

Manifestation merkmale und ursachen von gewalt unter schulkindern in Usbekistan

Alisher Madrakximov

Doktorand des Instituts für das Studium der Jugendprobleme und Ausbildung
künftigen Personals

Abstrakt: Während die Trends der internationalen Globalisierung die Grenzen zwischen Staaten erodieren lassen sie auch langsam die Unterschiede zwischen verschiedenen Völkern verschwimmen. Dadurch gleichen sich die spezifische soziale Zusammensetzung der Nationen, insbesondere ihre moralischen und verhaltensbezogenen Aspekte, immer mehr an. Besorgniserregend ist, dass bei dieser Abfolge von Prozessen insbesondere der schnelle Zustrom negativer Eigenschaften anderer Nationen nach Usbekistan sowohl die Psyche von Jugendlichen, die nicht auf das Erwachsenenleben vorbereitet sind, als auch ihre Erziehung negativ beeinflusst.

Schlüsselwörter: Mobbing, Gewalt, körperliche Gewalt, moralischer Druck, antisoziale Aktivitäten, Gewalt unter Schulkindern

Manifestation features and causes of violence among schoolchildren in Uzbekistan

Alisher Madrakximov

Doctoral student of the Institute for the Study of Youth Problems and Training of
Prospective Personnel

Abstract: While the trends of international globalization are eroding the boundaries between states, they are also slowly blurring the differences between various peoples. As a result, the specific social makeup of nations, in particular their aspects of morality and behavior, are becoming increasingly similar to one another. Worryingly, in this succession of processes, especially the rapid influx into Uzbekistan of negative traits of other nations negatively affects both the psyche of adolescents unprepared for adult life and their upbringing.

Keywords: bullying, violence, physical force, moral pressure, antisocial activities, violence among schoolchildren

Introduction

As the phenomenon of violence among schoolchildren is growing, it is important to identify the theoretical aspects of these phenomena, i.e. the approaches of scientists of different directions to the basic concepts, the specifics of its interpretation by different schools.

First of all, it is necessary to analyze the concept itself. The concept of "violence" is based on the word "force" (strength, power, effort, pressure, oppression), which came into the Uzbek language from the Persian-Tajik language, such as "violence", "abuse", "tension". In the Explanatory Dictionary of the Uzbek

language, the meanings of this concept in the Uzbek language are as follows: 1) power, might, influence; 2) effort, movement; 3) strong, powerful blow, force; 4) violence, abuse[1]. We can see that by violence we mean the purposeful impact of the subject on the object using this force. In reaching this conclusion, we also relied on the meanings of the concept in the English and Russian languages.

Dictionaries also are used “violence” the English translation of the Uzbek word for “violence”, as well as “actions or words that are intended to hurt people; extreme force; extremely forceful actions that are intended to hurt people or are likely to cause damage: racial/ethnic/domestic violence”[2]. Similarly, the term “violence” in Russian means “the use of brute physical force or moral pressure; an unnatural influence on something[3].

Unfortunately, in today's society of Uzbekistan, pressure on an object with that object's consent is reinforced as “violence”. For example, at school, a teacher puts pressure on a student during instruction. However, due to the fact that the boundaries of this situation are not clearly defined, on the one hand, teachers sometimes cross the boundaries, and even cases leading to corporal punishment are common in social networks. On the other hand, students and especially parents consider the demands of their service as “violence”. A clear definition of these boundaries in the normative and legal documents on education, their advocacy among the general public is important in preventing various misunderstandings, the growth of “bullying” in schools.

Unfortunately, to date, the concept of violence remains a misinterpreted term, and even in the legal norms this concept is not sufficiently defined. Although there is a situation in criminal law affecting a number of norms, the Criminal Code of the Republic of Uzbekistan does not provide a definition of this concept.

In legal terms, this concept was first introduced in the Law of the Republic of Uzbekistan “On Protection of Women from Harassment and Violence”, which states that “violence is an illegal action (inaction) against a woman that impinges upon her life, health, sexual immunity, honor, dignity and other rights and freedoms protected by law via use or threat of other kinds of physical, psychological, sexual or economic coercion”[4].

The Law of the Republic of Uzbekistan “On Guarantees of the Rights of the Child” isn't commented on the incident of violence, but specified its forms. In particular, it notes that the state protects children from all forms of exploitation and violence, including physical, mental and sexual violence, torture or other forms of cruel, brutal or degrading treatment, sexual abuse, involvement in the commission of offenses and antisocial activities[5].

This concept is concretized in encyclopedic sources, in particular in the National Encyclopedia of Uzbekistan, which states that “the physical or mental impact of one person on another that violates the personal inviolability of the individual guaranteed by the Constitution”[6]. The Uzbek Legal Encyclopedia states that “violence is the ill-treatment of another person with the use of force or physical force”[7].

