

World Conference on Social Sciences, Law and Public Policy
Hosted Online from Toronto, Canada
Date: 26th October, 2026
Website: https://econferencia.com

DEVELOPING FUTURE TEACHERS' SKILLS OF EARLY DETECTION AND CONSTRUCTIVE RESPONSE TO VIOLENCE IN SCHOOLS: CONTENT, METHODS AND PRACTICAL TOOLS

Sultonova Nilufar Rakhmatullayevna
Independent Researcher, Jizzakh State Pedagogical University
e-mail: sultonovanilufar73@gmail.com

Abstract

This article examines the content, methods and practical tools for developing the skills of early detection of violence and of constructive professional response to it among future teachers in the higher education system. The factors that contribute to violence, its signs and consequences, and the teacher's role are analyzed as the content basis of the training. A set of practical tools is proposed: a comparison of unsupportive and supportive teacher responses, self-regulation techniques, five rules of peaceful conflict resolution, the "I-statement" technique, active listening and forum theatre. The effect of this training was tested in a three-stage pedagogical experiment conducted in the 2023/2024–2025/2026 academic years with 432 students of Chirchiq State Pedagogical University, Jizzakh State Pedagogical University and Nukus State Pedagogical Institute (217 in the experimental and 215 in the control groups). The initial results of the two groups were practically equivalent, whereas after the targeted measures the respondents of the experimental groups showed higher indicators of the formed skills and a sharp increase in their level of knowledge.

Keywords: early detection of violence, bullying, teacher's professional action, supportive communication, conflict resolution, I-statement, active listening, forum theatre, activity-creative criterion, future teachers.



World Conference on Social Sciences, Law and Public Policy
Hosted Online from Toronto, Canada
Date: 26th October, 2026
Website: https://econferencia.com

Introduction

A teacher is usually the first adult to whom the consequences of violence among learners become visible: a child who suddenly stops attending school willingly, loses friends or shows a decline in achievement. Whether these signals are noticed and how the teacher reacts to them largely determine whether the situation will be stopped or will develop into chronic victimization. International and national studies show that violence against children remains widespread: the Health Behaviour in School-aged Children study [10] and the Multiple Indicator Cluster Survey conducted in Uzbekistan in 2021–2022 [11] document its prevalence among school-aged children, and the Convention on the Rights of the Child obliges states to protect children from all its forms [1]. The Law of the Republic of Uzbekistan "On the Protection of Children from All Forms of Violence" (2024) assigns priority to preventive measures and to programs for children at risk [2]. The literature describes violence and its psychological consequences in considerable detail. Aggression as a psychological concept was analyzed by Yenikolopov [5]; the consequences of psychological violence for different age groups were described by Aptikieva [6]; the diagnostics of violence and cruel treatment of children were developed by Volkova and Isaeva [3]; school bullying was studied experimentally by Badalova and Babenko [4]; the long-term outcomes of emotional abuse and neglect were reviewed by Kimber et al. [7]; and psychological abuse in groups was examined by Saldaña et al. [8]. Hidden manipulation, which often accompanies bullying, was analyzed by Sheinov [9]. At the same time, these works mostly describe the phenomenon itself, and much less attention has been paid to what exactly a future teacher should learn to do in a concrete situation: how to recognize the signs, which words to choose and which to avoid, and how to teach children to resolve conflicts peacefully. Pedagogical textbooks [12; 13] give general foundations of pedagogical skill but do not

provide a detailed practical tool kit for this task. The aim of this article is to describe the content and practical tools used to develop future teachers' skills of early detection of violence and constructive response to it, and to evaluate their effect experimentally. The research was based on the activity approach [14] and combined theoretical analysis, modeling, questionnaires, tests and interviews with students. The experiment was carried out in the 2023/2024–2025/2026 academic years in three stages: ascertaining (2023/2024), forming (2024/2025) and final (2025/2026). It involved 432 students of Chirchiq State Pedagogical University (150 students), Jizzakh State Pedagogical University (133) and Nukus State Pedagogical Institute (149). Taking the students' initial level of knowledge into account, they were divided into experimental groups (217 students) and control groups (215 students) (Table 1). Students of the experimental groups were trained with the tools described below, while the control groups studied in the traditional way.

Table 1. Composition of the experimental and control groups

Institution	Experimental group	Control group
Chirchiq State Pedagogical University	75	75
Jizzakh State Pedagogical University	67	66
Nukus State Pedagogical Institute	75	74
Total	**217**	**215**

The skills were assessed by the motivational, cognitive, volitional, activity-creative and reflexive criteria. The content of the training is built around the following blocks.



