

# The study results of would-be teachers' readiness to form school-goers' anti-terrorist consciousness

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## **Abstract.**

The study of the anti-terrorist consciousness development of young people as one of the options for solving the problem of countering their involvement in violent extremism is what has invoked the theme of the problem of would-be teachers' readiness to form school-goers' anti-terrorist consciousness. This is what has defined the objective of the study. The methods of achieving the objective were the analysis and generalization of some scientific literature, as well as the results of a students' survey ("Pedagogical Education" training program). The analysis of scientific literature made it possible to identify and characterize the components of forming school-goers' anti-terrorist consciousness including motivational, cognitive, and activity components. Due to the identified components, a questionnaire was developed as a tool for diagnosing would-be teachers' readiness to solve the problem of forming school-goers' anti-terrorist consciousness. The results of the study showed a high conviction of would-be teachers' in the necessity and importance of this sphere of educational activity with school-goers because of the insufficient formation of the system of knowledge, skills, and abilities of its practical realization. It determines the necessity to improve their professional training. The novelty of the study lies in the identification and meaningful characteristics of various components of would-be teachers' readiness for forming school-goers' anti-terrorist consciousness.

**Keywords:** violent extremism, would-be teachers, professional training, readiness, anti-terrorist consciousness, school-goers.

## **1 Introduction**

Attempts of preventing violent extremism (PVE) and countering violent extremism (CVE) result in the emergence of a situation on the international stage when individuals and

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whole groups of people become involved in extremist and terrorist activities. Young people take a special group among them.

One of the questions of the hour in the context of measures for preventing violent extremism and countering the involvement of young people in violent extremist groups is to develop a strategy for interacting with young people [1]. Some experts believe that the larger the number of young people is, the more a particular state sensitive to anti-state political violence becomes. [2]. A number of studies have found that young people are especially prone to the enrolment by violent extremist organizations, due to the age characteristics of this group [3, 4; 5]. In this regard, one of the options for solving the problem of countering violent extremism in the youth environment can be the formation of anti-terrorist consciousness among studying youth starting with school age as the most sensitive to the pedagogical influence.

Nowadays the comprehension and solution of the problem of the formation of anti-terrorist consciousness of modern youth is carried out at an interdisciplinary level: jurisprudence (A.P. Trestina [6], F.A. Moisseeva, and N.V. Kamaletdinova [7], B.A. Tarchokov [8].); political studies (P.E. Suslonov and A.V. Tret'yakov [9], M.M. Bogoslovsky and D.M. Ukhovskiy [10], et.al); sociology (G.T. Ishanova, M.A. Tolendi [11], et.al.). In some papers on pedagogy, the following issues are under consideration:

- the factors influencing the prevention and counteraction to the propaganda of the ideology of terrorism and extremism are studied (V.V. Stetsenko) [12];
- the system for extremism prevention in the student environment is proposed (T.A. Nikitina, I.A. Terent'eva) [13];
- the conceptual foundations of the pedagogical prevention organization of manifestations of extremism and terrorism (K.V. Bulakh, N.Yu. Demchenko, E.N. Syomkina, I.A. Glushchenko, V.A. Pet'kov) [14];
- scientific and methodological foundations for countering extremism and terrorism in the educational environment of the university (A.G. Akhromova, I.G. Megrikyan, N.V. Ivanova, K.R. Saakova, A.I. Velichko) [15] are proposed.

The interdisciplinary analysis of scientific literature allows concluding that today the necessity to form anti-terrorist consciousness among young people is focused on. To solve this problem in real life, you should start this difficult work with school. In this regard, the question arises about teachers' readiness to form school-goers' anti-terrorist consciousness being formed in terms of professional training in higher education. However, this issue has not been covered in scientific literature yet.

## 2 Materials and Methods

The objective of the study is to study would-be teachers' readiness for forming school-goers' anti-terrorist consciousness. To achieve this objective, it is necessary to determine the components of would-be teachers' readiness to form school-goers' anti-terrorist consciousness; to develop a questionnaire aimed at identifying the formation of these components among students ("Pedagogical Education" training program); to carry out a survey, analyze, and summarize the results.

