

DEVELOPMENT OF NON-VIOLENCE POSITION AMONG PEDAGOGICAL STUDENTS IN THE PROCESS OF THEIR PROFESSIONAL TRAINING AT A UNIVERSITY

Natalia A. Bakholskaya ¹
Tatiana Ye. Abramzon ²
Aleksandr L. Soldatchenko ³
Natalia V. Kozhushkova ⁴
Svetlana S. Velikanova ⁵
Oksana P. Chernykh ⁶

¹Nosov Magnitogorsk State Technical University, 38 Lenin Avenue, 455000, Chelyabinsk Region, Magnitogorsk, Russia

²Nosov Magnitogorsk State Technical University, 38 Lenin Avenue, 455000, Chelyabinsk Region, Magnitogorsk, Russia

³Nosov Magnitogorsk State Technical University, 38 Lenin Avenue, 455000, Chelyabinsk Region, Magnitogorsk, Russia

⁴Nosov Magnitogorsk State Technical University, 38 Lenin Avenue, 455000, Chelyabinsk Region, Magnitogorsk, Russia

⁵Nosov Magnitogorsk State Technical University, 38 Lenin Avenue, 455000, Chelyabinsk Region, Magnitogorsk, Russia

⁶Moscow University of Finance and Law MFUA, 17/1 Serpukhov Val str., 115191, Moscow, Russia.

ABSTRACT

The presented article is devoted to the issue of non-violence position development among pedagogical students in the process of their professional training at a university. Based on the works by A. Maslow, K. Rogers, Sh. A. Amonashvili, V.A Sitarov, M.M. Shiyanova, N.A. Sklyanova and other researchers, the authors clarified the psychological and pedagogical foundations of non-violence pedagogy and the challenges it faces. The article also presents the author's complex of pedagogical conditions that ensure the development of non-violence position among pedagogical students in the process of their professional training at a higher educational institution and describes the results of experimental work that confirms the hypothesis.

Keywords: non-violence, non-violence pedagogy, vocational training, pedagogical students.

1.INTRODUCTION

1.1.Introduction To The Problem

In everyday life, people face various situations of violence, aggression and cruelty almost daily. To a large extent this is facilitated by the media, the strict laws of market

economy, and the tolerant attitude of others towards manifestations of family cruelty. Children, as the most sensitive part of society to any emotional manifestations, are often the most defenseless before pressure and aggression. The positive changes taking place in modern society, which are expressed in the democratization and humanization of all spheres of life and activity, as well as the practical activities of advanced teachers, have contributed to the implementation of humanism and non-violence ideas at schools and other educational institutions. A modern teacher is obliged to build relationships with students on mutual trust, on a non-violent basis, must accept the goals and interests of children, create conditions for the disclosure and development of their abilities and the formation of the personality. The issue of non-violence position development among pedagogical students at a university is the subject of discussion among both domestic and foreign researchers.

1.2. Problem Relevance

Progressive pedagogy has always been riddled with the ideas of humanism, has consistently opposed and opposes spiritual and physical coercion. However, despite the high level of humanistic theories and method development, they still find it difficult to introduce them into real educational practice. Unfortunately, covert and sometimes overt violence is inherent in the entire education system. This is due to many reasons, and above all, the difficulties of social development and progress. Humanization of school is impossible without the humanization of teacher professional activities, without the use of non-violent methods and forms of training and education among students. This article is devoted to the issues of non-violence position development among pedagogical students in their professional activities.

1.3. Problem Study

The pedagogy of non-violence is the foundation of modern humanistic education. Its key idea is to highlight the universal principle of non-violence, which regulates a person's attitude to the world, other people and himself. Moreover, since this term is recognized in many religious concepts (Christianity, Islam, Buddhism, etc.), since it is developed in a number of philosophical and ethical teachings (A. Schweitzer, M. Gandhi) and expresses the aspiration of mankind for creation, creativity and cooperation, a number of modern researchers (V.A. Sitarov, V.G. Maralov, E.N. Shiyanov, V.A. Slastenin, V.S. Stepin, and others) classifies him as a category of universal values. It should be noted that the rejection of various forms of coercion began to be cultivated in pedagogy by the supporters of free education (J.Zh. Russo, L.N. Tolstoy, M. Montessori, K.N. Wentzel, and others). This problem found its further solution in the concept of humanistic psychology, especially in the works by A. Maslow and C. Rogers. Note that the Russian psychologist L.S. Vygotsky, not related to the representatives of humanistic psychology, while studying the problems of objective and subjective freedom of children, also opposed the punishment of children and authoritarian methods of their upbringing.

The term "pedagogy of non-violence" appeared in the 80-ies of the twentieth century. But, if initially it was accepted as a unifying principle of all educators and psychologists who oppose various forms of coercion in educational institutions, now this

trend has found its own specific features that have separated it, for example, from interactive pedagogy, the pedagogy of success and other trends.

