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CONTENTS

Preface: Mediation in Interdisciplinary and Multi-Paradigm Discourses

On October 24-26, 2019, the 1st International Conference "Mediation in Education: Multicultural Context"[1] was held in Krasnoyarsk, bringing together Russian scientists, teachers and practicing mediators and foreign researchers from Italy, Poland, Portugal, France, Finland, Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Thailand. For three days, the Conference discussed the urgent problems of introducing mediation technologies into educational practice to reduce conflicts, create a safe environment for educational institutions and bring to harmony international relations. Studies of domestic and foreign scientists presented at the Conference indicate the high potential of the mediation approach in the social sphere for alternative resolution of conflicts arising in education.

In modern society, objective and subjective reasons for the emergence and aggravation of various kinds of interethnic conflicts, tension in relations between people at the international, regional, group and interpersonal levels are topical. For Russia, resolving disputes with the help of a neutral mediator is a fairly new way to resolve and prevent conflicts in the field of education in order to harmonise interethnic relations. This became the basis for creating a platform for a dialogue and exchange of experience with the use of mediation experience in Europe, organising discussions on the development of mediation in Russia and over countries, as part of the 1st International Conference "Mediation in Education: Multicultural Context". The Conference presented various areas of Russian and foreign research, experience of introducing the mediation approach into the educational practice of schools and regional models for organising mediation services. One of the results of the Conference is generalisation of the results of the work of regional centres in Irkutsk, Novosibirsk, Kemerovo oblasts, Krasnoyarsk Krai; experience of mediation services in such cities as Chelyabinsk, Yekaterinburg, Moscow, Kazan, St. Petersburg, etc. The Conference discussed current issues of pedagogical science in the transition to Industry 4.0 related to the development of mediation technologies in the education system, presented interactive reports by international scientists.

The fundamental problems discussed at the Conference include the following: the search for effective ways to prevent conflicts in the field of education through mediation; preventing the spread of radical views in a multicultural environment; consolidation of fundamental knowledge about alternative methods of dispute resolution and recommendations on the promotion of mediation in the field of education, taking into account multicultural specifics. The Conference provided an opportunity for organising a dialogue between leading Russian and foreign scientists and experts in the field of mediation in the social sphere for making important decisions in the field of joint fundamental and applied research, modernising the system of teacher training, and developing a regional professional community of mediators in the field of education. The results of studying these problems provide an opportunity for the academic community to propose new mechanisms for integrating mediation and other ways of resolving and preventing conflicts to harmonise interethnic relations in the education system.

The Conference presented successful practices of restorative and facilitative mediation in education and the social sphere. A separate section was devoted to discussion of models for the formation of the professional

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training of a modern teacher-psychologist in the field of social communication and mediation activities to resolve conflicts between actors of the educational process. Siberian Federal University presented the model of professional training curriculum of mediators for education at the Bachelor's and Master's levels by strengthening practical orientation of training and inclusion of elements of media-communicative practices, supervision, coaching, and negotiation practice in the training programme. The Conference participants discussed qualification requirements and professional competencies of mediators in education and the social sphere, the need to expand communicative practices for productive communication in the multinational and multiconfessional educational environment of the Russian Federation to understand the psychological characteristics of communication processes and multi-intercultural dialogue.

The main result of the Conference is the interdisciplinarity and poly-paradigm nature of the presented research and the positions of scientists, which allowed the Conference participants to consider the possibilities and prospects of using intercultural mediation in education and the social sphere, which we tried to present in this issue of the journal.

This issue consists of articles by plenary speakers and the most striking discussion reports of the Conference participants on the most diverse aspects of mediation practices in education and the social sphere in the context of multi-paradigmatic and interdisciplinary approaches. Let us present overview of the problem fields and substantive directions of the studies.

One of the urgent topics, little studied in Russia, is the topic of mediation as a component of the victimological activity of a modern teacher facing challenges of the 21st century and the conflicting nature of the socio-economic environment. For our readers, we give the definition of victimological prevention as a specific activity of social institutions aimed at identifying, eliminating and neutralising the factors and situations that form victim behaviour, provoking the commission of crimes, identifying risk groups and specific individuals with a high degree of victimisation and influencing them in order to restore and/or enhancing the protective properties and means of crime and subsequent victimisation.

In their article "Victimological Aspects of the Development of Restorative Mediation Practices in a Multicultural Society: Problems, Needs, Development Prospects", professional psychologists of the Faculty of Psychology of Novosibirsk State Pedagogical University, *Andronnikova O.O. and Radzikhovskaia O.E.* consider mediation as a component of victimological professional activity of a mediator relevant in the face of modern challenges. The problems of education that arise in a multicultural environment in the context of victimisation of Russian society are identified, which determines the main zones of victim tension that arise as a result of geopolitical and migration processes. Based on Russian and foreign studies in the field of mediation and victimological training, the analysis of the effectiveness of using the restorative approach of school mediation services in Russia and abroad is presented. The authors described communities with victimisation-motivational and installation characteristics aimed at preserving their identity, without exchanging cultural patterns. The conducted study allowed the authors to conclude on the relevance of the educational type of mediation in education in territories with multicultural tendencies.

The study by a group of authors from *the East Siberian Branch of the Russian State University of Justice Arkhipkina A.S., Arkhipkin I.V.* together with their colleague from *Sarsen Amanzholov East Kazakhstan State University Dyachuk M.I. is devoted to the urgent issues* of changing Russian legislation and the analysis of the regulatory framework for the implementation of conciliation procedures that took place in 2019 in the article "New in the Legislation on Conciliation Procedures in Russia: Judicial Conciliation and Mediation". Based on the personal experience of many years of mediation and legal practice, the authors conduct a comparative analysis of the process and content of judicial conciliation and mediation and the requirements for mediators in resolving disputes. Valuable con-

tribution to understanding the improvement of regulatory legislation in the field of mediation is the authors' substantiation of the advantages of judicial conciliation, the introduction of the concept of a "court with many doors", for the development of alternative ways of resolving disputes.

The article by ***Belonogova E.V., Proko-pyeva N.G. (Kuzbass Regional Centre for Psychological, Medical and Social Care)*** "Algorithms for Mediative Recovery Work of the Territorial Reconciliation Service in Difficult Cases" presents the results of many years of studying the problem of mediative recovery.

The experience of the Kuzbass Regional Reconciliation Service for difficult cases of developing and testing mediative resolution algorithms for complex school and family situations of under-aged basing on the principles of the recovery approach is presented in examples and analytical analysis. This analytics provides an opportunity for the academic community to introduce new mechanisms for integrating mediation and ways to resolve and prevent conflicts to harmonise interethnic relations in the education system.

In particular, mediative recovery with multi-level conflicts in the escalation stage in educational organisations, as well as difficult life situations of under-aged and their families. The description of special social technologies, including various recovery programmes (mediative recovery, community circle, school-parent council, family group conference, family mediation) provides details on mediation technologies tested in successful regional practices. The results of pilot empirical testing of mediation technologies proposed by the authors show their effectiveness in relation to complex school and family conflict situations. It should be noted the authors' conceptual conclusion about the need for special training in recovery technologies and the existence of an organisational structure uniting trained restorative specialists who can carry out the regional reconciliation services that can be efficiently applied by social specialists, the education system, the system for preventing crime and neglect of minors.

We should especially dwell on the article presented by our ***Kazakh colleagues from the National Academy of Education named after Y. Altynsarin, President of the Academy Zhilbayev Zh.O. and his colleagues from Innovative University of Eurasia Syrymbeto-va L.S., Zhetpisbayeva B.A., Dyakov D.V. and Muratova L.M.*** In their article "Spiritual Modernisation of Student Youth", they raise the most important ethical and value-oriented problems of the implementation of the national programme for the spiritual revival of Kazakhstani society. The value-semantic orientations of students studying pedagogy are the semantic patterns of the curriculum and the deployment of the content of training and education of future educators of the 21st century. The authors of the article analyse the degree of formation of spiritual values among students and substantiate the role of the pedagogical community in developing mechanisms for its implementation. The innovative pedagogical idea of the authors' work is the conclusion that the majority of students do not consider the provisions of the Spiritual Revival Programme as part of their system of values, life goals, and attitudes. The authors offer their own conceptual approaches to solving this problem and implementing the Programme in universities of Kazakhstan.

The work by our Polish colleagues ***Kozlova O.N., Kozlovska U. (University of Szczecine)*** "Partnership Cultures in Education of the 21st century" deserves particular attention. The article analyses the logic of the transformation of social ties in modern society and the influence of new communication technologies and continuing education on the reduction of the role of vertical ties in the context of the demand for mediation from the standpoint of post-non-classical sociology. Particular attention is paid to building partnerships in education and social life in general. The authors study the partnership as a key paradigm of our time and as a technology for reproducing systemic stability in the context of globalisation. The authors present a retrospective analysis of the history of development of attitudes towards competition and partnership in the sociocultural process. From the standpoint of the authors' approach, they describe the heterogeneity of partnership cultures as an attribute of the sustainable development of society and the

creation of a system of stable reproduction of the sociocultural process. Social development is associated with the simultaneous expanded reproduction of subjectivity, which implies the need for the development in education of the ability and desire to constantly maintain dialogue relations, the joint development of goals and forms of partnership. Which is indirectly associated with mediation practices in education. The authors, using Poland as an example, consider models for the development of mediation practices and partnerships in various areas of modern public life.

The benefits of using mediation practices in resolving interethnic conflicts between the indigenous population and refugees and immigrants from Africa arriving in Italy are described in the article by *Senior Researcher of University of Bologna, Department of Education Studies Zannoni F.* "Intercultural mediation addressed to refugees and asylum seekers in Italy."

The development of the institution of mediation in Italy has a longer history compared to the Russian Federation and specific features related to the geographical location, legislation on refugees and the realities of a multicultural society in Italy. The attitude of Italians towards African refugees is ambiguous and sometimes comes to open racist manifestations. In his article, Federico Zannoni analyses European principles and best practices for intercultural mediation used in refugee reception services and social centres for the assistance and integration of emigrants. The presented results of the study conducted in the social services of the city of Reggio Emilia, using the method of interviews and group discussions with refugee migrants in Italy, are of undoubted interest.

The results of large-scale sociological studies of aggression in teenage environment are presented in the article by *the Academic Member of the Russian Academy of Education Sobkin V.S. and his colleagues from the Institute of Education Management of the Russian Academy of Education Kalashnikova E.A., Fedotova A.V.* The article is based on materials obtained during an anonymous survey of more than two thousand students of the 7th, 9th and 11th grades of various Moscow

schools. The results of the study presented at the conference on the influence of gender, age and social stratification factors of adolescent aggression aroused genuine interest of the audience and a productive discussion about the features of manifestations of physical aggression among adolescents, the main motives that encourage teenagers to resort to violence. The authors present their position on the problems of teenage conflicts, highlight the motivational dominants that determine the characteristics of adolescent participation in fights, depending on gender and age. Particular attention is paid to the consideration of manifestations of physical aggression inside school. This is directly related to the need to expand and strengthen the activities of school mediation services on the prevention of school conflicts and the introduction of restorative mediation in extreme clashes between conflicting parties: fights on the school grounds. Readers of the article will be able to learn the opinions of students about the reactions of their teachers to fights between teenagers, and compare their experience of understanding teenage aggression with the position of the authors. In particular, in relation to a rather high level of prevalence of fights among girls, which, according to the authors of the article, indicates a significant deformation of traditional gender-role models of behaviour in adolescent subcultures. The results of large-scale studies of teenage aggression in Moscow schools led the authors to conclude that the manifestation of physical aggression is associated not only with the social mechanisms of functioning of the teenage subculture, but also with the psychological peculiarities of adolescence.

