

THE POTENTIAL OF THE AXIOLOGICAL APPROACH FOR THE PREVENTION OF ADVERSE CHILDHOOD EXPERIENCES

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Abstract

Purpose of the study: The research goal was to determine the specifics of the axiological approach in the interaction of educational institutions and the family.

Methodology: The authors analyzed the views of different researchers on the prevention of adverse childhood experiences, generalized and systematized the prior knowledge and practices of solving the problem under consideration, and proposed an original approach to dealing with this issue. This paper presents the results of the empirical research (a survey of educators, research results presentation in tables and charts, generalizations, and conclusions).

Main findings: The authors substantiated the considerable potential of the axiological approach for the prevention of adverse childhood experiences (ACEs), formulated valid conclusions on the nature and characteristics of socio-cultural practices as a means of preventing ACEs in the interaction between educational institutions and the family.

Applications of this study: The practical significance of the study includes the possibility of disseminating effective forms and socio-cultural practices of interaction between educational institutions and the family aimed at the prevention of ACEs, as well as teaching educational practitioners the methods and techniques of interaction that feature the significance of the family and childhood, which facilitates the prevention of ACEs.

Novelty/originality of this study: Using the axiological approach, which utilizes the interaction of educational institutions and the family for the prevention of ACEs, enriches the theory of education as well as social and cultural activities; it contributes to better understanding the ways of solving ACE problems.

Keywords: *Axiological Approach, Interaction, Prevention, Value, Childhood, Socio-cultural Practices.*

INTRODUCTION

Scientific events held on various platforms, both offline and online, demonstrate that the focus in scientific discussions has shifted to the digitalization of education, innovative educational technologies, and updating content at different levels of education. Currently, there are not many scientific, practical, and methodological discussions on the problems of the child and family in the changing educational and socio-cultural environment. At the same time, many children still live in adverse social conditions. This situation implies that their rights to education, health care, leisure, and the access to cultural facilities are insufficiently retained or denied. Additionally, such children may have behavioral issues and problems with social adaptation. This proposition is confirmed by the reports of school social care teachers and the data of the Federal Statistics Service. Insufficient effectiveness of the current preventive measures necessitated further research on the methodology and successful practices for the prevention of adverse childhood experiences.

Having conducted theoretical analysis (which involved comparison, contrasting, and analysis) of modern psychological and pedagogical research papers ([Abdurazakova & Ibragimova, 2017](#); [Afanasiev et al., 2016](#); [Bodnarchuk et al., 2018](#)), we determined that the family and educational institutions are recognized as equal partners. In this study, we consider the family and educational institutions as agents responsible for the prevention of adverse childhood experiences (ACEs). The readiness of educators to interact with child's parents ensures that the assistance to the family is timely and comprehensive. Also, it determines how well the family will cope with the emerging difficult situation and how this situation will affect the behavior and life of a child. The readiness as a personal characteristic implies that an educator not only uses technologies, methods, and techniques of interaction with the family and the child but also recognizes their significance and carries social responsibility for them during immediate interaction and in the near future.

Using this research, we had to determine the leading methodological approach that would set objectives and ensure efficient interaction between the family and the school for ACE prevention. Having studied the axiological approach ([Bim-Bad, 2013](#); [Bondarevskaya, 2004](#); [Kulnevich, 1997](#)), we defined it and considered its application in the learning process. However, there has been no comprehensive research done on the specifics of its implementation in the interaction of the school and the family, nor have there been educators who have adopted it into their planning. From our

perspective, the complex, systemic, and activity-based approaches proposed by researchers to deal with ACEs are not effective enough since they regulate the organization of the prevention itself. These approaches ignore the significance of family and childhood, the details of family and personal life (parents and child), values, and socio-cultural experience of the individual.

The research goal was to determine the specifics of the axiological approach in the interaction between educational institutions and the family, aimed at the prevention of ACEs.