International organizations rely more on the definition offered by the World Health Organization. According to it, violence is defined as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”[8].

Since the above linguistic and legal definitions are intended to describe the general public and all cases, or as many cases as possible, the possibilities for explaining the meaning of the term "violence" are limited. Therefore, it is necessary to analyze the coverage of this concept in the scientific literature.

Literature review

Violence as a social phenomenon, characteristic of all periods of human development, has been studied in one way or another in most of the social sciences. In particular, as one of the manifestations of human relations, sociologists are also interested in the concept of “violence”. A.Guseinov, a Russian researcher who has studied this concept extensively, described violence as "the occupation of free will, a form of interpersonal relations in which one party transfers its will to the other under external pressure[9]. A. Huseynov and R. Gasparyan also say that pressure with the consent of the other party is not violence. That is, the relationship “teacher-pupil, legislator-citizen” should not be considered violent[10]. However, even in these cases, one party transmits its will to the other under external pressure.

There are different approaches to the phenomenon of violence in the scientific literature, the most common of which is the concept of “aggression”. In the CIS countries, including Uzbekistan, this concept is studied more by psychologists, and in Western countries, aggression is also widely studied by sociologists. In these literatures, “aggression” is an individual (innate) quality (or ability) that manifests itself in various (learned and socially conditioned) individual and collective forms, ranging from self-defense to violence, depending on the individual's ability to learn are explained as behavioral modalities[11]. We can see that certain forms of active behavior that are perceived as “aggressive” have a positive connotation and are even endorsed by society. A striking example of this is aggressive behavior in sports competitions or in a competitive environment.

Scientists have trying to analyze the differences and similarities between aggression and violence. The term “violence” is used in a very wide range of fields and even where there is no connection at all. For example, if breaking a tree is considered violence against nature, then a fight between schoolchildren would be school violence. Violence in the narrow sense is “.. direct targeted physical impact on people or things. This form primarily involves the use of physical force”[12]. This approach to violence has the advantage of focusing only on observable elements of behavior, making it easier to analyze the phenomenon scientifically. In sociology, however, there is a need to analyze all events or processes in a social sense. As a result, the concept of physical violence becomes very vague, as social norms and values regarding the use of physical force are different. Even in Uzbekistan itself, violence can be seen in different historical, cultural and legal interpretations.

Historically and culturally, the consequences of physical impact on children or their interactions (bruises, blows, slips) can lead to different approaches (positive, indifferent and completely negative) depending on the specific situation. From a legal point of view, the modern interpretation of children's rights completely denies any physical impact.

Other forms include verbal, psychological, and structural violence. These cases should be considered when studying violence in schools. Because "... insults, slurs, discrimination, hatred do more harm than physical pressure"[13]. Mental violence is often done in conjunction with physical violence, and the impact is even stronger. While this behavior can be observed, it is difficult to study and verify. The word used to assess violence in this case will depend on behavior, gestures, and so on. Therefore, a subjective assessment of the relationship is important in determining violence. If one person takes the same word as an insult, the other may ignore it altogether. The concept of structural violence was introduced by the Norwegian scientist J. Galtung to understand any effect that leads to a limitation of the ability to perform physical or mental behaviors that are important to the individual[14].

In this case the violence is committed indirectly, and the violence and the abuser are considered to be shared. This can be seen as a simple social phenomenon because of its similarity to M. Weber's theoretical views on power and domination. But at the same time, it should be noted that at the heart of contemporary social inequality lies the enormous potential for violence.

In general, in the scientific study of any violence, it is necessary to distinguish three basic criteria that distinguish it from other phenomena: 1) the use of means, including physical force, for the purpose of violence; 2) moral or social harm to the oppressed; and 3) the existence of a purpose to harm the subject of violence.

Approaching the phenomenon of violence in general, based on the subjects of the research process, scientists break down into two main directions: the group of researchers, such as Gobs, Marx, Weber, which considers violence as a problem of society as a whole, studying violence in combination with social problems. The second group of scholars, whose representatives are more psychologists, pays more attention to interpersonal relations, studying the causes of violence between two individuals and, as mentioned above, tries to interpret violence through aggression.

One of the most worrying phenomena in developed countries is violence between schoolchildren, which has two manifestations: 1) bullying, in which one student uses violence in different ways to demonstrate his superiority over another. Bullying is usually done in front of other indifferent "spectators"; 2) mobbing is violence committed by a group of students against a single schoolchildren.

Although bullying is a form of violence, it has different aspects and characteristics. Therefore, when we analyze these concepts in more depth and analyze their internal structure as a complex social phenomenon by the method of structural analysis, the similarities and differences between them become more pronounced. In sociology, "structure" (Latin "structura") is a set of stable relations that ensure the integrity and uniqueness of an object, the preservation of its basic properties under conditions of various internal and external changes[15].