The basis for conducting mediation procedures in the field of education is collision or conflict between the subjects of the education process. Moreover, as the authors of the article "The Possibilities of Empathy in Preventing Interpersonal Conflicts in the Educational Environment of a Higher Education Institution", conflicts arise for various reasons, depending on objective and subjective factors: the sociocultural situation, personality characteristics of an individual. Despite a large number of theoretical and practical studies devoted to

a holistic understanding of the causes of conflict, the problem of productive resolution and prevention of conflicts at a university is still of interest to scientists and teachers. An interuniversity team of authors from St. Petersburg State University and Siberian Federal University (*Smolyaninova O.G. – SibFU; Posokhova S.T., Izotova M.H. – Saint Petersburg University*) explores the empathy in the prevention of interpersonal conflicts in higher education. The problem of the occurrence and prevention of interpersonal conflicts at University is revealed from socio-psychological positions as a multidimensional phenomenon related to the difference in values, attitudes, motives, interests, and beliefs of conflicting parties. The authors attribute the success of mediation procedures to understanding the factors that contribute to reducing the likelihood of a conflict, considering empathy as a significant personality trait that can be used to prevent the development of conflict situations and expand the range of mediation technologies. In the empirical study, the authors used the method of V.V. Boiko diagnosing the level of empathic abilities of students obtaining psychological, medical and technical education aged from 18 to 24 years. The data obtained indicate the greatest severity of empathy among psychology students. The authors conclude that empathy not only limits aggressive tendencies and blocks the competitive attitude towards students with disabilities, but also forms the basis for neutrality in assessing the relationship between conflicting parties. It should be noted that empathy and neutrality are significant characteristics of the professional competencies of mediators, which can be developed in the process of their training during Bachelor's and Master's programmes.

The development of conflict management issues through mediation is reflected in the article "Place of Mediation in the Monitoring of the Educational Process Conflict Factors in the Conditions of Modern Risks" by *Artemov G.P. and Pinkevich A.G. (Saint Petersburg University)*.

The authors focused on risk analysis of the modern educational space and conflict management opportunities, suggesting deep understanding of the concept itself and its individual

elements. The authors consider various models of the use of mediation in the education process from the perspective of conflict management. The article provides an analysis of the monitoring of conflict factors based on qualitative and quantitative methods for collecting information.

The article by the scientists of Siberian Federal University Mashanov A.A., Rostovtseva M.V. "Methods of Conflict Study in the System of Education" raises the problem of developing methods for studying conflicts in the education system, analyses the activity-oriented and personality-oriented methodological approaches to studying conflicts. A contribution to the development of the conflict research methodology is the comprehensive approach proposed by the authors, based on the symbiosis of the personality-oriented and activity-oriented paradigms, which allows to take into account personal factors of subjects in the process of conflict development: characterological characteristics, self-esteem and intelligence, as well as behavioural strategies in a conflict situation. The authors offer the results of a pilot empirical study of Siberian Federal University students, diagnosing the leading personality characteristics of an individual, which are significant in the conflict, describing their relationship with the level of proneness to conflicts of personality. We agree with the conclusion of the authors that "a high level of conflict is due to the student's inability or unwillingness to understand and accept the individuality of other people, inability to forgive others for their mistakes, low intelligence, emotional instability, anxiety".

From the standpoint of the need of professional training of a mediator for a multicultural education system, there is no doubt that students need to master complex methods of studying the individual psychological characteristics of a person. Another thing is that if the parties are at the stage of escalation of the conflict, the mediator fails to offer a comprehensive psychological and pedagogical diagnosis. Rather, he or she should be able to draw up a psychological portrait of the personality independently, based on observations of the behaviour, speech, facial expressions of the

conflicting parties. There is no doubt that the results of the pilot study require further work and are of interest to the professional university community.

The formation of a conflict-free educational environment in the context of social transformation and the ethnocultural diversity of modern society confirms the interest in the mediation approach by scientists from various fields (psychology, sociology, pedagogy, philosophy, cultural studies) presented in this issue. Mediation is regarded as an effective technology for managing and preventing conflicts between actors of the education process at all levels of education.

We offer you, dear readers, to judge the significance and quality of the presented studies, to agree or argue with the positions and conclusions of the authors. We will be grateful for the feedback and comments.

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Victimological Aspects of the Development of Restorative Mediation Practices in a Multicultural Society: Problems, Needs, Development Prospects

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Abstract. The article discusses the difference between victimization tension in a multicultural and multicultural society. The authors determine a characteristic of the current state of development of society and indicate the consequences of transition, globalization and geopolitical changes. The problems of education arising in a multicultural environment are highlighted. The analysis of the effectiveness of using the restorative approach of school mediation services in Russia and abroad is presented. The article provides an analysis of victimization of Russian society, which determines the main zones of victimization arising as a result of geopolitical and migration processes. Six main territories that are vulnerable from the point of view of the emergence of a multicultural environment were identified. Communities with victim motivational and fundamental characteristics aimed at preserving identity without the exchange of cultural patterns are described. It is indicated that for educational purposes in territories with multicultural tendencies, the educational type of mediation is the most interesting.

Keywords: restorative mediation, multicultural society, multicultural environment, victimization, education.

Research area: education, psychology.

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Introduction

The transitivity of modern society, which leads to changes at all societal levels, contributes to the formation of deformation of both the processes of socialization of a personality and malfunction of such interactive systems as "personality-society", "personality-personality". Considering the transitivity of modern society, it is necessary to identify four main phenomena expressed at all societal levels that significantly affect victimization: firstly, the culturological changes in society that arise as a result of macro-factor geopolitical changes and lead to micro-social transformations of the reference group; secondly, the instability of the course of social processes; thirdly, the transformation of traditional values against the emergence of new formats of thinking and social elevators; fourthly, the occurrence of pronounced changes in the interpersonal interaction, including new forms of marriage and family relations. All this contributes to the emergence of significant tensions in all social environments, causing increased victim and criminal vulnerability of society (Andronnikova, 2019).

It should be noted that such serious transitive processes are caused by the combined effects of globalization and geopolitical changes. Globalization as a comprehensive integration of the countries of the world in the technological, informational, cultural, economic and political spheres leads to the emergence and widening of a gap between countries in terms of their economic security, causing tension and growth of social problems: victimization of the population, growth of social intolerance, growth of social phobias, autization, an increase in the growth of mental illness, prevalence of extremism, etc. Geopolitical changes leading to violation of identification patterns of a nation (ethnic, regional, state) also increase social tension, leading to the maladaptation of an ethno-cultural nature (Jade, 2011).

The processes of globalization and geopolitical changes concern not only the economic sphere, but also the socio-cultural one, which causes a number of urgent processes that lead to changes in ethnic self-determination, displacement of the habitual spheres of culture due to migration and consolidation of ethnic groups living in the same territory. All this inevitably causes the interaction between ethnic groups, its interpenetration, the emergence of a multicultural or intercultural space. At the same time, regardless of the essence, in a situation of multiculturalism and polyculturality, it is the education system that undergoes significant transformations associated with the need to assimilate all the changes that take place in a single educational environment to fulfil its tasks (Andronnikova, 2015). This brings the issues of multiculturalism and "polyculturality" to the centre of educational policy, especially those schools in which children of different nationalities and religious affiliations study.

Statement of the problem

It should be noted that the terms "multiculturalism" and "polyculturality" differ in meaning. S.I. Levikova (Levikova, 2014), considering the concepts, specifies a social, economic and political problem hidden behind multiculturalism, which, with increasing tension, can lead to global conflicts going beyond cultural relations. K.S. Arutiunian points out the multiple interpretations of the term and the lack of a single understanding of it in modern sciences (Arutiunian, 2018). The author notes the duality of assessing the phenomenon of multiculturalism both as positive, aimed at the mutual development of cultures and overcoming negative attitudes (Mal'tseva, 2014), and pessimistic, including "fear of mixing cultures" (Ushanova, 2004).

We consider "multiculturalism" as a consequence of geopolitical changes and globalization, leading to the coexistence of various cultural groups in a single geopolitical framework with common state and regional rules, but without achieving mutual relations at equal levels (Andronnikova, 2019). This means that in a situation of multiculturalism, different cultures, when contacting in a single social space, do not interact with the effect of synergy, but retain their isolation, considering other cultures as "alien." Tolerance, in this case, is the only condition for maintaining social calm.

The polyculturality, according to researchers of this concept, lies in the mutual

penetration of cultures, within which a new cultural environment is formed while maintaining the dominance of the prevailing culture, with a variety of cultural norms and behavioural patterns of cultural groups living in the same territory (Levikova, 2014). In the context of education, the concept of polyculturality was given by V.I. Matis, considering it in the context of the principle of educational organization aimed at integrating and maintaining identity in a multinational society (Matis, 2016).

Thus, two different processes are hidden behind the terminological difference, the first of which leads to the preservation of the identity of nations and requires conditions conducive to the preservation and development of tolerance towards other ethnic groups, the second one is characterized by the synergy of cultures with the formation of a new multicultural space with possible tension resulting from the loss of traditional orientations and life activity models, which requires technologies for developing new forms of life that satisfy all ethnic groups. Both of these processes, naturally, cause a series of tensions that are specific in their tasks, manifestations and require a differentiated approach to possible solution technologies. It is also worth noting that the maximum concentration of tension will be observed in the educational space, as one of the primary social institutions.

Considering that one of the traditional tasks of school is to achieve the socialization of students, including through their participation in the cultural space, it is necessary to understand how this task is realized in modern multicultural and polycultural society. This issue is especially acute when taking into account risks arising in multicultural societies: on the one hand, rigidity and isolation arise due to fear of losing one's own identity; on the other hand, cultural uniformity becomes a defence against the expansion of globalization eroding cultural identity. The multiculturalism of a school space, in this case, requires directed influences to protect all participants in the educational process from victimization.

Thus, schools will face a serious challenge, the solution of which will critically confront these two opposing processes: cultural uniformity versus global homogenization.

Theoretical framework

The problems of education that arise in a multicultural and polycultural society have been discussed by scientists from all countries over the past decades. Studies on the impact of multicultural society on the transformation of educational tasks in Europe and America are actively conducted: Escarbajal-Frutos A., Izquierdo-Rus T., Aznar-Díaz I., Cáceres-Reche M.P. (2019), Hajisoteriou C., Angelides P. (2017), etc.

The authors note the role of the intercultural dialogue in building a truly safe educational space. The difference of cultures in the situation of using the intercultural dialogue is not considered as a risk, but as a value leading to complex synergism. The differences in this case enrich the culture, and allow schools to solve one of the fundamental tasks – to prepare students for life and coexistence in a changing and heterogeneous environment (Arroyo, 2013: 145). A restorative approach and mediation among peers act as an effective means of solving the transformational tasks set before education, thanks to which intercultural interaction is built, the atmosphere of mutual respect and dialogue improves.

In Russian education, multiculturalism and polyculturality are discussed by many authors (G.D. Dmitriev, G.V. Palatkina, Zh.M. Makazhanova and others) who contribute to the development of theoretical foundations of the concept of modern education. However, it should be noted that there is no single definition of concepts, and each author interprets them in their own way. Thus, Zh.M. Makazhanova, analysing the main approaches to understanding polyculturality of education, considers it to be the equality of all cultures while recognizing value and respect for other cultures (Makazhanova, 2018). The author also emphasizes the differences between multicultural and polycultural approaches.

A clearer identification of the specifics of the multicultural and polycultural approaches in the organization of modern education is significant in determining the emerging problems

and tasks of modern education. The situation of a multicultural educational space will be characterized by the presence of several culturally distinctive groups located in a single space territorially and tolerantly related to each other. Such cultural groups do not interfere with each other, but also do not enter into close interaction with the goal of developing a single cultural field. A culturally diverse society emerges, and within its framework each culture takes its own place, preserving its originality. This situation may well suit all the participants until educational, social, political or cultural interests meet within the limits of resource or a zone of influence. In a situation of increasing tension and the emergence of conflict, tolerance as the basis for interaction will cease to play its buffer role and a leap in victim tension may occur, which can lead to open culturally-conditioned conflicts. In this case, there is victimization of communities and individual groups or individuals, which naturally increases their victim vulnerability.

