

FORMATION OF NON-VIOLENT COMMUNICATION SKILLS

Safuanov F¹, Kudaibergenova A. Zh², Kalymbetova E.K³,
Urisbayeva A.A⁴, Malikova Sh⁵, Omarova A⁶

¹FEDERAL STATE BUDGETARY INSTITUTE “V.P. SERBSKY NATIONAL MEDICAL RESEARCH CENTER FOR PSYCHIATRY AND NARCOLOGY” OF HEALTH OF THE RUSSIAN FEDERATION, MOSCOW, RUSSIA

²AL-FARABI KAZAKH NATIONAL UNIVERSITY, KAZAKHSTAN, ALMATY; KAZAKH NATIONAL MEDICAL UNIVERSITY NAMED AFTER S.J. ASFENDIYAROV, KAZAKHSTAN, ALMATY

³AL-FARABI KAZAKH NATIONAL UNIVERSITY, KAZAKHSTAN, ALMATY

⁴AL-FARABI KAZAKH NATIONAL UNIVERSITY, KAZAKHSTAN, ALMATY

⁵NARXOZ UNIVERSITY, KAZAKHSTAN, ALMATY

⁶NARXOZ UNIVERSITY, KAZAKHSTAN, ALMATY

EMAIL: ¹safuanov.f@serbsky.ru, EMAIL: ²kudaibergenova.a@kaznmu.kz, EMAIL: ³elmira.kalymbetova@mail.ru,

EMAIL: ⁴urisaevaainur_7@mail.ru, EMAIL: ⁵msholpan7876@gmail.com, EMAIL: ⁶abomaro17@gmail.com

ORCID ID: ¹<https://orcid.org/0000-0002-1703-7956>, ORCID ID: ²<https://orcid.org/0009-0000-0219-2470>,

ORCID ID: ³<https://orcid.org/0000-0003-0345-2996>, ORCID ID: ⁴<https://orcid.org/0000-0002-4927-0525>,

ORCID ID: ⁵<https://orcid.org/0000-0002-8762-4062>, ORCID ID: ⁶<https://orcid.org/0000-0002-2544-0788>

Corresponding author*: Kudaibergenova A.Zh.

Abstract: The significance of studying the issue of violence against children is that such actions can cause fear and anxiety for individuals and society as a whole, and also negatively affect their wellbeing. This study aims to explore effective ways to tackle the problems of child violence, the main causes and factors that lead to it, and the development of effective strategies for its prevention. Factors such as social norms, family dynamics, personal vulnerabilities, insecurities, and the influence of digital platforms all play a significant role in contributing to violence. The work demonstrates a holistic and systematic approach to working with victims of violence. It takes into account the importance of their safety, wellbeing and empowerment, and provides them with timely psychological support, counselling, legal assistance, and access to resources. This is essential for helping them recover and rebuild their lives after experiencing violence.

In addition, to prevent violence among minors, a multifaceted approach is needed. This includes training on non-violent conflict resolution, promoting positive social norms, strengthening child protection policies, and strengthening supervision and monitoring of interactions. By addressing the root causes of violence and implementing these measures, we can create a safe and supportive environment for children and young people. Ultimately, this will contribute to creating a violence-free society.

Keywords: violence, victims of violence, values, resocialization model, non-violent communication skills.

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INTRODUCTION

In today's rapidly changing world, with its rapid technological development and social transformations, there has been an increase in aggressive behavior and acts of violence. This includes violence against vulnerable groups, such as children. The issue of child abuse is not only prevalent in public spaces but also within families, making it a critical problem that requires a targeted approach to prevention and support. The increasing number of cases of domestic violence emphasizes the need for the development and implementation of effective methods and technologies for psychological and pedagogical support to help families in difficult social situations and children who have suffered from the traumatic consequences of violence.

It is important to note that both domestic and international studies indicate a lack of scientific knowledge in the field of psychological and educational assistance and the resocialization of these families[1]. This presents a significant opportunity for researchers and practitioners to develop and implement innovative techniques that can address the needs of victims and contribute to their social reintegration and recovery.

Materials and methods of research:

The main approaches to study:

1) A system-activity approach focusing on studying the interaction between various elements of a system and the processes related to activities of study participants.

Within the framework of this approach, interrelationships between components of psychological and pedagogical support systems, such as institutions, specialists, methods, and practices, are analysed. This allows us to identify key factors influencing effectiveness of assistance for families and children in challenging situations. The system-activity method helps integrate theoretical knowledge with practical skills to create an integrated support model[2].