The analysis of any social phenomenon within the framework of the structural approach requires taking into account many factors, such as its constituent elements, their relationships, the spatial location of the elements, the position, the features of the emergence and development of relationships, the influence of culture on the processes. In this context, if we analyze the phenomena of “violence” and “bullying”, in the context of both we understand the impact of the subject on the object in order to transfer its will.

The main manifestations of violence in the scientific literature are physical, mental, sexual, economic, neglect and forms of use depending on the form of implementation[16]. T.K. Narbaeva distinguishes between physical, sexual, mental, psychological and economic manifestations of domestic and domestic violence[17]. A similar classification exists in the dissertation research of H.O. Ziyaeva[18].

The World Health Organization divides violence into 3 main groups: self-directed, interpersonal and collective. Because of the complexity of the incident, only person-centered violence is clearly distinguished, i.e., the mechanism is clear - both the object and the subject of the violence are the same person. Nevertheless, there is confusion about the following two points of view. In particular, violence at the level of a small group, including bullying committed by a group of persons against an individual, is included in the type of interpersonal violence occurring in the community[19].

School violence is coercion, a separate form of violence that involves the use of force against students against each other or against teachers. According to experts, school violence can be directed against individuals with a special interest in others, or against the whole group[20].

E.N. Volkova and A.V. Grishina describe school violence as a manifestation of institutional violence. It is the organizational impact on a child physically, mentally, spiritually and socially, which weakens his or her spiritual, mental (i.e. moral, communicative) and vital (including legal and social) status.

The phenomenon of bullying, on the other hand, is a system of violence against children occurring in an organized or unorganized space of children's community. This system includes the roles of perpetrators (tyrants), victims, external observers - adults and children. Therefore, all those who have learned about bullying are talking about more violence and victims here. That is, in every case of bullying, two paradigms are observed simultaneously: violence and victim.

It is known that all manifestations of deviant behavior are more pronounced in adolescents, and this is primarily due to the mental and physiological characteristics of adolescents[21]. Bullying, in particular, is more common during adolescence and can have more serious consequences during this period. The main groups of factors for bullying in adolescents are following:

1. Individual (aggressiveness, victimhood, susceptibility to the influence of others).
2. Collective (non-social group activity, incomplete formation of value-oriented group unity, insufficient knowledge of group members within the group, unfavorable social and psychological environment in the group).

Deviant situations in teenage bullying provide an opportunity to work out in class. Adolescent bullying is characterized by aggressive, victim and conformist types of deviantism, i.e. a teenager participates in bullying as an aggressor, a victim or a witness:

- The goal of the bully (perpetrator) is to achieve a high position in the group, to acquire the material benefits of the victim, to use his services and related privileges, and to demonstrate his/her aggressive behavior;
- the victim (the object of aggression for the bully. The goal of the victim is to avoid violence, to keep the social status comfortable for the teenager. Victims of bullying exhibit victimized behavior);
- Witness (observes bullying, knows that there are incidents of violence among schoolchildren. They may or may not think the bully's behavior is right or wrong. In both cases, witnesses do not intervene in bullying, but only support the occurrence of bullying with their conformist behavior).

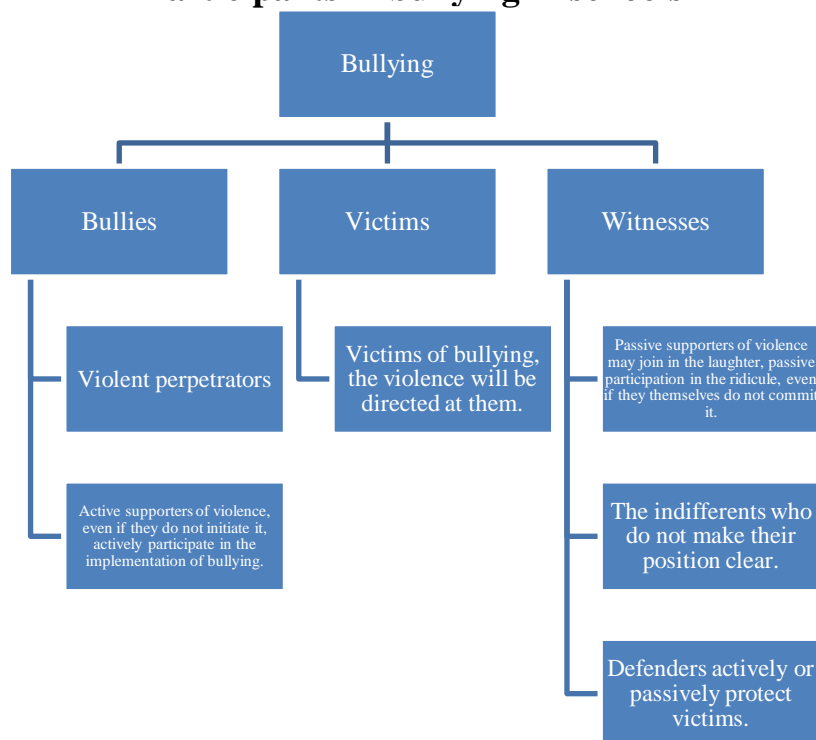
From this classification we can see that in the manifestation of aggression in bullying the positions of other participants - the victim and witnesses - are also important. According to experts, victimizing behavior is a physical, mental, and social trait that a person possesses, the manifestation of which increases the likelihood that a person will become a victim of crime or disruptive activity[22]. Another negative consequence of school bullying is that the victimizing behavior that a person develops turns him or her into a potential “disabled person” who will later become a victim of deviant behavior or become a victim of it[23].