The analysis and generalization of scientific literature on the problem of would-be teachers' readiness to form school-goers' anti-terrorist consciousness and the survey data were used as research methods ("Readiness of Would-Be Teachers' to Form School-Goers' Anti-Terrorist Consciousness"). The survey was carried out on the basis of Penza State

University (Penza, Russia). The third-year students of the Faculty of History and Philology (“Pedagogical Education” training program, N= 109) were involved in the study.

### 3 Results

The analysis of scientific literature made it possible to determine the components of would-be teachers’ readiness to form school-goers’ anti-terrorist consciousness: motivational, cognitive and activity [16].

The motivational component of readiness is expressed in:

- the existence of strong motivation for forming anti-terrorist consciousness among school-goers;
- the desire to develop awareness of the importance of a dialogue and peaceful coexistence of different nationalities, religions, and cultures among school-goers;
- the desire to convince school-goers that extremism and terrorism are extreme forms of manifestation of destructive behavior;
- the desire to improve constantly the level of professional competence in issues related to the formation of school-goers’ anti-terrorist consciousness.

The cognitive component of readiness consists of the knowledge of:

- age characteristics of school-goers creating the preconditions for involving young people in terrorist and extremist activities;
- ways and means of preventing the involvement of school-goers in terrorist and extremist activities, as well as ways of forming anti-terrorist consciousness of youth;
- peculiarities of different nationalities, religions, cultures for forming school-goers’ system of views and ideas about their own belonging to one of them, and peaceful coexistence of their representatives with each other;
- ways to settle down conflicts and illegal actions to prevent manifestations of extremism and terrorism at school.

The activity component of readiness includes:

- diagnostic skills (to identify risk groups among school-goers in terms of the involvement in terrorist and extremist activities; to determine the necessity for forming anti-terrorist consciousness of school-goers of a certain age group; to develop and realize diagnostics of the process of the school-goers’ anti-terrorist consciousness formation);
- planning skills (to define objectives and tasks of the school-goers’ anti-terrorist consciousness formation; to compile a program aimed at the anti-terrorist consciousness formation; to develop the idea of different ways and mechanisms for settling down conflicts and illegal actions; to predict results of the realization of the program of the school-goers’ anti-terrorist consciousness formation in the educational process; to develop educational situations aimed at the anti-terrorist consciousness formation);
- communication skills (to use verbal and non-verbal methods of pedagogical interaction aimed at the school-goers’ anti-terrorist consciousness formation, as well as emotional and communicative methods and techniques of the anti-terrorist consciousness formation);
- reflexive skills (to do self-analysis of existing knowledge and skills of the school-goers’ anti-terrorist consciousness formation; to assess the results of up-bringing work, to correct and assess consequences; to self-assess, self-correct and self-regulate the work performed).

Due to the identified structural components, a questionnaire was developed aimed at identifying would-be teachers’ readiness to form school-goers’ anti-terrorist consciousness.

The results of the survey show that the overwhelming majority of students (79 %) are deeply convinced of the importance of the anti-terrorist consciousness formation among school-goers. It is an important educational task. 32% of would-be teachers believe that to form school-goers' anti-terrorist consciousness is not the task of a schoolteacher. In students' opinion, first of all, this is a problem of appropriate services and mass media.

Some of the students (49 %) admit that the formation of anti-terrorist consciousness is an important educational task, but its solution, in students' opinion, is more relevant while working with students of educational institutions of vocational and higher education.

In general, 94% of the students surveyed believe that would-be teachers should be ready to solve the problems of identifying the first signs of the school-goers' involvement in terrorist and extremist activities, as well as to prevent these phenomena among students.

As for the cognitive component of would-be teachers' readiness to form school-goers' anti-terrorist consciousness, the following data were obtained. Only 13 % of the students surveyed believe that they have already had sufficient knowledge about the age characteristics of school-goers, which lay the groundwork for the young people involvement in terrorist and extremist activities, 73 % note that they have some ideas about this problem, 14 % admit the lack of any knowledge and ideas.

