

<https://doi.org/10.28925/2518-7635.2021.612>

THE ROLE OF DIALOGUE IN PREVENTING AGGRESSION AT SCHOOL

Alicja Kozubska

ORCID 0000-0001-9283-7120

PhD (Pedagogy)

Rector's Deputy for Education

WSG University

2 Garbary Str., 85-229 Bydgoszcz

Republic of Poland

alicja.kozubska@byd.pl

ABSTRACT

Authentic dialogue is one of the most mature forms of interpersonal contacts, and at the same time it grows only on the ground of proper interpersonal relations. The role of dialogue in the field of education is more and more frequently recognized as a way of regulating contradictions and limiting aggressive behaviour directed against others or oneself. Dialogue, as a consequence of the meeting of entities (including educational ones), is a form of contact that brings certain values connecting these entities. We can learn the dialogical form of contact mainly by experiencing it. In the case of educational dialogue, it requires defined competencies on the part of teachers who are to educate to dialogue, respecting the rules of social relations. Therefore, conducting an educational dialogue may be treated as a specific prophylactic action preventing pathological phenomena, including aggression among children and adolescents. The notion of aggression, its typologies and reasons, as well as the relation to the lack of dialogue at school have been described in the article below.

Keywords: *dialogue; educational relations; aggression; violence at school; competencies; continuous research.*

© Alicja Kozubska, 2021

INTRODUCTION

The problem of aggression and violence at school still persists. Over the years, this phenomenon has unfortunately not been decreasing, which means that in spite of many measures taken, the adult community: teachers and parents, cannot deal with it efficiently. The causes and types of aggression are well known in the literature on the subject, however, they may evolve and thus require, on the one hand, continuous research, and, on the other, increasing

the competencies of teachers and parents in this field. These competencies should refer to methods of dealing with aggression, but above all the creation of the concept of a favourable educational environment in which, according to psychology and humanistic pedagogy, respect, subjectivity, meeting, dialogue and responsibility are of great significance. «Human existence is based on relationships. They are a condition for the development of a human being as a Person, they are essential in the process of socialization. Relationships are the foundation for the formation of societies and groups. Their quality determines the quality of a specific group and its functionality» (Śnieżyński, 2005, p. 9).

PROBLEM STATEMENT

Unfortunately, adults still rely too much on behavioural strategy, rewards and punishments, which when used in an isolated way, are more of a manipulation than education. It should be remembered that the use of excessive punishment or mistakes made by adults in this area, resulting from the lack of knowledge about the conditions for effective punishment, can themselves be a source of aggression among children and adolescents. Basing relations in the classroom on punishment and teacher's domination does not provide either of the parties with the sense of security, which is a condition for development.

Realizing the importance of forming an educational community at school, based on dialogue, is the basis for increasing the subjectivity and self-determination of teachers and students and their sense of impact, because only this, combined with rules and norms, gives a chance to develop their responsibility. We cannot talk about responsibility if we detach it from perpetration.

DETERMINANTS OF SCHOOL SECURITY

On the grounds of different sciences, including pedagogy and psychology, safety expectations are given special significance and rank. In psychology, the need for security is considered a basic need, and its satisfaction is a necessary condition for human life and health. Pedagogy indicates the need to create educational environments, especially in the family and school that create safe conditions for the optimal development of the young generation.

This requires the identification of both factors supporting and threatening human security. The latter include, among others:

- lack of stability and the ability to predict situations and the unpredictability of other people's behaviour,
- lack of recognition, acceptance and kindness,
- anticipating a lack of help, support and solidarity; not experiencing friendship,
- lack of colleagues and affiliation to significant entities,

- awareness of the limitations of one's own possibilities to protect one's assets,
- a sense of poor perspective and the existence of threats,
- lack of success in life and performance,
- lack of justice, law and order,
- illness, traumatic conditions,
- sudden severance of ties with loved ones,
- a sense of loss of the basis of existence,
- fierce competition to maintain a decent social status,
- violence, aggression on the part of people,
- negative catastrophic natural phenomena (Król, 2004, pp. 132-133).

