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DOI <https://doi.org/10.26661/2414-0287-2023-1-57-21>**MANAGEMENT OF RECURRENT CONFLICT PHENOMENA OF EVACUATION
AND MIGRATION PROCESSES IN WAR AND POST-WAR TIMES*****Andrushkiv B.M., **Cherep O.H., *Tsikh H.V., *Pohaidak A.R.****Ternopil Ivan Puluj National Technical University**Ukraine, 46001, Ternopil, Ruska str., 56****Zaporizhzhia National University**Ukraine, 69600, Zaporizhzhia, Zhykovsky str., 66*

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In the article, based on a sociological analysis of public opinion and the existing experience of state management bodies, local self-government bodies, with the participation of public formations, certain problems of a military and defence nature were identified, including manifestations of bullying in educational institutions. They were evaluated both from the standpoint of scientists and the average citizen. The study was carried out by surveying citizens about the causes of bullying and disciplinary violations of both educational and cognitive nature. Based on existing experience, ways and means of their prevention, spread and elimination were proposed. The prerequisites for increasing responsibility for inaction in this area of educational institutions have been studied. The causes of bullying and other types of harassment are considered, which confirm that not only education, culture, science, but also directly the administrative and management apparatus are most exposed to this negative influence. In the spread of this phenomenon, an important role is played by social networks and the presentation of the material itself, where the victim and the perpetrator are determined in advance. In most cases, the video content clearly identifies the victim and the perpetrator. Sometimes such content pursues another goal - it is to create a false impression about the real state of affairs or situation. Such content is pre-thought-out, designed for a certain age category, presented one-sidedly, biased and with the specific goal of evoking negative emotions in the observer and inciting aggressive actions. This is also facilitated by the lack of critical thinking, unwillingness to analyse and trust the information presented. The accession of Ukraine to the European Commonwealth in the post-war period determines not only the success of the fight against the prevention and spread of conflicts, but also the elimination of interpersonal contradictions. As a result, the development and implementation of the latest means and mechanisms for the activation of educational institutions in fundamentally new European democratic conditions. It was established that due to the comprehensive use of public, political, spiritual and other factors when making relevant changes in the legislation it is possible to ensure an increase in the effectiveness of reforms and prevent the spread of these negative phenomena caused by the war and developed in this period.

**УПРАВЛІННЯ ПОВТОРЮВАНИМИ КОНФЛІКТНИМИ ЯВИЩАМИ ЕВАКУАЦІЇ
ТА МІГРАЦІЙНИМИ ПРОЦЕСАМИ У ВОЄННИЙ ТА ПОВОЄННИЙ ЧАС*****Андрушків Б.М., **Череп О.Г., *Ціх Г.В., *Погайдак А.Р.****Тернопільський національний технічний університет імені Івана Пулюя**Україна, 46001, м. Тернопіль, вул. Руська, 56,****Запорізький національний університет**Україна, 69600, м. Запоріжжя, вул. Жуковського, 66*

У статті на основі соціологічного аналізу громадської думки та наявного досвіду роботи органів державного управління, органів місцевого самоврядування за участю громадських формувань визначено окремі проблеми військово-оборонного характеру, зокрема прояви булінгу в закладах освіти. Їх оцінювали як з точки зору науковців, так і з точки зору пересічного громадянина. Дослідження проводилося шляхом опитування громадян

Ключові слова:

булінг, війна, оборона, управління, ідеологія, громадська думка, підприємства, стабільність, стратегія, тактика, ефективність, економічна діяльність, реформування та трансформація суспільства, Європейський Союз, НАТО

щодо причин булінгу та дисциплінарних порушень як навчального, так і пізнавального характеру. На основі наявного досвіду запропоновано шляхи та засоби їх попередження, поширення та ліквідації. Досліджено передумови підвищення відповідальності за бездіяльність у цій сфері навчальних закладів. Розглянуто причини булінгу та інших видів цькування, які підтверджують, що не лише освіта, культура, наука, а й безпосередньо адміністративно-управлінський апарат найбільше піддаються цьому негативному впливу. У поширенні цього явища важливу роль відіграють соціальні мережі та сама подача матеріалу, де заздалегідь визначені жертва і злочинець. У більшості випадків відеоконтент чітко ідентифікує жертву та злочинця. Іноді такий контент переслідує іншу мету - створити хибне враження про реальний стан речей або ситуацію. Такий контент заздалегідь продуманий, розрахований на певну вікову категорію, поданий однобоко, упереджено та з конкретною метою викликати негативні емоції у глядача та спонукати до агресивних дій. Цьому також сприяє відсутність критичного мислення, небажання аналізувати та довіряти поданій інформації. Приєднання України до Європейської співдружності в післявоєнний період визначає не тільки успішність боротьби із запобіганням і поширенням конфліктів, але й усуненням міжособистісних протиріч. Як наслідок, розробка та впровадження новітніх засобів і механізмів активізації діяльності навчальних закладів у принципово нових європейських демократичних умовах. Встановлено, що завдяки комплексному використанню суспільних, політичних, духовних та інших чинників при внесенні відповідних змін до законодавства можна забезпечити підвищення ефективності реформ та запобігти поширенню зазначених негативних явищ, спричинених війною та розвинутих у цей період.

