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### **SCHOOL VIOLENCE: PSYCHOLOGICAL AND PEDAGOGICAL ANALYSIS**

**Introduction.** In recent years the entire world community has expressed concern about the growth of school violence in various forms. Students of modern educational institutions are increasingly using cold steel and firearms [1]. Smartphones and laptops serve to demonstrate inappropriate behavior towards their teachers and peers. At the same time modern domestic psychological and pedagogical research practically does not consider this problem, despite its undoubted relevance. The search of ways for effectively solution this problem has attracted our attention.

**Main part.** Organization and execution of our experimental study on the problem of school violence was preceded by a critical analysis of literary sources during which we determined the interpretation of key terms and identified the main issues in the problem under study and ways of their solution proposed by various scientists.

We believe that the reason for increase of school violence is the deterioration of educational work quality of teachers and parents. The principle of “harmonious development of personality” has been violated [2], the values of patriotism and citizenship have been nearly lost. At the same time there happened a drop in the prestige of the teacher profession due to the sharp deterioration of the socio-economic situation in the country, a decrease in the level of salaries of representatives of the public sector and the outflow of the intellectual elite to the West. The society stopped respecting teachers. Parents, engaged in earning money, are increasingly removed from the upbringing of their children. And as a result, there is a sharp shift in violation of schoolchildren normative behavior towards illegality.

According to our research plan we examined the problem of school violence from the following positions:

1. The influence of school violence on the psychological status of a student.
2. Possibilities of pedagogical prevention of school violence.
3. Possibilities of pedagogical correction of the consequences of school violence.

As V. P. Ustinov remarks it is necessary to distinguish between psychological, physical, sexual and emotional violence which have a different level of influence on the psyche of a student [3]. The consequences of psychological violence are as follows: periodic depression, a high level of internal tension, low self-esteem. Physical violence contributes to the formation of distrust of others, fears towards adults, a high level of aggression, a sharp decrease in the child's abilities. Sexual violence forms in a child ambivalence of reactions towards adults, feeling of guilt, mood swings, a high level of talkativeness or, conversely, isolation. The consequences of emotional violence are: verbal aggression, vindictiveness, loss of communicative contact with others, a high level of negativity towards the person who acts as a source of violence. The general result of violence against a child is a violation of the system of trusting relationships between him and the adult world which leads to a decrease in the student's learning ability since he does not accept the help of a teacher and has a negative attitude to school and study.

The second direction of our theoretical and methodological analysis of the school violence problem is focused on the study of a possibility of pedagogical prevention. We believe that the tasks of pedagogical prevention of family violence against a child are: cooperation of the family, the state and the church; harmonization of family relationships; scientific understanding of the phenomenon of violence.

The third aspect of our theoretical and methodological analysis includes the study of the problems of pedagogical correction and elimination of violence consequences. It should be emphasized that the choice of a correction method of the schoolchildren deviant behavior depends on many reasons: age, social status of the family, the nature of the violence experienced. In each specific case, an individual correction program is needed.

**Conclusion.** Having considered the theoretical and methodological aspects of the psychological and pedagogical analysis of the problem of school violence prevention we propose to take as the main premise of the study the assumption that the main factor in the prevention of school violence can be the formation of younger generation legal culture, which contributes to the development of legal awareness of young citizens, their social and civic activity, prevention of antisocial phenomena in the youth environment.

#### References

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