

DOMESTIC VIOLENCE AS A SOCIO-PEDAGOGICAL PROBLEM

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Abstract: *The problem of the phenomenon of violence has always acquired special significance during periods of economic, social, and political changes in the development of society. Today, in the period of the coronavirus pandemic, the transition from the established way of life, the financial crisis that has engulfed the whole world and radically new conditions of social life, the problem of violence is again very acute.*

Child abuse at the stages of development of society has been characteristic of many historical periods of different times and peoples. The author based on the analysis of the causes of violent actions. The types of violence in the modern Russian family are identified; the forms of support for society in the fight against violence are described. The problem of child abuse is multidisciplinary. Currently, the problems of violence have become the subject of scientific research. The author study educational approaches as measures to combat violence, legal aspects, considered the importance of preventive work with dysfunctional families. Analysis of scientific literature has revealed that the history of mankind is often associated with violence in the broad sense of this definition. The historical experience of the development of many European States clearly shows that violence cannot serve as a tool for creation. Violence affects the most important and significant values for each person - their life and health, and the dangerous consequences cannot be compensated by any means.

The research highlights the need to prevent domestic violence and support society in the fight against this phenomenon. It is necessary to consider the issue of effective organization of medical, social, pedagogical and legal support for children. There is a problem of building a unified system of interconnected institutions and services of various profiles that would collectively solve the problem of social and pedagogical support for children.

Keywords: *domestic violence, types of violence, prevention of violence*

Introduction

Child abuse at the stages of society development has been characteristic of many historical periods of different times and peoples. References to cruelty to children in various literary sources are found up to the second century BC. Literally until the end of the XIX century the prevailing idea was that the child was the property, "possession" of parents and their substitutes (owners). The parents had absolute control over their child's life, as well as the right to choose punishments that were unrelated to a particular offense, but were consistent with the inclinations of those who chose them.

Children were bought and sold. In some cultures even infanticide was used as an acceptable method of family planning. Children were killed for ritual purposes: it was believed that a murdered child could help infertile women cope with diseases, ensure health and youth. They were buried under building foundations to «make it stronger». At the same time, the dominant opinion remained that children were insensitive to mistreatment or any other treatment and could not adequately react to it or remember it.

The research problem

The problem of the study is the need to prevent domestic violence and to support society in the fight against violence. The degree of development of family violence against women and children problem is highlighted in the writings of experts in the field of psychology, pedagogy, social work, etc. In the research process the types of domestic violence, forms and methods of prevention of violent actions were found out. The article uses materials from the Bulletin of the information center of the Independent women's forum «No» to domestic violence».

Study

The violence phenomenon problem has always acquired special significance during periods of sharp economic, social, and political changes in the society development. Today, in the period of the coronavirus pandemic, under the new conditions of social life, which are taking on a very dramatic character, the problem of violence is again brought to the fore.

Analysis of scientific literature has revealed that the history of mankind is often associated with violence in the broad sense of this definition. Even the ancient Greek philosopher Plato urged "not to forget that violence against a person, dangerous in itself, leads to serious consequences." Aristotle argued that "violence begets violence" (Concise dictionary of philosophy, 2000). At his time Montesquieu wrote about the harmfulness of "applying force to a person in order to suppress or gain power over him." He pointed out that this force can be both "physical and verbal" (Beccaria, Ch, 2008). Beccaria, developing the ideas of Montesquieu, directly pointed out that violence breaks human relationships, but violence's consequences are even worse than violence itself. However, Beccaria considered this problem more broadly – he directly linked violence with crimes against human beings and proposed measures to prevent such violence. Indeed, any physical or mental power of some over others is a dangerous form of social violence and inequality for society.

Violence is studied by representatives of various Sciences: pedagogy, sociology, psychology, medicine, criminology, criminal law, philosophy, etc. Despite the particular importance of the violence problem there is still no clear interpretation of this concept. In the etymological sense "violence" refers to the lawless use of force, coercive - that is against the will of another person - influence on him.

V. Dal defines violence as "an action that is embarrassing, offensive, illegal, and self-willed" (Dal, V., 2007). Modern Russian literary language defines "violence" as the use of physical force to someone, "forced influence... oppression, lawlessness" (Ozhegov, S., Shvedova, N., 1997). As the definition implies, violence is closely linked to the illegal use of physical force. The most accurate definition of violence is given by the Russian philosopher A. A. Huseynov, who noted that violence is the use of force, reliance on force, and action by force (Huseynov, A., 1994).