Research objectives:

1. To analyze the views of various researchers on the problem of preventing ACEs, to substantiate the leading role of the axiological approach in solving this social problem, and to describe its specifics regarding the interaction between families and educational institutions.
2. To assess the readiness of educators for the interaction with children's families aimed at the prevention of ACEs based on the results of the empirical research and their processing.
3. To identify the essential characteristics of socio-cultural practices as a means of preparing future teachers for the prevention of ACEs (in particular, through interaction with the family).

LITERATURE REVIEW

Having examined research papers and compared the authors' positions, we could single out several aspects in consideration of the axiological approach at the present stage:

- The significance of the axiological approach for the development of science ([Egorov & Egorova, 2016](#); [Rykova, 2018](#); [Yakovleva, 2020](#)), its essence and specifics in education ([Bim-Bad, 2013](#); [Bondarevskaya, 2004](#); [Glizerina, 2016](#); [Novikova, 2019](#); [Fedorova & Korshikova, 2016](#));
- The potential of the axiological approach for the development of the personality of a teacher and a student in vocational education ([Ganieva et al., 2019](#); [Gordienko et al., 2017](#); [Sergeeva et al., 2018](#));
- The implementation specifics of the axiological approach in the professional training of future educators ([Greshilova et al., 2020](#); [Krylova et al., 2019](#); [Iskhakov et al., 2018](#)).

Each of these positions encompasses various ideas: from the formation of axiological attitudes in society and in an educational institution or the interaction of specialists with students and their families ([Bystrai et al., 2017](#)) to the assumption that the implementation of the axiological approach can lead to the formation of value-neutral science ([Rykova, 2018](#)). In general, the axiological approach acts as a methodological basis for modern research and developed educational practices, representing the value and semantic framework of the process, phenomenon, or object under consideration.

Considering the increasing significance of the axiological approach for the prevention of ACEs, it is necessary to review the training of specialists – those who are capable of dealing with this problem. The research papers ([Gorbunova, 2019](#); [Mikheeva, 2016](#); [Perlova, 2019](#)) examine the content of professional training of educators from the perspective of the axiological approach and the essence of pedagogical interaction in the context of the studied approach ([Grigoryeva-Golubeva, 2016](#); [Kirryanova, 2017](#); [Slinkova, 2015](#); [Boiadjieva, 2018](#)).

Having studied the scientific publications ([Berezina & Somkova, 2019](#); [Kostenko & Lebedintseva, 2017](#); [Kostina et al., 2019](#); [Milkevich, 2016](#)), we identified that the professional training of future teachers includes competencies that describe the interaction with the child's family. According to these competencies, a teacher should be capable of carrying out social interaction and performing their role in a team while remaining capable of interacting with the parties in educational relations within the framework of educational programs. However, the future teachers' training does not help form the competencies that ensure their recognition of the value of childhood or guarantee their ability and willingness to interact with the families of schoolchildren and to acknowledge the value and identity of the family and family structure and the inextricable unity of the child and the family.

Many researchers performed a problem analysis of the interaction of the family and educational institutions ([Abdurazakova & Ibragimova, 2017](#); [Danilova, 2017](#); [Margolina & Surtaeva, 2019](#); [Metlik & Potapovskaya, 2016](#); [Ulyanovskaya, 2017](#); [Ustinova, 2015](#); [Bodnarchuk et al., 2018](#)). This proves that experts recognize the active position of the family, and at the same time, the lack of competence of family members in the upbringing and socialization of children, which in extreme cases can cause trouble. In addition, researchers also explore the socio-pedagogical activities, forms, and methods of social work with families raising children ([Bell, 2013](#); [Boyatzis, 2012](#); [Crowley, 2017](#); [Houle et al., 2018](#)).