The ongoing changes in the field of collective life make human relations on the one hand expand and on the other depersonalize and deform, expressed, among other things, in prejudice, hostility and aggression. Thus, the improvement of interpersonal relations becomes an important task of social policy and educational practice. Building correct social relations is therefore an essential condition for the individual success of individuals and individual institutions, including educational institutions (Kawula, 1999, p. 13).

S. Kawula lists the following educational mechanisms in social interactions:

1. Proper social relations are based on mutual trust and kindness. They promote meeting many psychosocial needs, e.g., the needs for safety, recognition, positive self-esteem. Thus, a cooperative strategy is more efficient for behaviour than a competitive strategy.
2. Favourable social relations facilitate human development in all spheres, and enable a more effective impact on one's personality. A student's contact with a kind and well-liked teacher fosters concentration of attention, facilitates effective and original understanding, and limits the loss of information.
3. Positive social relations facilitate communication, strengthen community and group integration. Z. Zaborowski's concept of attitude equalization, on the one hand, and the social exchange theory on the other hand, help in explaining the educational properties of interpersonal relations. According to the former, in relationships people tend to present attitudes similar to those of their relationship partner. Slightly simplifying, it is expressed in the colloquial statement that we more like people who like us and show positive attitudes towards us. The basis of the theory of social exchange is the individual's concern for self-interest and action based on profit maximization and loss minimization (Kawula, 1999, pp. 14-16).

From the above considerations it is possible to derive a model-template of pedagogical relations, the elements of which are the features included in four pairs of concepts understood as antinomies:

- 1) From rivalry to cooperation;
- 2) from conflictuality to syntony;
- 3) from emotional bias to task focus;
- 4) from instrumentalism to partnership of all educational entities (Kawula, 1999, p. 16).

THE SIGNIFICANCE OF EDUCATIONAL DIALOGUE

Dialogue is commonly understood as a conversation between at least two people. It constitutes, if it is authentic, one of the most mature forms of human contact, and at the same time it only grows out of proper interpersonal relationships.

J. Tarnowski distinguishes three types of dialogue: dialogue as a method, dialogue as a process and dialogue as an attitude (Tarnowski, 1992, p. 69).

The role of dialogue in different areas of social life, including education, is increasingly recognized as a means of regulating contradictions and limiting aggressive behaviour directed against others or oneself. The interpersonal contact between the teacher and the student, which also favours his social and emotional development, is the necessary condition for the dialogue. «The development of these spheres takes place most fully in those situations in which one fully experiences a meaningful encounter with other people. During these encounters there is a confrontation of attitudes, feelings, views, needs and aspirations» (Śnieżyński, 2005, p. 99).

The definition of education, which appears to be particularly accurate for the considerations, is “a sui generis social being, i.e. a fact, event, process being the product of at least two people (persons), the constitutive feature of which is the relation between them, expressed in crossing the space between the subjects by means of a selected form of contact, within which one of the subjects (educator), guided by the commonly recognized good allows the other subject (educated) to strive to define his own identity” (Tchorzewski, 1993, p.27). Educational dialogue can be understood as:

- construction of questions and answers (informative dialogue);
- negotiation exchange (such as the form of “school” discussion, “proper” discussion or conversation);
- as a condition of understanding — where understanding is not a reproduction of established meanings, but a continuous activity, a human way of life (Rutkowiak, 1992, pp. 22-44).

According to A.M. Tchorzewski, dialogue can be treated as an instrument of humanistic thinking “due to which the world of objective moral values is revealed in the process of education” (Tchorzewski, 1995, p. 91). Dialogue as a form of contact being a consequence of the meeting of entities (including educational ones) carries particular values, linking these entities. These values include “acceptance of another human being as an autotelic value, tolerance, freedom, responsibility and truth” (Tchorzewski, 1995, p. 93).

Conducting a dialogue is not easy, because it requires trust in the other person, overcoming self-love, disinterested patience, and constant self-correction in the context of the other person’s thoughts.

