Research on Bullying in Minority Ethnic Campus from the Perspective of Psychological Capital

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Abstract: With the popularity of the Internet, many campus bullying have gradually begun to emerge, and the majority of people have invested a lot of attention in campus violence. Therefore, the relevant government departments have issued relevant laws and regulations to govern the practice of bullying on campus. However, the effect is relatively small. Based on this, this paper takes campus bullying in ethnic minority areas as an example, and further analyzes the specific form of campus bullying practice in the perspective of psychological capital, and deeply studies the causes of campus violence. On this basis, it proposes management and prevention of campus bullying. Suggested countermeasures for practice.

1. Research background

1.1 Literature review

The earliest research on bullying in China began in the late 1980s. In recent years, with the rapid development of education, research on bullying behavior in schools has achieved certain results. Research on the location of school bullying incidents. Relevant scholars have found that school bullying incidents mainly occur in schools. For example, playgrounds and physical education classes are the main venues and time periods for school bullying incidents (Lu, 2018) School bullying incidents mainly include threats of violence, physical injuries, and language insults and intimidation. Recently, with the widespread use of the Internet in daily life, cyberbullying has become a new form of expression in current school bullying (Zhang and Huang, 2017). At the same time, when studying the school bullying incident, some scholars pointed out that campus bullying is a kind of crime-closed activity in the specific environment of the campus, and can not be compared with traditional social violence (Wang et al., 2017). In terms of the characteristics of bullying on campus, some scholars have pointed out that campus bullying is characterized by repetition and continuity. The main reason for this phenomenon is that students who are injured by school bullying are generally younger, so in many cases they will pass on their injuries to others, which will lead to repeated school bullying (Chen and Cui, 2018) . On this basis, campus bullying also presents characteristics such as extensiveness, complexity, and multipleness, and it is also concealed and difficult to judge, and it is difficult to control the bullying of campus.

1.2 Purpose of research

At present, the rapid development of education and the phenomenon of bullying on campus have also shown an expanding trend, which has attracted the attention of government departments. At the 13th National People's Congress, there were members of the National People's Congress who proposed that school bullying occurred all over the country, and some even caused extremely bad consequences. This requires the relevant departments to pay enough attention to the phenomenon of school bullying (Zhang, 2016). At the same time, according to relevant survey data, China's current juvenile crimes account for more than 70% of the total number of criminal offences in the country (Cui, 2016). Based on this, government departments across China are increasingly concerned about the prevention and management of school bullying incidents. However, at present, China does not have a clear regulation on bullying on the campus of minors. This has led to the fact that many school bullying is ultimately resolved through private settlement (Pan et al., 2017). More seriously,

many school bullying behaviors are ended by parents and schools in a joke, thinking that most of the school bullying incidents are caused by jokes between children (Lu, 2018) It can be seen that the relevant departments have not paid much attention to campus bullying. Based on this, this paper further analyzes the campus bullying in minority areas under the perspective of psychological capital, in order to provide a theoretical basis for campus bullying prevention and management.

2. Overview of psychological capital

Psychological capital mainly refers to the fact that different individuals have a more positive psychological state during their growth. Moreover, this state of mind is based on positive psychology.

Psychological capital is mainly derived from positive organizational behavioral deduction, so it mainly emphasizes the positive side of psychological capital, and psychological capital can be changed and developed (Huang, 2018). Among them, the composition of psychological capital is mainly composed of human capital, social capital, and physical capital. These factors will help students build positive emotions such as optimism and hope. Optimism is a release-oriented style. When students have optimistic qualities, they will attribute negative attitudes and time to temporary behaviors, and classify optimistic and positive affairs as long-lasting and long-lasting affairs. When students have hope, they will use the foundation of success and the basis of the implementation path as a source of positive behavior to conduct life and study.

3. The specific expressions of bullying of minority schools from the perspective of psychological capital

At present, the bullying phenomenon of Chinese minority schools mainly includes the following aspects:

First, physical violence is bullying. The so-called physical violence bullying mainly includes robbing and extorting property, shoving, etc., so that each student has suffered certain psychological and physical damage. At the same time, students who are bullied by physical violence feel inferior and fear. With this kind of bullying, it has been continuously happening, and it has been paid attention to and paid attention to by relevant departments, and interventions and preventive measures have been taken, and relevant measures have also been taken to prevent the occurrence of school bullying in ethnic minority areas.

Second, speech bullying. The so-called speech bullying is a verbal attack on other students through scorn, ridicule, and nicknames. The specific manifestations of speech attacks are relatively hidden and not difficult to be discovered, making it difficult for teachers and parents to find such bullying behavior. At the same time, even if this bullying behavior is discovered, it is difficult to leave evidence. Therefore, teachers and parents of this bullying behavior can only make verbal criticism, and it is difficult to solve the problem fundamentally.

Third, crowd out isolated bullying. The main form of exclusion of bullying is an individual or a group, which drives or incites others to consciously alienate other students and form an isolation zone. Among them, the target of such behavior is often dominated by girls. The issuer of bullying conducts spiritual bullying on the other party by virtue of the strength of itself or the group, which seriously affects the normal learning life of students and the ability of interpersonal communication.