Many publications examine ACEs with a focus on health and behavior ([Brüning et al., 2019](#); [Girard et al., 2019](#); [Kohl et al., 2020](#); [Maximova et al., 2018](#); [Murray et al., 2015](#); [Perlova, 2018](#); [Selous et al., 2019](#); [Tien et al., 2019](#)). There has been no detailed research on the comprehensive prevention of ACEs according to a set of criteria (education, health, behavior models, and leisure activities).

We reviewed the publications on the research topic and concluded that the system of professional training of future teachers and social specialists should be updated, including its content, the methods of involving future specialists in the interaction with families raising children. Socio-cultural practices are a means of preparing future specialists for the implementation of the axiological approach for preventing ACEs, which was proven by the results of the theoretical analysis and research ([Milkevich, 2016](#); [Nikolina & Fefelova, 2016](#); [Perlova, 2019](#); [Ryabova, 2019](#); [Sannikov, 2018](#)).

RESEARCH METHODOLOGY

We analyzed the views of different researchers on the prevention of adverse childhood experiences, generalized and systematized the prior knowledge and practices of solving the problem under consideration, and proposed an original approach to dealing with this issue. We formulated the following assumptions: the axiological approach is an effective tool that can be used in the interaction between educators and families aimed at ACEs prevention; socio-cultural practices most fully reflect the essential characteristics of the axiological approach, which makes it possible to consider them as a means of preventing ACEs and a means of training future specialists of educational institutions to solve this problem.

A survey conducted to assess the joint implementation of the axiological approach by educational institutions and the family for the prevention of ACEs can improve the training of future specialists and contribute to a better understanding of the content and values of the future work in education. To study the readiness of specialists for socio-cultural partnerships for the purpose of ACE prevention, we assessed a set of indicators substantiated in previously published works ([Afanasiev et al., 2016, 2017](#)). The methodology for studying the readiness of specialists for socio-cultural partnership in the prevention of children's ill-being includes: general information; cognitive (the presence of knowledge about the essence and significance of socio-cultural partnership in the prevention of children's ill-being, the nature of childhood), motivational (the focus of specialists on interaction, awareness of the need to integrate efforts in solving problems of modern childhood), personal (awareness of their own capabilities and responsibility in implementing socio-cultural partnerships in the prevention of children's ill-being), technological (the formation of the necessary skills to design and implement activities and programs of socio-cultural partnership in the prevention of children's ill-being) indicators. These indicators correspond to the competencies of future educators (teachers, social care teachers, and councilors) formed in the course of professional training and stated in the Federal State Educational Standard of Higher Education for the programs "Pedagogical Education," "Psychological and Pedagogical Education."

The survey included a number of questions that enabled us to identify attitudes toward childhood and the practice of interaction with a child's family. When analyzing the survey results, we estimated the total value of indicators, so that we could determine the high, medium, and low levels of educators' readiness for interaction with the family and the child. The balance of the scores for each indicator of readiness ensures a more objective assessment of their development. In line with the research goal, we assessed the number of the respondents' answers to the questions related to the essential characteristics of the axiological approach and its implementation in the interaction between educators and the child's family. Later, the section "Socio-demographic characteristics" can be used for a more detailed study on how various characteristics of educators (age, gender, place of residence, level of education, or job satisfaction) influence their readiness to implement the axiological approach when interacting with children's families. This study can be conducted using the methods of mathematical statistics (t-test), and it is beyond the scope of this article.

In total, 352 respondents took part in the study, including 192 preschool teachers of the Perm Krai, 110 school teachers, and 50 teachers of extracurricular programs aged 20 to 51 years and older from urban and rural areas.

The sample was formed spontaneously, which was due to objective reasons (refusal of certain municipalities to participate in the study and changes in the list of the respondents due to personal reasons).

The primary data were collected using Google forms, which enabled us to remotely survey the specialists from various regions and obtain the data in quantitative and percentage forms. We systematized and generalized the results in tables and charts.

RESEARCH RESULTS

The significant results of the study are presented in Table 1.