Problem definition

The full-scale war with Russia exacerbated the problems of children's and youth conflicts in Ukraine. This is due to numerous psychological reasons, including the intensification of the evacuation of people from the places of hostilities and the migration of Ukrainians abroad. Currently, about 8.0 million people have emigrated from the Southern and Eastern regions due to hostilities abroad and were evacuated to the Western regions of Ukraine (this process is ongoing). Children and students who were brought up on other, somewhat different, regional principles and traditions arrived at schools and institutions of higher education in Podillia, Halychyna, Volyn, Transcarpathia, and others. A large number of children and their parents left abroad. These and other circumstances, both abroad and in Ukraine, cause sometimes aggravation of relations between both adults and young people, provoking bullying as a phenomenon of aggressive behaviour of one child or a group of children in relation to another child, which is accompanied, as a rule, by constant physical and psychological influence and, by the way, is not a rare phenomenon and not only in youth relations during wartime. Actually, this determines the relevance and timeliness of the specified range of problems.

Analysis of recent research and publications

Meanwhile, Ukrainian society still lacks the means to deal with these cases as illogical social phenomena.

Analysing the problems of bullying and conflicts in military and defence conditions, the use of public initiative in this area, especially in the extreme conditions of the implementation of regional, administrative and general state reforms, the works of domestic scientists, including V.M. Burlaka, Iu.V. Goncharov, G.I. Mechnikov, A.A. Oleshko, L. Yaremenko, others, is indirectly devoted

to the elimination of the problems of the multifaceted crisis and its impact on the development of Ukraine. Such scientists as I.T. Balabanov, O.I. Vivchar, L.S. Golovkova, V.I. Franchuk, V. Ia. Gorfinkel, A.P. Grechan, M.P. Denisenko, E.F. Denisov, S.M. Ilyashenko, O.E. Kuzmin, N.V. Krasnokutska, L.N. Ogoleva, V.M. Porohnia, I.I. Rekuna, R.A. Fathutdinov, I.V. Fedulova, L.O. Cherkashchyna [12]. It should be said that the research was once again carried out not only without taking into account conflict situations, public opinion, but also without taking into account the requirements of the state's possible accession to the EU and NATO.

Currently, in general, quite a few articles and scientific works are devoted to the problems of state formation, the relationship between science and production. Some domestic and foreign managers pay attention to the problem of adaptation and transformation processes in accordance with the requirements of associate membership in the EU and NATO without linking these processes to the aggravation of conflict phenomena, both directly in educational institutions and in territorial structures.

Studies and sociological studies of the causes of bullying and other abuses confirm that not only education, culture, science, but also directly the administrative and management apparatus are most exposed to this negative influence. Due to post-totalitarian traditions, they have always been and remain very susceptible to such abuses.

M.O. Andreieva, R. Bezpalcha, O.V. Dzhelali, A.V. Kudin, L.O. Kirzhner, M.V. Martynenko, H.V. Lozhkyn, Kh. Ia. Saiko, K.O. Ostrovska, others. Meanwhile, there were practically not many publications on the manifestations of bullying in the conditions of evacuations and mass migration of both the population and youth during the war period abroad and to the western regions of Ukraine.

Therefore, the issue of the development of bullying has a negative effect on the effectiveness of the functioning of the territories and educational institutions operating there, the psychological stability of Ukrainian citizens, the activities of economic entities, etc.

Based on these considerations, the goal and objectives of this article were formed.

The purpose and objectives of the article

Ukraine is a state that, due to the war and related circumstances, is faced with the problem of developing the latest European development strategy for the future. Its implementation should take into account public opinion in terms of not only the restoration of the post-war economy and preparation for joining the EU and NATO, but also the development of scientifically based measures to prevent this negative phenomenon. In this context, developers should be interested in the development and implementation of not only ideological tools, but also the development of the latest technologies, which are based on the advanced achievements of science, strengthening, at the expense of administrative means, and the use of public opinion in all spheres of moral and spiritual life of youth and citizens of Ukraine.