Participation in bullying as a semi-active, passive or indifferent spectator, characterized by uncritical acceptance of the existing order by the person, adaptation to it, refusal to express their position, passive following the generally accepted way of thinking and behavior, general social or group norms and stereotypes even negative behavior can be observed in the behavior of students “witnesses” who show conformist behavior[24]. This passive position leads to the subsequent formation of students as conformist individuals, strengthening the conformist spirit in society. In this regard, the prevalence of bullying among students is also a reason to consider it as a negative obstacle for the further development of society.

From the above, we can conclude that there are three main participating elements in the structure of the bullying incident that occurs in schools. These are the aggressor (bully), the victim and the witnesses of the bullying (Figure 2).

Figure 2

Participants in bullying in schools



As mentioned above, the educational environment in the school, the means and methods of prevention, the state of their organization, etc. play an important role in the prevention of bullying among schoolchildren. We analyze these aspects directly based on the results of sociological research conducted in schools of Uzbekistan[25].

The phenomenon of bullying as a complex social phenomenon is closely connected with the social relations surrounding it, with the social environment in which it occurs and develops. American researchers D. Cornell and C. Bradshaw report that reducing violence in the school environment is not an easy task and requires comprehensive systemic measures to improve the school climate and change attitudes toward violence around it. They have also proven that systematically combating bullying in school will reduce the phenomenon by 20 to 25 percent[26].

It is known that the educational environment can be described as a set of social, cultural, as well as specially organized psychological and pedagogical conditions in the educational institution, the formation of personality occurs as a result of their interaction with the individual[27]. Consequently, all social factors that influence the formation of the student as an individual at school constitute an educational environment.

In addition, an important part of the learning environment is the upbringing. According to researchers, it is a set of different social relations and material objects in conscious or unconscious form that have a purposeful, orderly and systematic impact on the personal development of schoolchildren, contribute to their integration into modern society and culture, carry out the functions of educational activities. The structure of the educational environment consists of a set of material space and objects of the school, the behavior of others, events and information and cultural environment[28].

Results

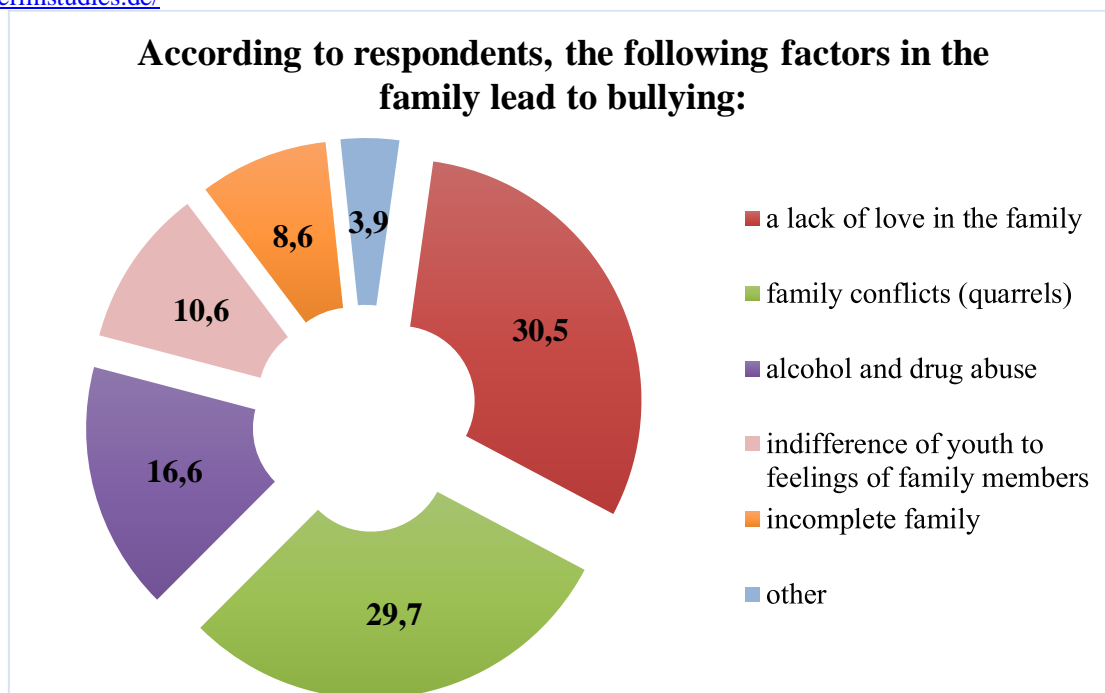
The Institute for the Study of Youth Problems and Training of Prospective Personnel under the Agency for Youth Affairs of the Republic of Uzbekistan conducted a survey in April-May 2021. As a result, the likelihood of violence in an educational institution is directly and very strongly associated with social and psychological problems in the family, especially experiences of domestic violence, lack of a warm relationship with parents, low levels of mutual affection and reunification of the family, the child and other family members strict control over its members, lack of mutual help and support.