Fourth, cyberbullying. The so-called cyberbullying means that some students spread or publish relevant information through social media such as WeChat, qq, Weibo, mainly including video, spreading rumors, and damaging the image of others. When the information of the bully is uploaded to the Internet, it will be hurt by the spirit. In addition, when the victim sees his bullied photos on the Internet and uploads them to the Internet, the mental level will suffer secondary damage.

Fifth, sexual assault. Sexual assault in school bullying is not a sexual assault in the usual sense. Sexual assault here mainly refers to making fun of other students' gender and sexual orientation.

In summary, the nature of campus bullying is mainly expressed in words and actions, so campus bullying can be divided into direct bullying and indirect bullying. Among them, direct bullying

mainly includes body bullying and speech bullying, and indirect bullying mainly includes network and relationship bullying.

4. Analysis of the causes of bullying of minority schools from the perspective of psychological capital

4.1 Campus construction environment needs to be improved

At present, minority areas have standardized the daily behavior of students and teachers, and introduced a number of school rules and school disciplines. However, in this process, there is no norm and regulation related to school bullying, so the phenomenon of bullying on campus has not attracted the attention of students and teachers. At the same time, monitoring facilities are installed at the campus entrance and student living areas in minority areas, but there are problems such as a small number and limited monitoring scope. At the same time, monitoring facilities are installed at the campus entrance and student living areas in minority areas, but there are problems such as a small number and limited monitoring scope. The school did not establish a professional team to prevent bullying on campus, nor did the teacher conduct a patrol on campus bullying. As a result, school bullying incidents in ethnic minority areas occur frequently.

4.2 Parent-teachers pay little attention to students' mental health

At present, the teachers' concern for students in minority areas is mainly based on learning, and the concern for students' mental health needs to be improved. At the same time, teachers from ethnic minority areas will return to their homes after work, reducing the time and opportunity for students and teachers to communicate. In addition, many times students face school fraud afterwards, it is difficult to find teachers and parents in the first time, which will promote the phenomenon of campus bullying to a certain extent. Although the school regularly holds parent conferences, many parents have not been able to participate every time. Even if parents attend the parent conference, they pay attention to the students' academic performance and do not pay much attention to the students' mental health. In addition, there are problems in the cooperation between teachers and parents. The two sides cannot timely communicate the abnormal behaviors of students. Moreover, only when students have major bullying behaviors, schools and teachers will get in touch with the parents of the students. The solution is mainly through verbal reprimand, and there is no chance for the parents of both sides to meet and solve the problem of bullying, so that the bullying acter does not Aware of your mistakes, such processing may increase the frequency of school bullying.

4.3 Lack of effective guidance

In recent years, with the introduction of the strategy of a strong cultural country, ethnic minority areas have also paid more attention to the cultivation of socialist core values. The school requires students to speak civilized, honest, honest and trustworthy, and also have relevant legal knowledge. However, when there was a problem with school bullying, the school did not have clear regulations, which made many school bullying acters not aware of their own mistakes. At the same time, the bullied person can only choose to be bearded after encountering bullying. What is more serious is that many bullies will choose to bully their bullying to other students after they encounter bullying, which further aggravates campus bullying.

5. The solution to the bullying of minority schools under the vision of capital

5.1 Improve communication and communication between parents and children

In the case of school bullying, violent incidents are one of the main manifestations. Therefore, the prevention of school violence should be prevented first by the students' families. First, conflicts between parents and adults should be avoided when they are resolved, reducing the chances of children being exposed to negative behaviors and speech At the same time, parents also give

children enough care to teach children to handle interpersonal relationships correctly. At the same time, parents should find out the abnormal behavior of the child in time, observe whether the child's body is traumatic, and also promptly ask the child about the cause of such an event. In addition, in order to help children grow better, parents should become friends with children, help children to establish correct values, and patiently solve problems raised by children.

5.2 Popularize relevant campus regulations

At present, the phenomenon of school bullying is mainly due to the fact that relevant laws and regulations and the campus system still need to be improved. Therefore, in order to prevent the occurrence of bullying on campus, students and teachers should be strengthened to prevent and control school bullying. In the process, relevant laws and regulations should be popularized. Specifically, schools should develop professional laws and regulations to prevent bullying on campus, and form a strong constraint on bullying on campus. In addition, schools should strengthen supervision, early detection of school bullying, early treatment, and corresponding penalties for the issuer of school bullying, thereby reducing the occurrence of school bullying.

5.3 Establish a home-school linkage system to improve the governance of school bullying

At present, there is a lack of contact between the school and the parents, so it will cause bullying on campus to a certain extent. Therefore, in order to reduce the occurrence of bullying on campus, a home-school linkage system should be established to improve the governance of school bullying. Specifically, when school bullying occurs, schools must strengthen communication with parents to prevent further deterioration of school bullying. In the process, schools should use relevant regulations to educate the issuer of bullying and impose certain penalties. At the same time, in order to better manage the school bullying incident, the school cooperates with parents to find the help of social and psychological experts, and use professional ability to prevent the occurrence of school bullying.

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