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## СОЦІАЛЬНО-ПЕДАГОГІЧНА РОБОТА З ДІТЬМИ, ЯКІ ПОСТРАЖДАЛИ ВІД НАСИЛЬСТВА

***Анотація:** Основним принципом побудови правової, соціально-орієнтованої держави є забезпечення охорони життя, здоров'я кожного члена суспільства, його честі і гідності, недоторканості і безпеки. Осередком збереження «людяності», гуманності суспільства за всіх часів була сім'я. Протягом тисячоліть інститут сім'ї «випробовувався на міцність», зазнаючи тиску з боку інших суспільних інститутів, трансформуючись унаслідок соціально-економічних змін.*

*Життєздатність сім'ї визначається, насамперед, характером взаємодії між елементами її статусно-рольової структури. Нерідко взаємини у сім'ї набувають форму конфліктної взаємодії, в межах якої конфліктна ситуація вирішується у насильницький спосіб. Звичайно, така форма взаємодії не є результатом людської еволюції та актуальність її не обумовлена раптовою появою цього феномену в суспільному житті.*

*Проблема насильства щодо дітей, на жаль, існувала в усі часи. Факти про жорстоке та принизливі покарання, нехтування потребами та недбалість, сексуальні домагання та*

*інші форми насильства щодо дітей надходять до нас ще з часів стародавніх цивілізацій. Останні документи про масштаби та вплив насильства щодо дітей чітко вказують, що і сьогодні це дуже серйозна та вагома глобальна проблема. Жорстоке поводження з дитиною – будь-які форми фізичного, психологічного, сексуального або економічного насильства над дитиною в сім'ї або поза нею. Насильство в сім'ї – будь-які умисні дії фізичного, сексуального, психологічного чи економічного спрямування одного члена сім'ї стосовно іншого члена сім'ї, якщо ці дії порушують конституційні права і свободи члена сім'ї як людини та громадянина і наносять йому моральну шкоду, шкоду його фізичному чи психічному здоров'ю. У наданні соціально-педагогічної допомоги дітям і сім'ям, що опинились у складних життєвих обставинах, надзвичайно важливою є міжвідомча взаємодія.*

*У статті розглянуті види насильства у сім'ї, проаналізована соціальна-педагогічна робота з дітьми, які постраждали від жорсткого поводження у сім'ї. Розкрити методи соціальної роботи протидії жорсткого поводження з дітьми.*

**Ключові поняття:** *Насильство, Дитинство, Сім'я, Допомога, Самодопомога, Жорстоке поводження, Протидія, Методи соціальної роботи.*

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## SOCIAL AND PEDAGOGICAL WORK WITH CHILDREN AFFECTED BY VIOLENCE

**Abstract:** *The main principle of building a legal, socially oriented state is to ensure the protection of the life and health of every member of society, his honor and dignity, inviolability and security. The center of preservation of "humanity", humanity of society at all times has been the family. For thousands of years, the institution of the family has been "tested for strength", undergoing pressure from other social institutions, being transformed as a result of socio-economic changes.*

*The viability of the family is determined, first of all, by the nature of the interaction between the elements of its status-role structure. Often, family relationships take the form of conflict interaction, within which the conflict situation is resolved in a violent way. Of course, this form of interaction is not the result of human evolution, and its relevance is not due to the sudden appearance of this phenomenon in social life.*

*Unfortunately, the problem of violence against children has existed at all times. The facts of cruel and degrading punishment, neglect and negligence, sexual harassment and other forms of violence against children have come down to us since ancient civilizations. Recent documents on the scale and impact of violence against children make it clear that this is still a very serious and important global problem. Child abuse is any form of physical, psychological, sexual or economic violence against a child inside or outside the family. Domestic violence - any intentional act of physical, sexual, psychological or economic orientation of one family member against another family member, if these actions violate the constitutional rights and freedoms of a family member as a person and a citizen and cause him moral damage, damage to his physical or mental health. In the provision of social and pedagogical assistance to children and families in difficult life circumstances, interdepartmental interaction is extremely important.*

*The article considers the types of domestic violence, analyzes the socio-pedagogical work with children who have suffered from domestic abuse. To reveal the methods of social work to combat child abuse.*

**Keywords:** *Violence, Childhood, Family, Help, Self-help, Abuse, Antidote, Methods of social work*

Child abuse is recognized as one of the most common forms of human rights violations in the world. Without overcoming this harmful phenomenon, it is impossible to create conditions for the full development of the child, the realization of his personality. The problem of violence against children indicates the need for careful study and development of preventive measures aimed at

solving it, since children are the most unprotected, the most vulnerable and almost completely dependent on adults part of society.