In Russia, the ideas of non-violence are most fully expressed in the practice of such teachers as V.A. Sukhomlinsky, V.F. Shatalov Sh. A. Amonashvili, I.P. Volkov, E.N. Ilyin, and S.I. Lysenkova. Their writings formulated the main provisions of non-violent interaction between teachers and students, which not only positively affects the result of mastering knowledge, skills, but also creates favorable conditions for the development of personal qualities of both children and teachers.

However, our analysis of psychological and pedagogical literature showed that the level of problem concerning the development of non-violence position among pedagogical students in the process of their professional training at a higher educational institution is insufficient both theoretically and practically. The noted circumstance determined the choice of the article topic.

1.4.Hypothesis

The effectiveness of non-violence position development among pedagogical students in the process of their professional training at a higher educational institution will be provisioned within the following set of pedagogical conditions:

1. The development of positive openness among future teachers in relation to children and to themselves.
2. Ensuring the subjective freedom of pedagogical students in the choice of educational activity content, forms and methods.
3. Teaching students the methods of reflective analysis concerning their own pedagogical activity during their pedagogical practice, in order to realize the advantages and disadvantages of the lessons and extracurricular activities and develop an individual style of working with children.

2.METHODS

The development of non-violence idea among pedagogical students in the process of their professional training was built by the authors on the principles of consistency, activity, humanization, individualization, feedback, integration at the level of interdisciplinary connections, reflective activity and problematcity. The work is based on the following methods: theoretical - analysis, generalization, systematization, synthesis, modeling; and empirical - conversation, observation, quantitative and qualitative analysis of research results, testing.

2.1.Main Part

Non-violence pedagogy considers an ethical pair of concepts - non-violence and violence, and, if, violence is defined as the type of relationship between people that exists where appropriation, suppression and submission of the subject will, domination over it (G.N. Kireev) takes place, then non-violence is associated with the denial of coercion as the way of interaction and conflict resolution, the denial based on tolerance, the recognition of the right to exist for everything that is inwardly classified by a person as "alien" (V. A. Sitarov). Non-violence manifests itself in tolerance, flexibility of thinking and, at the same time, in personal autonomy and freedom, which is based on the views

by C. Rogers, according to which freedom can only be achieved if a person acquires the ability to be himself and accept himself, gains the ability to understand and accept another person.

Thus, the principle of non-violence is to recognize the value of a person and his life, to deny coercion as a way to solve political, moral, economic, interpersonal problems and conflicts. In their study, the authors define the pedagogy of non-violence as pedagogy, which affirms the principle of non-violence in the field of younger generation training and education.

Based on the research by Sitarov V.A., M.M. Shiyanov, N.A. Sklyanova et al., the authors formulated three blocks of interrelated tasks currently solved by non-violence pedagogy:

1. Development of peace-loving attitude among the younger generation (through the development of the ability to interethnic interaction and the ability to resolve interpersonal and intrapersonal conflicts by non-violent ways).
2. Humanization of training and education process through the development and implementation of new non-violent methods, forms, techniques and technologies.
3. Reforming the training system for future teachers with the aim of forming certain personal characteristics and special skills in them that allow to work without the use of coercion and raise children in the spirit of non-violence.

In our opinion, the third trend deserves special attention, so we will consider it in more detail.

The authors proceed from the fact that during the training of pedagogical students the following value orientations and attitudes should be developed:

1. Motivational focus not only on the subject, but, first of all, on a student's personality;
2. Pedagogical humanism, which is expressed in trust and respect for children, confidence in their abilities and capabilities;
3. An empathic attitude towards students, which implies the desire and ability to understand the inner world of a child, to feel and accept his problems and experiences;
4. Dialogism as the desire and ability to listen to a child, to conduct interpersonal dialogue on the basis of equal positions, mutual respect and trust;
5. Cooperation as a set for interaction with a student (and not the impact on him) in the process of joint activity and communication.

Within the framework of the problem under study, the team of authors developed a set of pedagogical conditions that ensure the formation of non-violence position among pedagogical students in the process of their professional training at a university. The complex of pedagogical conditions includes the following components:

1. The development of positive openness among future teachers in relation to children and to themselves. We understand positive openness as the adoption of a child with an orientation on his positive qualities and properties, faith in his ability to show and reveal himself in one or another sphere of life. But this requires understanding and acceptance by a future teacher of himself as he really is, with all the advantages and disadvantages. To work in this direction, we propose the following:
 - the survey of students in order to identify their focus on the educational-disciplinary or personal model of interaction with children (our studies showed that most pedagogical students (64%) are focused on the educational-disciplinary model, and only 36% - on the personal interaction model);

- the conduct of theoretical and practical exercises aimed at awareness and overcoming of own anxieties and psychological defenses by future teachers;
- teaching students the methods of non-violent interaction with children, developing their ability to prevent and resolve conflicts.