It is well known that children are more likely to become delinquent as a result of interactions between parents in the home and incidents of violence committed against them by children. Also, children under strict adult supervision often try to satisfy their sense of self-expression through school violence. Specifically, in Uzbekistan one in three (34.0%) respondents cited “wanting to show off” as the main reason for school violence, and one in four (26.6%) cited “wanting to take revenge on others”, and also one of the main factors is mothers' lack of parenting skills.

Negative factors in the family are one of the main reasons why a child develops destructive relationships with other people. A child who grew up in a family with such problems as violence, alcoholism, and drug addiction often becomes a bully or a victim.

When assessing students' opinions on what factors in the family have a high impact on the occurrence of violence among young people, 30.5% of respondents said that there is a lack of love in the family, 29.7% of family conflicts (quarrels), 16.6% of respondents alcohol and drug abuse, 10.6% of indifference to feelings of family members, 8.6% of incomplete family and 3.9% cited other factors as a reason. (Figure 1).

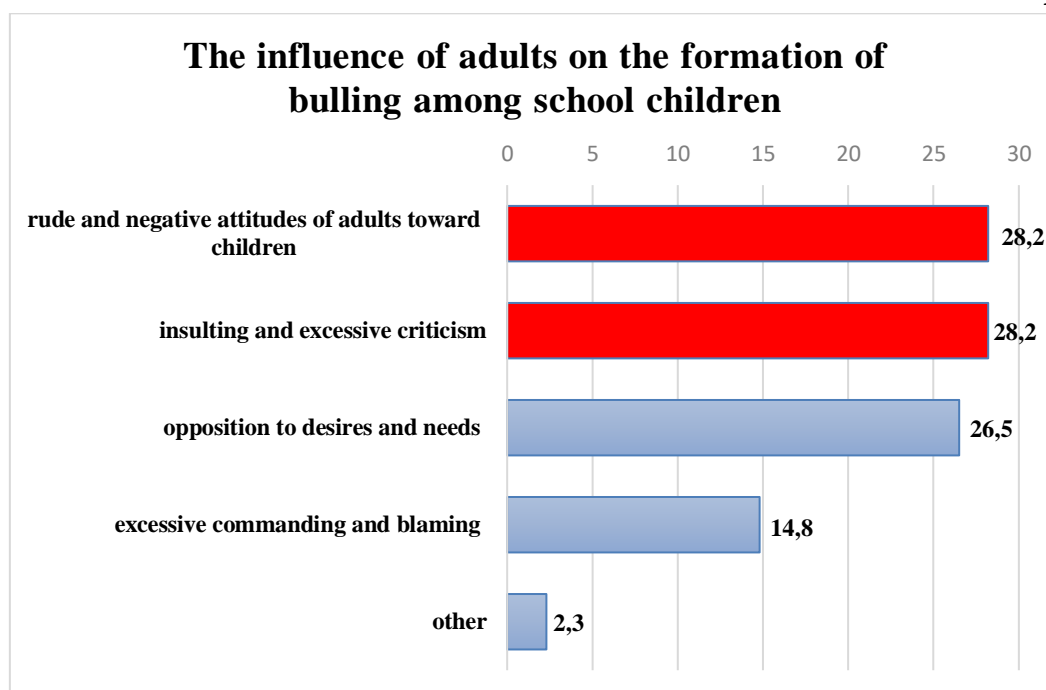
Figure 1



Research has shown that negative parenting behaviors often contribute to children's violent tendencies. In particular, bullying frequently comes from families where children are raised harshly and often ignore their needs.

Respondents' opinions on parents' influence on students' involvement in school bullying were studied. According to results, about a third of respondents showed that rude and negative attitudes of adults toward children (28.2%), insulting and excessive criticism (28.2%), opposition to desires and needs (26.5%), excessive commanding and blaming (14.8%). Such factors lead to negative consequences (Figure 2).