Regardless of the form in which the violence takes place, over time its manifestations become more and more violent. Psychological violence is the most common in family relationships: rudeness, humiliating each other, as well as physical violence, in particular, beating.

From 1 to 3 million children in Ukraine witness or become victims of domestic violence, in particular, psychological.

Every tenth Ukrainian believes that "slapping" a child on the buttocks is not violence in certain cases. Only a third of Ukrainians perceive demonstrative neglect of a child as violence.

According to the National Hotline "La Strada Ukraine", in 2022, more than 88% of women who have minor or underage children reported during the consultation that their children often witnessed an act of violence against a woman.

Violence is considered in four planes: legal, moral, socio-political and psychological. In the legal sphere, most cases of violence are punishable by law. But the problem is that victims of violence do not always turn to law enforcement agencies for help.

In the context of the stated problem, the socio-legal protection of the child from violence and abuse in the family is extremely relevant.

General aspects of the problem of violence against children are studied by leading scientists T.F. Alekseenko, O.B. Bezpalko, N.Yu. Maksimova, K.L. Milyutina, T.Ya. Safonova, E.I. Cymbal et al.

The issue of violence against a child in the family is highlighted in the works of such scientists and practitioners as N. Abdel-Hadi, L.S. Alekseeva, K. Babenko, A.D. Bondarovska, Ya. Volavka, N.I. Dmytrenko, A.S. Kogalovska, N.Yu. Maksimova, R.P. Mansudov, M.M. Moskovka, N. Shcherbak and others.

Practical and legal aspects of child abuse are determined by N.H. Agarova, N.K. Asanova, N.V. Gaydarenko, V.E. Kvashis, K.B. Levchenko, I. Lysenko, H.M. Laktionova, I.M. Trubavina and others.

It should be emphasized that the analysis of scientific-pedagogical and psychological literature, legislative acts, social programs, and statistical data showed that various aspects of the problem of social-legal protection of children from violence have already been the subject of scientific research. But in connection with the adoption of new legal documents and the expansion of the circle of social institutions dealing with this problem, it needs further research. At the same time, this problem has its own peculiarities that need to be studied and researched.

Modern views of society on education, intolerance to violence against children and neglect by parents were formed relatively recently. Violence against children has existed at all times and

occurred much more often in previous generations than today. Cases of cruel treatment of children have been recorded in the literature and art of many countries. A large number of scientific publications are devoted to this problem [8; 9; 10].

The social and psychological immaturity of children makes them completely dependent on adults. This dependence, as well as the inability to protect themselves, makes them particularly vulnerable to various forms of violence.

It is impossible to talk about child abuse and lack of parental care without taking into account the family context. Family relationships are the first and strongest social relationships that significantly affect a child's self-esteem, ability to adapt, and sense of well-being. For most of us, family influences are positive and are the main source of upbringing, in the process of which the principles of social interaction are formed, which are then preserved throughout life. Others, however, are negatively affected by family events and experiences. An unfavorable atmosphere in the family creates the conditions for the most violent forms of violence in the family and society.

For normal development, children need an atmosphere of care and attention in which two needs are equally satisfied: control and attachment and determinants of healthy parent-child relationships, as well as determinants of family roles based on these two main needs [1].

Despite the fact that this topic has been developed quite actively during the last decades, there is no clear definition of the concept of violence. At the moment, violence is considered a real action or threat of intentional physical, sexual, psychological or economic action, coercion by one person against another with the purpose of control, intimidation, instilling a sense of fear. In the process of violence, one person imposes himself, his goals and norms on another, trying to subjugate him to himself. This is a usurpation of human freedom, these are not random actions that cannot be explained. Each family member experiences such actions in his own way, which leaves his mark on the value-oriented sphere. This especially applies to the child, because his personality is just being formed [2].

In our society, this problem is gaining more and more importance, but this is not enough for a rational solution to the issue. For quite some time abroad, they have been practicing the creation of special centers in which the rehabilitation of victims of violence takes place. Specialists work with them, they also provide the necessary material assistance. But the contingent that applies to such centers are mainly women, less often children. In the USA, for example, every teenager knows about his right to file a lawsuit or contact social services if he believes that his rights and dignity have been violated. Unfortunately, in our country, the first thing they want to do is to return the child to the family, often without trying to properly understand why, in fact, she decided to leave it. According to statistics, 48% of children run away because of various types of family violence directed against them.

