

Training of Future Bachelors of Psycho-Pedagogical Education on Prevention of Child Violence in the Family

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Abstract: The study is devoted to one of actual and urgent issues of modern Russia a problem of domestic violence. The need of society for protection of the child against domestic violence is a powerful factor in finding ways to provide skilled qualified care to families and children. At present, the professional assistance to children, victims of various forms of violence, endures an initial stage of the formation although, there is a unique experience of functioning of the crisis centers, shelters for injured women and children. The researchers conclude that for the implementation of these programs the trained staff is needed. The study focuses on the fact that, the study of the state condition of training of future bachelors of psycho-pedagogical education in pedagogical higher educational institution doesn't provide the required level of competence in the field of prevention of domestic violence against the child and overcoming of its consequences which can lead to the formation of gaps in future psycho pedagogical activity. It is noted in the study that, the real mechanism of the prevention and overcoming of consequences of domestic violence against children is preventive work of the bachelor of psycho-pedagogical education which should be carried out on macro-mesa and micro levels in various directions. The researchers conclude that the effectiveness of training students for this activity is provided by the introduction into the practice of the pedagogical higher educational institution the model of formation at future bachelors of professional competences in the field of prevention of violence against children in the family describing conceptual base framework, targets of the vocational training, the content of the professional education, pedagogical technologies and the pedagogical monitoring providing immediate diagnostics diagnosis and correction of vocational training in the studied area.

Key words: Violence, family violence, prevention of violence, model, professional competences, innovative technologies

INTRODUCTION

Violence in the Russian family as a subject of the scientific analysis is rather new, nevertheless, its social relevance is absolutely clear, the interest to this problem rose about 15-20 years ago, when there were radical socio-political and economic changes in the country, which have aggravated problems which were previously in a Latent State. The problem of the domestic violence has become the subject of public and scientific analysis of the representatives of a number of sciences: criminology, jurisprudence, sociology, social psychology, pedagogy. Now a days, it is increasingly recognized as an interdisciplinary, requiring the collective effort of the whole complex of related sciences (Soshnikova and Chupina, 2010). The violence against children in a family has been for a long time the tabooed area in Russia and so far the society resistance to the appeal to this problem is observed problem is considered with tolerance; the facts of domestic violence can't be given to publicity; it is considered that this is internal family affairs.

Official data on the children who endured violence, survivors of domestic violence, as a rule, are rare, statistical data, according to authoritative experts (I.S. Kon, etc.) aren't credible as obviously underestimated. At the same time, receiving reliable information about prevention of violence against children is a top priority task for the adoption of certain administrative decisions on the organization of the assistance to injured children and for the formation of the system of preventive actions.

The problem of family violence isn't proper Russian, it is recognized as a global phenomenon. In a number of the international legal documents, adopted by General Assemblies of the UN, the prevention of violence in a family is considered in the context of the struggle for the rights and freedoms of a person (Anonymous, 1998, 2015). Now, Russia is characterized by an active process of formation of civil society, however legal culture and civil consciousness are not on a high level because people are often guided by obsolete stereotypes in solving life problems, including the sphere of family relations. The

question on the adoption of the Federal law "About the preventive measures against family domestic violence" is raised at the highest level by the international organizations, the representatives of the investigative committee of the Russian Federation, deputies of the State Duma. At the same time, this law isn't still adopted: the opponents of the adoption of law argue that, the structure of violent crime against children to the share of the parental crimes accounted 13.4%, to the share of all others (non-parental crimes) >86%. The legal analysis of the bill "On the prevention of domestic violence" undertaken at meeting of council for protection of a family and traditional family values at the Ombudsman for child defined it as treating violence extremely broadly introducing new types of violence: economic, psychological, etc. Adoption of the law, according to opponents will lead to the violation of the constitutional right of parents on the upbringing of their children, the principle of the non-interference by anyone to the family affairs, established by the Family code of the Russian Federation. As a result, any actions of parents on the upbringing of children can be recognized as the offenses involving administrative and judicial measures.

As the alternative to the solution of this question examination of the concept "Protection and strengthening of family" is proposed and package of the bills, developed by association of parents committees and communities that will protect the family from excessive external interference, strengthen the family, based on the traditional Russian spiritual and moral values.

Family violence as social and pedagogical concept: The theoretical analysis of the scientific literature, carried out in the course of our research, shows that today there is no single definition of the concept of domestic violence against children (Ochirova, 2004). The violence as social and legal category is defined as the use of physical force to somebody; compulsory effect on anyone violation of personal integrity oppression, lawlessness (S.I. Ozhegov); as lawlessness which is carried out by the subject, the group for achieving its goals (V.N. Gurov).