Community victimization is directly related to the emergence of victim society as a society with a different type of victim mentality and corresponding cultural frames that approve victim behaviour. In fact, it is legitimate to talk about the emergence of victimization culture, with the consolidation of victim values as normative grounds for behaviour.

Considering the issues of victim vulnerability of communities, let us note that the model of victimological forecasting should be built in four main parameters – biological, mental, social in the context of the existing culture. Taking into account the four indicated parameters allows us to create a comprehensive picture of the determinants and conditions of victimization of both an individual and social communities. The multiculturalism of modern social environments, with the density of their distribution within metropolises and the specifics of geopolitical and globalist processes, leads to changes in a social environment and the emergence of victim tensions.

The situation of multiculturalism leads to a shift in the factor of social impact, its confusion and increased tension, the occurrence of deficits in interpersonal interactions (lack of

attraction, empathy, mental reflection, satisfaction with communication, trust of subjects of interaction). Given that victimization directly manifests itself in interpersonal interaction, the degree of victimizing influence will increase in all institutions of socialization of a person, especially in a family and school. Thus, there is a need for the development of special practices to reduce the deficits for use in the education system.

An analysis of existing practices in Russia and abroad makes it possible to single out restorative mediation technologies as effective for resolving conflicts in the field of education and reducing victim tension.

In the modern scientific literature, different models of mediation are highlighted (Karnozova, 2010). The specifics of the model will depend on the situation itself, its correlation with criminal liability and the severity of the damage received. Currently, depending on the concept, several mediation models are distinguished. Historically, the primary type of mediation emerged from restorative justice programs and was transferred to other types of conflicts, such as school conflicts, prisoner conflicts, where the specificity and strict distribution of roles for the offender and the victim is often difficult. As a result, the direction of restorative mediation was identified by R. Maksudov and A. Konovalov. Restorative meditation, in fact, is a set of practices aimed at resolving an emerging conflict (Konovalov, 2012). Several programs are presented under the auspices of restorative mediation in modern literature: a family conference, mediations based on problem solving and reaching an agreement, narrative and transformational models, etc. Within the framework of restorative mediation, all of the above models can be integrated and implemented in a single strategy, despite the difference of the theoretical basis.

L.M. Karnozova, considering the basic ideas of restorative mediation, notes the possibility of combining the ideas of different models in practice (Karnozova, 2010). The author notes that in spite of the differences in the models, it is possible to distinguish features common to the mediation approach, which serve as the basis for the organization of activities. This

is the voluntary participation of the parties in the reconciliation procedure, their activity and responsibility in making a common decision, with the mediator being neutral. The role of the mediator in this case is in the organization of the process itself and the clear conduct of the mediation procedure, taking into account the interests of all participants.

Given the specifics of school mediation, it should be noted that its tasks include not only resolving conflicts that arise, but also the educational context. This turns the practices of restorative mediation into technologies aimed at improving the children's communicative, cognitive and emotional competence, reducing the level of their victim vulnerability. In the educational space, the mediative approach of the "group of equals" acts as the most popular. Mediation training in "peer groups" is aimed at increasing a responsible attitude to one's own life, developing respect, empathy, the ability to put oneself in someone's place, and the ability to correctly respond to conflicts.

Thus, the development of school mediation services can significantly reduce the victimogenic charge of a multicultural educational space, increase the level of security in cooperation with the need to preserve ethnic uniqueness.

Conducting an analysis of the effectiveness of the use of mediation practices, Freire, S.F, Branco, A.U. (2019) note the importance of taking into account the interaction of "I-another-culture" systems in the context of the condition of social interactions of the ontogenetic development of a person. Ibarrola-García, S., Redín, C.I. (2017), having analysed the effectiveness of school mediation over the years, note the effectiveness of using mediation in the school not only to counteract conflict dynamics in the classroom, but also to develop resources and special skills to overcome everyday difficulties. The authors especially note that participation in school mediation enhances cognitive and moral learning, and develops the ability to emotionally regulate mediators themselves. In their further studies, the authors confirmed that participation in the role of mediators leads to the development of the emotional sphere in two different dimensions: emotional awareness and

emotional regulation (Ibarrola-García, Iriarte, Aznárez-Sanado, 2017).

García-Raga L., Boqué Torremorell, MC, Grau Vidal, R. (2019) examining the role of mediation in creating a positive climate in a university, they present an analysis of 1771 questionnaires, which highlights the potential of school mediation in improving the psychological well-being of an individual, interpersonal relationships and school climate. Students in the responses to the questionnaire also noted the need for more effective dissemination of information about the mediation service, the importance of teaching all students. Thus, the authors note the effectiveness of using the mediation service in solving problems of interpersonal relations and conflicts.

Analysing the impact of the use of mediation practices to reduce victimization, Konold, T., Cornell, D., Shukla, K., Huang, F. (2017), in sampling of 48027 students in grades 9-12, note the differences in the perception of the school climate by students of different race (between black and white groups, but not between Hispanic and white groups). The relationship between the school climate and peer involvement or aggression is also significant. However, a positive school climate, regardless of race (black, Hispanic, and white groups), has similar advantages in encouraging student involvement and reducing victimization experience (Konold et al., 2017). Thus, researchers of the role of mediation services in solving the problems of a multicultural society reliably prove their effectiveness.

Since 2001, a mediative approach has also been actively developing in Russia. The paradigm of restorative justice practices includes pre-trial settlement services and school mediation services. Currently, according to the monitoring of school reconciliation services for 2018, there are 914 services in Russia (Konovalov, 2018). The essence of the restorative approach is based on the responsibility of the aggressor to compensate for the harm caused to the victim and to heal the victim by the offender with the minimum participation of specialists. The activities of rehabilitation services are aimed at organizing a specific situation for resolving interpersonal conflicts, a multilateral

analysis of the situation, and gaining experience in using a constructive dialogue to restore justice.

Discussion

To predict the possible development of school mediation within the framework of Russian society, we need to understand the degree of need for devictimizing influences in different territories. An analysis of the victimization of Russian society allows us to make a forecast of natural development that defines the main zones of tension. Based on geopolitical location; migration flows defining territories of multicultural tension; socio-economic stratification; the stratification process, we can distinguish zones of maximum vulnerability, which will include the territories of large cities located at the intersection of migration flows. V.Iu. Zorin, in his work, notes that the main flow of migrants is absorbed by the urban agglomerations of Moscow, St. Petersburg and the Krasnodar Territory (Zorin, 2019). A large flow is observed in Novosibirsk, Yekaterinburg, Krasnoyarsk. However, the attitude towards migrants in Siberian cities is more intense. Thus, the six main territories are at risk of victimization as a result of the multiculturalism process. In addition, based on the provisions of geopolitical theory in the context of competition between societies, the "centrality" of the location of these territories and their ability to expand their influence, with the subsequent tendency to clash for global leadership, also increases victim vulnerability. Within the framework of the established networks of unequal exchange of the nucleus (Moscow, St. Petersburg) with semi-periphery (Novosibirsk, Yekaterinburg, Krasnoyarsk, Krasnodar) it leads to an increase in victimization in society itself, especially in relation to migrants with a distinctive ethnic group.

Considering current social processes through the prism of community victimization, refracted in the context of active-passive mentality of cultures, according to P.A. Sorokin, relevant urgent behavioural attitudes for the sensual type of culture of modern Russia were highlighted (Andronnikova, 2016). As a result, four types of victimization motivational and orientational characteristics of societies that determine the reaction in cultural interaction can be identified. The first type is characterized by a high level of dynamism and a desire for reform, in the event of aggression in case of obstacles. Communities of this type are prone to a multicultural process and mutual enrichment of cultures. The second type of community is inclined to preserve cultural identity and care only for their own well-being through the utilization of the external environment. They are inclined towards a multicultural type of assimilation in new territories, maintaining their own uniqueness with an aggressive type of upholding ethnic identity. The third type is focused on meeting needs through changing the environment, taking into account the needs of other cultures. It is prone to multicultural interaction. The fourth type is fixed on the satisfaction of sensual desires, regardless of ethnicity and territory of residence, prone to aggressive reactions, nihilism.

Thus, the analysis of social processes allows us to identify areas of high risk of victimization and determine the needs of the organization of school mediation services for building a safe educational space in multicultural areas. These areas include large conglomerates with a high flow of migrants and the presence of communities with a second and fourth type of victimization (1. those preoccupied with maintaining their cultural identity without a desire to assimilate into a dominant culture, learn a language, adopt social rules; 2. those experiencing negative feelings and a high level of nihilism migrated from the suburban territories with the low socio-economic status).

An additional complication arises in the situation where representatives of these communities have a low need for restoration technologies for conflict resolution. Representatives of both the first and the second communities believe that the responsibility for the conflict lies in the field of social inequality and do not take responsibility for its resolution. Hence, there is an urgent need not only in restorative justice practices (although they are also needed), but primarily in the educational type of mediation aimed at teaching adolescents a culture of conflict resolution, taking responsibility

for resolving the conflict, taking into account social reality. Such a movement will give an impetus to the polyculturality of territories and the reduction of victim tension.

Conclusion

The analysis of the development of restorative mediation practices in modern society revealed a high need for the use of the mediative approach in modern society, with a low interest in implementing these practices of semi-peripheral areas with a high level of victimization (Novosibirsk, Yekaterinburg, Krasnoyarsk, Krasnodar) arising from the specifics of victimization and the tendency to shift responsibility for conflicts to social inequality. Polyculturality and multiculturalism have fundamental differences in the context of victim tension compensated by tolerance, which loses

its buffer role in a conflict situation. At present, in Russia there are six main areas of tension caused by the processes of migration, geopolitical changes and globalization. In semi-peripheral territories, there may be a specificity of assimilation of migrants on the basis of multiculturalism and the desire to preserve ethnic identity, which causes additional tension between the dominant culture and ethnic groups. This situation exacerbates interpersonal interaction in educational institutions and the need for mediation technologies.

Of the various existing models of mediation, the "peer group" is the most suitable for educational purposes, which allows overcoming the victim vulnerability of communities through teaching children conflict competence, empathy, communication and problem-solving skills.

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Виктимологические аспекты развития практик восстановительной медиации в поликультурном обществе: проблемы, потребности, перспективы развития

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Аннотация. В статье рассмотрены вопросы разницы виктимного напряжения в поликультурном и мультикультурном обществе. Дана характеристика современного состояния развития общества, обозначены последствия транзиторности, глобализации и геополитических изменений. Выделены проблемы образования, возникающие в мультикультурной среде. Представлен анализ эффективности использования восстановительного подхода школьных служб медиации в России и за рубежом. Проведен анализ виктимизации российского общества, определяющий основные зоны виктимного напряжения, возникающие вследствие геополитических и миграционных процессов. Выделены шесть основных территорий, уязвимых с точки зрения возникновения мультикультурной среды. Описаны сообщества с виктимными мотивационно-установочными характеристиками, направленными на сохранение самобытности, без обмена культурными образцами. Обозначено, что для целей образования на территориях с мультикультурными тенденциями максимально интересным выступает воспитательно-образовательный тип медиации.

Ключевые слова: восстановительная медиация, поликультурное общество, мультикультурная среда, виктимность, образование.

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New in the Legislation on Conciliation Procedures in Russia: Judicial Conciliation and Mediation

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Abstract. The article is devoted to the analysis of the major changes in the Russian legislation on conciliation procedures that took place in 2019. The article focuses on a comparative analysis of the process and content of judicial conciliation and mediation, as well as the requirements for mediators in disputes settlement. Assessing the prospects for the development of the abovementioned conciliation procedures, the authors come to the conclusion about vivid advantages of judicial reconciliation, while noting that introduction of the concept of a "multi door courthouse", if successfully implemented, can contribute to the development of other alternative ways of disputes settlement.

Keywords: conciliation procedures, mediation, judicial reconciliation, protection of human rights, alternative dispute settlement procedure.

Research area: civil procedure; arbitration process.