The UN Convention on the Rights of the Child states that child abuse is all forms of physical and/or emotional abuse, sexual abuse, neglect, trafficking or other forms of exploitation that can lead to or lead to actual harm to a child's health, its survival, development or dignity in the context of responsibility, trust or power [3].

Among the masses, there is an opinion that cruelty is only those cases that are reported by the media: beating a child to death, neglecting a child who dies of hunger, does not correspond to age-related development; children who are driven out by their parents to earn money, who are looking for money for themselves. But such a view of the problem of violence against children makes other actions invisible: upbringing in terror of the belt, regulation of the child's life in accordance with the views of the parents; family scolding for any fault of the child or expression of one's wishes; choice of friends, type of activities, schools for children by parents. There is a stereotype in Ukrainian society: violence, child abuse, careless treatment are the problems of only poor families in crisis or financially poor. But the conducted public opinion survey gives reasons for the opposite conclusions - the most well-off citizens give the least tolerant answers to this question.

Cruelty can also be shown by persons who are not directly members of the family, but are related to them by certain relationships. This must be taken into account in socio-pedagogical work with families.

Violence against children can be both instantaneous and prolonged over time, both conscious and unconscious on the part of adults, parents, and educators. It can lead to emotional or mental trauma, or even the death of the child [6].

Childhood is a period of absence of adult responsibility, legitimized dependence on the care and economic support of society. A child is fully incapacitated, but has all human rights. Children have the right to protection from abuse, violence of various types and forms.

Cruel treatment, from the point of view of violation of the rights of the child, can be interpreted as:

- ignoring the needs of children, violating their rights;
- lack of care for them (or unsatisfactory care);
- isolation of the child, boycott (in the children's group);
- lack of manifestations of parental love, kindness, sensitivity;
- irresponsibility towards children;
- inactivity of parents regarding a child in a difficult situation;
- brutality, mockery, disrespect for the child's dignity and personality;
- not taking into account age characteristics: the child simply cannot do what his parents demand of him;
- authoritarian style of communication with the child;

- child neglect;
- deception of a child [7].

The basis of violence against a child is a misunderstanding of the value of a child, the absence of a system of democratic values that determine the model of family life and family upbringing in a particular family.

In the legal framework of Ukraine, the definition of violence, which is a component of child abuse, is represented by the Law of Ukraine No. 2789-III "On Prevention of Violence in the Family" dated November 15, 2001. Article 1 "Definition of Terms" defines the types of violence:

- physical violence – intentional infliction of beatings, bodily injuries by one family member on another, which may lead to or have led to the death of the victim, violation of physical or mental health, damage to his honor and dignity. All actions aimed at causing physical harm to a child are prohibited by law;
- sexual violence – illegal encroachment of one family member on the sexual integrity of another family member, as well as acts of a sexual nature against a minor family member. The concept of "sexual violence" includes not only rape, but also sexual harassment, indecent offers, as well as any offensive actions of a sexual nature;
- psychological violence - violence associated with the effect of one family member on the psyche of another by means of verbal insults or threats, harassment, intimidation, which specifically creates emotional insecurity, inability to protect oneself and may cause or is causing damage to mental health;
- economic violence - intentional deprivation by one family member of another's housing, food, clothing and other property or means to which the victim has a legal right, which may lead to his death, cause a violation of physical or mental health [4].

A special type of violence is family violence, which can combine signs of all the above types of violence. At the same time, it is perhaps the most dangerous, the one that has a prolonged nature and the fact that a person experiences violence from the one who, by family or marital status, should protect and support the victim, and not hurt him. This type of violence against children is especially dangerous, as it significantly deforms the child's personality and creates resentment towards others, causing suicides.

Based on the experience of working with families and directly with children, the following types of child abuse can be identified: severe physical punishment, physical abuse, beatings; beating; pushing; attempts to strangle; twisting of hands, etc.; the child witnesses the abuse of other family members: the father beats or rapes the mother in the presence of the children; a "bad" child is physically punished in the presence of a "good" child; the child witnesses physical abuse of another person who is not a member of his family, etc.; sexual violence, incest: rape; forcing sexual relations;

sexual touching/kissing; incest (blood mixing); showing pornography; involvement of a child in the production of a pornographic product, etc.; using the privileges of adults: treating children as slaves or servants; punishment, treatment as subordinates; treatment as one's own property; refusal to report visitation and custody decisions; instilling fear with the help of stories, actions, tests, views; shouting, stressful behavior; cruelty to other beings; controlling the child's access to other people: grandparents, peers, brothers/sisters, father/mother, other people; control of the child's stay in the house, prohibition to leave the house; emotional violence [5].