Figure 2

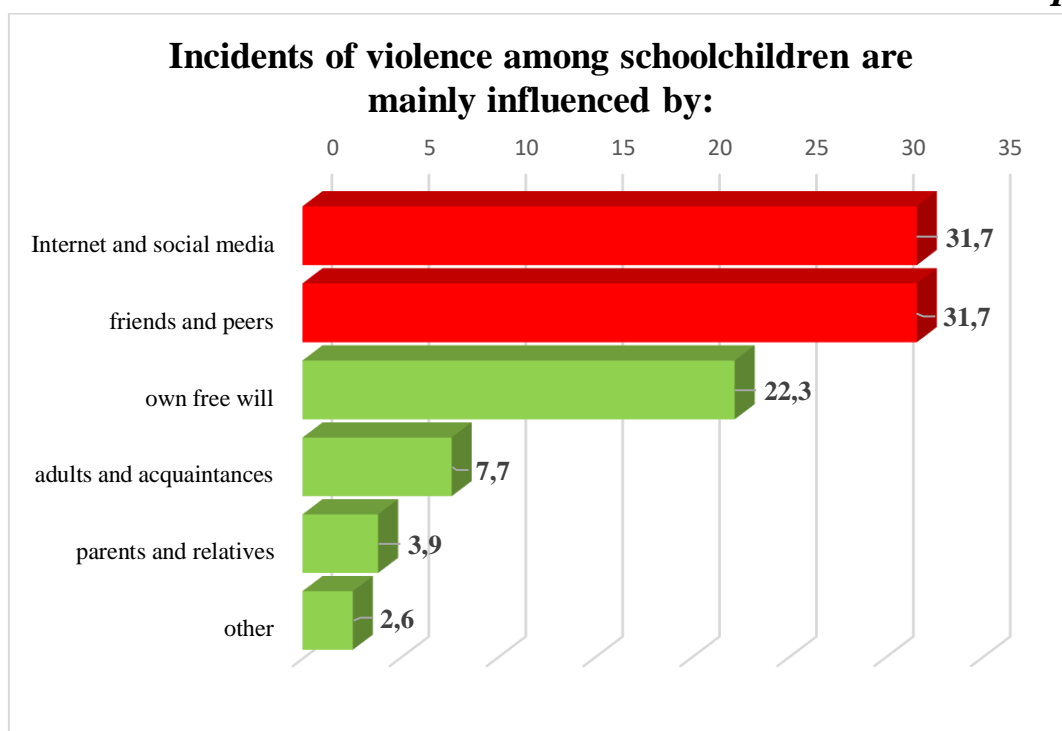


It is common knowledge that schoolchildren' aggressive behavior is greatly influenced by factors outside the family, including the Internet, friends, and acquaintances. According to respondents, the main propaganda of violence today is through the Internet and social media. The Internet and social media were identified by 77.3 percent of students as the primary means of propaganda for youth violence, 9.3 percent of radio and television, 5.3 percent of newspapers and magazines, and 6.2 percent of other sources. It was also found that almost 25 percent of respondents watched violent videos or news via the Internet and social media.

The Internet and social media were shown to be more prevalent among girls than boys as the primary means of promoting violence among youth. Specifically, this response was identified by 73.1% of boys surveyed, while 81.6% of girls identified the Internet and social media as the main means of promoting violence among school children today.

Almost one third (31.7%) of respondents said that bullying among students and youth is influenced by the Internet and social media, and another one stated that it is influenced by "friends and peers" (31.7%). In addition, 22.3% of respondents reported that the violence was "own free will", and 7.7% "by adults and acquaintances" and 3.9% "by parents and relatives" (Figure 3).

Figure 3



In general education schools in Uzbekistan, incidents of bullying against students begin at age 11-12, are more common at age 13-15, and can last until age 18. The study found that there were more aggressive young people walking alone or in groups at each school, with respondents (44 percent) noting that there were students in need of protection and support.

