

**PEDAGOGY OF NONVIOLENCE AS A PRINCIPLE OF HUMANISTIC
PEDAGOGY**

***A PEDAGOGIA DA NÃO VIOLÊNCIA COMO PRINCÍPIO DA PEDAGOGIA
HUMANÍSTICA***

***LA PEDAGOGÍA DE LA NOVIOLENCIA COMO PRINCIPIO DE LA PEDAGOGÍA
HUMANISTA***

Galina V. TUGULEVA¹
Inessa V. KASHUBA²
Marina V. ROMANOVA³
Veronika V. TSURKAN⁴
Nuria M. RAKHIMOVA⁵
Svetlana S. VELIKANOVA⁶

ABSTRACT: A modern teacher is obliged to build relationships with students on mutual trust, on a nonviolent basis, to accept the goals and interests of children, create conditions for realizing and developing their full potential and forming the personality as a whole. The present article is concentrated on the problem of formation of the position of nonviolence among students majoring in teacher training in the process of their professional formation at higher school. To gratify the aim of the study, theoretical-analysis, generalization, systematization, synthesis, modeling; and empirical – conversation, observation, quantitative and qualitative methods are utilized. The paper provides the author’s complex of pedagogical conditions that ensure the formation of a position of nonviolence among pedagogical specialty students in the process of their professional training in a higher educational institution and describes the results of experimental work that has confirmed the hypothesis put forward.

KEYWORDS: Modern teacher. Pedagogy of nonviolence. Vocational training. Students.

RESUMO: *Um professor moderno é obrigado a construir relacionamentos com os alunos em confiança mútua, de forma não violenta, aceitar os objetivos e interesses das crianças, criar condições para realizarem e desenvolverem todo o seu potencial, e formar a personalidade*

¹ Nosov Magnitogorsk State Technical University, Magnitogorsk – Russia. PhD, Associate Professor. ORCID: <https://orcid.org/0000-0001-6923-9608>. E-mail: garomi@rambler.ru

² Nosov Magnitogorsk State Technical University, Magnitogorsk – Russia. PhD, Associate Professor. ORCID: <https://orcid.org/0000-0002-4625-4036>. E-mail: ikashuba@mail.ru

³ Nosov Magnitogorsk State Technical University, Magnitogorsk – Russia. PhD, Associate Professor. ORCID: <https://orcid.org/0000-0002-9693-8647>. E-mail: Romanova.mv@mail.ru

⁴ Nosov Magnitogorsk State Technical University, Magnitogorsk – Russia. PhD, Associate Professor. ORCID: <https://orcid.org/0000-0002-0096-960x>. E-mail: veravts2013@yandex.ru

⁵ Nosov Magnitogorsk State Technical University, Magnitogorsk – Russia. PhD, Associate Professor. ORCID: <https://orcid.org/0000-0003-2427-0032>. E-mail: nuria_rahimova@list.ru

⁶ Nosov Magnitogorsk State Technical University, Magnitogorsk – Russia. PhD, Head of the Department of Pedagogical Education and Records Management. ORCID: <https://orcid.org/0000-0001-9895-1645>. E-mail: vss200975@mail.ru

como um todo. O presente artigo concentra-se na problemática da formação da posição de não violência entre os alunos em formação docente no processo de seu estudo profissional no ensino superior. Para satisfazer o objetivo do estudo, análise teórica, generalização, sistematização, síntese, modelagem; e empírica - são utilizados métodos de conversação, observação, quantitativos e qualitativos. O artigo apresenta o complexo de condições pedagógicas do autor que garantem a formação de uma posição de não violência entre os alunos da especialidade pedagógica no processo de sua formação profissional em uma instituição de ensino superior e descreve os resultados de um trabalho experimental que confirmou a hipótese apresentada.

PALAVRAS-CHAVE: *Professor moderno. Pedagogia da não violência. Formação profissional. Alunos.*

RESUMEN: *Un maestro moderno está obligado a construir relaciones con los estudiantes en confianza mutua, de manera no violenta, aceptar las metas e intereses de los niños, crear las condiciones para que ellos realicen y desarrollen todo su potencial y formen la personalidad como un todo. Este artículo se centra en el problema de la formación de una posición de no violencia entre los estudiantes en formación docente en el proceso de su formación profesional en la educación superior. Para satisfacer el objeto del estudio, análisis teórico, generalización, sistematización, síntesis, modelización; y empírico - se utilizan métodos conversacionales, observacionales, cuantitativos y cualitativos. El artículo presenta el complejo de condiciones pedagógicas del autor que garantizan la formación de una posición de no violencia entre estudiantes de la especialidad pedagógica en proceso de su formación profesional en una institución de educación superior y describe los resultados de un trabajo experimental que confirmó la hipótesis presentado.*