At the same time, violence is the pedagogical concept, characterizing interaction of the person with the surrounding: nature, society with the objective world and the world of the human relations. The idea of a non-violence as the universal value is presented in humanistic philosophy (A.A. Guseynov, V.S. Solovyov, V.S. Stepin), humanistic psychology (A. Maslow, Yu.M. Orlov, F. Perls, K. Rogers), domestic humanistic pedagogy (K.N. Venttsel, L.N. Tolstoy), the researches of non-violence pedagogy (A.G. Kozlova, V.G. Maralov, V.A. Sitarov), considering a non-violence as a refusal from violence.

It is known that, the child abuse affects to all levels of the development of the child's personality, his emotional and cognitive behavior, leading to permanent personal changes. Experience of violence can lead to long-term consequences, often affecting the rest of his life. There are data that the violence against children is generational in nature: 98% of men who treat children with cruelty have witnessed violence in the childhood or were exposed to it. Cruelty leads to cruelty. The fact is that, the cruelest children were punished more often than the children who were not objected to cruelty (Sinyagina, 2010). In fact, the psychological aspect of the problems of violence is the field being developed in the world psychology in the last quarter of the 20th century, in particular, in the researches of K. Bron, D. Ivaniezh, J. Kobrin, D. Levinson, R. Lang, E. Miller, D. Finkelhor. The study of the emotional deprivation as a special form of psychoinjuring stressful factors is researched by V.V. Kovalyov, I. Langmeyr, A. Maslow, Z. Mateychik, V.S. Mukhina, Z. Freud, E. Furman. The research of the ways of the prevention and overcoming violence against children in the family are devoted the researches of I.F. Dementieva, V.N. Kudryavtseva, I.S. Con, A.V. Naumova. The analysis of psychological consequences and rehabilitation of children-victims of violence is researched in the researches of O.E. Bulanova, S.I. Hunger, T.N. Doronova, O.M. Zdravomyslova, N.O. Zinovyeva, N.F. Mikhaylova, T.Y. Safonova, E.R. Smirnova, E.I. Tsimbal. In the researches of Foreign and domestic researchers, the violence and child abuse is considered as one of the possible causes of abnormal child development and antisocial childhood (B. Bonner, J.M. Leventhal, J. Garbarino, E.M. Kinard, D. Finkelhor, H. Hanks, T.I. Shulga, E.T. Sokolova, S.V. Ilyina, N.V. Tarabrina, A.B. Orlov, L.Y. Oliferenko, etc.); permanent changes of the personality (E.N. Volkova, N.O. Zinovyev, N.V. Tarabrin, etc.); one of the causes of crime and reproductive ill-treatment in the future (T.Y. Safonova, T.M. Zhuravlyova); the appearance of "difficult children" (V.G. Bocharova, B.Z. Vulfov, A.N. Dzhurinsky, Z.A. Malkova, A.V. Mudrik, O.P. Bogachyova, S.V. Kochetkova, G.M. Minkovsky, etc.). The issues of prevention of child abuse, correction and rehabilitation of their behavior are described in the resaearches of N.A. Asanova, E.N. Volkova, N.V. Kurasova, V.G. Maralova, A.N. Mokhovikova, T.Y. Safonova, V.A. Sitarova, A. Bandura, S. Kempe, etc. The essence of prevention of domestic violence against children and its implementation technology are revealed in the researches of M.A. Belyaeva, M.N. Bessonova, M.A. Galaguzova, G.V. Latyshev, L.V. Mardakhayev, M.F. Cherkasova etc. The informational and analytical database and legal security system for the protection of

children from abuse are presented in the researches of V.V. Volkov, I.N. Grigorovich, E.N. Volkova, G.E. Silaste, D. Finkelhor, etc. A number of domestic research dissertations are dedicated to different aspects of the problem of violence in the Russian families (G.A. Ilyina, O.V. Ladykov, K.A. Limanskaya, A.V. Ochirova, I.V. Rodina, V.V. Sodovnikova, etc.). Thus, the researches of the representatives of different sciences and scientific schools are devoted to the research of the examined problems. Today, the problem of domestic violence, including many national studies, is not only a social problem on the state level but it is also the task of the higher educational institutions training teachers. As a perspective area prevention of domestic violence against children and the affective decision of the investigating problem is the psycho-pedagogical direction as psycho-pedagogical activities are focused primarily on the harmonization of the relationship of the personality (including children) with the environment in all areas of life.