The historical experience of the development of many European States clearly shows that violence cannot serve as a tool for creation. Violence affects the most important and significant values for each person - their life and health - and the dangerous consequences of this violence cannot be compensated by any means.

Identified results

The study of domestic violence began in the 60s of the last century with a focus on the problems of children. As early as in the XIX century in the United States child abuse was a matter of public concern. However, most people were convinced that domestic violence was an extremely rare phenomenon, characteristic of a small part of the population and was caused by a certain psychological

disorder. In the 70s and 80s of the twentieth century, public awareness of family violence was increasing, and spousal violence was ruled out of order. The problem of domestic violence "came out of the shadow" of the family veil.

Analysis of scientific and methodological literature has led to the conclusion that in the Soviet Union domestic violence was a "closed" issue. It was mainly used by lawyers (criminologists), police and social security agencies while investigating the crimes committed in the family and household sphere. Discussion of this problem at the state level was a kind of taboo. Public and open talk about domestic violence in modern Russia has become possible relatively recently, since the 90s of the XX century.

In 1993, at the initiative of women's public organizations, the first publications on this issue appeared in the press. It is thanks to the women's movement that helplines, crisis centers, shelters and shelters for victims of domestic violence began to appear in Russia. The "veil of silence" was broken and the general public learned from the statistics of the relevant agencies that more than 30% of all serious violent crimes were committed in families. Every year a significant number of children and women as the most vulnerable segments of the population are subjected to family violence which results in severe injuries for 10% of children.

Defining violence as a single or repeated action committed by one person in respect of the other in order to maintain power and control over him, we consider family violence as a socio-pedagogical problem. It manifests itself in the form of suppression, accusations, threats, beating and so on. Violence in the family can be carried out against any of the family members. Most often object to violence is an unprotected member of the family – a woman, a child, an elderly or an unhealthy person.

Domestic violence has its own dynamics of development: it is systemic and repeats itself cyclically. We can say that domestic violence is a cycle of acts repeated with increasing frequency for the purpose of controlling, intimidating, and evoking a sense of fear. From the point of view of technology, domestic violence is manifested in the direction of one person's actions to control the behavior and feelings of another. At the same time, a person who has been subjected to violence may receive psychological, social, physical harm, damage or injury. Domestic violence is present in families with different social status regardless of their race or ethnicity.

The use of severe punishments in family education depends largely on traditional cultural and historical ideas about the upbringing of a child. However, almost all parents can - under certain circumstances - apply severe punishments to their children. Such punishments may be episodic or systematic. In the course of studying the problem, we found out that the difference between physical violence and physical punishment is that public opinion is more tolerant though ambiguous of the latter.

Currently the problem of violence has become the subject of scientific research. Modern researchers distinguish several typologies of violence. Modern research (Huseynov, A., 1994) highlights the main forms of child abuse: physical, sexual, mental violence, neglect of the child's basic needs. Let's briefly discuss the characteristics of domestic violence types.

Physical abuse is the deliberate infliction of physical harm to a child. Physical violence can be recognized by the features of the child's appearance and the character of injuries: external injuries that have a specific character (fingerprints, belt, cigarette burns, etc.); damage to internal organs or bones that could not be the result of accidents.

Physical violence, which has a systematic character, can be recognized by child's mental state peculiarities and manifests itself in the behavior of the child. Such children show:

- fear of physical contact with adults;
- desire to hide the cause of injuries;
- tearfulness, loneliness, lack of friends;
- negativism, aggression, animal cruelty;
- suicide attempts.

Sexual violence is the involvement of a child, with or without consent, in sexual activities with adults for the purpose of obtaining their satisfaction or benefit. Types of sexual violence include: incest, sexual seduction, sexual assault, rape, exploitation of a child for pornography and prostitution, invitation or encouragement to touch for sexual satisfaction.

The following characteristics of the child's condition and behavior allow to recognize sexual violence:

- nightmares, fears;
- uncharacteristic sexual games, unusual for child's age knowledge of sexual behavior;
- the desire to completely close your body;
- depression, low self-esteem;
- prostitution, promiscuous sex.

Mental (emotional) violence is a periodic, long-term or permanent mental impact on a child that inhibits the development of personality and leads to the formation of pathological character traits. Mental forms of violence include:

- open rejection and constant criticism of the child;
- verbal threats against the child;
- comments made in an offensive form that humiliates the dignity of the child;
- intentional physical or social isolation of the child;
- lies and failure of adults to fulfill their promises;
- a single gross mental impact that causes mental trauma to a child.

