European Journal of Interdisciplinary Research and Development
Volume- 50 April- 2026
Website: www.ejird.journalspark.org ISSN (E): 2720-5746

ORGANIZATIONAL-FUNCTIONAL MODEL OF PREPARING FUTURE TEACHERS TO PREVENT VIOLENCE IN THE EDUCATIONAL ENVIRONMENT AND ITS EXPERIMENTAL EFFECTIVENESS

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Abstract
This article presents an organizational-functional model for preparing future teachers to prevent violence in the educational environment and describes its experimental testing. The essence of this readiness is clarified as a value-based and goal-oriented professional position that integrates theoretical and practical preparation and is expressed in a humanistic style of interaction. Its structure is substantiated through four components: value-motivational, cognitive, content-procedural and personal-reflexive. The model consists of four interrelated blocks: target-methodological, content-operational, technological and control-evaluative, linked by feedback. Five assessment criteria (motivational, cognitive, volitional, activity-creative and reflexive) were used. A three-stage pedagogical experiment conducted in the 2023/2024–2025/2026 academic years involved 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). At the ascertaining stage the groups were practically equivalent, whereas after the targeted measures the respondents of the experimental groups demonstrated markedly higher indicators and their level of knowledge about violence prevention increased sharply.

Keywords: violence prevention, educational environment, future teachers, professional readiness, organizational-functional model, pedagogical system, assessment criteria, pedagogical experiment, empathy, non-violent communication.

Introduction

Violence against children occurs in many settings, including the family, the school, public spaces and the Internet, and its protection is guaranteed as a fundamental right by the Convention on the Rights of the Child [1]. Nevertheless, regardless of economic conditions, culture, religion or ethnic origin, it remains a real part of children's lives in all countries. Children who experience violence or neglect show slower development, lower academic achievement and serious difficulties in learning; they often suffer from low self-esteem, anxiety and depression, which may lead to risky behavior and self-harm [12; 14]. Large international surveys, such as the Health Behaviour in School-aged Children study [17] and the Multiple Indicator Cluster Survey conducted in Uzbekistan in 2021–2022 [18], confirm that the problem remains acute. In Uzbekistan, ensuring children's safety in the educational environment and building healthy relations among participants of the educational process have been set as priority tasks. The Law "On the Protection of Children from All Forms of Violence" of 14 November 2024 No. O'RQ-996 establishes the legal basis for preventing violence and for

developing programs that protect children at risk [2]. These tasks cannot be accomplished without teachers who are professionally prepared to recognize violence early, to intervene constructively and to build non-violent communication with learners. The teacher's position is decisive: a teacher who has "favorite" and "disliked" pupils may unintentionally provoke a situation of bullying, whereas in a class where all children are treated equally and the group is united, the risk of violence is minimal. The phenomenon of violence and its psychological consequences have been studied extensively in Russian-language and international literature. The concepts of aggression and psychological violence were analyzed by Yenikolopov [13] and Aptikieva [16]; the prevalence of violence against children and methods of its diagnosis were examined by Volkova and Isaeva [9; 10]; school bullying was investigated experimentally by Badalova and Babenko [11]; the psychological abuse experienced in groups was described by Saldaña et al. [15]. The pedagogical foundations of teachers' professional training and pedagogical skill were developed by Uzbek scholars [6; 7; 8; 19; 20], while the activity approach rests on the works of Leontiev and Rubinstein [4; 5]. However, the improvement of the pedagogical system of preparing future teachers to prevent violence in the educational environment, its psychological and pedagogical characteristics and its pedagogical model have not yet been studied as a separate object of research. This determines the relevance of the present study. The aim of the article is to substantiate an organizational-functional model of preparing future teachers to prevent violence in the educational environment and to verify its effectiveness experimentally.

2. Methods. The methodological basis of the research consists of the person-oriented, competency-based, systemic, axiological and activity approaches. The following methods were used: theoretical analysis of philosophical, psychological and pedagogical literature; modeling; questionnaires, tests and interviews (conversations) with students; and a pedagogical experiment with a comparison of the state of readiness before and after the measures. The experiment was conducted 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 (EG; 217 students) and control groups (CG; 215 students) (Table 1). Students of the experimental groups were trained according to the proposed model, whereas 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**

Readiness was assessed by five criteria: motivational, cognitive, volitional, activity-creative and reflexive. The motivational criterion reflects interest in the problem of violence and the aspiration to solve it; the cognitive criterion reflects knowledge about the essence, types, causes and legal foundations of violence; the volitional criterion covers self-control, persistence and emotional-volitional regulation in conflict situations; the activity-creative criterion includes the ability to detect signs of violence early, to make professionally grounded decisions, to cooperate with parents and specialists, to plan and conduct preventive sessions and to propose new solutions; and the reflexive criterion covers the analysis of one's own activity and the management of one's emotional state. At each stage, the responses of the students of the experimental and control groups were collected with the same questionnaire and test and were compared with each other; in addition, the state of readiness before and after the targeted measures was compared within each group.

3. The organizational-functional model. On the basis of theoretical analysis and practical observations, an organizational-functional model was developed. It relies on the person-oriented, competency-based, systemic, axiological and activity approaches and consists of four interrelated blocks (Table 2). The system explains not only its internal elements but also the functions through which they lead to the final goal.