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Introduction

Federal Law of July 26, 2019 No. 197-ФЗ "On Amendments to Certain Legislative Acts of the Russian Federation", adopted at the initiative of the Supreme Court of the Russian Federation, provides for amendments to Article 3 of the Law of the Russian Federation of June 26, 1992 No. 3132-I "On the Status of Judges in the Russian Federation", Fundamental Principles of the Legislation of the Russian Federation on the Notaries, Paragraph 4, Article 10 of the Federal Law of March 14, 2002 No. 30-ФЗ "On the Bodies of the Judicial Community in the Russian Federation", the Arbitration Procedure Code of the Russian Federation, Civil Procedure Code of the Russian Federation, in Part 1, Article 12 of the Federal Law of October 2, 2007, No. 229-ФЗ "On Enforcement Proceedings", Federal Law of July 27, 2010 No. 193-ФЗ "On Alternative Dispute Settlement Procedure with the Participation of a Mediator (Mediation Procedure)" and the Code of Administrative Judicial Procedure of the Russian Federation. The Law, which entered into force in October 2019 (with the exception of certain provisions), is aimed to improve conciliation procedures and help them become an effective tool for resolving disputes that contribute not only to improving the quality of justice by optimising judicial burden, but also, first of all, to reducing conflict intensity, strengthening social and business relations, establishment and development of partnership relations, formation of respectful attitude towards law, as well as increasing legal consciousness and social activity[1].

The amendments proposed by the Law correspond to the tasks and principles of legal proceedings in courts of general jurisdiction and courts of arbitration, as well as to general trends in the development of procedural law as, among other things, defined in Resolution No. 1 of the IX All-Russian Congress of Judges of December 8, 2016 "On the Main Results of the Functioning of the Judicial System of the Russian Federation" and the priority areas of its development at the present stage.

It is to be recalled that introduction of the mediation institute in 2010 was determined by the same goals and objectives. However, despite rather long period of validity of the Federal Law "On Alternative Dispute Settlement Procedure with the Participation of a Mediator (Mediation Procedure)", statistics on the relevance of judicial mediation remain implacable. The final certificate of the Supreme Court of the Russian Federation indicates the scanty number of disputes settled with the involvement of an intermediary after starting case proceedings in a court, which fits into the volume of statistical error (less than one and a half thousand cases out of more than 19 million cases considered in the first instance by courts of general jurisdiction and courts of arbitration)[2].

Note that being legally enshrined since the entry into force of the Federal Law of July 27, 2010 No. 193-ФЗ "On Alternative Dispute Settlement Procedure with the Participation of a Mediator (Mediation Procedure)" mediation, as an instrument of protecting individual rights in Russia and an alternative way to resolve disputes, is still at the stage of its institutionalisation. Currently, there are a number of scientific works devoted to the study of implementing mediation and mediation technologies in the Russian legal system: Mediation in The Field of Civil Jurisdiction by S.I. Kalashnikova; Mediation in The System of Ways to Protect the Rights of Entrepreneurs by E.A. Dobrolyubova; Mediation in Criminal Proceedings by A.A. Arutyunyan; Mediation and Other Restorative Justice Programmes in the Criminal Justice System of the Anglo-Saxon Countries by A.S. Vasilenko; Mediation as an Alternative Method of International Commercial Disputes Resolution by V.I. Benova; Mediation as a Way of Protecting the Rights and Interests of Spouses in the Dissolution of Marriage by M.S. Ivanova; Mediation as an Alternative Form of Criminal Prosecution of Minors by E.E. Zabuga; Mediation as a Mechanism for

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[1] On Amendments to Certain Legislative Acts of the Russian Federation: Federal Law of July 26, 2019 No. 197-ФЗ (2019). In *Rossiiskaia Gazeta*, July, 31.

[2] On Alternative Dispute Settlement Procedure with the Participation of a Mediator (Mediation Procedure): 2015 certificate on the practice of applying Federal Law of July 27, 2010 No. 193-ФЗ by the federal courts. Approved by the Presidium of the Supreme Court of the Russian Federation on 06.22.2016. Available at: http://www.vsrf.ru/Show_pdf.php?Id=8035 (accessed: 15.01.2020).

Realising the Goal of Civil Proceedings by M.S. Nakhov; Mediation in the Socio-Legal Mechanism for Resolving Legal Conflicts by V.V. Kolomytseva; Mediation in the Culture of Regulating Interethnic Relations in Modern Russian Society by S.S. Shurenkova; Contemporary English-Language Discourse of Mediation: A Terminological Component and a System of Pragmatic Strategies by A.G. Monogarova; Mediation in Russia: Institutionalisation and Development of Mediation Practices by D.A. Chkhartishvili; Mediation in the Regulation of Interaction Between Authorities and Civil Society in Russia by S.A. Ryumshin, etc.

Analysing the aforementioned scientific works, it can be concluded that scientists study various aspects of applying mediation in the settlement of certain categories of disputes (family and labour disputes, disputes arising from entrepreneurial activities, etc.), as well as specific procedural aspects to apply mediation. It should be noted that the process of institutionalising mediation is also considered in terms of sociological approaches, and in some studies mediation is considered as the main non-governmental alternative institute and method for resolving social conflicts (e.g. S.M. Markov Mediation as Socio-Cultural Model of the Russian Legislation System Modernisation).

Introduction of a new method of resolving legal disputes into the Russian legal system has actualised the need to develop a system for introducing mediation into the activities of judicial bodies, state bodies and notaries. Existing studies (for instance, Ts.A. Shamlikashvili "Mediation as ADR Method. Focusing on Judges" and Ts.A. Shamlikashvili "Basics of Mediation as Dispute Resolution Method") were completed in 2010 – 2013, which indicates the necessity to update research data, taking into account existing practices and needs of an individual.

Mediation is an unconditional innovation of modern Russian legislation and it requires scientific understanding. Milokhova A.V. Development of Alternative Dispute Settlement Procedures: Mediation, Judicial Reconciliation, Judicial Mediation (2013), Mishchenko E.V. and Letuta T.V. "Principles of Judicial Conciliation, Mediation and Arbitration: Comparative Legal Aspect", Afanasieva T.V. "Conciliation Procedures in the Concept of the Supreme Court of the Russian Federation", however, it should be noted that most of these works were published before the adoption of the amendments to the Russian legislation considered in this article.

Thus, it is necessary and relevant to conduct comparative legal analysis of the main conciliation procedures proposed by the legislator, and to assess their feasibility and efficiency, as well as real ability to fulfil the tasks assigned to them.

Conciliation procedures: concept and types

It should be noted that formulating general provisions of conciliation procedures as a procedural institution, securing the principles of conciliation procedures and specifying their main types, the legislator, nevertheless, does not define the concept of "conciliation procedures". Despite rather active use of this term, there is no established definition of it in legal science. The essence and content of conciliation procedures are often disclosed by the authors through the characteristics of the main types of conciliation procedures, without defining the concept (Semikina, Yusupova, 2016: 217-222). One of the most common definitions is the definition of conciliation procedure as a process of a set of actions to achieve a mutually acceptable and mutually beneficial result of settling a dispute or other legal uncertainty by parties in a legal relationship through direct negotiations between the parties, or with the involvement of a conciliator (intermediary, mediator) (Rozhkova, 2005: 148), (Solokhin, 2009: 15-16), (Solokhin, 2009: 26).

M.L. Skuratovsky gives the following definition: conciliation procedures are established by law procedural possibilities of the court of arbitration to facilitate the settlement of a dispute submitted to the court by taking measures under the control of the court to reach conciliation and terminate the proceedings. Skuratovsky highlights the following features: 1) the procedures are applied after the dispute is submitted to the court; 2) are carried out under the control of the court guided by the norms of procedural legislation, as well as eco-

nomic and legal feasibility; 3) their goal is to dismiss the case by reconciliation of the parties (*Arbitrazhnyi protsess: uchebnik*, 2017: 188). It is believed that these signs reveal the content of conciliation procedures only in the context of their application in the arbitration process, and their value is significantly reduced. Since, for instance, mediation, identified by the legislator among conciliation procedures, can be applied before the dispute is submitted to the court. Speaking about the characteristic features of conciliation procedures, it is reasonable to highlight the purpose of their application and their essence, and the authors of the present paper fully agree with E.A. Treshcheva, who defines the purpose of conciliation procedures as bringing parties to an agreement (Treshcheva, 2012: 117). Of equal importance is the opinion of O.N. Zdrok who says that "the essence of the conciliation procedures is not the resolution of a dispute between the parties by someone else (even by a person chosen by mutual agreement of the parties) by making a binding decision for them, but development of an agreement. Moreover, a distinctive feature of conciliation procedures is the fact that during their application the parties themselves must find a mutually acceptable way to resolve the conflict" (Zdrok, 2012: 180-223). When characterising conciliation procedures, the authors do not pay enough attention to the study of such an essential feature as procedurality. The authors of the present paper consider the procedure as a certain sequence of actions aimed at achieving result. Thus, it is believed that the most essential signs of conciliation procedures are as follows: 1) the existence of a procedure, i.e., a certain sequence of actions aimed at achieving result; 2) the goal is to develop a mutually acceptable solution by the parties. These characteristics will be common to all types of conciliation procedures, and, it is certainly possible to add additional ones for each specific type. Based on the foregoing, the following definition can be formulated: conciliation procedure is the order of sequential actions necessary for the parties to develop a mutually acceptable agreement on the essence of a legal dispute.

Article 153.3 of the Code of Civil Procedure of the Russian Federation, Article 138.2 of the Arbitration Procedural Code of the Russian Federation and Article 137.3 of the Code of Administrative Judicial Procedure of the Russian Federation validate such types of conciliation procedures as negotiations, mediation, intermediation and judicial reconciliation. According to the Resolution of the Plenum of the Supreme Court of the Russian Federation of 01.18.2018 No. 1 "On Introducing into the State Duma of the Federal Assembly of the Russian Federation a Draft Federal Law "On Amendments to Certain Legislative Acts of the Russian Federation in Connection With Improvement of Conciliation Procedures" the terms "mediation" and "mediator" are used as generic terms, taking into account the fact that the terms "mediation", "mediator", "judicial reconciliation" and "judicial mediator" are specific in relation to them.

Indeed, despite the fact that intermediation is often considered to be equal to mediation (this was also facilitated by the title of the law "On an Alternative Dispute Resolution Procedure Involving a Mediator (Mediation Procedure)", it is considered necessary to understand it as a broader term that, along with mediation, includes other forms. In this way, in conflict resolution studies, mediation is understood as "a specific type of activity, which consists in optimising the process of search for a solution to the problem that would allow terminating the conflict by the conflicting parties with the participation of a third party" (Bol'shakov, Nesmelova, 2001: 40). Since the legislation on mediation in Russia essentially establishes facilitative mediation as the only type during the procedure, it can be assumed that other types of mediation can also be included into the term "intermediation" that is used by the procedural legislation.

In accordance with Article 153.4 of the Code of Civil Procedure of the Russian Federation and Article 138.3 of the Arbitration Procedural Code of the Russian Federation (introduced by the Federal Law of July 26, 2019 No. 197-ФЗ), negotiations are the new legislatively established type of conciliation procedures.

There are different points of view on the concept of negotiation in the doctrine. I.N. Kuznetsov understands negotiations as "a

means and relationship between people, intended to reach an agreement when the parties have coinciding or opposing interests" (Kuznetsov, 2014: 153-154).

M.G. Yatmanova defines negotiations as "conscious communication between people to achieve certain goals" (Yatmanova, 2012: 5).