2. Provision of subjective freedom in the choice of content, forms and methods of educational activity. We are convinced that a future teacher, before learning a way to provide a certain freedom for students, must learn to give it to himself, in his constructive activities and during the prediction of academic work results, which requires a certain personal state, confidence and competence.

3. Teaching students the methods of reflective analysis of their own pedagogical activity during the pedagogical practice, in order to realize the advantages and disadvantages of the lessons and extracurricular activities and develop an individual style of working with children.

The effectiveness of the developed complex of pedagogical conditions that ensure the formation of non-violence position among pedagogical students in the process of their professional training at a university was confirmed as the result of experimental work carried out during 2015-2018.

3.CONCLUSIONS

In the course of the study, we obtained the following results:

1. The psychological and pedagogical foundations of non-violence pedagogy are determined, the sources of its occurrence and modern views on its principles are studied.

2. They clarified the tasks facing the pedagogy of non-violence at the present stage of society development. It has been established that the priority task is to reform the training system for future teachers in order to form their position of non-violence.

3. They developed and experimentally tested a set of pedagogical conditions has been that ensures the formation of non-violence position among pedagogical students in the process of their professional training at a university. The experiment was conducted on the basis of Magnitogorsk State Technical University named after G.I. Nosov. The study involved 225 pedagogical students (course 1 - 4) with the following fields of expertise: "Primary education", "History", "Chemistry" and "Russian language and literature". The results of training (the increase of such indicators as empathy of students, the development of their communicative abilities, self-confidence and motivational focus on interaction with students) and successful completion of pedagogical practice by students (where the students of the experimental group made fewer mistakes during interaction with students, made better contact with the class and to a greater extent adhered to humanistic principles in dealing with children), confirmed the hypothesis put forward.

CONFLICT OF INTEREST

The authors confirm that the data presented do not contain a conflict of interest.

REFERENCES

1. Baykhanov, I.B. (2012). Theorists of non-violence and ideologists of power: judgments and interpretation of conflicts. *Power*, 9, 83-87. [in Russian].
2. Bakholskaya, N.A. (2017). The impact of interactive learning on the development of pedagogical student professional orientation at a university. *Humanitarian and pedagogical research*. - Magnitogorsk: Publishing house of Magnitogorsk state tech. university named after G.I. Nosov, 1(1), 45-49. [in Russian].
3. Magomedova, M.K. (2009). The values of non-violence in the system of universal values of students at a pedagogical university. *Kazan Pedagogical Journal*, 11-12, 150-154 [in Russian].
4. Morozova, O.E. (2007). On the value basis of tolerance principle. *Actual problems of modern science*, 6, 80 - 82. [in Russian].
5. Sarantsev, G.I. (2016). Harmonization of professional training of a bachelor in the field of "Pedagogical education". *Integration of education*, 2, 211-219 [in Russian].
6. Sakharchuk, E.I. (2004). Quality management of expert training in the field of education as a pedagogical problem. *Integration of Education*, 3 (36), 50-54 [in Russian].
7. Sitarov, V.A. (2005). Violence and non-violence. *Knowledge. Understanding. Skill*, 1, 135-139 [in Russian].
8. Strelkov, V.I. (2007). Experimental design of the teacher's professional environment. *Human Ecology*, 6, 25-29. [in Russian].
9. Titova, O.I. (2018). Tolerance to uncertainty as the factor of attitude to business interaction in the context of general cultural competence development among university students. *Siberian Psychological Journal*, 68, 131-142 [in Russian].
10. Khayrulloev, Zh.R. (2005). The development of personality self-actualization in professional orientation. *Integration of education*, 3, 156-160. [in Russian].
- Bakholskaya, N., Velikanova, S., Kozhushkova, N., Sunagatullina, I., Kashuba, I., & Chernykh, O. (2018). Personal orientation of educational activities as a basis for the development of professional orientation of students of pedagogical specialties. *National Academy of Managerial Staff of Culture and Arts Herald*, (3).
11. Campbell, D. T. (1967). Stereotypes and the perception of group differences. *American psychologist*, 22(10), 817.
12. Harold W. B. (1965). *Psychology of Learning & Teaching*. N.Y., [in English].
13. Bakholskaya, N. A., Velikanova, S. S., Soldatchenko, A. L., v Kharitonova, S., Kuvshinova, I. A., & Chernykh, O. P. (2018). Pedagogical reflection and the ways of its development among the students of pedagogical professions. *Amazonia Investiga*, 7(17), 651-657.
14. Bakholskaya N.A., Velikanova S.S., Baklykova T.Yu., Mitsan E.L., Kozhushkova N.V., Kondrashova E.N., Chernykh O.P. (2019). The impact of interactive model for university student teaching on their professional competence development. *Revista Inclusiones*, 6 (2), 179-184. [in English].