1. Factors that contribute to violence. Students learn that violence arises from a combination of conditions rather than from a single cause. On the side of the child these include a difficult character combined with negative parental attitudes and upbringing methods, social isolation, poor health, low social status, poor relations with peers and low self-esteem (in victims) or a desire to dominate (in aggressors). Learners with mental or physical disabilities are more often subjected to pressure. A significant factor is the position of adults: teachers and administrators sometimes support pressure unknowingly, and false ideas about "real masculinity" may make the use of force almost "legitimate" in a school.

2. Signs of violence and its consequences. To recognize violence early, students are taught to pay attention to a set of signals:

— **Health and attendance:** the child suddenly falls ill often and does not want to go to school, or chooses long and inconvenient routes to school.

— **Social position:** no friends, nobody wants to sit with the child, he or she is not invited to birthdays and is a constant object of jokes and ridicule.

— **Learning and appearance:** sudden decline in achievement, frequent bruises or torn clothes.

—**Family signals:** the child spends time alone at home or takes money from parents (possibly to give to extortionists).

For the victim the consequences include communication problems, low self-esteem, distrust, depression, school avoidance, anxiety, somatic illnesses, lower achievement and a high suicidal risk; for the aggressor, feelings of guilt, rejection by others and the risk of joining criminal groups; for the teacher, an unhealthy situation in which "aggressor" and "victim" permanently exist in the class. This knowledge corresponds to the cognitive component of readiness.



3. The teacher's position and professional actions. The first step is to admit that the problem exists. Students analyze why this is difficult: some teachers unconsciously admire the aggressor and despise the victim for "not being able to defend himself", some prefer not to interfere ("let the children settle it themselves"), and some administrators try to hide the problem for the sake of the school's reputation. In a bullying situation the teacher should intervene immediately but remain calm; take any report seriously; act as quickly as possible and, if necessary, punish in a fair and understandable way; support the victim, avoiding making him or her feel guilty or foolish, and offer concrete help; explain to the aggressor that the behavior is not approved and discuss alternative positive ways of solving the problem. Punishment alone is not enough: the aggressor must be taught effective behavioral alternatives rather than humiliated. If a child repeatedly complains of being insulted by classmates, the school psychologist should be involved and the parents informed.

4. Supportive communication. A key practical task is to replace phrases that unintentionally minimize the problem with phrases that name the child's feelings and offer help. In training, students analyze video cases and role-play the pairs of responses shown in Table 2. They also learn to verbalize the child's feelings (for example, "I understand that you are very upset now"), to clarify the child's interests in communication and to work out several effective strategies of behavior for different situations. As preventive measures, they practice the principle of praising in public and reprimanding in private, organizing joint non-curricular activities and developing a code of conduct based on respect for the dignity of all participants.

Table 2. Unsupportive and supportive responses of a teacher

Unsupportive response (barrier)	Supportive response
"Ignore it, it will pass."	"What upset you most? Let us analyze it together."
"You are also to blame; why did you quarrel?"	"I understand how serious it is. I am ready to help you."
"They were just joking."	"This is not a joke; it crosses the boundaries of relationships. Let us think how to stop it."

5. Self-regulation and peaceful conflict resolution. Teachers can teach children simple ways to calm down when emotions boil over, such as "stop and count" and breathing exercises, which helps to prevent aggressive reactions. Future teachers practice and then teach five rules of peaceful conflict resolution:

1. Stop and stay calm: a word said in anger makes the situation worse; count to ten or take a deep breath.

2. Use the "I-statement": instead of accusing ("You always do this!"), speak about one's own feelings ("When you laugh at me, I feel very bad and hurt").

3. Listen carefully: do not interrupt and wait until the other person finishes.

4. Search for a solution together: the question "What can we do so that it is good for both of us?" is more important than "Who is right?".

5. Do not be afraid to ask for help: if the situation becomes serious or force is used, this is not "telling tales" but ensuring one's own safety.

6. Cooperation with parents. Since a child's social skills and behavior at school largely depend on the family's upbringing style, students are trained to inform parents and to consult them on non-violent upbringing, using parent meetings, individual conversations, joint meetings with a school psychologist or a social pedagogue, and information materials (reminders about signs of violence and

booklets with an action algorithm). Special attention is paid to gender-based violence, which is often not recognized because of prevailing stereotypes.