Giving educational relations a dimension of a dialogue undoubtedly increases the quality of these relations and their effectiveness, and humanizes them. Uniting people and creating a sense of community is the highest goal

of education. Dialogue may constitute a significant tool for making changes, precisely because when properly understood, it carries certain values, connecting the subjects of the educational process. The absence of these values in the educational relation is an indicator of the lack of subjectivity, which significantly reduces the possibilities for individual development, creates a sense of injustice, helplessness, fear and loneliness. Such a state contributes to the activation of defence mechanisms aimed at survival, not development.

A dialogical form of contact can be learned mainly through experiencing it. Therefore, the competencies of teachers in this field are so important in upbringing of young generation. S. Kawula formulates the principles of education, which are the guiding ideas of pedagogy of encounter and dialogue, and simultaneously building advantageous personal relations, favourable for development of another human being. In the context of the above considerations on educational dialogue, these principles, can also be treated as a specific prophylactic action preventing pathological phenomena, including aggression among children and adolescents. The first group consists of the principles of relations, which include:

1. Duality, or exclusivity between individuals or an individual and a group, which means that no one “third” should influence the course of the relation or its outcome.
2. Presence understood as openness to another person or group.
3. Bilateralism manifested in the absence of manipulation and hidden agenda and selfishness.
4. The unity of activity and passivity of the relation, which provides balance to the subjects remaining in it.
5. Openness and intimacy of the people involved in the relationship.

They are accompanied by supporting principles, which include:

1. The principle of dialogue, conversation (speaking and listening or other forms of nonverbal communication) being its means.
2. The principle of openness to feedback. A necessary feature of a relationship is empathy and syntony, as well as assertiveness.
3. The principle of partnership and fairness, as well as tolerance of differences.
4. The principle of symmetry, i.e. the balance of activity and passivity between subjects.
5. The principle of intellectual as well as emotional and spiritual intimacy between the subjects of the relation (Kawula, 1999, p. 17).

Respecting these principles by subjects of educational relations, including teachers and parents, is an important condition for the humanizing relations, building a sense of security, preventing conflicts and aggression, and fostering individual self-development.

It is worth realizing, especially in relation to educational relations, which we have to deal with at school, that a person who is not treated subjectively, does not have a chance for a dialogical form of contact, reacts defensively “presenting

a withdrawing behaviour or motivated by anger or fear aggressive behaviour manifested in a more or less overt manner, and serving mainly to protect the image of the self” (Kozubska, 1999, p. 129).

Barriers to dialogic educational relations include:

- Fairly widespread identification of a person’s value at school with intelligence, or even only with their cognitive sphere.
- Emphasising mainly the intellectual sphere in the educational process, while neglecting the emotional and volitional sphere.
- Concentrating teachers on curriculum requirements, rather than on students’ needs, potentials, and interests.
- Formalization of requirements and achievements, generating fear of failure, blocks the satisfaction of many psychological needs, and thus limits development, takes away the joy of exploring the world.
- Frequent identification of success in contemporary social life, including school, with ruthless competition and defeating others.
- Identification of happiness with the accumulation and possession of material goods, and not with finding harmony, the meaning of life, and being for another person.
- The school grading system rewarding, still too frequently, the conformity of students’ achievements to teachers’ expectations rather than the effort made by the student according to his possibilities.
- Depersonalization of relations, which may lead to deprivation of basic human needs such as the need for security, acceptance, meaning, which in turn leads to the activation of defence mechanisms, gives rise to passivity, apathy, withdrawal or aggression (Kozubska, 2002, p. 159).
- Deficiencies in the communication skills of all educational entities (Kozubska, 2019, pp.274-275).