The authors of the present paper consider the definition by Michael L. Spangle and Myra Warren Isenhart as the most acceptable one. According to their definition negotiations are a special type of communication in which parties: a) engage in reasoned discussions and problem-solving processes and b) develop shared understandings that serve as the basis for agreements (Spangle, Isenhart, 2009: 29). It is obvious that as a form of communication negotiations are one of the easiest ways to overcome disagreements, since they do not require additional resources and special knowledge for their implementation, and there is no strict legislative regulation regarding them, since in accordance with the legislation, negotiations are carried out according to the conditions developed by the parties. Within the meaning of the norm, the parties carry out negotiations independently or through their representatives, but without involving third parties (intermediary or mediator). Perhaps, in the future, these standards will be developed into the establishment of participatory procedures similar to the legislation of the Republic of Kazakhstan and other foreign countries. Adhering to the opinion that it is necessary to preserve dispositive principles in the regulation of negotiations, the authors of the present paper share the opinion of some authors on the feasibility of fixing the principle of good faith on the procedure for negotiating in any civil law situation, including in case of a dispute. In this way, the negotiating parties should consider each other's interests with a sufficient degree of good faith, reasonableness, care and prudence, which would exclude infliction of any harm to the other party (Erokhina, 2014: 168).

The legislator notes that in addition to the abovementioned types of conciliation procedures, the parties may use other ones, if this does not contradict the federal law.

General characteristics
of the main changes in the legislation
on conciliation procedures

The legislator provides the parties with the maximum opportunities for the dispute settlement and provides a flexible and diversified model of court assistance for reconciliation of the parties, which can take various forms. Based on the court proposal (which can be done either in the form of a decision or orally), with the consent of the parties or at the request of the parties, a conciliation procedure can be carried out at any stage of the process.

In accordance with the law, possible results of conciliation procedures include: amicable agreement settled on all or a part of the claims, partial or total rejection of the claim, its partial or full admission, full or partial rejection of the appeal, cassation appeal, supervisory appeal (submission), recognition of circumstances on which the other party bases its claims or objections, an agreement on the circumstances of the case and signing a letter of consent for state registration of a trademark. The conciliation agreement is indicated by the Code of Administrative Judicial Procedure as one of the possible results.

The new law proceeds from the fact that conciliation procedures, including mediation, can also be carried out in cases considered in administrative proceedings by the courts of general jurisdiction or arbitration courts. In this regard, the scope of the Federal Law "On an Alternative Dispute Resolution Procedure Involving a Mediator (Mediation Procedure)" has been expanded by including disputes arising from administrative and other public legal relations, including those connected with entrepreneurial and other economic activities. This innovation should be evaluated positively, since, as a technology, mediation has the potential to be applied for the settlement of various types of disputes, as evidenced by both the successful practice of foreign countries and the practice of Russian regions.

To reconcile the parties, clarify the factual circumstances and remove contradictions in their positions, the law empowered the court to postpone the trial or suspend the proceedings

on its initiative and in the manner specified by the procedural legislation, offering the parties to use the conciliation procedure, including with the participation of a judicial conciliator.

Such actions may be performed by a court in the course of consideration of cases on contesting non-normative legal acts, decisions and actions (inaction) of bodies exercising public powers, other bodies, organisations granted specific state or other public powers, an official, state or municipal employee, as well as by recovery of mandatory payments and sanctions only in the case if the parties did not use pre-trial dispute settlement and with the consent of an organisation, sole trader or citizen.

At the same time, postponing the trial or suspending the proceedings on its initiative, the court does not force the parties to reconciliation, but only offers them to try to resolve the dispute themselves and to assess all the positive aspects of this method. In case of failure to reach an agreement on controversial issues, the trial continues.

The amendments to the law of the Russian Federation "On the Status of Judges in the Russian Federation" provided retired judges with the right to be mediators and judicial conciliators. This removed the existing discussion on the possibility of retired judges to be engaged in mediator activities on a professional basis. The register of mediators – retired judges will be kept by the councils of judges of the constituent entities of the Russian Federation.

The norm on the possibility of certifying the mediation agreement reached by the parties as a result of the mediation procedure carried out without submitting the dispute to the court by a notary and, thereby, giving it the force of an enforcement document, proposed by the legislator, caused an ambiguous reaction in the professional community of mediators. On the one hand, this significantly complicates the procedure, since after the development and achievement of a mediation agreement, an additional procedure for certifying the agreement by a notary is required. The mediation agreement, in this case, is certified with the participation of a mediator (mediators) who conducted this procedure in accordance with the agreement of the parties on the mediation procedure. Part 2, Article 12 of the Federal Law "On an Alternative Dispute Resolution Procedure Involving a Mediator (Mediation Procedure)" establishes that the mediation agreement is subject to execution based on the principles of voluntariness and good faith of the parties. Voluntary execution of the mediation agreement is one of the essential characteristics of the mediation procedure and an indicator of the quality of its conduction. Russian and foreign mediators indicate a high feasibility of mediation agreements on a voluntary basis, which is confirmed, inter alia, by the aforementioned certificates of the Supreme Court of the Russian Federation on the practice of applying the Federal Law No. 193-ФЗ of July 27, 2010 by Russian courts. On the other hand, it was precisely the lack of executive power of the mediation agreement that was perceived as a drawback of mediation procedure by many lawyers[3]. Note, that information on several cases of notarisation of mediation agreements is in the open access. If this tendency continues, it will be possible to talk about the efficiency of the changes proposed by the legislator, as well as about the fact that this norm has indeed acted as an effective mechanism for the development of conciliation procedures. At the same time, there is a concern in the context of the provisions under consideration: since it is about pre-trial or out-of-court mediation, it can be carried out by non-professional mediators, i.e. any person who has reached the age of majority, has legal capacity and without criminal record may act as a mediator, which may lead to numerous abusive practices and depreciation of the mediation procedure. It appears that for the further institutionalisation of mediation and its formation as a special form of intermediation, it was necessary to provide for the possibility of notarisation only for the mediation agreements concluded as a result of conducting mediation procedure with the assistance of a professional mediator.

The abovestated and the analysis of the law give an opportunity to conclude that the main changes to the legislation in the field of medi-

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[3] *The First Notarised Mediation Agreement Appeared in Russia.* Available at: https://notariat.ru/ru-ru/news/v-rossii-poyavilos-pervoe-udostoverennoe-notariusom-mediativnoe-soglashenie (accessed 15.01.2020)

ation concerned the expansion of the scope of its possible application by including disputes arising from administrative and other public legal relations; provided retired judges with an opportunity to carry out mediator's activities, as well as provided for the possibility of notarisation of a mediation agreement that validates the agreement as an executive document. Therewith, the legislator has not responded to requests from the professional community of mediators, in particular, the norm on the possibility of engaging non-professional mediators, the norm on the possibility of free mediator services, etc., have not been eliminated.

Judicial conciliation and mediation:
a comparative analysis

The legislation provisions on the introduction of the institute of judicial conciliation, according to which the parties have the right to settle the dispute by using mediation procedure with the participation of a judicial mediator (judicial conciliation) are of particular interest.

To determine the prospects for the development of these conciliation procedures enshrined in the legislation, it seems appropriate to carry out comparative analysis, paying particular attention to the institutions of judicial conciliation and mediation, since, as for negotiations, the legislator limited himself to rather concise formulations that for the purpose of conciliation the parties have the right to resolve the dispute through negotiations carried out on the conditions determined by the parties.

Key terms. According to the procedural legislation and the Regulation, judicial conciliation is a conciliation procedure with the participation of a judicial mediator and is carried out by the parties in order to achieve a mutually acceptable result and resolve the conflict taking into account the interests of the parties.[4]

Mediation is a method of resolving disputes with the assistance of a mediator based on the voluntary consent of the parties in order to achieve a mutually acceptable solution.[5]

Thus, it can be concluded that as forms of mediation, judicial conciliation and mediation have a common goal and are processes for the settlement of disputes involving a third party.

Mediator is an independent individual involved by the parties to act as an intermediary in the settlement of a dispute. The law specifies the following requirements for mediators (since we consider the issue of conciliation proceedings after the dispute is submitted to the court, we are talking about the requirements for professional mediators): age over 25 years, higher education, legal capacity, lack of criminal record, additional professional training in mediation. It should be noted that there are currently no uniform requirements for the training of mediators. The authors of the present paper believe that the programmes offered by educational centres should form the necessary skills and competencies of mediators as provided for in the professional standard.[6] The latest changes to Article 16 of the Federal Law "On an Alternative Dispute Resolution Procedure Involving a Mediator (Mediation Procedure)" is supplemented by a provision on the possibility of conducting mediator's activity by retired judges. A literal interpretation of this provision gives an opportunity to conclude that there are no additional requirements for acquiring additional competencies, which is not reasonable, since the professional conduct of the mediation procedure involves not only and not so much excellent knowledge of substantive and procedural law, but also knowledge in the field of psychology, conflict resolution, negotiations and sociology.

In case of judicial conciliation, the judicial mediator – retired judges act as the third party, and their list is compiled and approved by the Plenum of the Supreme Court of the Russian Federation. The experience of working as a judge, scientific activity, areas of practice, the region of the candidate's residence, the activities carried out by the retired judge from the moment of resignation, as well as compliance

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[4] On approving the Regulation for Conducting Judicial Conciliation: Resolution of the Plenum of the Supreme Court of the Russian Federation of 10.31.2019. Available at: https://rg.ru/2019/11/12/reglament-dok.html (accessed 19.12.2019)

[5] On an Alternative Dispute Resolution Procedure Involving a Mediator (Mediation Procedure): the Federal Law of July 27,

2010 No.193-ФЗ (2010). In *Rossiiskaia Gazeta*, July, 30.

[6] On the Approval of the Professional Standard "Specialist in the Field of Mediation (Mediator)": order of the Ministry of Labour and Social Protection of the Russian Federation of December 15, 2014, No. 1041н. Available at: https://base.garant.ru/70843342/ (accessed: 17.12.2019)

of this activity with the legislation on the status of judges and the Code of Judicial Ethics are taken into account when including in the list.

The principles of conciliation procedures. The principles of the conciliation procedures under consideration are willingness, cooperation, equality of parties, independence and impartiality of the person conducting the conciliation procedure (a mediator or judicial mediator) and confidentiality. The regulation of judicial conciliation gives details of the basic principles, while as for the principles of the mediation procedure, the legislator gave only their statement.

Willingness as a principle of conciliation procedure means, above all, voluntary participation of all parties. As for the mediation procedure, the scientific literature notes that willingness is absolute, that is, parties voluntarily come to the mediation procedure, voluntarily remain in it, voluntarily participate in the development of a mediation agreement and voluntarily execute it. In the process of judicial conciliation, parties also voluntarily determine the procedure for its conduct and results and may also refuse to participate in the conciliation procedure at any stage.

Cooperation. The Regulation of Judicial Conciliation indicates that parties cooperate with each other, with the judicial mediator and with the court. The negotiations of parties are constructive and productive in nature, aimed at resolving the dispute, and are held in an atmosphere of trust and mutual respect. The same can be attributed to the mediation procedure where parties have to cooperate both with the mediator and with each other. At the same time, the authors of the present paper adhere to the opinion that the proclamation of cooperation is not enough, the mediator needs to create conditions under which parties do not compete, but are looking for ways to satisfy their interests by developing a mutually acceptable solution, perceiving another party, above all, as a partner to solve the problem.

Equality of parties. Both in the process of mediation procedure and judicial conciliation procedure, parties enjoy equal rights to determine the candidacy of mediators, negotiators, the rules and procedure for the media-

tion, individual work with the mediator, access to the information discussed, development and formulation of proposals for the dispute settlement, assessment of their acceptability and feasibility, as well as exercise their rights and legitimate interests.

The judicial conciliator or mediator is not entitled to put any of the parties in a preferential position by his/her actions, as well as to diminish rights of one of the parties.