The following features of the child's condition and development can reveal mental violence : delay in physical and mental development of the child, nervous tic, enuresis, depressed mood, various somatic diseases. Among the features of the child's behavior caused by mental violence there are such behavioral reactions as: worry, anxiety, sleep disorders, long-term depression, aggression, a tendency to seclusion, isolation, distance and others.

Neglect of a child's needs is a lack of basic care for the child, which results in a violation of his emotional state and a threat to his health or development. Neglect of the child's basic needs includes: lack of adequate nutrition, clothing, housing, education, and medical care in accordance with the child's age and needs; lack of proper attention and care as a result of which the child may become a victim of an accident. Lack of care for the child may be unintentional. It can be the result of illness, unemployment, chronic poverty, parents' inexperience or ignorance, or natural disasters or social upheavals.

The signs of "abandonment" of the child can include: lagging in physical development; frequent low-grade diseases; delays in speech and motor development. Abandonment of the child can be suspected in the following state and behavior of the child: constant hunger, begging, food theft, demands for affection and attention, low self-esteem, low academic performance, aggression and impulsiveness, anti-social behavior up to vandalism.

Risk factors that contribute to child abuse can include: single-parent and large families, families with foster children; the presence of a family-member with alcoholism or drug addiction, a family member who released from prison; unemployment, financial difficulties; permanent marital conflicts; the status of refugees, internally displaced persons; low level of culture, education, negative family traditions; an unwanted child; mental or physical disabilities of the child.

In L. S. Alekseeva's research (Alekseeva, L., 2001) the causes of violence are divided into 5 main groups:

1. violence can have a socio-cultural nature, be an integral part of stereotypical ideas about the essence of family relationships, perceived with education, supported by external impressions and thus presented as the only possible model of them;

2. ill-treatment may be the result of individual personal life experience and this also creates a moral and psychological basis for them to consider this type of relationship to be universal;

3. one of the reasons may be the "childhood trauma", a destructive experience at an early age, which makes the individual vent his or her childhood complexes on their relatives;

4. a separate group of causes of violence can include social and psychological decompensation as a result of external influences that exceed the limits of personal stability of individuals, forcing a number of them to seek substitute compensation for their dissatisfaction at home, asserting themselves at the expense of the weaker, unable to fight back and protect themselves;

5. the reason may also be related to the personal characteristics of the individual with their over-developed dominant features and character traits that were not compensated at the time by a sufficiently adequate upbringing.

Employees of The Academy of economic security of the Ministry of internal Affairs of the Russian Federation Ufa branch (Prevention of crimes and offenses in the sphere of family and household sphere, 2007) interviewed 120 mothers from dysfunctional families in Volgograd, Khabarovsk and Ufa, in which facts of child abuse took place. In almost all cases violence against children is linked to the alcohol use by these parents. As most of them state alcohol consumption occurs in these families on all holidays including weekends. 60% of the respondents believe that they are doing the right thing by physically punishing children. The remaining 40% are not so aggressive, but believe that in the educational process along with the "carrot" a "whip" should be also used. About 15% of mothers have lost confidence in their parenting abilities saying that children are «impossible creations», all humane measures have already been exhausted. Almost 40% of mothers said that their husbands used similar educational measures. Thus, the child is "in the crossfire" and is trying to survive. About 75% of the surveyed "violent" mothers admitted that they were subject to psychological breakdowns due to domestic and industrial troubles and problems.

The victimization factor on the part of children often consists, in the opinion of mothers, in their restless nature, in excessive whimsicality, in the denial of any educational measures and comments from adults, finally, in the use of drugs, alcohol, cigarettes, etc. Almost 60% of surveyed mothers admitted that their children themselves use violence against weaker children in nurseries, kindergartens, schools and on the street. At the same time 18% of children who have been subjected to domestic violence, on the contrary, are constantly silent, cowardly, unable to resist violence even from a weaker child.

The immediate and long-term consequences of abuse and neglect of children can be differentiated. The immediate consequences include physical traumas, injuries, vomiting, headaches, and loss of consciousness. These reactions can be manifested in the form of excitement, a desire to run somewhere, hide or in the form of deep inhibition, external indifference. However, in both cases, the child is seized with the most acute experience of fear, anxiety and anger. Older children may develop severe depression with a sense of their own inferiority, deficiency. Among the long-term consequences of child abuse there are violations of the child's physical and mental development, various somatic diseases, personal and emotional disorders, and social deviations.