However, on the base of the analysis of the researches on the issue of the readiness of teaching staff in higher education institutions to work with children, who have experienced domestic violence, we concluded that complex researches on a problem of formation of professional competence in the field of prevention of violence against the child in a family haven't been carried out in pedagogical higher educational institutions yet.

The study of the state of modern training of future bachelor of psycho-pedagogical education indicates that it doesn't provide the necessary level of competence in the prevention of family violence and overcoming its consequences. Summarizing the above, it can be noted that in the theory and practice of high school the contradiction between requirements to professionalism of the graduates who can be able to carry out prevention of family forms of violence and the insufficient level of their professional competence were sharpened in the research direction because of the lack of scientific model of the training, forming this competence.

MATERIALS AND METHODS

Preventive measures against family violence: The activity of the bachelor in the studied aspect is defined as an important factor of influence on the situation of violence. Preventive work is considered as a mechanism to prevent and overcome the effects of family violence against children. Preventive work is a system of measures of psycho-educational assistance to families aimed, on the one hand, to elimination, localization, blocking the causes, conditions and circumstances, provoking and assisting commission of violence in a family, on the other hand to

the development of the internal potential of the family, the creation of conditions, promoting preservation of physical, psychological and social health of the child, eliminating the unfavorable effects of it from adults and rehabilitation of victims of violence as well as the identification of those who are responsible for committing violence.

During the research, it was found that prevention of violence in a family should be carried out at various levels: macro level which is being implemented at the level of the state; the mesa level realized by the state and society taking into account standard legal support of activity of bachelors; micro level, covering the immediate environment of socialization of the child. First of all, the bachelor carries out the professional activity at the micro level, supporting the activity of the state and society on macro and mesa levels.

The studied experience points to the following areas of prevention of violence against a child in the family: preventive work with parents (legal representatives) and family members; teachers and tutors of institutions of general and supplementary education; children of all ages (preschool, primary school, teenagers); the social partners of different fields: doctors, psychologists, sociologists, lawyers and others

Each direction in preventive work should be observed step by step, starting with general prevention (primary prevention), diagnostic (secondary prevention) and the last stage rehabilitation (tertiary prevention) activity. Primary prevention which is aimed at reducing the risk of domestic violence or reducing the number of cases of violence as well as the strengthening of positive mechanisms of socialization of the child in the family, increasing stress resistance of family members. The bachelor holds the preventive work with all objects (parents, teachers, children, social partners). Secondary prevention whose objects are the families "at risk", means measures, aimed at those who have not experienced an incident of violence but are in a situation of increased risk, promoting early detection and blocking of trouble, related violence in the family. Tertiary prevention involves interference in most cases where child abuse has already taken place and the interference into the family affairs is aimed at assisting and preventing the recurrence of violence in future as well as providing conditions of rehabilitation of children affected by violence in the family and restoration their style of life.

The nature of relationship of the bachelor with different subjects of prevention at various stages of preventive activity is reflected and fixed in the created model of the bachelor's activity on prevention violence against children in a family from which the functionality of professional activity of the bachelor in the field of

prevention of violence in a family is specified and the professional competencies, providing efficiency of realization of this direction of psycho-pedagogical activity are defined.

Realization of the pedagogical principles of preventive activity of the bachelor, defining its contents and characteristics of preventive and corrective measures: axiological, humanistic orientation of preventive activity, holistic and systematic, integrated and multidimensional, coherent, timely preventive measures, the differentiated approach to the objects of preventive activity is important. These principles serve as the effective implementation of psychological and educational preventive activities.

On the basis of analysis of the content of preventive activities professional functions (planning and predictive, security and protective, informative and educational, rehabilitation, communicative, intermediary, mediation, research, axiological, diagnostic), defining the content of work of the bachelor on the prevention of family violence have been identified, the basic groups of professional competencies (competencies in the projective work, organization, monitoring and evaluation of preventive activities), providing their effective realization including meaningful professional skills and qualities, professional knowledge and professional experience of the future bachelor have been defined.

RESULTS AND DISCUSSION

Psycho-pedagogical research of formation of professional competencies in the field of prevention of violence against children in the family: during an experimental research a model of formation of professional competences of the future bachelors in the field of prevention of violence against children in the family was worked out in which the most important components, properties, relations, conceptual foundation, target content of vocational education, educational technologies are reproduced.