2) Competency focuses on the formation and development of key skills among specialists working in the field of psychological and pedagogical assistance, as well as among target audiences, that is, families and children in need of support. It involves developing and implementing training and professional development programs aimed at acquiring the necessary skills and knowledge to provide better and more effective assistance[3];

3) Sociocultural approach focuses on considering cultural, social, and historical contexts within which psychological and educational support is provided. It explores the impact of socio-cultural environments on adaptation and reintegration processes, as well as the formation of social norms and practices related to assisting children and families. This approach allows adapting support methods and techniques to the specific characteristics of different cultural and social settings[4].

Applied techniques, technologies, and tools:

1) Theoretical methods - Methods of generalization, classification, and systematization - These are used to organize information and build logical schemes for data analysis. Conceptual and terminological analysis aims to clarify and develop key concepts and terms used in the study. A systematic method includes system analysis, which helps to decompose complex phenomena, and system synthesis, which allows integrating data into a holistic model.

2) Empirical methods: - Comparative analysis, applicable for comparing various methods and technologies of psychological and pedagogical support, identifying their strengths and weaknesses. - Analysis and generalization of experience, which allows us to study successful practices and shortcomings in existing methods and technologies, contributing to their improvement and adaptation. - A survey used to collect data from research participants, such as families, specialists, and children, helping to identify their needs and evaluate existing support methods. - Projective techniques, such as construction, that can be used to diagnose the inner world and personal characteristics of study participants, aiding in the development of customized approaches to support. - Expert assessment and self-assessment methods, assessing the quality and efficacy of methods and practices, providing expert opinions and self-assessments from participants in the process. - Analysis and synthesis of empirical data, including qualitative and quantitative analysis of primary data, which allows us to identify patterns and trends in the field under study.

The main information sources for our research are:

- Scientific publications on methodological issues in pedagogical, psychological, and social research. These provide a theoretical basis for our work and new ideas to develop and improve methods of psychological and pedagogical support.

- Collections of scientific articles, dissertations, and monographs that provide detailed research results and practical insights in this field. These are an important source for understanding current trends and gaps in knowledge.

Additionally, we rely on online resources that provide up-to-date information, articles, and research materials. These can be helpful for obtaining new insights and sharing experiences.

Formation of nonviolent communication skills

Our goal is to form nonviolent communication skills through these various sources. Issues related to the characteristics of families where children experience violence remain open and under-researched today. One such feature is social deprivation, which can be connected to the desire of family members to isolate themselves from society in order to avoid constant criticism, ridicule, and lead an antisocial lifestyle. As a result, children may be subjected to abuse and violence from both parents and other third parties.

Another feature is desocialization, which occurs when an individual loses previously acquired socially significant qualities and develops a destructive orientation. According to A.I. Kovaleva[5], this process can lead to a loss of social skills and a negative impact on the individual's ability to re-enter society.

Assistance to these families is provided by the state and public organizations, who create conditions for individuals to reintegrate into society and regain their social skills. This stage is called resocialization, and it occurs through a combination of psychological, pedagogical, social, and legal measures.

The study of recent research on supporting and resocializing families with children who have experienced violence has led us to recognize the importance of teaching nonviolent communication skills[6].

Every year, violence kills more than 1.5 million people around the world. For every death caused by violence, there are dozens of hospital admissions, hundreds of emergency calls, and thousands of doctor's visits. Additionally, violence often has long-term effects on the physical and mental health of victims, as well as their relationships with others.

According to the Convention on the Rights of the Child, the family is the natural environment for the growth and well-being of all its members, particularly children. Therefore, the family has many opportunities to protect children's physical health and emotional safety[7]. The complexity of the technologies and techniques used in working with families where children have experienced violence is determined by the aim of forming ideas about moral guidelines, which include family values. These techniques are aimed at reducing anxiety and aggressive behavior, as well as promoting harmonious interpersonal relationships between children and parents through education and development.

Psychological and pedagogical support is the provision of forced and necessary assistance for the individual to independently solve difficult situations himself, in the form of optimizing family education as a process of joint activity of a parent and a child[8]. Psychological and pedagogical resocialization is a process of secondary social adaptation in which the rehabilitation of a personality, its identity occurs as a result of a complex of psychological, pedagogical, social and legal measures.

The complexity of technologies and techniques used in working with families with children who have experienced violence against themselves is determined, aimed at forming ideas about moral guidelines that include family values, reducing levels of anxiety and aggressive states, education and development of harmonious interpersonal relations between children and parents[9].