Foreign experts called this condition of children "inability to thrive". Children who have been abused, are often stunted as well as in social skills; they later begin to walk, talk, rarely laugh; do much worse in school, these children often have "bad habits" (thumb sucking, biting nails). Children who live in conditions of neglect of their interests, physical and emotional needs, look different: they have puffy eyes, pale face, unkempt hair, they are untidy, there are signs of hygienic neglect.

All of the above described allows us to conclude that violence, penetrating into the life of the family, destroys morality, weakens the concept of humanism in family education, as a result, child neglect and homelessness are generated. The use of alcohol and drugs, criminal lifestyle, immorality, and prostitution for children in such families become the accepted norm. Violence by parents in almost all cases leads to tragic results, breaks the fate and is the root cause of a complete life catastrophe.

Conclusions

The problem of violence against children is multi-disciplinary in nature. The Russian Federation has ratified a number of international agreements providing for the fight against family violence in its various forms and manifestations. Family problems (dysfunctionality of family ties, pathologization of relations between spouses) do not depend on the social status of the family and can be inherent in a well-off, intelligent, and low-income or poorly educated family.

Teachers, psychologists and social workers are currently unable to provide assistance to a family mainly at the crisis stage, in a moment of conflict or disintegration. Most social and educational institutions are not fully capable of preventing family dysfunctions and establishing family communications in the pre-crisis state. Meanwhile, this is one of the most important tasks of social work in a stable society.

The main tasks of emergency short-term support for victims of violence are to assess the safety of family members, take measures to ensure their physical and psychological safety, and normalize the mental state of victims.

An effective technology for providing support to a family experiencing violence is the creation of therapeutic groups of people who have experienced domestic violence, whose members can best support each other, achieve better results under the guidance of a social work specialist in correcting their personality, protecting their social interests. Higher level of work is the transition of therapeutic groups to the status of self-help groups, i.e. associations of clients that exist for a longer time, who have more in common range of problems that develop the personality of group members.

Thus, it is necessary to consider the issue of effective medical socio-pedagogical and legal support of childhood organization as a problem of constructing a system of interrelated and interdependent institutions and services in different fields, bringing together various specialists: social pedagogues, psychologists, doctors, social workers etc. and related controls, which together would address the problem of socio-educational support for children.

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НАСИЛИЕ В СЕМЬЕ КАК СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

Аннотация: Проблема феномена насилия всегда приобретала особую значимость в периоды резких экономических, социальных, политических поворотов в развитии общества. Сегодня, в период пандемии коронавируса, перехода от сложившихся устоев, образа жизни, финансового кризиса, охватившего весь мир и кардинально новым условиям общественного бытия, проблема насилия вновь выдвигается на передний план.

Жестокое обращение с детьми на этапах развития общества было характерно для многих исторических периодов разных времен и народов. Цель исследования состоит в изучении проблем насилия в исторической ретроспективе. На основе анализа причин насильственных действий определены виды насилий в современной российской семье, охарактеризованы формы поддержки общества в борьбе с насилием. Проблема насилия над детьми носит мультидисциплинарный характер, хотя ее механизмы четко ограничены психологическим содержанием анализа агрессивного поведения человека; педагогическими подходами как меры борьбы с проявлениями насилия; юридическими аспектами, рассматриваемые значение превентивных мер и профилактической работы с неблагополучными семьями. В настоящее время проблемы насилия стали предметом научного исследования. Анализ научной литературы выявил, что история человечества часто сопряжена с насилием в широком смысле этой дефиниции. Исторический опыт развития многих европейских государств наглядно показывает, что насилие не может служить инструментом созидания. Насилие затрагивает самые важные и значимые ценности для каждого человека - его жизнь и здоровье, а опасные последствия этого насилия не могут быть восполнены никакими средствами.

В проведенном исследовании подчёркивается необходимость профилактики насилия в семье, поддержки общества в борьбе с насилием. Необходимо рассматривать вопрос об эффективной организации медико-социально-педагогической и юридической поддержке детства как проблему построения единой системы взаимосвязанных учреждений и служб разного профиля, которые в совокупности решали бы задачу социально-педагогической поддержки детей.

Ключевые слова: насилие в семье, виды насилия, профилактика насилия