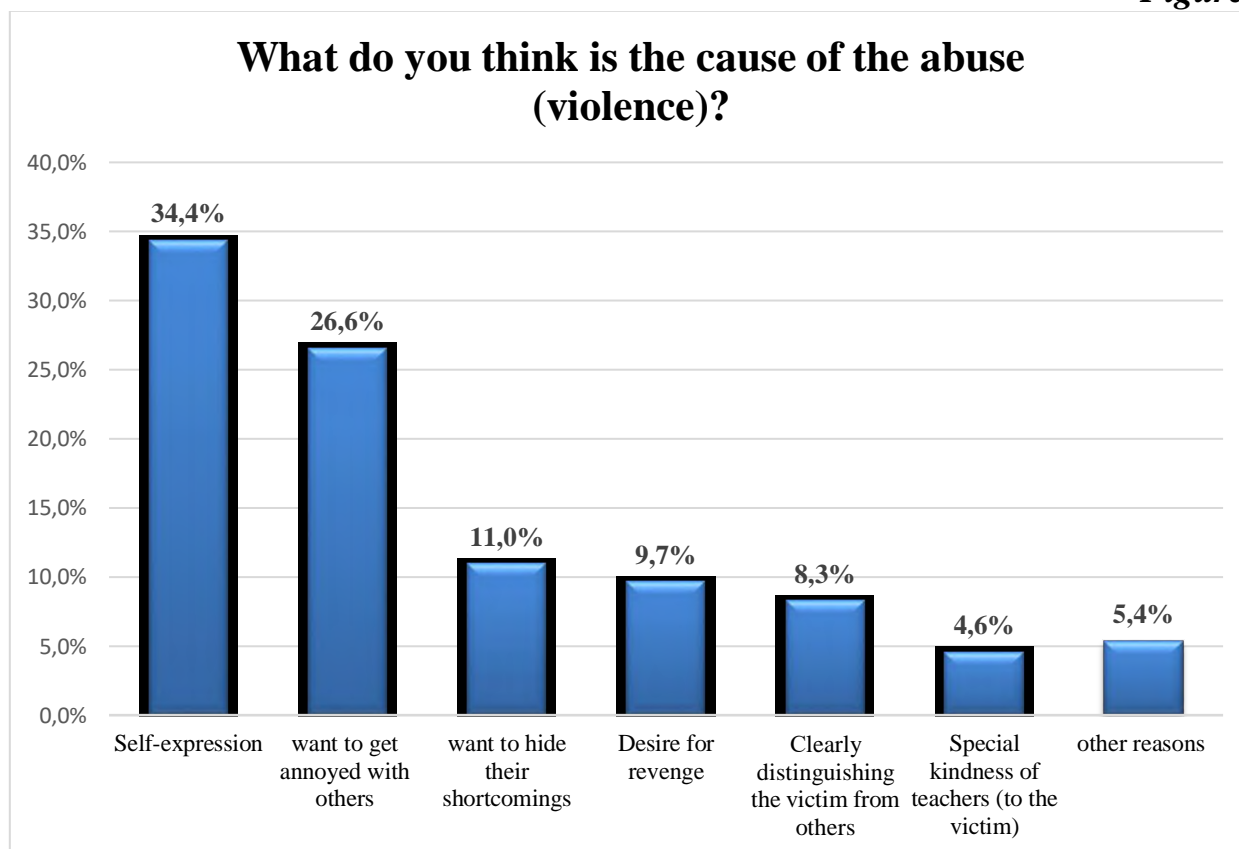
As a rule, children and teenagers prone to violence behave aggressively and are characterized by certain individual psychological features: hyperactivity, impulsiveness, inability to control their behavior and emotions, distraction of

attention. Such students usually resort to aggressive behavior to assert themselves, to demonstrate their superiority over others.

When personal motives of school students in violence against their classmates were studied, more than half of the respondents (52.2%) said that they put pressure on their classmates and schoolchildren, put himself above others (10.4%) and anger (9.9%), nervousness when seeing a particular girl or boy (9.3%), encounter in a time of nervousness (6.6%), showing that the victim is different from others (6.6%), showing strength to others (4.9%), and so on (4.4%) reported.

A third of the respondents believe that the main reason for aggressive behavior is 34% self-expression, 26.6% wanting to get annoyed with others, 11% want to hide their shortcomings, 8,3% clearly distinguishing the victim from others, 5.4% other reasons (Figure 4).

Figure 4



Conclusions

From the above, we can see that among adolescents, the desire to stand out from their peers, the desire to express themselves leads to a greater number of mutual disagreements and violence. This is due, on the one hand, to the psychology peculiar to this age group, and, on the other hand, to the fact that during the colonial period and in the first years after independence the system of secondary education, which was to everything has been preserved. In other words, in the post-Soviet system of secondary education all students were educated in single state schools, and the deepening stratification of society began to be reflected in schools because of the lack of attention to the development of private schools. The fact that students from

families with higher economic opportunities are able to meet all the requirements of teachers has led to cases of corruption in schools, differential treatment of students. This leads to dissatisfaction of peers with higher economic status with adolescents who do not have a deep understanding of these characteristics in society. While supporting the widespread promotion of the private school system in recent years, we believe that violence among schoolchildren can also be eradicated through the development of a system of differentiated secondary education.

Based on these data, we can say that school and family environments and students' personal characteristics contribute to bullying (violence) between students in schools in Uzbekistan today. Therefore, taking into consideration these aspects, the application of preventive measures will help to reduce the level of violence among schoolchildren.