Social work with children and youth is the activity of authorized bodies of enterprises, organizations and institutions, regardless of their subordination and form of ownership, and individual citizens, which is aimed at creating social conditions for life, harmonious and versatile development of children and youth, protection of their constitutional rights, freedoms and legitimate interests, satisfaction of cultural and spiritual needs.

Social work in the aspect of combating child abuse has the following tasks:

- inform about the essence and consequences of child abuse, responsibility for them;
- to show models of family and social upbringing, human relations, which are based on humane and democratic principles;
- explain the rights of family members, teach them to implement and protect them, and build their own models of family life and family upbringing on this basis;
- to change the society's attitude towards the cruel treatment of children, activates the public position of people;
- to promote self-realization of children and adults [6].

The methodology of socio-pedagogical work in the aspect of combating child abuse is the concept of "help for self-help", which changes the consciousness and behavior of adults and children.

"Help for self-help" considers a person as a subject of social work and his own life, provides a set of services aimed at support, help and self-help of the individual. The peculiarity of this concept in our case is the stimulation of a person to learn to solve problems independently through training:

- human rights;
- life skills and skills that implement these rights in real life, allow to prevent their violation;
- tolerance, changing the attitude towards child abuse to rejection and rejection of such treatment [4].

Such training is combined with social support (psychological, pedagogical, legal), which allows you to stabilize, not worsen the situation, to consolidate positive changes in the personality. At the same time, it is necessary to focus social work on self-help: in our case, this is reflection on the behavior of those who treat children cruelly, combined with self-control. This, too, must be taught: how to assess the situation in terms of cruelty, how to curb one's emotions and behavior, and remind

one of parental and professional responsibilities towards children. At the same time, social work relies both on the life experience of adults and children, and on examples of humane behavior with children.

In "help for self-help", the emphasis is on the responsibility of each person who abuses children, on the desire to change, on their own choice of life path. This implements the voluntary acceptance of services in social work and it is an opportunity to prevent the application of legal norms and punishment [3].

Social-pedagogical work with a dysfunctional family in which children are abused is carried out in the following directions:

- deinstitutionalization of children in foster families;
- normalization of children with disabilities in physical and mental development in biological and foster families;
- public guardianship of families;
- formation of conscious parenthood;
- "strengthening" of disadvantaged families;
- organization of a group of self- and mutual support and assistance, activities of family education facilitators;
- formation of gender equality, protection of women's and children's rights in the family and society;
- prevention and fight against violence in the family;
- prevention and fight against drug addiction, smoking, alcoholism, prostitution, which are factors that provoke child abuse;
- teaching family members how to behave in crisis situations (supporting the seriously ill, caring for them, communicating with them and the microenvironment);
- support of family members in extreme situations (death of a family member, child starting an independent life, cases of violence in the family, forced change of residence, loss of job by family members);
- birth of a child with special needs;
- adaptation of the family in the new micro- and macro-environment; ensuring conditions for combining work with family responsibilities and with the life interests of a person;
- protection of motherhood and childhood;
- family planning, prevention of early and unwanted pregnancies;
- the union of generations (non-working, but experienced pensioners and young active, but with insufficient education and experience) [1].

Thus, this work is aimed at:

- for the family to fulfill and restore its functions;

- her realization of her rights in society and the rights of family members in the family, and because of this - restoration of family relations, improvement of relations with the micro- and macro-environment;

- compensation for an incomplete family structure and rehabilitation of the family, directing it through cooperation to self-determination and self-realization;

- the realization of people's rights to family and living in the best conditions for survival, protection and development, the natural environment and the main center of society - in the family.

Taking into account the essence and causes of child abuse, based on the concept of "help for self-help" in social and socio-pedagogical work on this problem, it is necessary to work with children to ensure social conditions for realizing their right to express their own views in parallel with work in micro - and macroenvironments regarding their realization of this right. Child abuse that they can report is a warning to those who commit it. In addition, cruel treatment can be less when a child knows how to talk about his rights and interests, to bring them to other people. Therefore, it is important to hear the voice of the child, his opinion, and on this basis build work to ensure the realization of his rights, his protection [7, с. 14].