The conceptual block includes major, actual for research methodological approaches: systematic, axiological, activity, competence, contextual which are realized in the process of selection of the content of vocational professional education, the choice of technologies, the inclusion of future bachelors in the process of training, determining the content and organization of research experimental work.

The block of target, functional coordination reveals targets of vocational training of bachelors on the prevention of family violence in the context of vocational training of students in the direction of professional training "Psycho-pedagogical education" (basic

education program "Psychology and social pedagogy"). Local training on the prevention of domestic violence advocates the task of forming the professional competence of the future bachelors in the field of projective, organization, monitoring and evaluation of preventive activities, ensuring the implementation of professional functions of activities in working with children who have experienced violence, parents and family members, who were witnesses of violent acts.

The content-organizational block describes the content of higher professional education and provides the enrichment of federal state educational standard of higher education by introducing into the educational process the training course "Theory and practice of bachelor's of psycho-pedagogical education on the prevention of violence against children in the family", in which the formation of professional competences of the future bachelors and their inclusion in the imitating professional activity is carried out.

The technological block is presented by a complex of traditional and innovative teaching methods in the organization of vocational training in the process of teaching, research activities, psychological and educational practice and workshops, educational technologies, the total number of which can be summarized as follows:

- Technologies, providing the increasing activity of memorizing the educational information in the field of prevention of violence against children in the family (case-technology portfolio technology, computer technology, interactive technology (dialogue training), the decision of pedagogical problems, video technology)
- Technologies of updating personal and professional experience with children, who have experienced violence (game technologies, training, technology, master-class technology)
- Technologies of stimulation of research creativity (projective technology; multimedia presentations)

The monitoring block in the research is the most important mechanism to assess the results and the quality of the process of training of bachelors to the prevention of domestic violence, providing regular information and allowing to influence the results through correction of the contents and technologies of its implementation in time, specifies the ways of correction of vocational training of bachelors in future. The leading methods of determining the level of students professional competence were pedagogical observation for the students' activities during trainings, method of expert assessment conversation. To add and clarify the information on certain indicators of professional competence has

Table 1: The summary table of average values of formation of competencies of future bachelors in the field of prevention of violence against children in a family

Components of competence	EG No. 1		EG No. 2	
	Start of ER	End of ER	Start of ER	End of ER
Competencies in the field of projective	2.7	3.2	2.8	3.6
Dynamics of average values	0.5		0.8	
Competencies in the field of organization	2.4	3.0	2.5	3.5
Dynamics of average values	0.6		1.0	
Competencies in the field of control and assessment	2.1	2.5	2.2	3.5
The generalized indicator of competence	2.4	2.9	2.5	3.5
Dynamics of average values	0.5		1.0	
General indicator of dynamics of average values	0.5		1.0	

been allowed the use of well-known techniques: a test-questionnaire “Communicative and organizing tendencies” (KOS-2) VV Sinyavsky and BA Fedorin; “A self-checking assessment in communication” M.Snyder; research the level of empathy tendencies”; test for identification of the level of self-esteem; “The assessment of the response to the conflict” K.N. Tomas and others. For obtaining more objective data, we were also used a survey, assessment of students portfolios, the comparative analysis of the formed competence of students in the field of prevention violence in the experimental groups, etc.,

The realization of the developed model of formation of professional competencies of the future bachelors in the field of prevention of violence against children in the family taking into account the above mentioned conditions of its implementation was carried out in the course of an experimental research, conducted on the basis of socio-psychological faculty of Armavir State Pedagogical University in 2014-2015 academic year.

About 126 full-time senior students who formed 2 experimental groups, took part in experimental testing of the model. In the first experimental group, the formation of professional competencies in the field of prevention of domestic violence carried out in the framework of enrichment of federal state educational standard of higher education by the introduction into the educational process the training course “Theory and practice of bachelor’s of psycho-pedagogical education on the prevention of violence against children in the family”. The distinctive feature of implementation of the contents of the training in the second experimental group was the use of interactive methods of training. On the basis of the diagnostic tools the analysis of formation of three interrelated groups of professional competencies in the field of prevention violence against children in the family in two experimental groups was carried out in the field of projective of bachelors activities on the prevention of violence against child in the family; organizations of bachelors action to prevent domestic violence; monitoring and evaluation the process and results of operations on the prevention of domestic violence (Table 1).

