор бірінші курс студенттерінің оқу-тәрбие ортасындағы жат ағымның алдын алудың басымдық шарттарын белгілейді: жеке-ұжымдық, алдын алу негізінде бірінші курс студенттеріне жан-жақты кешенді педагогикалық қолдауды (оқытушы-кураторлардың, профессорлық-оқытушылар құрамының ынтымақтастығын) ұйымдастыру; - бірінші курс студенттерін қолдауға арналған бейімделу бағдарламасын іске асыруды баса көрсетеді.

**Түйін сөздер.** әлеуметтік остракизм, остракизм типологиясы, остракизмнің даму кезеңдері, студенттік топтардағы остракизмнің алдын алушаралары.

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### **Проблема организации педагогической работы в вузе по профилактике социального остракизма в студенческой среде**

**Аннотация.** В данной статье авторы исследуют проблему социального остракизма в студенческих группах, определяя его как мощное и универсальное социальное явление, угрожающее физическому и психологическому благополучию учащихся. Автор рассматривает модели остракизма, стадии реакции на остракизм (рефлексивная, принимающая и др.), выделяет типологию остракизма (псевдоостракизм, ролевой остракизм, карающий остракизм, оборонительный остракизм, непреднамеренный остракизм). В качестве основных мер противодействия и предотвращения остракизма автор рассматривает построение первичных отношений в учебной группе (знакомство, самопрезентация, установление первичных контактов), проведение тренингов, организацию дискуссий об остракизме и буллинге как асоциальных формах отношений в группе, разработку программы предотвращения остракизма в группе. Автор выделяет приоритетные условия эффективной профилактики остракизма в образовательной среде первокурсников: - организация всесторонней педагогической поддержки (сотрудничество педагогов-кураторов, преподавателей) первокурсников; - реализация адаптационной программы поддержки первокурсников.

**Ключевые слова:** социальный остракизм, типология остракизма, этапы развития остракизма, меры профилактики остракизма в студенческих группах.

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