An analysis of research in the field of nonviolent communication identifies three main principles: self-expression (through Self-statements), to understand oneself well and feel one's needs (awareness, or self-empathy), to understand and feel another well (empathy)[10].

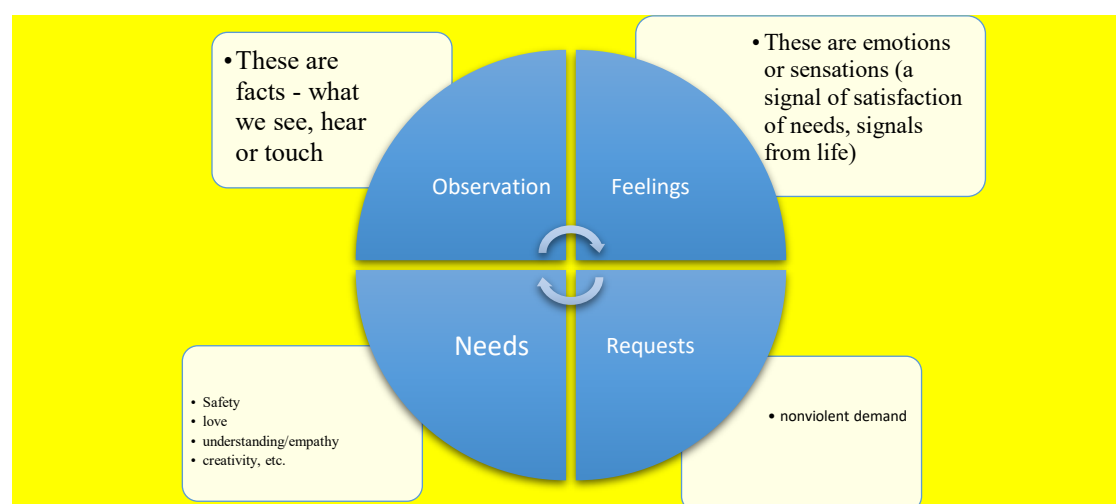
Table 1. Interaction of the members of the expert group with families with children who have suffered violence/families from the social risk group

Member of the expert group	The purpose of the interaction
Teacher (child, family)	The work of a teacher is aimed at providing comprehensive support and assistance in educational, emotional and social aspects. The main goal is to create a safe and supportive educational environment conducive to the successful adaptation and development of the child, as well as to support and educate parents to improve the family environment and prevent repeated cases of violence. The formation of interpersonal relationships between family members, including the "child-parent"
Psychologist (child, family)	The work of a psychologist with families with children who have suffered violence, or with families from a social risk group, covers a wide range of tasks aimed at psychological recovery, support and development. This includes assessment and therapy, family relationship support, coping and adaptation skills training, and assistance in obtaining additional assistance. A psychologist plays a key role in creating a safe and supportive environment for children and adults, contributing to their emotional and social recovery and well-being, reducing the level of anxiety and aggressive states.
Specialists in correctional/rehabilitation work (fairy-tale therapist, art therapist, sand-play therapist) (child, family).	The interaction of specialists in correctional and rehabilitation work with children and their families aims to provide comprehensive support and develop both individual and family resources. • Fairy tale therapy - The use of fairy tales and creative words to help children overcome internal conflicts, fears, and traumatic experiences. This includes creating and analyzing fairy tales, dramatizing plots, and working with metaphors and symbols. The goal is to improve the emotional state of children, develop their skills in self-expression, and regulate emotions. • Art therapy - Using artistic creativity to uncover the inner world of children and help them express complex emotions and experiences. Techniques include drawing, modeling, and working with various materials. The aim is to reduce stress and anxiety, develop creativity and self-confidence, and improve self-esteem. • Canister therapy - The goal of this therapy is to use interactions with dogs to create a sense of safety and comfort for children. • Methods include playing with dogs, going for walks, and practicing with the animals. • The result of this therapy can be increased emotional comfort, reduced stress levels, and improved social skills in children.