References

1. Annotated dictionary of the Uzbek language: [Text]: more than 80,000 words and phrases: 5 volumes / Academy of Sciences of the Republic of Uzbekistan Navoi Institute of Language and Literature; A. Edited by Madvaliev; editorial board Begmatov - T.: National Encyclopedia of Uzbekistan, [2006-2008]. Volume Two: E-M. - 2006, p.166.
2. Cambridge Dictionary/<https://dictionary.cambridge.org/dictionary/english/violence>
3. Большой толковый словарь русского языка. Гл. ред. С. А. Кузнецов. Первое издание: СПб.: Норинт, 1998. / <http://gramota.ru/slovari/dic/>
4. Law of the Republic of Uzbekistan. On protecting women from oppression and violence. // <https://www.lex.uz>
5. Law of the Republic of Uzbekistan. On the guarantees of the rights of the child. // <https://www.lex.uz>
6. National Encyclopedia of Uzbekistan. – T.: 2002. - P. 47.
7. Legal Encyclopedia of Uzbekistan. - Toshkent., 2009. - P. 199.
8. Krug E, Dahlberg L, Mercy J. et al World report on violence and health. Geneva: World Health Organization, 2002
9. Гусейнов А.А. Апресян Р.Г. Этика: Учебник. М.: Гардарики, 2000. 32 с.
10. Гусейнов А.А. Апресян Р.Г. Этика: Учебник. М.: Гардарики, 2000. 32 с.
11. Meier U. Aggressionen und Gewalt in der Schule. Lit Verlag: Münster. 2003. S. 18
12. Rammstedt O. Wider ein individuum-orientiertes Gewaltverständnis. Bielefeld, 1989. S. 49.
13. Meier U. Aggressionen und Gewalt in der Schule. Lit Verlag: Münster. 2003. S. 21
14. Galtung, Johan. «Violence, Peace, and Peace Research» Journal of Peace Research, Vol. 6, No. 3 (1969), pp. 167—191
15. Большой толковый социологический словарь. https://gufo.me/dict/social_dict/Структура

16. Афанасьева О. Понятие и содержание криминального насилия // Уголовное право. 2014, №5. С.13-15; Голубов И.И. Виды насилия в преступлениях против правосудия: классификация, понятие, квалификация // Российский следователь. 2012. №24, С. 36-39.

17. Narbaeva T. Innovative model of social protection of women in Uzbekistan (sociocursive analysis). - Monograph / Tanzila Narbaeva. - Т.: Tasvir, 2020. – Pp.115-116

18. Ziyaeva X.O. Mechanisms to increase the effectiveness of social protection of women victims of domestic violence. disser. (PhD) . Т., 2021. Pp. 23-24.

19. Ziyaeva X.O. Mechanisms to increase the effectiveness of social protection of women victims of domestic violence. disser. (PhD) . Т., 2021. Pp. 6-7.

20. Быковская Е. Ф. Педагогическое насилие: теория и практика // Философия образования. 2006. № 1. С. 221–229.

21. Yunusov A.B. Sociological features of cases of social deviation in adolescents. Sots.f.n. dissertation for an academic degree. Т., National University of Uzbekistan, 2004; Tojibaev B. Sociological analysis of preventive factors of deviation in students of Uzbekistan. PhD dissertation, 2019

22. Мудрик А.В., Петрина М.Г. Социально-педагогическая виктимология как отрасль знания. // Вестник ПСТГУ IV: Педагогика. Психология. - 2016. - Вып. 1 (40). - С. 38–45

23. Клачкова О.А. Структурная организация виктимной личности. Дисс. на соис.уч.степ.кандидата псих.наук. Санкт Петербург, РГПУ им. А И. Герцена, 2008. С.155.

24. Новая философская энциклопедия: в 4 т. / Институт философии РАН; Национальный общественно-научный фонд; Председатель научно-редакционного совета В.С. Степин. 2-е изд., испр. и допол. — М.: Мысль, 2010.

25. The sociological study was conducted in May-June 2021 by the Institute for Research of the Youth Problems and Training Perspective Personnel under the Agency for Youth Affairs of the Republic Uzbekistan. 1,200 high school students of the republic took part in the study, and the data obtained from students of 9, 10, 11 classes of schools of the Republic of Karakalpakstan and Tashkent city were processed, providing representativeness.

26. Cornell D., Bradshaw C. From a Culture of Bullying to a Climate of Support: The Evolution of Bullying Prevention and Research. // <https://www.tandfonline.com/doi/full/10.17105/spr-15-0127.1?scroll=top&needAccess=true>

27. Тарасов С.В. Образовательная среда: понятие, структура, типология. // <https://cyberleninka.ru/article/n/obrazovatel'naya-sreda-ponyatie-struktura-tipologiya>

28. Ткачева Ю.В. Воспитательная среда школы: сущность и структура // [file:///C:/Users/User/Downloads/vospitatelnaya-sreda-shkoly-suschnost-i-struktura%20\(1\).pdf](file:///C:/Users/User/Downloads/vospitatelnaya-sreda-shkoly-suschnost-i-struktura%20(1).pdf)