TYPES OF AGGRESSION AND ITS CAUSES

The problem of aggression (Kozubska, 2006, pp.191-201; Kozubska, 2008, pp. 163-174)¹ is the subject of interest of different scientific disciplines: pedagogy, psychology, criminology, ethics, sociology and others. Each of them attempts to define this term, and its complexity is reflected in the variety of definitions. Some authors separate the concept of aggression from the concept of violence, others use them interchangeably. Due to the limited framework of this paper, I will not analyse these definitions, and in the following part of my discussion I will use both the terms aggression and violence, being aware of diverse views on their definition. The extensive literature on the subject presents the meaning,

¹ The issue of aggression discussed in this chapter can also be found in the author’s publications: Aggression of middle school youth — in search of sources; Family determinants of youth aggression — dilemmas of helplessness.

scope and multidimensionality of this phenomenon (Pospiszyl, 2000; Gebauer, 2007; Danilewska, 2002)².

For the purposes of this discussion, I adopt a position that aggression is considered to be a category of behaviours «the common feature of which is to inflict pain, harm and suffering on another human being» (Bartkowicz, 2001, p. 34). That is, when «an individual behaves towards another in a way that causes harm and at the same time shows an intention to cause harm» (Bartkowicz, 2001, p. 42). From an educational point of view, taking intentions into account when assessing someone's behaviour is very important. The absence of this recognition by adults in relation to children and adolescents may lead to wrong decisions and punishment, which has no educational dimension, as it is based on a feeling of injustice and harm to the punished person.

The analysis of the literature on the subject also indicates varied typologies of the types of aggression. Depending on the adopted criteria, physical, psychological, sexual, verbal and non-verbal, direct and indirect (instrumental) aggression and others are distinguished.

A. H. Buss's classification (Questionnaire for the examination of aggressiveness by A. H. Buss and A. Durkee, in the adaptation and elaboration of Mieczysław Choynowski «Moods and humours»), seems to be particularly useful in the examination of aggressive behaviour among youth. It distinguishes the following types:

1. *Aggressiveness (physical aggressiveness)* is the tendency to physically attack others;
2. *Aggressiveness (verbal aggression)* is harming and hurting others through the content and form of speech and the manner of speaking. The content of aggressive statements includes threats, swearing and virulent criticism.
3. *Negativism* as behaviour consisting in opposing other people, usually authorities, rebelling, not responding to orders, requests;
4. *Suspicion*, it is projecting one's own hostility towards other people, revealing distrust, conviction that others wish to hurt us;
5. *Resentment*, its characteristic symptom is anger caused by ill-treatment (real or imaginary), as well as a tendency to resent, to demand something, to complain;
6. *Irritability, a tendency to irritation*, is the readiness to react with strong, aggressive feelings to the slightest provocation;
7. *The feeling of guilt* is treated as a separate category not included in the general level of aggression, it is expressed in experiencing remorse even for minor "offenses", falling into depression (Siek, 1993, pp. 337-338; Kozubska, 2006).

² The analysis of the definition of aggression and violence can be found, among others in the following positions: Pospiszyl I., *Domestic violence*; Gebauer K., *Mobbing at school*; Danilewska J., *Aggression in children — School of understanding*.

It is important to realise that the school is both a site where student aggression manifests itself and a place where it is generated. It originates from the behaviour of all parties operating in the school.

The study of the scale of the phenomenon of aggression and attempts to define and typify it inevitably lead us towards the question of the etiology of aggression. For if we are to make effective attempts to prevent aggression or reduce its scale and intensity, we must be able to answer the question about its causes. There are different scientific approaches trying to explain the genesis of the phenomenon of aggression. It seems, however, that none of them provides an exhaustive answer to the questions posed, and the complexity of this phenomenon requires taking into consideration various etiological concepts: both those which assume genetic causes of aggression (fight instinct), those which treat aggression as a reaction to frustration, a consequence of an acquired drive or habit (learned behaviour) (Zimbardo & Ruch, 1997, pp. 582-588). In the pedagogical considerations, which we are dealing with here, a special significance has been attributed in recent years to the concepts according to which aggression has a social origin and is a result of learning. According to this assumption, the condition for aggression to appear «is the presence of factors facilitating it in the human environment (e.g. approval of other people), as well as the occurrence of certain cognitive processes in the mind of a potential aggressor (...). Unfortunately, the human environment abounds in both reasons for aggressive behaviour and in factors facilitating it. Aggression can be a tool for gaining something (instrumental aggression), it can be a response to a provocation, a way of reacting in an unfavourable situation. Negative emotions may be the basis of aggressive behaviour (emotional aggression). We can also talk about non-emotional basis of aggression. It occurs when aggressive behaviour appears as a result of observing other people's behaviour» (Miłkowska-Olejniczak, 2005, p. 29). We can often speak of the entire chain of causes of aggressive behaviour.