Social Worker (family)	The purpose of the social worker's interaction with families with children who have experienced violence or families from a socially vulnerable group is to provide comprehensive support and assistance in order to improve their living conditions, protect the rights of children and restore family relationships. This interaction aims to achieve the following key objectives: - Ensuring the safety and protection of children from further harm and threats by assessing and monitoring their living conditions, working with law enforcement and other agencies to implement security measures. - Supporting and restoring the psycho-emotional well-being of children by assisting them in overcoming traumatic experiences, referring them to psychological counseling, therapy, and specialized medical and psychological services. Through these efforts, social workers aim to ensure the best possible outcomes for children and families by working towards a more positive and stable future. - Assistance in solving social and economic problems of families by eliminating or minimizing social and economic difficulties that can lead to risks of violence and social exclusion, providing financial support, assistance in obtaining benefits and allowances, helping to find employment, and organizing access to educational and professional opportunities. - Education and skill development for parents to increase their level of skills and knowledge in order to prevent violence and improve family relationships, through training and counseling on parenting, managing family finances, creating a safe and supportive family environment, and learning effective communication and conflict resolution techniques. - Interaction with other organizations and professionals to coordinate efforts with other services and agencies for comprehensive family support. This includes cooperation with medical facilities, educational institutions, law enforcement agencies, non-governmental organizations (NGOs), and other social service providers to provide comprehensive care and assistance.
Lawyer (family)	A lawyer plays a critical role in providing legal protection and support to families with children who have suffered violence and families at social risk. His work includes providing legal advice, protecting the interests of the family in court and administrative authorities, assistance in paperwork and access to additional resources. The main goal is to ensure respect for the rights of the child and the family, prevent further violence and improve their living conditions through effective legal support and protection.
Representative of the municipal government (family)	The work is to provide comprehensive support at the level of local authorities, improve social conditions and create a sustainable system of assistance and protection.

RESULTS AND DISCUSSION

Nonviolent communication (NGO) is a way to clearly convey information to a person and achieve their goals. The approach of nonviolent communication was formulated by the American psychologist Marshall Rosenberg in the 1960s, and described in the book "The Language of Life"[11]. The practice of nonviolent communication includes four components:



Observation: These are facts that differ from our assessment or interpretation. It is important to distinguish between them. When we combine observation with assessment, others may perceive it as criticism and resist what we say. Instead, it is recommended to focus on specific observations.

Feelings: These are emotions or feelings that should be distinguished from thoughts. The phrase "I feel like you're ignoring me" is an example of a thought rather than a feeling. Emotions are signals from life that tell us whether our needs are met or not.

Needs: These are basic human needs, rather than specific strategies for fulfilling them. We assume that everything we do is done to satisfy our needs. Marshall Rosenberg's Max-Nef model classifies needs into nine categories: support, security, love, understanding, creativity, relaxation, belonging, autonomy, and meaning.

Requests: Requests are different from demands because they are open to the possibility of a "no" response without trying to force someone to say "yes". If you make a request and receive a "no", the NGO recommends not giving up but showing empathy for the reason why the other person cannot say "yes", and then deciding how to proceed. It's important to formulate requests in a clear, positive, and specific way. Where can I turn for help? Today, in my country, the Republic of Kazakhstan, we have created a large-scale system based on the provisions of documents to protect the rights and freedoms of children, including from violence and cruelty. Various bodies and institutions carry out these activities, such as commissions on juvenile affairs, education, guardianship and social protection, as well as health care and internal affairs. Educational institutions provide assistance not only in protecting children's rights, but also offer psychological, pedagogical, and socio-pedagogical support to children affected by violence and neglect in their homes. If your child attends kindergarten or school, you can contact the psychologist who works there to help you establish a better relationship with your child. If your child is being bullied at school, you should contact the social and psychological services of the school or the local education authority.

The Social and Pedagogical Center or the Department of Education (or the local administration) can provide assistance if your child has experienced abuse from school teachers or classmates. These centers are available in every district and region. They offer socio-pedagogical and psychological support to children in difficult situations, as well as their parents. They also conduct family consultations and meetings to help restore child-parent relationships and work with families that have experienced child abuse.

The protection and guardianship authorities protect the rights and legitimate interests of children, monitor the conditions of care, education and upbringing of children in appropriate institutions, family-type orphanages, foster families.

Territorial centers of social services for the population, whose specialists have extensive experience working with victims of domestic violence.

First aid and treatment are provided in health care institutions, the nature of bodily injuries is determined, and it is recorded where, how and under what circumstances victims of violence suffered.

Phone numbers for abused teenagers and their families: ● Round-the-clock psychological emergency line for children, families and teenagers: 111., 150., 8 708 983 28 63., 8 (727) 376 56 60.

CONCLUSION

The use of the model of re-socialization of families from the risk group, including families in which children have suffered violence, has shown in practice: there is a secondary entry of a personality into society; the level of anxiety and aggression decreases; value orientations are determined and consolidated; "children-parents" relationships are formed/established. The application of this model using nonviolent communication skills for various levels and directions of rehabilitation and adaptation social centers for the secondary socialization of families in difficult life situations will contribute to the creation of new technologies for the re-socialization of families from the social risk group, including those with children who have suffered violence.

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