Presentation of the main research material

In fact, it should be noted that currently, in many cases in connection with the war, the educational and disciplinary function of the state is deliberately ignored, levelled and not fulfilled. These issues are especially relevant in the conditions of territorial communities. The implementation of the educational function is delayed due to the absence of state ideology, which significantly affects the formation of professional and conscientiously patriotic indicators of the development of the younger generation of society. Scientists claim that in states where ideological work is absent, morality is correspondingly low, bullying flourishes, and executive discipline and responsibility are low. Science has also established that a high number of abuses in this sphere of social relations occurs where the level of spirituality is low, the moral principles of coexistence are not supported, where people have no hope for a better future.

Meanwhile, among Ukrainian researchers, at the moment, there is not even a single understanding of the meaning of bullying and the definition of its place in the list of “conflictology” terms. So, according to Internet sources, some researchers use this term as a synonym for conflict theory, to denote the empirical study of conflicts, and some use it to study the main patterns of conflict manifestation.

The term “conflictology”, judging by the content, should mean the scientific study of conflict (conflicts) or be the name of the science of conflicts.

Again, the psychology of children’s conflicts called bullying is not clear in this situation.

For reference: *Bullying (from the English bully – hooligan, bullyboy, rude, “to bully” – pick a quarrel, make a nuisance of oneself) is a long process of deliberate cruel treatment, aggressive behaviour to cause harm, cause fear, anxiety or create a negative environment for a person.*

Most often, bullying occurs in places where adult control is weakened, or there is none at all, which is justified in educational groups by the conditions of war. It can be, as the researchers testify, the school yard, stairs, corridors, toilets, changing rooms, sports grounds. In some cases, a child may be bullied outside the school premises. A victim of bullying can be harassed by sending abusive messages on the phone.

A person who has been chosen as a victim and who cannot stand up for himself is tried to be humiliated, intimidated, isolated from others in various ways. The most common forms of bullying are: verbal insults, mockery, name-calling, threats, offensive gestures, verbal intimidation, threatening intonations, ignoring, refusal to communicate, exclusion from the game, boycott, extortion of money, food, things, intentional damage to personal property, physical violence, humiliation using mobile phones and the Internet, spreading rumours and gossip, often used by collaborators, provocateurs, etc..

According to the available experience in this area, bullying can be combined into groups of oral (verbal), physical, social (emotional) and electronic (cyber) bullying, which are often combined for greater impact. This classification does not take into account the cause of such a phenomenon. In many cases, the war, in the absence of ideological education of young Ukrainians of the future, adequate psychological support, is a catalyst for their development.

As the study showed, 70 percent of bullying occurs verbally. Physical violence is the most visible, but accounts for less than a third of bullying cases.

Nowadays, cyberbullying is gaining momentum. This is humiliation with the help of mobile phones, the Internet, etc.

What can psychological scientists advise in this situation? Of course, schoolchildren should seek help from adults, namely teachers and parents. The help of adults is needed if the actions of offenders can cause harm to physical or mental health.

Older children and teenagers can try to cope with some situations on their own. Psychologists have developed several tips for them.

- Ignore the abuser. If possible, try to avoid an argument, pretend you don’t care and walk away. If the situation does not allow you to walk away while maintaining your composure, use humour.

- Control anger and rage. After all, this is exactly what the offender seeks. Don’t get into a fight. Don’t hesitate to discuss such threatening situations with people you trust. This will help to build the right line of behaviour and stop violence.

According to our belief and the conclusions of the public survey, it would be worthwhile to provide for the study of this phenomenon in the prevention of bullying and conflicts in educational programs. To speed up the formation and implementation of statist ideology.

To give bullying a proper sound and understanding as a component of conflictology, as a discipline, the identical theory of conflict, which is fully justified not only from a methodical, but also from a methodological point of view.

The problematic ones also include questions of a theoretical nature, which casually affect the delineation of the object of research. This is primarily a definition and understanding of the conflict. How should the conflict be considered, in a broad or narrow sense?