Researchers into the causes of aggression point to the following:

1. Socialization and cultural conditions:
 - a) The level of expressing in culture, science, art and education personal values such as human life, dignity and respect, cooperation, loyalty, justice or equality.
 - b) The level of realisation of these values in daily life, that is, primarily in interpersonal relations at all levels of social life.
 - c) The level of compliance with the norms protecting these values, expressed in the absence of consent to violent and aggressive behaviour.
 - d) The quality and strength of emotional ties between members of a particular community.
 - e) The quality of the educational system in terms of achieving the effects of the personal development of the young generation.
 - f) Social approval for physical and verbal aggression in solving important problems and conflicts.

- g) The quantity and quality of patterns of violent behaviour displayed in the media and by authority figures.
2. Educational determinants, involving above all relations at school and at home, which are characterised by:
 - a) Low level of preparation and competence to fulfil their roles. This applies to both teachers and parents.
 - b) The use of different forms of aggression in interpersonal relations.
 - c) Weak emotional bonding between children, teachers and parents.
 - d) Educational methods allowing for a punishment system based on physical, verbal and psychological aggression.
 - e) Low moral competencies of parents and teachers.
 - f) Disrupted family structure.
3. Personality conditions, mainly those that prevent the regulatory function of personality from being carried out:
 - a) Failure to meet basic needs such as security, love, respect.
 - b) High level of anxiety.
 - c) Inability to cope with conflict and stressful situations.
 - d) Low sense of meaning in life.
 - e) Low level of moral development.
 - f) A distorted hierarchy of values, manifested in the subject treatment of people, and in the empowerment of things and events.
 - g) Low internal self-control (Ostrowska, 2003, p. 27).

Aggressive behaviour is also encouraged by:

- feeling of abandonment and / or humiliation,
- feeling of insecurity and helplessness,
- growing feeling of loneliness in the modern world,
- low level of emotional intelligence (IE),
- inability to cope with frustration and anger.

In closed environments, such as schools, if there is a lot of anger and tension, it is very likely that it will find an outlet in aggressive behaviour of different forms and intensity. If it involves a peer group, it is difficult to detect because the victims are usually bullied and feel helpless and alone.

PREVENTING AGGRESSION — TEACHER'S TASKS

Identifying victims of violence in the school environment is one of the elements of recognizing it. There are several risk factors that contribute to assuming the role of victim, these include:

- absence of self-confidence,
- shyness and withdrawal from relationships,
- difficulties in establishing contacts with peers,
- in boys — low physical fitness.

During an individual conversation with a victim of violence, the teacher should observe the following principles:

- the student should be allowed to talk about what has happened to him without being questioned too much; the conversation should not be an interrogation;
- avoid judging;
- it is advisable to show understanding for the student's emotions and behaviour, even if they were irrational in the teacher's judgement;
- the ways of dealing with the situation used so far by the student should be appreciated;
- the student should be informed about the actions that are going to be taken and jointly agreed in relation to further steps to solve the problem (Czemierowska-Koruba & Koruba, 2008, p. 39).

Peer violence involves two sides: the victim of violence and the perpetrator. The teacher's task aimed at solving the problem is to work with both sides. Sometimes the perpetrators are or have been victims of domestic violence themselves. Aggression is a threat to the development of both victims of aggression and aggressors. This awareness should guide the teacher in his actions.

According to D. Olweus, students who are the perpetrators of violence are most often:

- stronger and more physically fit;
- able to subjugate others, active and energetic;
- impulsive, easily angered;
- not respecting rules and norms;
- self-confident;
- frequently falling into bad company, starting to drink alcohol quite early, coming into conflict with the law;
- frequently rebelling against adults;
- lacking empathy, feelings of shame and guilt (Czemierowska-Koruba & Koruba, 2008, p. 26).