Table 1: The readiness of specialists to interact with children's families

Questions	Quantitative presentation of the respondents' answers (people/%)			
	Preschool teachers	School teachers	Teachers of extracurricular programs	Average
Choose the definition of childhood you most agree with (you may choose several options).				
- Childhood is a specific stage in the development of a child;	129/67.2%	51/46.8%	31/62%	211/59.9%
-Childhood is a special unique world full of pleasant and unpleasant	109/56.8%	60/55%	25/50%	194/55.1%

surprises;				
-Childhood is a special social group that needs additional help and protection of adults;	76/39.6%	52/47.7%	18/36%	146/41.4%
-Childhood complements the adult world, and without this element, one cannot realize oneself as a man or a woman;	27/14.1%	8/7.3%	4/8%	39/11%
-Childhood is a period of endless difficulties, problems, and troubles.	3/ 1.6%	2/1.8%	0	5/1.4%
Do you believe it is necessary to establish interaction among various institutions (education, culture, and social sphere) in order to prevent ACEs?				
-Yes, such an interaction will help to prevent ACEs;	120/62.5%	56/50.9%	34/68%	210/59.6%
-I assume this interaction can have a positive effect, but it is not the only means of solving childhood problems;	70/36.5%	52/47.3%	16/32%	138/39.2%
- Cannot say.	2/1%	2/1.8%	0	4/ 1.1%
In your opinion, what aspects of socio-cultural partnership will be effective for the prevention of ACEs?				
- Family education;	124/64.6%	54/49.1%	23/46%	201/57.1%
-Increasing psychological and pedagogical knowledge of parents;	135/70.3%	84/76.4%	34/68%	253/71.8%
-Organizing extracurricular activities for children;	123/64.1%	71/64.5%	30/60%	224/63.6%
-Creating a sociocultural environment in a certain area;	71/37%	42/38.2%	19/38%	132/37.5%
-Increasing public awareness of family and childhood issues;	94/49%	45/40.9%	11/22%	150/42.6%
-Other (indicate your own answer).....	3/1.6%	1/0.9%	2/4%	6/1.7%
Which of the principles given below would you call the principles of socio-cultural partnership in the prevention of ACEs?				
- Recognition of the inherent value of childhood;	95/49.5%	43/39.1%	18/36%	156/44.3%
-Focus on the family in the sociocultural partnership;	125/65.1%	65/59.1%	28/56%	218/61.9%
-Comprehensive interaction of institutions;	128/66.7%	80/72.7%	26/52%	234/66.5%
-Specialists participating in the interaction are aware of the areas of their competence;	63/ 32.8%	29/26.4%	12/24%	104/29.5%
-Other (indicate your own answer).....	1/0.5%	1/0.9%	0	2/0.5%

Source: [Afanasiev et al., 2017](#)

The results presented in Table 1 allowed us to draw the following conclusions:

1. Most respondents perceive childhood as a special stage in personal development; and a special, unique world full of pleasant and unpleasant surprises. This view indicates the respondents' awareness of the importance of childhood in the development and formation of personality.
2. Less than half of the respondents (41.4%) believe that childhood is a special social group that needs additional help and protection of adults. In line with this understanding of childhood, educators acknowledge the role of cooperation with the families of students, and understand the significance of this work. However, the share of specialists who understand the importance of such activities should be larger, given the scale of ACEs.
3. Most teachers define the following main areas of work: family education; increasing parental psychological and pedagogical knowledge; organizing extracurricular activities for children. These answers confirm the prevailing traditional ideas about the essence of the interaction between educational institutions and the family. However, given the fact that some parents are busy and unprepared for immediate and active interaction due to some objective reasons, innovative forms of work should be introduced more widely.

4. The majority of the respondents recognize the family-oriented and integrated nature of a socio-cultural partnership, while less than half are aware of the inherent value of childhood.