PALABRAS CLAVE: *Profesor moderno. Pedagogía de la no violencia. Formación profesional. Estudiantes.*

Introduction

Introduction into the Problem

In everyday life, people deal with various situations of violence, aggression and cruelty. This is largely provoked by the mass media, the harsh laws of market economy, the tolerant attitude of others to abusive relationship in families. Children as the most sensitive part of society to any emotional expressions are often naked to injury 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 progressive teachers, have contributed to introducing the ideas of humanism and nonviolence in schools and other educational institutions. The question of how to build a position of nonviolence among students of pedagogical specialties at higher school is discussed by both domestic and foreign scholars.

Progressive pedagogy has always been permeated with the ideas of humanism, has consistently opposed moral and physical coercion. However, in spite of a high level of elaboration of humanistic theories and methods, they are still difficult to be translated into educational reality. Unfortunately, covert and sometimes overt violence is inherent in the entire educational system. This is due to many reasons, and above all the difficulties of social development and progress. The humanization of school is impossible without the humanization of professional activity of the teacher, without the use of noncoercive methods and forms of teaching and educating students. The issues of the formation of the position of nonviolence among students of pedagogical specialties in their professional activities are supposed to be dwelled upon in this article.

Pedagogy of nonviolence lies at the core of modern humanistic education. Its key idea is to highlight the universal principle – nonviolence which regulates a person’s attitude to the world, other people and themselves. Moreover, since this term is recognized in many religious conceptions (Christianity, Islam, Buddhism etc.), 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 scholars (V. A. Sitarov, V. G. Maralov, E. N. Shiyanov, V. A. Slastenin, and others) refer it to the category of universal human values. It should be noted that the rejection of various forms of coercion began to be cultivated in pedagogy by supporters of free education (J. J. Rousseau, L. N. Tolstoy, M. Montessori, K.N. Wentzel etc.). This problem found its further solution in the theory of humanistic psychology, especially in the works by A. Maslow and C. Rogers. Note that Russian psychologist L. S. Vygotsky, not belonging to the representatives of humanistic psychology, studying the problems of objective and subjective freedom of children, also opposed the punishment of children and authoritarian methods of their education.

The very term “pedagogy of nonviolence” appeared in the 80s of the 20th century. But if initially it was accepted as a unifying principle of all teachers and psychologists who oppose various forms of coercion in educational institutions, then now this direction has acquired its specific features separating it, for example, from dialogue pedagogy, pedagogy of success and other areas.

In Russia, the ideas of nonviolence are most fully expressed in the practice of the work by such teachers as: V. A. Sukhomlinsky, V. F. Shatalov S. A. Amonashvili, I. P. Volkov, E. N. Ilyin, S. I. Lysenkova. Their works formulate the main principles of nonviolent interaction between teachers and students which not only positively affects the result of mastering

knowledge, skills and abilities, but also allows for the development of personal qualities of both children and the very teachers.

However, our analysis of the psychological and pedagogical literature has revealed that there is lack of theoretical and practical development of the problem of the formation of a position of nonviolence among students majoring in pedagogy in the process of their professional formation at higher school. The circumstance mentioned above has determined the choice of the topic of the article.

Hypothesis

The effectiveness of the formation of a position of nonviolence among students of pedagogical specialties in the process of their professional training in a higher educational institution will be effective in the realization of the following set of pedagogical conditions:

1. Forming positive openness of future teachers towards children and themselves.
2. Allowing for the subjective freedom of pedagogical specialty students in the choice of content, forms and methods of learning activity.
3. Training students in the methods of reflexive analysis of their own pedagogical activity during their teaching internship in order to understand the advantages and disadvantages of the lessons and extracurricular activities and develop an individual style of working with children.

Methods

The development of the idea of building a position of nonviolence among students of teaching profession in the process of their vocational training was based on the principles of systemacity, activity, humanization, individualization, feedback, integration at the level of interdisciplinary connections, reflexive activity and presence of problems. The work is premised on the following methods: theoretical – analysis, generalization, systematization, synthesis, modeling; and empirical – conversation, observation, quantitative and qualitative analyses of research results, testing.