Dealing with aggressors starts with stopping their aggressive behaviour, making the perpetrator take responsibility for his behaviour, which requires understanding its harmfulness and the need to repair any damage. If these behaviours are repeated or the offender does not show a sense of guilt or does not take responsibility for them an intervention talk is necessary. When conducting such a conversation, the teacher should remember to:

- refrain from blaming, shaming, threatening and condemning throughout the conversation;
- when explaining the reasons, talk about facts, specific behaviour — not to generalise;
- allow the student to talk about his situation;
- tell the student what norms and principles he has broken and who has suffered and what harm he has caused by his behaviour;
- say what consequences he will face (these should be related to what he has done and aimed at redressing the harm or hurt caused; the way in which he will do this may be agreed with the victim);

- make the student tell you what further steps he intends to take;
- possibly sign a written contract with the offender, stating his obligations and the consequences to be incurred in the event of failure to comply with the concluded contract;
- to arrange a follow-up meeting with him to check on compliance with the agreements. (Czemierowska-Koruba & Koruba, 2008, p. 40).

The effectiveness of an intervention interview depends largely on whether the teacher conducts it correctly, or whether he controls his own emotions, does not succumb to stereotypes. That is why it is worth preparing well for such a conversation and conduct it in accordance with the recommended stages. Long-term proceedings with the perpetrator should include education on how to build awareness, how to understand the problem of aggression and violence, and how to teach other, socially acceptable methods of satisfying needs and expressing emotions. Limiting the actions to punishing the perpetrators is inefficient and leads to the repetition or even intensification of aggression. A student displaying aggressive behaviour also needs the acceptance of adults and the peer group, and the teacher should consciously organise situations in which the student will be able to experience acceptance and success.

Difficulties in effectively preventing and responding to aggression and violence at school result from the following factors:

- lack of knowledge about this phenomenon, and therefore the difficulty in diagnosing it;
- low level of teachers educational skills;
- conflicts within the teaching staff and problems with internal integration, establishing a common position and an agreed method of working;
- undertaking activities of an action rather than systemic nature, based on a reliable diagnosis and a long-term plan of preventive, educational and therapeutic measures;
- not reacting to any aggressive behaviour, tolerating behaviour that tends to escalate;
- lack of teamwork, exchange of information (Czemierowska-Koruba & Koruba, 2008, p. 9, Ziółkowski, 2016, p.178-180).

The prevention of aggressive behaviour at school largely comes down to the creation of a proper educational environment at school. Favourable conditions for this are:

- subjective treatment of students and teachers, the role of the principal is important, teachers should not be blamed for difficulties in their work with students, but supported in solving problems and supplementing their competencies;
- consistency of activities of all teachers, which increases their effectiveness;
- establishing common principles of operation with parents, the uniformity of educational interventions fosters their effectiveness;
- fair assessment according to clear criteria, respected by teachers and made known to students before the assessment process and even agreed with them;

- friendly, ethical environment;
- efficient organisation of school life;
- clear and comprehensible standards of coexistence that are respected by teachers and students;
- friendly supervision over safety (Czemierowska-Koruba & Koruba, 2008, p. 16).
- educational programme incorporating activities forming:
- self-controlling attitudes;
- willingness to take responsibility (which, however, should always involve a sense of influence);
- tendency to treat life situations as task-related;
- awareness of the emotions experienced and the right to experience them;
- skills related to: communicating, coping with negative emotions, reacting in threatening situations;
- the ability to make decisions, including the ability to choose positive not negative lifestyles;
- sense of connection with the group and responsibility for the group to which the individual belongs;
- structured methods of physically relieving tension and anger.