DISCUSSION

Based on the results of the study, one can formulate the specifics of the axiological approach regarding the interaction between educational institutions and the family aimed at the prevention of ACE. As the researchers note ([Milkevich, 2016](#); [Perlova, 2019](#); [Sannikov, 2018](#)), childhood is a basic value, intrinsically predetermined by a combination of socio-cultural influences, and formed by such influences. The recognition of its originality and uniqueness by all participants of the organized interaction will ensure the appreciation of childhood. The child is a value, object, and subject of the socio-cultural practice, both transformed by multidirectional influences and capable of changing the socio-cultural situation within limits available to the child (mastering cultural and social norms, values, traditions, acquiring or rejecting them, creating and transforming reality through various activities) ([Berezina & Somkova, 2019](#); [Kostina et al., 2019](#); [Milkevich, 2016](#)). According to many researchers ([Abdurazakova & Ibragimova, 2017](#); [Margolina & Surtaeva, 2019](#); [Bodnarchuk et al., 2018](#)), the family and child are an inextricable unit that determines the focus and success of children at all stages of their lifelong development, and functions in various spheres of life (communication, study, leisure, and sports). The interaction of specialists among themselves, as well as with the family and the child, requires understanding the significance of each party and all subjects, which determines the effectiveness of the designed content, forms, and methods of interaction ([Abdurazakova & Ibragimova, 2017](#); [Boiadjieva, 2018](#); [Margolina & Surtaeva, 2019](#)). According to V.V. Afanasyev, E. I. Medved, O. A. Milkevich, V. P. Sergeeva, educators do not fully realize the basic values of the child and childhood that should determine the direction and nature of interactions between institutions or specialists with families and children. The poor awareness of the value of the child and childhood reduces the effectiveness of the prevention of ACEs, resulting in the formality of the measures taken ([Afanasyev et al., 2016, 2017](#); [Milkevich, 2016](#)). Using socio-cultural practices as a means of preparing future teachers for solving problems in the interaction with students' families have the following essential characteristics ([Berezina & Somkova, 2019](#); [Krylova et al., 2019](#); [Nikolina & Fefelova, 2016](#); [Ryabova, 2019](#)): this method requires mastering social and cultural norms, values, and ideas by all participants? enriches the socio-cultural experience; the changes that occur during and as a result of using socio-cultural practices reflect not only the quantitative and qualitative transformations of the participants and the socio-cultural situation, but also the emerging value and content aspects of the practice of interaction between society and the state with different categories of families and children; the interaction of various participants in socio-cultural practices helps them acquire socially significant qualities such as initiative, discipline, self-management, and social responsibility, characteristics (social openness and focus on interaction with others), and skills (the ability to analyze, generalize and work as a team).

CONCLUSION

As we can see, the training of future teachers should be improved through better preparation for adopting the axiological approach when interacting with the families of students, understanding of the significance of the family and childhood, and mastering of ways to demonstrate this attitude while jointly solving socially significant problems. The axiological approach lays the basis for designing the forms and methods of interaction between educational institutions and the family, as well as the forms of training future specialists to interact with the family. Using socio-cultural practices is an effective means of preparing future teachers for the interaction with students' families based on the axiological component and aims at solving the common difficulties in the functioning of a family.

LIMITATIONS AND STUDY FORWARD

The materials presented in the article cannot fully solve the problem of the implementation of the axiological approach for the prevention of ACEs. Further research on the topic should include designing a holistic system of preparation of future teachers for interaction with the family based on this approach, which should embrace the content, principles, forms, and methods of professional training, as well as its outcomes.

CO-AUTHORS CONTRIBUTION

The contribution of the authors of this article includes the theoretical justification of the axiological approach as the core element in the interaction between future teachers and the family (O. A. Milkevich, V. P. Sergeeva) and the empirical study: O.A. Milkevich carried out a survey, processing, and interpretation of the results of the study; G. I. Gribkova, O. I. Kiseleva, and E. I. Medved designed the socio-cultural practices for preparing future teachers for interaction with the family.

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