In our opinion, the following are the main methods of social work with children:

- socio-psychological, aimed at the inner world of the child, which provide for a certain correction of his system of values and orientations, as well as ideas and preferences, which improve his psychological capabilities and the provision of appropriate support and assistance (methods of psychodiagnosis and psychocorrection, psychological counseling, etc.);

- socio-pedagogical, which make it possible to raise the educational and intellectual level of the child, to form a system of value orientations and ideas adequate to the surrounding conditions (methods of education and enlightenment, pedagogical correction and pedagogical counseling);

- social and medical, which are intended to provide the child with timely and necessary medical assistance (treatment, social and medical rehabilitation and adaptation, organization of the necessary and comfortable living environment, etc.);

- socio-legal, which include certain procedures and operations that allow to bring the life process of the child in accordance with the existing norms of law and law (legal and legal protection of the interests of the child, legal education, legal control, legal sanctions);

- socio-economic, which are aimed at solving the problems of the child's material well-being, material support and assistance, employment, etc.);

- social-group, which allow the social worker and other specialists to work with the child's social environment (family counseling, correction of the system of relations in the children's team, organization of children's teams that are focused on positive activities) [5, с. 28].

Scientists T. Safonov, E. Tsymbal, L. Olefirenko, I. Demyanenko highlight the following age-related features of a child's mental state and behavior, which make it possible to suspect violence against them:

- passive reaction to pain;
- lack of resistance, reconciliation with the existing state of affairs;
- nightmares, fears [4, p. 70].

It is also possible to identify the following physical and somatic signs that a child is being abused:

- enuresis;
- encopresis;
- hyperactivity;
- bruises (on the shoulders and chest, buttocks, lower back, surface of the thighs, cheeks, lower jaw, inner surface of the ear) of a characteristic shape (belt buckle, fingers, cord, etc.);
- multiplicity and different "age" of bruises (from dark to yellow);
- bites, burns (especially on the limbs, round clear burns from cigarettes);
- fractures;
- "shaking syndrome" (hemorrhages on the conjunctiva of the eye, fingerprints on the chest);
- damage to the genital and anal areas in the form of bruises, swellings, tears, pigmentation, bleeding;
- sexually transmitted diseases, urinary tract infections;
- neuropsychiatric disorders;
- psychosomatic diseases (unexplained lower abdominal pain, dermatitis, etc.) [4, p. 75].

If the presence of these signs is detected during observation, the child is likely to experience violence in the family. Some researchers, for example I. Trubavina, also define insufficient care for a child as an element of cruel treatment [9]. This is especially relevant at an early age, when a child does not receive not only parental care, but also basic necessities: clothes, food, etc.

L.L. Siedelnik suggests the following signs of identifying children who are victims of violence at this particular age:

- the desire to hide the cause of injuries and injuries;
- loneliness, isolation, lack of friends or deterioration of relationships with peers;
- fear of going home after school;
- low success rate;

- age-uncharacteristic sexually colored behavior;
- imbalance, aggressiveness, tendency to destructive actions and damage to things;
- poor attention, delayed speech, inability to learn;
- avoiding peers, desire to play only with small children;
- fear of physical contact;
- fear of returning home;
- the child's absence from school or the appearance of injuries or damage after the child received a low grade (or after the parents' meeting);
- regressive manifestations (actions and deeds characteristic of a younger age) [2, p. 105].

Social and preventive work regarding child abuse has the following forms:

- primary – as a general education of the population about this phenomenon: what it is, why it is bad and unacceptable. It is used mainly for prosperous families, has the following forms: group preventive work (trainings, interactive discussions, video lectures, seminars, etc.) is carried out by specially trained specialists among school and student youth, young families, military personnel and is focused on the prevention of domestic violence in families, to create a partner family, and individual work with a certain category of the population that constitutes a risk group, such as, for example, children from disadvantaged families.

- secondary (where it is recorded whether the abuse of children, family members, pets is observed) is purposeful work with separate groups of adults and children with the aim of changing attitudes towards the treatment of children, forming a humane attitude of adults towards children, life skills and skills in adults and children, clarification of the essence and responsibility for child abuse);

- tertiary prevention is carried out with those who suffered from brutal treatment for the purpose of self-defense training; with those who carry out such behavior - as social training and control, which is a condition for preserving the family, leaving parental rights, etc. This is already rehabilitation work directly with victims of violence.

But, unfortunately, despite certain positive developments in solving the problem of violence, the mechanism of social and legal protection of victims of violence remains imperfect: there is a lack of appropriate institutions for providing assistance to victims and specially trained specialists in the field of violence prevention, the early detection system is ineffective cases of violence in the family. The system of sanctions applied to persons who commit domestic violence is also insufficiently effective.

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