Some of the most common mistakes teachers make in responding to student aggression include:

- ignoring aggressive behaviour, the proverbial “burying one’s head in the sand”, which results from one’s own reluctance to confront, lack of skills, lack of readiness to engage in difficult situations;
- manifesting one’s own frustration, responding with aggression to aggression;
- ridiculing and insulting the student, which increases their anger and aggression;
- unfair judgment of the situation, being guided by appearances (which means that more sophisticated forms of aggression remain unrecognized and their perpetrators are not punished);
- being guided by one’s own emotions, likes and dislikes;
- succumbing to stereotypes, giving the student the role of “the bad guy”, which encourages rather than restricts actions that are compatible with the role;
- applying collective responsibility;
- the threat of punishment disproportionate to the offence, or punishment without a thorough investigation of the situation and the involvement of individuals.

CONCLUSIONS AND PROSPECTS

Dealing effectively with aggression in school requires teachers to adopt an appropriate parenting strategy. Both parents and teachers, most frequently

due to a lack of knowledge, too rarely use the humanistic strategy, which, as confirmed by research, is better for the development of a young person. The teacher, knowing himself and his students, should use a humanistic-oriented educational strategy, preferring dialogue with the student and other educational subjects, which does not necessarily mean a complete abandonment of the behavioural strategy. Engaging in a genuine dialogue with the student includes both speaking and listening, and even being silent together. Where trust is higher than fear these individuals and groups function well.

REFERENCES

- Bartkowicz, Z. (2001). *Therapeutic assistance to juvenile aggressors and victims of aggression in rehabilitation institutions*. Lublin: AWH Antoni Dudek. 46–52.
- Czemierowska-Koruba, E. Koruba, K. (2008). *School without violence. School system of preventing aggression and violence. A guide for teachers*. Warszawa: Grupa Wydawnicza Polska Press. 78–90.
- Danilewska, J. (2002). *Aggression in children — School of understanding*. Warszawa: WSiP. 128–132.
- Gebauer, K. (2007). *Mobbing at school* Warszawa: Instytut Wydawniczy Pax. 130–139.
- Kawula, S. (1999). Educational properties of interpersonal relationships. *The human being in educational relations*. Olsztyn: Wydawnictwo Olsztyńskiej Szkoły Wyższej. 97–109.
- Kozubska, A. (2006). Aggression among junior high school students — in search of its sources. *Education in a risk society. Security as a value*. Poznań: Wydawnictwo Wyższej Szkoły Bezpieczeństwa. 187–193.
- Kozubska, A. (1999). Lack of educational dialogue and youth aggression and alcoholism. *The human being in educational relations*. Olsztyn: Wydawnictwo Olsztyńskiej Szkoły Wyższej. 134–142.
- Kozubska, A. (2002). Humanisation of educational relations as a factor supporting the integration process. *Special education as an opportunity to meet the needs of people with abnormalities*. Olsztyn-Poznań-Warszawa: Wydawnictwo Naukowe Polskiego Towarzystwa Pedagogicznego. 157–159.
- Kozubska, A. (2008). Family determinants of youth aggression — dilemmas of helplessness. *Family upbringing in theory and practice. The development of the pedagogical familiological orientation*. Toruń: Wydawnictwo Edukacyjne „Akapit”. 148–156.
- Kozubska, A. (2019). A gifted child — prospects and hazards of family upbringing. *Education — Family — Society*. Bydgoszcz: Wydawnictwo Uczelniane Wyższej Szkoły Gospodarki. 123–132.
- Krol, R. (2004). School safety as an educational challenge. *Safety education in family, school and work*. Warszawa-Poznań: Wydawnictwo ELIPSA. 126–134.