Independence and impartiality of the person conducting the conciliation procedure. In judicial conciliation, an important characteristic of this principle is independence of the activity of the judge – mediator and his/her independence from the judge who handles the case. It is indicated that the attitude of the judicial mediator towards each of the parties is impartial, respectful and considerate, and it is necessary to ensure equal participation of the parties in judicial conciliation. The judicial mediator must inform the court and the parties of any circumstances that may raise doubts about its independence and impartiality. The judicial mediator is independent and carries out his/her activities independently, without the participation of the judge who handles the case. In the course of the mediation procedure, the mediator must act as an independent person, while the legislator establishes that the mediator is not entitled to carry out mediator activities if, during the procedure, the mediator personally (directly or indirectly) is interested in its result and, among other things, is a relative of one of the parties. Based on the requirements of the legislator to the mediator, he/she should be free from other professional obligations to the parties, in particular, he/she cannot act as their representative or consultant, which guarantees independence and impartiality.

Confidentiality. This principle is indicated in the literature as one of the advantages of alternative dispute resolution procedures. The legislation establishes confidentiality of all information related to the specified procedure, with the exception of cases provided for by federal laws, and unless the parties have agreed otherwise. So, the mediator is not entitled to disclose information related to the mediation procedure and which became known to him/

her during the procedure, without the consent of the parties. Parties and organisations involved in ensuring the mediation procedure, as well as other persons who were present during the mediation procedure, regardless of whether the judicial proceedings or arbitration is related to the dispute that was the subject of the mediation procedure, is not entitled to refer, unless the parties agreed otherwise, in the course of judicial proceedings or arbitration, to the information:

1) on the proposal of one of the parties to apply the mediation procedure, as well as the readiness of one of the parties to participate in this procedure;

2) on the opinions or proposals expressed by one of the parties regarding the possibility of resolving the dispute;

3) on confessions made by one of the parties during the mediation process;

4) the readiness of one of the parties to accept the proposal of the mediator or another party to resolve the dispute.

Requesting information on the mediation procedure from the mediator and from the organisation carrying out mediation activities is not allowed, except for the cases provided for by federal laws and unless the parties agree otherwise.

Within the framework of judicial conciliation, all information created or obtained during judicial conciliation is confidential and is not subject to disclosure or dissemination by the participants of judicial conciliation without the written consent of the parties. Parties have the right to determine restrictions on dissemination of information related to judicial conciliation.

The Regulation of judicial conciliation also notes such principle of procedure as *good faith*. In contrast to other principles of judicial conciliation, the content of this principle is not disclosed in a separate article of the Regulation, however, the analysis of the provisions of Articles 13 and 14 gives an opportunity to conclude that this principle means good faith in conducting judicial conciliation for a judicial mediator and good faith in the use of rights by the parties. The authors of the present paper believe that this principle of judi-

cial conciliation should be studied separately, however, it can be assumed that the term good faith is used with different semantic content. In this way, in relation to the judicial mediator, the term good faith is used in its literal meaning – honest performance of one's duties (Ozhegov, 2009: 148). And in relation to the parties, as a category that is widely used to characterise participants of civil law relations (Deryugina, 2010: 46-49).

Stages of conciliation procedures. In accordance with the Regulation, judicial conciliation may include the following stages:

starting judicial conciliation (opening statement of a judicial mediator);

statement of circumstances of the dispute and determination of the parties' interests;

formulation of issues for discussion by the parties;

individual conversation of the judicial mediator with the parties and their representatives;

development of proposals for the dispute settlement and achievement of conciliation results by the parties;

documentation of the conciliation results, including conclusion of a settlement agreement, a reconciliation agreement, an agreement on actual fact, preparation of non-suit or acceptance of a claim;

completion of judicial conciliation.

Unless the parties and the judicial mediator agree otherwise, the procedure and the need for any stages of judicial mediation are determined by the judicial mediator, taking into account the nature, complexity and circumstances of the dispute, as well as wishes of the parties.

The judicial mediator manages the negotiation process, forms and supports its constructive and productive nature, provides each party with an opportunity to express their opinion on the causes of the dispute, its essence and goals that the parties intend to achieve through judicial conciliation, ensures compliance with the norms of the negotiation process, reduces the level emotional judgments of the parties, prevents the parties from using rude and offensive language, and calls for action pursued by law, ensures correct and respectful relations between the parties, to a

court conciliator and other parties, takes other steps to create a favourable atmosphere for the negotiations.

In the process of judicial conciliation the judicial mediator establishes actual relations between the parties, ascertains the content of reciprocal claims, opinions of the parties regarding the possibilities of resolving the dispute, helps to identify the interests of the parties, and assists the parties in finding mutually beneficial results of conciliation.

In this way, it is possible to conclude that the classical mediation procedure which involves a similar process of negotiating and consideration of interests, but not positions of the parties is practically integrated into the new judicial conciliation procedure, (Arkhipkina, Filatova, 2017: 21-34), (*Besemer*, 2004: 68-110). Moreover, unlike a mediator, who cannot consult the parties and propose solutions (unless the parties stipulate otherwise), the judge-mediator can give the parties recommendations to resolve the dispute as soon as possible, to maintain business relations between the parties (in particular, to propose the plaintiff to verify the legitimacy, propriety and reasonableness of the recovery amount; to invite the defendant to check the validity of the claim objections; to offer the parties to conduct additional payments reconciliation, to discuss the terms of the contract from which the dispute arose, comparing the circumstances of their fulfilment or non-fulfilment by the parties with the nature of claims, find out the unambiguous understanding of the terms of the contract by the parties, and other legal relations); in addition, the judge-mediator must explain the law and practice of its application to the parties; and to offer the parties to elaborate and discuss variants for dispute settlement (optimal, satisfactory, and undesirable). The result of judicial reconciliation may be an amicable agreement, an agreement on reconciliation, or an agreement on actual fact, which are prepared by the parties with the help of a judicial mediator.

It appears that all this, combined with the free-of-charge basis of the judicial reconciliation procedure for the parties, makes this procedure more attractive compared to other conciliation procedures.

Conclusion

The analysis of the current Russian legislation on conciliation procedures allows to draw the following conclusions:

1. There is no legal definition of the concept of conciliation procedures. In this connection, the authors of the present paper offer the following definition: conciliation procedure is the order of sequential actions necessary for the parties to develop a mutually acceptable agreement on the essence of a legal dispute. The most significant features of conciliation procedures include: 1) procedural nature – the existence of a procedure, i.e., a specific sequence of actions aimed at achieving a result; 2) the goal – development of a mutually acceptable solution by the parties;

2. The main types of conciliation procedures include negotiations, intermediation, including judicial conciliation and mediation.

3. Judicial conciliation and mediation are forms of intermediation, which represents disputes settlement involving the third party. These procedures have similar basis (principles) and structure. Moreover, under current conditions the procedure of judicial conciliation has several advantages: it is conducted by a highly qualified person, whose qualification and authority are recognised in the field of law; due to the detailed elaboration in the Regulation of judicial conciliation, it has a structure that is clear to the participants; the decision reached as a result is binding; judicial conciliation is free-of-charge for the parties.

4. While positively assessing endowing the mediation agreement with executive power, the authors of the present paper consider it necessary to introduce into the legislation norms on the possibility of notarising only mediation agreements reached as a result of the mediation process with the assistance of a professional mediator.

5. Introduction of the institute of judicial conciliation solves the issue of reducing the load on the judicial system only indirectly, since the judicial mediators' activities are, nevertheless, provided by the system itself: information resources, premises for conducting conciliation procedures and payroll funds. However, in case

of its successful implementation, the concept of the "multi-door courthouse" can contribute to the development of alternative ways of resolving disputes.

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Новое в законодательстве о примирительных процедурах в России: судебное примирение и медиация

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Аннотация. Статья посвящена анализу основных изменений российского законодательства о примирительных процедурах, произошедших в 2019 году. Основное внимание уделяется сравнительному анализу процесса и содержания судебного примирения и медиации, а также требований, предъявляемых к посредникам в урегулировании споров. Оценивая перспективы развития названных примирительных процедур, авторы приходят к выводу о явных преимуществах судебного примирения, отмечая при этом, что внедрение концепции «суда со множеством дверей» в случае ее успешного воплощения может способствовать развитию и других альтернативных способов решения споров.

Ключевые слова: примирительные процедуры, медиация, судебное примирение, защита прав человека, альтернативная процедура урегулирования споров.

Научная специальность: 12.00.15 – гражданский процесс; арбитражный процесс.

Algorithms for Mediation Restorative Work of the Territorial Reconciliation Service in Difficult Cases

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Abstract. The article presents the experience of the Territorial Reconciliation Service of the Kemerovo Region in the development and testing of algorithms for mediation resolution of complex school and family situations of minors based on the principles of the restorative approach. For restorative work with multi-level conflicts in the escalation stage in educational organizations, as well as difficult life situations of minors and their families, registered in the juvenile affairs departments, special social technologies have been developed that have a comprehensive design and include various restorative programmes (restorative mediation, community circle, school-parent council, family group conference, family mediation). An analysis of the results of pilot empirical testing of the technologies developed by the authors shows their effectiveness in relation to complex school and family conflict situations. If there is special training in restorative technologies and an organizational structure uniting trained restorative practitioners (Territorial Reconciliation Service), these algorithms can be applied by specialists in the social sphere, education system, juvenile delinquency prevention and neglect system.

Keywords: complex multi-level conflict, territorial reconciliation service, mediation method, restorative approach, principles of restorative justice, restorative programma, community circle, family conference, school-parent council, family mediation, restorative mediation.

Research area: social sciences.

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The social and psychological well-being of society is associated with the prevailing ways of responding to problem situations that arise at different levels, such as interpersonal, group (within one community), intergroup (between different communities), when normal communication between their participants is difficult or destroyed: conflict (in the family, school, at the enterprise, another organization), criminal (falling under the articles of the criminal code) and quasi-criminal (the harm done does not fall under the criminal article). The main typical ways of responding to such situations existing in Russian society in individual and collective consciousness, institutional practices can be described as administrative (decisions from above), power (argument outside the legal field) and punitive (stigmatization, punishment). In education, pedagogical (educational conversation) and psychological ones (diagnosis and correction of psychological deficits that determine behaviour) are added to them. In the work of social services this is a correctional and rehabilitation way: they draw up a preventive correctional and rehabilitation program for a child and a family in a difficult life situation, based on the expert opinion of specialists (Maksudov, 2017; Karnozova, 2014; Konovalov, 2017).

Studies of domestic and foreign authors show the ineffectiveness of these methods of response in relation to aspects significant for the participants in the situation and society: the cessation of hostility and prosecution; restoration of justice; exemption from negative psycho-emotional states; positive changes in social behaviour; prevention of relapse offenses. In addition, there are negative consequences of the effect of stigmatization and isolation from society, causing difficulties in the positive self-identification and socialization of the offending individuals and forcing them to join the antisocial and criminal groups (Braithwaite, 2002). Interaction with representatives of law enforcement and judicial authorities is traumatic not only for the offenders, but also for the victims: participation in investigative action and in the trial is fraught with retraumatization for them, because in a competitive judicial system, the needs and psycho-emotion-al states of the victims are not taken into account (Zehr, 1998; Karnozova, 2014). And most importantly, the participants in the situation themselves are not its subjects, they are just an object, "material", with which specialists from various structures and services work, making decisions and depriving people themselves of the opportunity to resolve the situation and influence significant aspects of their life (Christie, 2007), which contributes to the formation of a pessimistic worldview, a dependent position, learned helplessness.

An analysis of the activities of education specialists, social services and bodies of the prevention system shows that the personal dynamics of participants in problematic life situations with typical domestic and institutional forms of social response to conflicts and offenses is not positive in terms of developing an understanding of oneself, the situation, the opponent, other participants, taking responsibility for their actions to create and correct the situation, for their future choices; coping with negative conditions (shame, fear, guilt, anxiety); restoration and development of positive self-identity; restoration of communication, trust and constructive dialogue with the opponent; establishing constructive relations with the social environment, community. As a result, there is no understanding of the situation, no rethinking of one's and other participants' behaviour, no extraction of meaning and lesson for the future from what happened. That is, the methods existing in society for a typical response to situations of interpersonal, social and criminal conflicts do not only completely resolve the problem situation itself, but also do not contribute to positive personal and social changes in its participants or cause dysfunctional changes, which affects the psychological quality of life of participants situation, and the degree of socio-psychological well-being of society as a whole, contributing to the growth of social tension (Braithwaite, 2002; Karnozova, 2014; Konovalov, 2017; Maksudov, 2017; *Vosstanovitel'nye programmy...,* 2018). This is especially significant for minors, whose personality structures are susceptible to change, which affects their future life choices, social behaviour, and the ability

of young people to cope with conflicts in their personal and professional lives. In addition, the lack of positive experience in the peaceful resolution of conflicts makes them vulnerable psychologically.