In other words, are conflicts, including bullying, as a consequential phenomenon of war, and should become the subject of further study of conflictology in post-war conditions? The question is also whether to consider all phenomena of an antagonistic nature that exist both in the minds of individuals and groups, as well as in their behaviour at all levels of society, including bullying, as a conflict, or just an open confrontation, a clash of parties? For practitioners whose efforts are aimed at direct conflict resolution, these issues are less important, but they also require special attention from theorists.

It is necessary to agree that the term “conflictology” in various phrases did not arise by itself, but became widespread in the territory of the former Soviet Union as a result of the coincidence of several circumstances: the lack of a clear understanding of concepts in the social sciences; weak level of research; the desire to make the works more scientific; inappropriate use of the term in the mass media; the desire to avoid “negative” commenting when using the term “conflict”.

Incidentally, we note that in Western countries, when it comes to the tradition of studying a problem by public opinion, they use the phrase “conflict tradition”, when it comes to theory, they use “conflict theory”, and for applied studies of conflicts, they use the term “conflict studies”. It is primarily not about tracing anglicisms, but about the development of a full-fledged and at the same time unified scientific terminology that would be understandable to both domestic and Western researchers.

The basis for writing this article was the need for a scientific study of bullying as a component of the conflict, as an objective reality that arose, or more precisely, worsened as a result of the war and exists in various spheres of social life. The concern caused not only by different interpretations of the term, but above all by the military circumstances, which is emphasized by modern war researchers.

The analysis of bullying as a type of conflict and an objective phenomenon of social life in sociology has formed a certain direction called the sociology of conflict. From the point of view of solving the problems of violence in conflicts of various levels of complexity, it is advisable to highlight the concept of “bullying caused by military circumstances.” The main problems considered in it are the study of the causes of the conflict, the search for ways of its non-violent settlement under conditions that would contribute to the preservation of peace. Close to the latter is the direction of experimental study of the conflict, which is based on the analysis of individual cases caused by evacuation and migration reasons.

Is there any experience of solving similar problems abroad? The study showed that a special place in Western social science, for example, is occupied by such a discipline as polemology. The creators of this discipline derive its name from the Heraclitean *polemos*, which means not only war, but also conflict in the broadest sense of the word.

Polemology is the science of war and conflicts. It examines various aspects of war and conflict, such as the political, social, economic and cultural factors that lead to conflict, including identity, territorial claims, ethnic religious and ideological differences, and the roles of international and domestic factors in conflict. The field of study of this science also includes the study of various aspects of warfare, such as military tactics, strategy, weapons and technologies, military ethics and rights, problems of restoration and establishment of peace and security, including international arms control, demilitarization and the development of peacekeeping programs.

Polemology is important for the development of a scientific approach to resolving conflicts and building peace in the modern world.

The term “polemology” was introduced by the German sociologist and philosopher Gaston Bodenheim in 1907, but the study of war and conflicts as a relevant topic of scientific research originated in ancient Greece. In their works such as the Peloponnesian War and the History of the Persian Wars, Herodotus and Thucydides analyzed the causes of war and its consequences.

In the middle of the 19th century, with the development of science and technology, new ways of waging war appeared, which led to an increase in the number and intensity of armed conflicts. This stimulated the emergence of scientific research on the problems of war and conflicts.

In the 20th century, polemology became a separate branch of scientific research. It became especially important after World War I and World War II, when humanity experienced the terrible consequences of war, such as millions of deaths and destruction. Today, polemology is a relevant topic of scientific research dealing with the problems of war and conflicts in the modern world.

Conclusions

Therefore, these and other circumstances determine the need for state institutions to carefully study the socio-psychological situation with evacuation and migration processes, develop a national strategy in this regard and form mechanisms for its implementation, taking into account the opinion of scientists and the public. After all, the emergence of the phenomenon of bullying in Ukraine, the aggravation of which was caused by wartime circumstances, requires an urgent, scientifically based, methodical formation of means of its prevention and spread, and ultimately its elimination. Strengthening responsibility for inactivity in this area, both of educational institutions and territorial bodies of local self-government, etc.

In general, the improvement of the effectiveness of the specified measures is proposed at the expense of actual ideological and educational factors and innovative and managerial levers. This is one of the directions not only for the development of national and regional traditions and culture, but also for the strengthening of economic security in the state and the stable functioning of educational institutions of Ukraine, which actually can accelerate the unity of our society in the fight against the hated enemy, make it competitive in the conditions of global rivalry and successful accession to the EU and NATO.

In fact, a safe educational environment and pedagogy of partnership between all participants of the educational process should become important values of the new Ukrainian school in the post-war period. Relations here should be based on the principles of respect, benevolence, and tolerance.

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