- Milkowska-Olejniczak, G. (2005). Against 'upbringing to aggression'- about the need and ways to act to prevent aggressiveness in the young generation. *An educational community for a society for all*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego. 67-72.
- Ostrowska, K. (2003). Aggression and violence in Polish school — diagnosis of the phenomenon. *Blue Line*, 4(27). 28-30.
- Pospiszył, I. (2000). Domestic violence. Warszawa: WSiP. 175-179.
- Rutkowiak, J. (1992). Dialogicality as the guiding idea of education. *Question, dialogue upbringing*. Warszawa: Wydawnictwo PWN. 152-161.
- Siek, S. (1993). *Selected methods of personality testing*. Warszawa: Wydawnictwo Akademii Teologii Katolickiej. 110-115.
- Śnieżyński, M. (2005). *The art of dialogue, theoretical assumptions and school reality*. Kraków: Wydawnictwo Naukowe Akademii Pedagogicznej w Krakowie. 34-41.
- Spirina, T. Grabowska, B., Liakh T. (2020) Social and pedagogical support of students with disabilities in higher education institutions. *The Modern Higher Education Review*, № 5. 62-71. <https://doi.org/10.28925/2518-7635.2020.5.6>.
- Tarnowski, J. (1992). Pedagogy of dialogue. In B. Śliwerski. *Alternative education. Dilemmas of theory and practice*. Kraków: Oficyna Wydawnicza Impuls. 78-90.
- Tchorzewski, A. (1993). Theory of upbringing. An attempt to define the object and tasks of research. *Education in a theoretical context*. Bydgoszcz: Wydawnictwo Uczelniane Wyższej Szkoły Pedagogicznej w Bydgoszczy. 121-130.
- Tchorzewski, A. (1995). Dialogue as a form of support in the discovery of moral values. *The pedagogical family-school relation, dilemmas of a time of transition*. Bydgoszcz: Wydawnictwo Uczelniane Wyższej Szkoły Pedagogicznej w Bydgoszczy. 173-179.
- Zimbardo, P., Ruch, F. (1997). *Psychology and life*. Warszawa: PWN. 189-200.
- Ziolkowski, P. (2016). *Parents pedagogization of needs and conditions*. Bydgoszcz: Wydawnictwo Uczelniane Wyższej Szkoły Gospodarki. 59-72.

РОЛЬ ДІАЛОГУ У ПОПЕРЕДЖЕННІ АГРЕСІЇ В ШКОЛІ

Алісія Козубська, доктор філософії з педагогіки, професор Університету економіки, педагог, рецензент журналу «Щорічник андрагогіки». вул. Гарбари, 2, 85-229, м. Бидгощ, Республіка Польща, alicja.kozubska@byd.pl

Діалог є однією з найбільш зрілих форм міжособистісних контактів, і в той же час він розвивається лише на базі сформованих міжособистісних стосунків. Все частіше усвідомлюється роль діалогу в освітній сфері як способу врегулювання протиріч та обмеження агресивної поведінки,

спрямованої проти інших чи себе. Діалог, як наслідок зустрічі суб'єктів (у тому числі освітніх), є формою контакту, яка привносить певні цінності, що пов'язують ці суб'єкти. Діалогічної форми контакту ми можемо навчитися в основному, переживаючи її. Виховний діалог вимагає визначених компетенцій з боку вчителів, які мають навчати діалогу, дотримуючись правил суспільних відносин. Тому проведення виховного діалогу можна розглядати як специфічну профілактичну дію, що попереджає патологічні явища, у тому числі агресію серед дітей та підлітків. Поняття агресії, її типології та причини, а також зв'язок з відсутністю діалогу в школі яскраво описані у статті. Щоб ефективно боротися з агресією в школі, вчителі повинні прийняти відповідну стратегію виховання. І батьки, і вчителі, найчастіше через брак знань, надто рідко використовують гуманістичну стратегію, яка, як підтверджують дослідження, є кращою для розвитку молодшої людини. Учитель, знаючи себе та своїх учнів, повинен використовувати гуманістично орієнтовану освітню стратегію, віддаючи перевагу діалогу з учнем та іншими навчальними предметами, що не обов'язково означає повну відмову від поведінкової стратегії. Участь у справжньому діалозі з учнем включає як розмову, так і аудіювання, і навіть спільне мовчання. Ефективно працюють окремі особи та групи, там, де довіра вище страху.

Ключові слова: діалог; виховні відносини; агресія; насильство в школі; компетенції; безперевні дослідження.

Received: 30.07.2021

Accepted: 23.12.2021