Students' distribution in answering the question about the students' knowledge level about the ways and means of preventing the involvement of school-goers in terrorist and extremist activities, as well as the ways of forming anti-terrorist consciousness of youth, looks like this: sufficient knowledge – 9 %; some ideas – 56 %; no knowledge and understanding – 35 %.

In turn, the students gave the following answers to the question about the knowledge level of characteristics of different nationalities, religions, cultures for the formation of school-goers' system of views and ideas, about their own belonging to one of them, the peaceful coexistence of their representatives with each other: sufficient knowledge – 3 %; some ideas - 57%; no knowledge and understanding – 27 %.

A number of questions aimed at identifying students' abilities and skills of forming school-goers' anti-terrorist consciousness, i.e. activity component of readiness. The would-be teachers surveyed were asked to mark among the abilities and skills those that in the students' opinion were formed during their professional training at the university. The following abilities and skills were noted:

- to formulate objectives and tasks of the formation of school-goers' anti-terrorist consciousness – 46 %;
- to compile a program aimed at forming school-goers' anti-terrorist consciousness – 23 %;
- to diagnose manifestations of the school-goers' involvement in terrorist and extremist activities – 44 %;
- to search for optimal ways and means of forming school-goers' anti-terrorist consciousness – 38 %;
- to predict the results of the realization of the program for forming school-goers' anti-terrorist consciousness in the educational process – 25 %;
- to develop educational situations aimed at forming school-goers' anti-terrorist consciousness – 26 %;
- to reflex existing knowledge and skills in the formation of school-goers' anti-terrorist consciousness – 36 %;
- to assess adequately the results of educational work forming school-goers' anti-terrorist consciousness, to make corrections, and to assess consequences – 39 %;

- to self-assess, self-correct and self-regulate the work performed aiming at forming school-goers' anti-terrorist consciousness – 30 %.

The results of the survey show the highest level of the motivational component of would-be teachers' readiness to form school-goers' anti-terrorist consciousness. Almost all students demonstrated a high conviction in the necessity and significance of this sphere of educational activity with insufficient formation of the system of knowledge, abilities, and skills of its practical realization.

In this regard, the higher education system faces the challenge of improving the would-be teachers' ongoing professional training in term of their readiness for a practical solution of the problem of forming school-goers' anti-terrorist consciousness. The study and development of new forms of would-be teachers' work corresponding to the characteristics of modern school-goers (for example, social planning, "road maps", anti-terrorist volunteering, etc.) should take a special place in the professional training. Their mastering will allow forming practical readiness of would-be teachers to solve an important socio-political problem by various pedagogical tools.

## 4 Discussion

The necessity of forming anti-terrorist consciousness is recognized in modern domestic studies devoted to the problem of counteracting the involvement of young people in violent extremism (V.V. Stetsenko [12], T.A. Nikitina, I.A. Bulakh, N.Yu. Demchenko, E.N. Syomkina, I.A. Glushchenko, and V.A.Pet'kov) [14], A.G. Akhromova, I. G. Megrikyan, N.V. Ivanova, K.R. Saakov, and A.I. Velichko) [15], et.al). However, the aspect of the problem associated with the study of would-be teachers' readiness to solve the problem of forming school-goers' anti-terrorist consciousness is still waiting to be answered in pedagogical theory and practice.

## 5 Conclusion

The research of the problem of would-be teachers' readiness to form school-goers' anti-terrorist consciousness is dictated by the challenges of our time and the necessity to counter them via cultural and educational transformations. In this regard, the national higher school faces the task of training a would-be teacher for forming school-goers' anti-terrorist consciousness developing the idea that terrorism today is serious and one of the most dangerous phenomena of nowadays. On the one hand, the research carried out has shown a high conviction of would-be teachers in the necessity and importance of this direction of educational activity with school-goers. On the other hand, it has demonstrated the insufficient level of formation of the students' system of knowledge and skills of its practical realization. Improving the would-be teachers' ongoing professional training in terms of their readiness for a practical solution of the problem of forming school-goers' anti-terrorist consciousness is one of the pedagogical conditions for solving a complicated socio-political problem.

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