In the educational environment, acute unresolved conflicts sometimes turn into a tragedy: a child faces school maladaptation and psychological trauma, which can result in a violation of discipline, absenteeism, poor performance, suicidal attempts, aggressive or neurotic manifestations, the use of psychoactive substances, offenses; teachers face with loss of trust and status, dismissal, serious stress with its negative consequences for mental, physical and social well-being.

The restorative approach to responding to conflict and criminal situations is based on the mediation method (peace negotiations with the participation of an independent neutral mediator, not making decisions) and the principles of restorative justice (Zehr, 1998): restoring understanding and dialogue; autonomy and responsibility of the participants in the situation for its resolution, correction of consequences and prevention of future repetition; repairing the harm; getting rid of negative conditions, supporting a healthy personality identity and a ban on stigmatization; community responsibility for supporting positive changes in the behaviour of participants in the situation (Karnozova, 2014; Konovalov, 2017; Maksudov, 2017). An important feature of the approach is the active role of the participants in the situation, all interested members of the communities in its peaceful and constructive settlement, which is based on the values of mutual understanding, joint search that is acceptable for each solution, recognition of the significance, responsibility and contribution of each to its implementation (Page, 2011; Costello, Wachtel, Wachtel, 2009; Pranis, Stuart, Wedge 2010; Karnozova, 2014; Konovalov, 2017; Maksudov, 2017).

The Russian model for resolving conflict, criminal, difficult school and family situations involving minors based on the principles of the restorative approach is called the Reconciliation Service. The service can be created at the level of a separate educational organization –

school service (Konovalov, 2017; *Metodicheskie rekomendatsii po sozdaniiu...,* 2015) or on the basis of a municipal institution – territorial service (Konovalov, 2017; *Territorial'nye sluzhby...,* 2015). Territorial Reconciliation Service (TRS) is the organizational structure for the implementation of restorative justice in relation to juvenile delinquency, difficult life situations of a minor and their family; it works with criminal situations involving minors, complex conflicts, including the administration of an educational organization. It is created on the basis of a municipal organization in the system of education or social protection. TRSs can implement various programmes: mediation, community circles, family conferences, etc. (if trained by service specialists). TRSs provide methodological support for school reconciliation services, and monitor their activities in this territory (*Territorial'nye sluzhby...,* 2015).

Based on of the Department of mediation and restorative practices of the Kuzbass Regional Centre for Psychological, Medical and Social Care, TRS has been functioning at the level of the city of Kemerovo and the Kemerovo region for about 8 years. The Service works in difficult situations in the family and educational organizations on appeals received from directors of educational organizations, municipal education authorities, the Commissioner for Children's Rights, units for minors, etc. Typical situations for TRSs are:

1) Complex multi-level conflicts in the stage of escalation in educational organizations (bullying in relation to the "uncomfortable" child and their parents);

2) Minors and their families in difficult life situations (conflict with the law and environment, broken family ties, neglect, conflicts and family abuse).

The authors of the article have developed technological algorithms for mediation restorative work to resolve such situations. The possible algorithms of complex restorative work for the two main categories of cases outlined above, tested in a pilot empirical study, are presented below. The first presents the option of an appeal from the school principal; the second presents the interaction with the Juvenile Division.

A typical situation of the first category is a multi-level conflict in the stage of escalation in an educational organization: the conflict has gone beyond the scope of the primary incident, includes several parties, it involves students, parents, teachers, specialists, it has already gone beyond the boundaries of the educational organization (statement to the police, complaints to the department of education, appeal to the prosecutor's office). Usually there is bullying at the level of the class, the parent community, teachers and even the school administration regarding the "uncomfortable" child and his parents, it is difficult for teachers to find an approach to such a child, to help him join the peer community:

• In kindergarten and elementary school – a child with "features", for example, attention deficit hyperactivity disorder, auto-similar behaviour, other neurological problems, who has weak emotional-volitional and behavioural regulation and / or learning problems;

• At the middle school – a shy / withdrawn child, with a lower social and / or financial status of the family than other children have, or a child of a different culture that peers do not want to accept;

• At the senior level – an extraordinary child who stands out against the background of others who "cleverly" asks too many provocative questions, "shakes the law", makes comments to teachers;

• A child whose parents "push for their rights", require special treatment from the school, write complaints to the principal and to higher authorities (Belonogova, 2019).

When the administration and teachers do not cope with the situation in the classroom and school with their usual methods, they implicitly organize "pressure through the collective" on the child and / or "pressure through the parents" on the parents of this child, creating an unbearable situation for them and "squeezing" the child out of the class and the school.

Analysis and generalization of the work experience of TRS in complex cases made it possible to distinguish the following components of the design of the restorative program: the boundaries of the situation (the subject area of social reality with which restorative mediators work on this case); participants in the restorative programma; sequence and stages of restorative work (model); types of specific related restorative programmes; team of restorative mediators and their position; organizational support of restorative work; management of restorative work according to the situation (case management); normative and documentary support of case work (Belonogova, 2019).

After receiving an application to the TRS, mediators analyse it for the possibility of resolving the situation in a restorative way, contact the school principal by telephone, inform him / her of the essence and principles of restorative work, and arrange a meeting at a convenient time for everyone. An alliance with the director is very important so that he / she is "on the side of solving the problem" and organizationally helps the TRS to carry out restorative work. Based on the results of the meeting, they draw up an agreement on interaction and cooperation between the TRS and the school.

To determine the boundaries of the situation and the model of restorative work, mediators conduct preliminary meetings in the following order: with the school principal; with the school administration and specialists; with the form teacher in the class where the conflict arose first; with teachers working in the classroom; with the parents of the child / children who are being bullied / discriminated against; with other parents of the class; with a child / children who are exposed to bullying, discrimination or confrontation; with the rest of the class, possibly in separate groups.

At the beginning of each meeting, the participants are explained the essence and principles of restorative work on conflict situations, the role of mediators of TRS and the responsibility of participants in resolving the situation. Then the participants are given the opportunity to tell about their vision of the problem situation and its consequences for them and other people included in the situation, about the most important thing in the situation for them personally, what is important for them to change or decide, about their vision of possible solutions to the situation, what they are ready to do for this personally (Belonogova, 2019).

In conclusion, they are proposed to take part in a peaceful settlement of the situation in a restorative way through participation in the restorative program, its rules and procedure, the role of all participants and mediators are explained, if necessary, a written consent to participate is taken.

After the preliminary meetings, the mediators draw up a plan of restorative work on the case with a description of the successive steps to resolve the situation, the responsibility of the TRS and the school for each item, signed by the head of the TRS and the school principal.

Documentary support of work on a complex multi-level conflict in a school may include:

1. An application from the school for assistance in resolving a conflict situation;

2. An agreement with the school to conduct a restorative program;

3. A plan of restorative work;

4. A written consent to participate in mediation procedures or a written refusal (if necessary);

5. Agreements on the results of specific restorative programmes – community circles, mediation, school-parent council;

6. A protocol of the restorative work (without confidential information).

The protocol and all final agreements remain at the school and the TRS (Belonogova, 2019).

The model of work on the restorative resolution of the situation of a complex multi-level conflict (developed on the basis of methodological materials of Putintseva N.V. and Konovalova A.Iu., Moscow) is based on the following components:

1. The Community circle with representatives of the administration and school specialists;

2. The Community circle with teachers of the "problem" class with the participation of the school principal;

3. The Community circle with the parents of the "problem" class;

4. The Community circle with students of the "problem class";

5. Restorative mediation between specific participants in the situation who personally confront each other regardless of Circles and at any stage;

6. School-parent council;

7. Family mediation or Family conference (if the situation is difficult in the family of the child);

8. A cycle of classes in constructive communication skills for students and constructive pedagogical communication skills for teachers (can be carried out by guidance counsellors of the school itself or the Kuzbass Regional Centre for Psychological, Medical and Social Care) (Belonogova, 2019).

Let us describe the essence of some restorative programmes, which may be part of the model of work in complex school situations.

Community circles are a centuries-old method of conflict resolution that exists in the culture of many nations: participants in a conflict or criminal situation, referring to the traditions of reconciliation, jointly decide how to change the situation in the interests of everyone so that this contributes to the realization of moral values. The most important feature of the Circles is the involvement of all interested people in the discussion of the problem, which ensures their active participation in decision making and sharing of responsibility for its implementation. The Circle process allows you to include a significant number of participants in working with conflicts and criminal situations (Costello, Wachtel, Wachtel, 2009; Maksudov, 2017; *Metodicheskie rekomendatsii po vnedreniiu…,* 2017*; Metodicheskie rekomendatsii po sozdaniiu…, 2015*; Pranis, Stuart, Wedge, 2010). A typical Circle consists of several rounds:

• Updating of values (the question depends on the category of participants);

• Vision of the situation by the participants ("the problem speaks with the voices of people");

• Search for a solution (ways out of the situation);

• Responsibility (what everyone is ready to do to solve the situation). The decisions of the Circle are recorded on the paper, signed by the participants, photographed, and then entered into the protocol (Maksudov, 2017).

School-Parent Council, SPC (Konovalov, 2017), is a version of the Community Circle

on a situation affecting interpersonal, family, managerial problems, in which all parties involved in the conflict take part: administration, teachers, specialists, parents, students, and if the situation goes beyond schools, it involves specialists of the authorities of the prevention system (Minors Affairs Department, Commission on Juvenile Affairs and the Protection of Their Rights, education management bodies). SPC and Community circles with teachers and parents of the class, in addition to solving a specific conflict situation, can contribute to:

• Inclusion of all participants in the situation in equal open communication, which does not allow manipulation, threats, moralization, pressure, blackmail, stigmatization and other destructive influences;

• Joint definition of educational strategies for class children;

• Formation of a responsible parental position and professional position of teachers and school specialists, coordination of their actions;

• Establishment of traditions of peaceful living of children, parents, teachers, administration and specialists in the school space (Konovalov, 2017).

Restorative mediation is a process in which a mediator creates the conditions for restoring people's ability to understand each other and agree on acceptable options for resolving problems (if necessary, on repairing the harm caused) resulting from conflict or criminal situations (Maksudov, 2017; Karnozova, 2014; *Metodicheskie rekomendatsii po vnedreniiu...,* 2017*; Metodicheskie rekomendatsii po sozdaniiu...,* 2015). It is important that the parties have the opportunity to free themselves from negative states and find a resource for a joint search for a way out of the situation. It includes preliminary meetings of the mediator with each of the parties separately and a general meeting of the parties with the participation of the mediator. The agenda of the joint meeting includes issues that are important for the parties and agreed with them. Based on the results of the meeting, a mediation agreement is drawn up. It is effective for conflicts between participants in educational relationships, situations of harm (Maksudov, 2017).

It is important that after the end of the restorative work of TRS mediators on a specific conflict, the school "learns a lesson", the director regains managerial control over the situation in the organization, the form teacher regains pedagogical control over the situation in the classroom, and parents regain control over their relationship with the child. And also it is important that all participants in the situation take responsibility for changing their behaviour, so that similar situations do not recur in the future (Konovalov, 2017; Belonogova, 2019).

Over the past 3 years, all Kuzbass TRSs have successfully resolved 420 situations, of which more than 300 were difficult school situations. The analysis of feedback questionnaires shows the satisfaction of participants with the manner and result of resolving these situations.