Main Body

Pedagogy of nonviolence considers the ethical pair of concepts – nonviolence and violence, and if violence is defined as a type of relationship between people that exists where

there are appropriation, suppression and submission of a subject's will, domination over it (G. N. Kireev), then nonviolence is associated with the denial of coercion as a method of interaction and resolution of conflicts, the denial based on tolerance, recognition of the right to existence of everything that is internal referred by a person to the category of "alien" (SITAROV, 2005). Nonviolence makes itself felt in patience, tolerant attitudes, elastic thinking and, at the same time, in personal autonomy and freedom, which is based C. Rogers's views, according to which the achievement of freedom is possible only if a person, acquiring the ability to be their true self and accepting their self, gains the ability to understand and accept another person.

Thus, the principle of nonviolence consists in recognizing the value of a person and their life, denying coercion as a way of solving political, moral, economic, interpersonal problems and conflicts. In their study, the authors define the pedagogy of nonviolence as the pedagogy that upholds the principle of nonviolence in the field of education and upbringing of the rising generation.

In our opinion, it is the third direction that deserves special attention, so we will provide more detailed consideration of it.

The authors proceed from the fact that in the course of professional training, students of teaching profession should develop the following value orientations and attitudes:

1. Motivational orientation not only on the subject, but, first of all, on the student's personality;
2. Pedagogical humanism which is expressed in believe in and respect for children, confidence in their abilities and capabilities;
3. Empathic attitude towards students, implying the desire and ability to understand the inner world of a child, feel and accept their problems and experiences;
4. Dialogism as a desire and ability to listen to a child, conduct an interpersonal dialogue based on equality of positions, mutual respect and trust;
5. Cooperation as an orientation towards interacting with a student (and not influencing them) in the process of joint activities and communication.

Within the framework of the problem under study, the team of authors has developed a complex of pedagogical conditions that contribute to the formation of a position of nonviolence among pedagogical specialty students in the process of their professional training at higher school. The complex of pedagogical conditions includes the following components:

1. Formation of positive openness of future teachers in relation to children and to themselves. Positive openness is taken to mean acceptance of a child with an orientation towards their positive qualities and properties, faith in their ability to prove out and fulfil

themselves in a particular area of life. But this requires understanding and acceptance by the future teacher of their true self, with all the strengths and weaknesses. To work in this direction, we propose the following:

- a survey of students in order to identify their orientation towards the educational and disciplinary or personal model of interaction with children (our studies have shown that the majority of students pursuing a degree in pedagogy (64%) are focused on the educational and disciplinary model, and only 36% - on the personal model of interaction);

- holding theoretical and practical classes aimed at future teachers' understanding and coping with their worries and psychological defenses;

- teaching students to the methods of nonviolent interaction with children, developing their ability to prevent and settle conflicts.

2. Allowance for subjective freedom in choosing the content, forms and methods of educational activities. We are convinced that a future teacher, before learning to provide a certain freedom to students, is to learn to provide it to themselves, in their constructive activity and predicting the results of educational work, which requires a certain personal state, confidence and competence.

3. Teaching students to the methods of reflexive analysis of their own pedagogical activity during undertaking teaching training in order to understand the advantages and disadvantages of the lessons and extracurricular activities and develop an individual style of working with children.

The effectiveness of the developed set of pedagogical conditions allowing for the formation of a position of nonviolence among students of pedagogical directions in the process of their professional training at university was confirmed as a result of experimental work carried out during 2015-2018.

Summary

The results of our research are as follows:

1. The psychological and pedagogical elements of the pedagogy of nonviolence have been determined, the background of its origin and modern views on its principles have been investigated.

2. The tasks facing the pedagogy of nonviolence at the present stage of the development of society have been expounded. It has been established that the priority task is to reform the system of training future teachers in order to form their position of nonviolence.

3. A complex of pedagogical conditions has been developed and experimentally tested, which ensures the formation of a position of nonviolence among students of teaching profession in the process of their vocational training at university. The experiment was carried out at Nosov Magnitogorsk State Technical University. The study engaged 225 students of 1 - 4 courses of pedagogical directions, such as: “Primary Education”, “History”, “Chemistry” and “Russian Language and Literature”. The obtained training results (improving the indicators such as: empathy of students, development of their communication skills, self-confidence and motivational focus on interacting with students) and successful undertaking (where students of the experimental group made fewer mistakes in interacting with students, better built contact with the class and adhered to humanistic principles in communication with children to a greater extent) have confirmed the hypothesis put forward.

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