Table 2. Blocks of the organizational-functional model

Block	Function	Main elements
Target-methodological	Social order, aim, tasks, approaches and principles	Child safety in the educational environment; person-oriented, competency-based, systemic, axiological and activity approaches; humanism, integrity, continuity, practice orientation, non-violent communication, confidentiality, best interests of the child
Content-operational	Four interrelated components of readiness	Value-motivational; cognitive; content-procedural; personal-reflexive
Technological	Forms, methods and means	Lecture-discussion, training, special course and elective, pedagogical practice; case study, role play, forum theatre, "I-statement" technique, active listening, sociometry; video cases, reflective workbook, diagnostic toolkit
Control-evaluative	Criteria, indicators, levels, feedback	Motivational, cognitive, volitional, activity-creative and reflexive criteria; questionnaires and tests before and after the measures; current and final control; self-assessment

3.1. Target-methodological block. This is the managing part of the model. It includes the social order (a teacher capable of ensuring children's safety in the educational environment), the aim (forming professional competence in violence prevention in a future teacher), the tasks,

the methodological approaches and the principles: humanism, integrity, continuity, practice orientation, non-violent communication, confidentiality and the best interests of the child.

3.2. Content-operational block. This block defines the content of readiness and covers four components:

— **Value-motivational component:** an intolerant attitude to violence and the acceptance of children's rights as a value.

— **Cognitive component:** knowledge about the essence, types, causes and legal foundations of violence.

— **Content-procedural component:** skills of early detection of violence, constructive conflict resolution and assisting the victim.

— **Personal-reflexive component:** emotional intelligence, empathy, stress resistance and the ability to analyze one's own activity.

Within this block, students study the factors that contribute to violence (the child's personal characteristics, family upbringing, social isolation, and the position of adults and school administration), the signs by which violence can be recognized (a sudden decline in achievement, reluctance to attend school, social isolation, constant ridicule, torn clothes or bruises) and its consequences for the victim, the aggressor and the teacher.

3.3. Technological block. It unites forms (lecture-discussion, practical and seminar sessions, training, a special course and an elective, pedagogical practice, independent study, a scientific circle), methods (case study, role and business games, forum theatre, the "I-statement" technique, active listening, modeling, sociometry, reflective conversation) and means (a teaching-methodological package, a set of diagnostic methods, video cases and digital resources, a collection of regulatory documents and the student's reflective workbook). Special attention is paid to teaching students the first steps of professional action: to intervene immediately while remaining calm, to take any report of bullying seriously, to support the victim without making him or her feel guilty, to explain to the aggressor that the behavior is unacceptable and to discuss positive alternatives. Teachers are also trained to avoid phrases such as "ignore it" and instead to verbalize the child's feelings.

3.4. Control-evaluative block. This block makes it possible to measure the level of readiness. It includes the five criteria and their indicators described above, as well as questionnaires and tests before and after the measures, current and final control and self-assessment. The results of this block are fed back into the content-operational and technological blocks, which allows corrections to be introduced into the process. The effectiveness of the model depends on five pedagogical conditions that must be implemented together: integration of a special module into curricula; use of interactive and case methods; development of students' emotional intelligence and empathy; creation of a non-violent, democratic environment in the higher education institution itself; and the preventive orientation of psychological-pedagogical practice. The resulting part of the model is the formed professional competence of the future teacher in preventing violence in the educational environment.

4. Results and discussion. At the ascertaining stage (2023/2024) the initial results showed that the state of readiness for violence prevention did not differ between the experimental and control groups: the level of preparedness of students in both groups was practically the same in all three institutions. This allowed the later changes to be attributed to the effect of the proposed model. The questionnaire also revealed that students had a general, superficial awareness of violence prevention, but that an understanding of it as a specialist's professional task had not been formed to the required degree; this readiness had not been supported by scientific and theoretical knowledge, and all respondents confirmed the need to improve the pedagogical system of preparing future teachers. The model was implemented in the experimental groups at the forming stage (2024/2025), while the control groups were taught traditionally. At the final stage (2025/2026) the questionnaire, which reflected the state of students before and after the measures, showed that after the targeted measures the respondents of the experimental groups demonstrated markedly higher indicators on the criteria and that the level of students' knowledge about violence prevention increased sharply. The same tendency was observed in all three higher education institutions. The results support the view that readiness for violence prevention does not form spontaneously and requires a purposeful system in which the content, technologies and control are interconnected. Awareness of the problem alone is not enough: a future teacher must understand violence prevention as a professional task and be able to act in concrete situations, which is ensured by case studies, role plays, forum theatre and a preventive orientation of pedagogical practice. The results also indicate that the work should be continued systematically throughout the whole period of study.

5. Conclusion

The study allows the following conclusions:

1. Conceptual clarification. Readiness of a teacher to prevent violence in the educational environment is a value-based and goal-oriented position directed at providing social-pedagogical assistance to victimized learners and at preventing risky situations. It integrates theoretical and practical preparation and is expressed in a humanistic style of interaction.

2. Systemic approach. The organizational-functional model, which includes the target-methodological, content-operational, technological and control-evaluative blocks connected by feedback, provides the integrity of the preparation process, and its effectiveness is ensured only when five pedagogical conditions are implemented together.

3. Diagnostics. Five criteria (motivational, cognitive, volitional, activity-creative and reflexive) allow the formation of readiness to be assessed by comparing the state before and after the measures.

4. Experimental effectiveness. The experiment with 432 students of three higher education institutions confirmed the effectiveness of the model: while the initial state of the experimental and control groups was practically the same, after the targeted measures the experimental

groups demonstrated markedly higher indicators and a sharp growth in knowledge about violence prevention.

5. Practical recommendations. It is advisable to introduce an independent module "Prevention of Violence in the Educational Environment" into pedagogical curricula, to include compulsory preventive tasks (sociometric analysis of the class, a preventive hour, case analysis) in pedagogical practice, and to apply the developed diagnostic methods for monitoring students' professional readiness. Future research may focus on preparing teachers to prevent cyberbullying and violence in inclusive education.

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