Analysis of Bullying Prevention Strategies in Schools from an Ecosystem Perspective

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Abstract: Bullying in schools has become a more common problem in primary and secondary schools, and is likewise a hot topic of social concern. School bullying can not only cause great psychological damage to the bullied, but also bring serious negative impact to the society. In recent years, American psychologists have attempted to conduct a comprehensive and systematic study of the causes and prevention of school bullying from micro-middle and external macro systems, guided by the ecosystem theory. Based on this, this paper briefly analyzes the current situation of school bullying and discusses the preventive measures of school bullying under the ecosystem perspective.

Keywords: Ecosystem; School bullying; Psychoeducation

Introduction:

Bullying is prevalent on various campuses, and although bullying has also become a widely publicized social topic, no uniform definition of school bullying has been given. The definition of school bullying varies among different scholars at home and abroad. The Norwegian scholar Danolweus considers school bullying as a prolonged exposure of one student to negative behaviors led by more than one or one student, and this school bullying is not an accidental event but a long-term and continuous one. Therefore, China must also pay great attention to the universality and specificity of school bullying and use an ecosystem perspective to prevent school bullying effectively.

1. The current situation of bullying in schools in China

1.1 Realistic factors of school bullying

The causes of the high incidence of bullying in schools are not only present in school education, but also influenced by family and social factors. The relationship between peers, teachers and students in school, as well as interpersonal and academic problems, may all contribute to school bullying behavior. Schools focus their education on improving academic performance and neglect to supervise students' psychological intervention and problematic phenomena such as school bullying behavior. In addition, the lack of family care or family structure affects students' character and psychological health, and in an atmosphere of lack of family care and education, students are more likely to look for emotional deficits in bullying behaviors, which in turn makes school bullying frequent. At the same time, in the information age, multiculturalism is impacting the minds of young students, who are not yet fully capable of distinguishing right from wrong and are more susceptible to the influence of negative social trends, which can lead to rebellious and violent behavior.

1.2 The bad effects of school bullying

Currently, a greater cause of mental health of adolescent students is the phenomenon of school bullying, which exists in more or less different types of school bullying behaviors, whether among elementary school students, middle school students or college students. The effects of school bullying can cause an increase in students' loneliness and depressive tendencies to varying degrees, which can not only harm the psychological health of adolescent students but also affect the growth of adolescents. There are different effects on the mental health of both students who are bullied and those who bully their classmates. Therefore, it is more important for schools, parents, and society to control the occurrence and bad effects of school bullying through behavior so as to achieve the goal of

protecting the healthy growth of adolescents.

2. Effective strategies for preventing bullying in schools from an ecosystem perspective

2.1 Realize the tripartite education of family, school and community

The combined educational efforts of family, school, and community are not only a way to achieve whole-person education, but also a complete education system. Therefore, to prevent school bullying in an ecosystem perspective, it is more important to build a tripartite co-education system from three perspectives of family, school and community to influence students' values from shallow to deep.

First, attention is paid to school bullying family education. Parents are the educational role that has the most profound impact on students, and the quality of students' growth process is often most profoundly influenced by their families. Therefore, in family education, parents should pay more attention to teaching by example and influence students' values and moral concepts by example. Bullying in schools often occurs because students lack family education and family attention and use bullying to satisfy their emotional deficits. Therefore, in family education, parents should recognize the influence of family education on school bullying and enable students to develop a correct perception of school bullying by increasing their attention and care and providing ideological and emotional guidance, thus reducing the phenomenon of school bullying caused by family factors[1] .

Second, pay attention to school bullying school education. School is not only a place for students to learn knowledge, but also a vehicle for learning to behave, learn to be good, and develop correct values. Therefore, schools should pay attention to the theme of "school bullying" education to build a safe campus. The school should pay attention to students' violent emotions and inappropriate behaviors in school and invite local public security or judicial departments to conduct legal education on school bullying, so that students can correctly understand that school bullying is an undesirable phenomenon. Schools should implement legal education into school regulations and education teaching, and restrain the words and actions of young students through the law. Schools also need to use socialist core values as ideological leadership, build a linked education system inside and outside the school, and play a management role for teachers. For example, a middle school has constructed an emergency plan for school bullying incidents, which clearly delineates the responsibilities of teachers on campus in order to improve the school bullying prevention management system. At the same time, some schools have established psychological counseling rooms where psychological teachers can reduce the occurrence of campus bullying by establishing an atmosphere of equal and friendly interactive environment to channel students' violent emotions or detoxify students from being bullied in a timely manner to achieve timely intervention and disposal. In the case of school bullying, schools and teachers should pay more attention to the handling of bullying incidents, so that students who bully students are punished and serve the purpose of warning students.

Finally, community education on bullying in schools is important. Community education is an extension and expansion of family education and school education. Schools can expand school bullying education resources to community education, parents and students can participate in community activities and other ways to enrich the concept and means of family education, and students can also clarify that bullying behavior is not correct in the small community society. At the same time, with the rapid development of the information age, multiculturalism is constantly influencing the thoughts and behaviors of young students. Students lack the ability to distinguish right from wrong and are more susceptible to violent or negative messages that cause them to behave in similar ways with their peers. Therefore, it is more important for schools, parents and society to do what they can to prevent bullying in schools from the perspective of purifying the network and living environment. Improve media regulation, strengthen the fight against crime and violence, and strengthen the propaganda and guidance of positive information, thus cultivating the correct ideology of students. At the same time, the family and society should consciously resist bullying behavior and internalize the concept of resisting bullying, so as to achieve a comprehensive prevention of bullying phenomenon.

2.2 Care for students to establish a scientific and perfect communication system

From multiple perspectives, school bullying is not only a student-to-student relationship issue, but also involves teachers and students, parents and students, and so on. Therefore, strengthening the interaction and communication between multiple parties and multiple subjects will not only build a more harmonious relationship between multiple parties, but also play a role in caring for students from multiple parties and reduce the phenomenon of bullying in schools caused by lack of communication and care among students[2] .

First, build a good teacher-student relationship. In school education, the relationship between teachers and students greatly affects students' attitudes toward their classmates and their learning. Therefore, teachers should adhere to the concept of student-centered education and follow the principle of caring education in order to build a harmonious teacher-student relationship with mutual respect.

Teachers should also pay attention to the psychological state of students and intervene in a timely manner to avoid the growth of bullying in schools that some students are afraid to talk about.

Second, build a caring parent-child relationship. As the family is a haven for students, it is more important for parents to understand and accept students, reduce negative educational methods such as criticism, and make students talk bravely and easily about their experiences and life at school. Parents should pay attention to their children's psychological state and emotional changes, intervene in psychological problems in a timely manner, and set an example for their children to handle problems correctly . In addition, parents should intervene in their students' after-school life to play in moderation, for example, parents should guide their students not to play games, cartoons, TV shows and movies that contain violent tendencies, so that the students can move towards the right path during the period of formation of the three views. Parents should encourage students to participate in more group activities on campus to improve their social skills as a way to enhance their ability to deal with problems or conflicts between friends, and to teach students how to protect themselves when they are bullied, to do so without being bullied, and to do so without bullying others.

3. Conclusion

In general, ecosystem theory provides theoretical guidance and inspiration for the prevention of school bullying, but to address the creation of the environment and the construction of harmonious relationships in the microsystem, the unremitting efforts of parents, students, teachers, and other subjects, the support of various subjects in the intermediate system and organizations in the external system, and the strong input from the national government organizations in the macrosystem are required. In order to effectively prevent bullying in schools.

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