Results

At the ascertaining stage (2023/2024) the initial results showed that the level of the skills of preventing violence did not differ between the experimental and control groups: the level of students' preparedness in both groups was practically the same. The questionnaire, test and interviews revealed that students had a general, superficial awareness of violence prevention, but did not yet understand it as a specialist at the required level, and that this knowledge was not supported by scientific and theoretical foundations. All respondents confirmed the need to improve the pedagogical system of preparing future teachers. At the forming stage (2024/2025) the training described above was introduced in the experimental groups, while the control groups were taught in the traditional way. At the final stage (2025/2026) the questionnaire, which reflected the state before and after the measures, showed that after the targeted measures the respondents of the experimental groups demonstrated higher indicators and that their level of knowledge increased sharply. These results show that systematic work in the form of case studies, role plays, forum theatre and analysis of video cases helps to move future teachers from a general awareness of violence to professional understanding and action in concrete situations. The work should be continued systematically throughout pedagogical practice and the whole period of study.

Conclusion and recommendations.

The following conclusions can be drawn:

1. Content. The training of future teachers should be built around knowledge of the factors, signs and consequences of violence and a clear understanding of the

teacher's own position, because this position can either stop or unknowingly support pressure.

2. Practical tools. Supportive communication, self-regulation techniques, the five rules of peaceful conflict resolution, the "I-statement", active listening and cooperation with parents form a practical tool kit that can be mastered through case studies, role plays and forum theatre.

3. Effectiveness. The experiment with 432 students confirmed the effectiveness of the training: the initial state of the experimental and control groups was practically the same, whereas after the targeted measures the experimental groups demonstrated higher indicators and a sharp growth in knowledge about violence prevention.

4. Recommendation. Pedagogical practice programs should include compulsory preventive tasks, such as a sociometric analysis of the class, a preventive hour and case analysis, and should be supported by continuing professional development of working teachers.

REFERENCES

1. Convention on the Rights of the Child: adopted by UN General Assembly resolution 44/25 of 20 November 1989. National Database of Legislation of the Republic of Uzbekistan. https://lex.uz/docs/-2595913
2. Law of the Republic of Uzbekistan No. O'RQ-996 of 14 November 2024 "On the Protection of Children from All Forms of Violence". https://lex.uz/docs/-7219502



3. Volkova E.N., Isaeva O.M. Diagnostics of the Prevalence of Violence and Child Abuse among Children. – Nizhny Novgorod: Nizhegorodskaya Radiolaboratoriya, 2013. – 97 p. (in Russian)
4. Badalova M.V., Babenko M.A. Experimental study of school bullying // Humanitarian and Pedagogical Education. – 2017. – Vol. 3, No. 4. – P. 5–14. (in Russian)
5. Yenikolopov S.N. The concept of aggression in modern psychology // Applied Psychology. – 2001. – No. 1. – P. 60–72. (in Russian)
6. Aptikieva L.R. Consequences of psychological violence for different age groups // Vestnik of Orenburg State University. – 2020. – No. 1(224). – P. 6–13. (in Russian)
7. Kimber M., McTavish J., Couturier J., Boven A. et al. Consequences of child emotional abuse, emotional neglect and exposure to intimate partner violence for eating disorders: A systematic critical review // BMC Psychology. – 2017. – Vol. 5. https://doi.org/10.1186/s40359-017-0202-3
8. Saldaña O., Rodríguez-Carballeira A., Almendros C., Escartín-Solanelles J. Development and validation of the Psychological Abuse Experienced in Groups Scale // The European Journal of Psychology Applied to Legal Context. – 2017. – Vol. 9, No. 2. – P. 57–64.
9. Sheinov V.P. Hidden Control of a Person: Psychology of Manipulation. – Moscow: AST, 2011. – 815 p. (in Russian)
10. Health Behaviour in School-aged Children (HBSC) study: 2021/2022 results. WHO Regional Office for Europe. https://hbsc.org/news/
11. Multiple Indicator Cluster Survey (MICS), Uzbekistan, 2021–2022: Final Report. – 244 p.



12. Mavlonova R.A., Rahmonqulova N.H., Matnazarova K.O., Shirinov M.K., Hafizov S. General Pedagogy. – Tashkent: Fan va texnologiya, 2018. – 528 p. (in Uzbek)
13. Akhmetzhanov M.M., Olimov Sh.Sh., Avezov S.S. Pedagogical Skill: Textbook. – Tashkent: LESSON PRESS, 2018. – 92 p. (in Uzbek)
14. Leontiev A.N. Activity. Consciousness. Personality. – Moscow: Politizdat, 1975. – 304 p. (in Russian)