During an experimental research positive dynamics of indicators of formation of professional competencies in

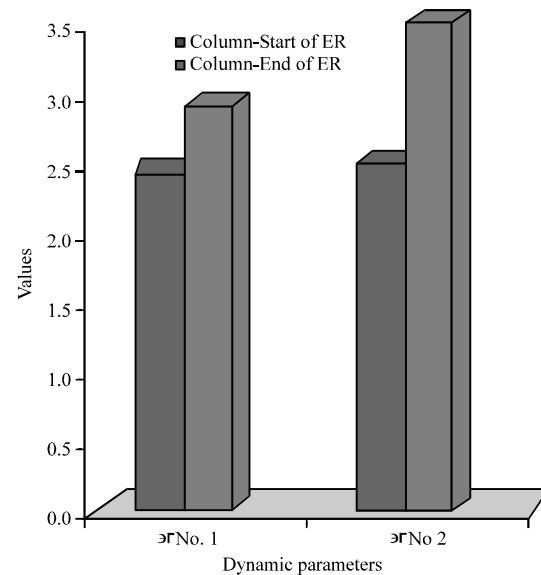


Fig. 1: Dynamics of average values of formation of professional competencies in the field of prevention of violence against the child in a family

the field of prevention of violence against children in the family in the EG no 2 was recorded in which have been fully realized the conditions of implementation into practice of training in pedagogical high school the model of formation of professional competencies of the future bachelors, providing the use of innovative technologies of vocational education (Fig. 1)

The research showed that the real mechanism on prevention and overcoming the consequences of domestic violence is a preventive work of bachelor of psycho-pedagogical education which should be carried out at the macro, mesa and micro levels in various areas. The success of preparing students to preventive work on prevention and overcoming violence against a child in the family is provided by the introduction to the educational process of pedagogical high school the model of formation of professional competencies of the future bachelors, provided by the conceptual block, the block of target-functional coordination, the content-organizational

block, the technological block, the monitoring block. Improvement of the effectiveness of psycho-pedagogical education in the field of prevention of domestic violence is contributed by realization of the pedagogical conditions including the use of innovative technologies of professional education for the promotion of professional motivation of students, involving them in the imitating and contextual activities on the solution of the problems of domestic violence.

Summary: Relatively comparative analysis of the results of an experimental research on the basis of application of a complex of diagnostic techniques led to the following conclusions: violence against children in the family in modern Russia is an urgent problem that requires an immediate decision. The real mechanism on preventing and overcoming the consequences of domestic violence is a preventive work which should be carried out at the macro, mesa and micro levels in various directions taking into account its stages, starting with general prevention (primary prevention), diagnostic (secondary prevention) and the last stage rehabilitation (tertiary prevention) activity.

Professional functions of the bachelors of psycho-pedagogical education reflect the content of their activities on the prevention of domestic violence and determine the main group of professional competencies in the field of projective, organization, monitoring and evaluation of prevention activities to ensure effective implementation including meaningful professional skills and qualities, professional knowledge and professional experience of the future bachelor.

The success of preparing students for prevention work to prevent and overcome the effects of child abuse in the family is provided by the implementation in practice the pedagogical model of the formation of professional competence of future bachelors presented by blocks: conceptual, target and functional coordination, content-organizational, technological and monitoring.

Formation of professional competence in the field of prevention of violence against children in the family provided the unity of different forms of teaching: lectures, seminars and tutorials, participation of students in research and volunteering activities.

Ensuring a sufficient level of formation of indicators of professional competencies in the field of prevention of domestic violence is achieved by using a combination of innovative technologies, involving the students in imitating and contextual activity.

Imitating and contextual activity compensates the lack of the possibility of involving the students in a real practical activity on prevention of violence against children in the family; develops the motivation of future bachelors to take an active part in prevention activity in the research area.

CONCLUSION

The problem of child abuse in the family to Russia is still relevant: every fourth Russian family notes the violence. Violence against children as we know, leads to the profound personal and social disorders, affects virtually all levels of human functioning that lead to persistent personality changes.

An important role in today's challenges belongs to the graduates of pedagogical universities: they should not only deal with the prevention of domestic violence but also promote the pedagogical activities of various departments which implementing social protection of children to bring their work to the needs of actual practice. In the course of the study, confirmed the hypothetical assumption that formation of professional competence of the future bachelor in the field of prevention of child abuse in the family will be effective under certain conditions: scientific substantiation of pedagogical aspects on the problem of domestic violence, taking into account the specificity of the content and functions of psychological work of the bachelor of psycho-pedagogical education; implementation the model of formation of professional competence in the field of prevention of violence against children in the family, describing the targets of training, the content of vocational education, educational technologies and pedagogical monitoring, providing immediate diagnosis and correction of training bachelors in the research area.

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