In 2018, TRSs began interacting with juvenile departments in the city of Kemerovo. A normatively new area of work at the regional level is determined by the Agreements on the interaction between the Main Directorate of the Federal Service of Punishment fulfillment of the Kemerovo Region and the Kuzbass Regional Centre for Psychological, Medical and Social Care, on cooperation and interaction between the Main Directorate of the Ministry of Internal Affairs of the Russian Federation for the Kemerovo Region and the Regional Department of Education and Science.

According to the agreements, the Kuzbass Regional Centre for Psychological, Medical and Social Care works to prevent the neglect and delinquency of children and adolescents, as well as to provide assistance and support to minors in socially dangerous situations or difficult life situations. One of the tasks of the work is the formation of juvenile non-violent methods of communication and tolerant attitude towards others. As many Juvenile Division experts note, the disadvantage of minors in most cases is associated with an unfavourable situation in their family (conflict, psychoactive substances abuse by parents, authoritarian upbringing, or excessive child custody, etc.).

Therefore, TRS specialists began to organize and carry out restorative programs with minors and their families, which were in

the focus of the Juvenile Division, for which a special algorithm for the restorative work in difficult life situations of minors and their families registered by the Juvenile Division was developed.

To organize the interaction between the TRS and the Juvenile Division, a specialist Natalya Prokopyeva conducted informational consultations with the Juvenile Division inspectors in each city police department in order to inform them of the principles of the restorative approach, the possibility of sending a minor and their family to restorative work and the procedure for carrying it out, as well as methods of recording the results of work. A circle of problems was discussed and identified with which the Juvenile Division inspector can send minors and their parents / legal representatives to the TRS to work with them on restorative technologies. That is, the idea was formed that participation in restorative programmes helps people feel heard and understood, restore relationships in the family (which for various reasons, family members can't do without assistance), apologize and accept an apology, make amends, plan the future, without repeating such situations, enlist the support of relatives and a significant social environment. But to achieve this, you need a neutral party, and a TRS specialist can be that one.

The Juvenile Division inspectors were also informed about the principles of the procedure itself for conducting mediation restorative programs:

• Voluntary participation of the parties. Despite the fact that the inspector of the JD (Juvenile Division), having written the "Application", provides for the obligatory initial visit of minors and his parents to the department, as well as of other persons significant for the minor, whose participation is important and appropriate, the parties further participate in the work voluntarily. Coercion in any form is unacceptable. The parties have the right to refuse to work both after the first visit to a TRS department, and during the program.

• Confidentiality. TRS specialists do not disclose information regarding the content identified in the process of restorative meetings. The exception is information related to a possible threat to life or the commission of a crime. Then the TRS specialists inform the participants that the information will be disclosed.

• Neutrality and independence of TRS specialists. The restorative programmes facilitator do not propose solutions, do not take sides, including the side of law enforcement agencies or other organizations, and do not work in their interests, but they rely on the principles of restorative justice and equally support the parties in their desire for a constructive resolution of the situation.

• Responsibility and cooperation of the parties. The parties, when searching for options for resolving the situation, cooperate with each other in order to achieve the final result, jointly seek a solution to the problem. However, neither side has advantages. The parties have an equal right to express their vision, ask questions, and individually speak with a TRS specialist in the process of mediation.

• Repairing the harm. If harm was caused to either side (to each other), the participants discuss options for making amends to the offender – if he / she is a minor, then it is important to discuss their contribution to correcting the situation, making amends as much as possible with their forces.

• Responsibility. Restorative programmes facilitator is responsible for the safety of participants in the meeting process, for observing the principles of the restorative approach, the procedures for holding a joint meeting. The responsibility for the outcome of the meeting and for decisions taken lies with the parties to the conflict. A TRS specialists cannot advise the parties to make a decision on a conflict objectively.

The work with juveniles registered with the Juvenile Division and their families is carried out free of charge and only if the Juvenile Division inspector writes an Application for Work on Restorative Technologies.

Juvenile Division inspectors helped to identify a circle of problems, using which they can work on restorative technologies with minors and their parents / legal representatives. The Juvenile Division inspector, who submitted the application, is the curator of the case

of the restorative work with a specific family carried out by the TRS:

- makes organizational calls;
- provides an initial visit to a minor and their parents by specialists of the department, as well as other persons who are significant people for the minor, and whose participation in restoration work is important and appropriate;
- provides interaction with guardianship authorities, centres of social assistance to the population, educational organizations and organizations of additional education;
- monitors the implementation of family agreements based on the results of the restorative program.

TRS specialists organize the work process, implementing the principles of the restorative approach. After receiving the application, they sequentially hold individual preliminary restorative meetings with possible participants in the program (including the case curator): the minor, parents / legal representatives of the minor, people who are significant for a minor (relatives, friends, specialists of social services, educational organizations); representatives of the local community and social environment who know the minor, their family, and who care about the minor's fate.

At the beginning of the meeting, each participant is explained the essence and principles of restorative work on difficult family situations and situations of conflict of a minor with the law and society, the role of mediators of TRS and the responsibility of participants in resolving the situation. Then the meeting's participants are given the opportunity to tell:

- About their vision of the problem situation of the minor and his / her family, those issues that it is important for the family to solve for his / her social well-being;
- About the resources of the minor and his / her family, which they can rely on when restoring the situation;
- About people who are significant for a minor from his / her social environment who could contribute to resolving the situation;
- About their vision of possible ways to resolve the situation, what personally they are ready to do for this.

In conclusion, it is proposed to take part in resolving a difficult life situation in a restorative way through participation in the restorative programma (Family conference, Family circle, and Restorative family mediation), its rules and procedure, the role of all participants and mediators are explained, a written consent is taken.

After that, the TRS specialists select the technology and develop a model of collaboration with all participants (both family members and significant people whose participation is significant in resolving the situation), determine the date and time of the joint meeting. The duration of the restorative work on a particular case depends on the complexity of the case, the number of participants, the number and types of restorative programmes. TRS specialists inform the Juvenile Division inspector about this (so that administrative decisions are applied taking into account the terms of the program).

Depending on the situation, TRS specialists can conduct the following restorative programmes with their families: Family mediation; Family conference; Restorative mediation; Community circles. We describe some of the individual restorative programmes.

Family Conference is a restorative programma for working with the family in a difficult life situation (including those associated with deviant behaviour, neglect and juvenile delinquency). FC is a process in which the family itself remains the master of the problem, they are provide with the opportunity to make a decision on their own by consensus and implement it, if necessary, involving specialists (except representatives of the immediate social environment; social workers and representatives of the prevention system can participate in it). It is important that all significant members of the extended family and people close to family and the child who are able to help him study, organize treatment and leisure participate in the FC. FC allows activating the potential of the family and the immediate social environment to develop an independent solution to overcome the crisis situation in the family (Maksudov, 2017; *Metodicheskie rekomendatsii po vnedreniiu…,* 2017; *Mod-*

el\noe opisanie programmy..., 2017; Page, 2011).

• *Family Mediation* allows resolving the conflict between the minor and their parents / legal representatives, brothers and sisters, between the parents themselves. It helps to focus on the individual needs and feelings of participants, to develop a scheme by which their relations will be built in the future (Parkinson, 2010).

The agreements reached during the restorative programma, the decision or plan drawn up at the Family council, are recorded by the TRS specialists in the language that is clear for the participants themselves.

At the end of the restorative programma, TRS specialists draw up an agreement / plan, which is signed by all participants. One copy is handed over to the family, another one is given to the inspector of the Juvenile Division, who submitted the application and supervises the case (to monitor the implementation), and one more remains in the TRS.

Since July 2018, juvenile inspectors have sent 13 cases to the TRS related to the following problems of minors and their families that led to registration with the Juvenile Division: leaving home, spending the night out of home, refusing to live with parents; theft from relatives; hijacking a vehicle; drinking alcohol by parents; conflicts in the family.

In all the cases transferred, restorative work was started. 54 people became its participants: minors themselves – 11 people; their parents / legal representatives – 18 people; relatives and significant people from the immediate environment – 16 people; specialists in education and social services, including inspectors of the Juvenile Division – 7 people.

By the beginning of 2020, the work on 13 cases had been completed: successfully completed or interrupted at the initiative of the participants. In 10 cases, the situation is fully or partially resolved and agreements are reached, where 6 cases finished with the full resolution of the situation and 4 cases finished with neutralization of the conflict. In these cases, the inspectors transferred the agreements reached to the police departments.

In two cases, participants refused restorative work, preferring other forms of resolution or development of the situation. Parents of minors refused to work, as they hoped that the department's specialists would have such an impact on their child that he / she would fulfil their requirements, change his / her behaviour, and they themselves would not change anything in the relationship, and would not take into account the opinion and needs of a child. These families were sent to work for psychologists of the Kuzbass Regional Centre for Psychological, Medical and Social Care. In one case, family members, after visiting the TRS and the preliminary restorative conversation, were able to independently agree on controversial issues. The Juvenile Division inspectors were given protocols with a brief description of the restoration work carried out by the TRS specialists.

The conditions for successful work of TRS specialists are an independent position of TRS, maintaining the principles of the restorative approach, following certain stages of work, maintaining their professional position and managing the development of the situation among people emotionally involved in a conflict situation, certain professional skills of organization and communication, transferring responsibility to the participants in the situation, etc. (Konovalov, 2017).

In the process of the restorative work, participants in conflict / criminal situations may experience the birth / restoration of mutual understanding, and on this basis, the transformation of the vision of the situation; acceptance of responsibility for the situation, their contribution to its creation and correction; joint search for a solution to correct and prevent a recurrence of the situation; liberation from negative emotional states (guilt, shame, fear, desire to take revenge, etc.); restoration of a healthy identity (getting rid of the intrapersonal status of Victim and Offender) and the end of hostility, rehumanization as the restoration of humanity in a relationship; restoration / gaining control over one's life, getting rid of learned helplessness; restoration of a responsible position of adults (professional, parental); sincere repentance

and forgiveness (it can happen, but even apologizing and accepting can be enough); restoration of the victim's sense of integrity and justice of the world violated by the situation of harming the victim; restoration of a sense of security, trust in the world and people, violated by the situation of causing harm, etc. (Zehr, 1998; Maksudov, 2017; Karnozova, 2014; Konovalov, 2017).

A qualitative analysis of mediators' self-reports and feedback from participants in restorative programs on complex family, school and criminal situations involving minors shows that they begin to hear and understand each other, perceive the decision as fairly, get rid of mutual resentment, feel respect for themselves and others, in the future they do not repeat what they have done and resort to peaceful means of resolving situations (L. Karnozova, A. Konovalov, monitoring the activities of reconciliation services, published in the journal "Bulletin of Restorative Justice" for 2014 – 2019 years). That is, certain personality dynamics and a change in their social behaviour are noted.

An analysis of the results of our study showed that even in the case of incomplete restorative programmes, positive changes were observed in the behaviour of individual participants and the situation as a whole:

• Participants in the situation sometimes for the first time openly express things that are important for themselves to each other (their needs, feelings, wishes, points of view, and painful moments in communication);

• Hear sometimes for the first time a loved one (their child, parent, relative), aspects important to them;

• There is an understanding of their own behaviour and those moments that cause pain and suffering to relatives, other people;

• There is a change in the way parents communicate with their child; the child communicates with his / her parents;

• A more responsible attitude of a minor to his / her behaviour, its consequences, and his / her future is born.

Thus, an analysis of the results of a pilot empirical study on the testing of technologies developed by the authors shows their effectiveness in relation to complex school and family conflict situations. Given special training in restorative technologies and an organizational structure uniting trained restorative practitioners that is TRS, these algorithms can be applied by specialists in the social sphere, education system, juvenile delinquency prevention and neglect system, helping to reduce aggression, social tension and establish constructive ways of social interaction in educational space and society as a whole through the introduction of new ways to react to conflicts and problem situations on the basis of dialogue, peaceful settlement and a restorative culture of relations, as well as assistance in the prevention of crime and social rehabilitation of participants in conflict and criminal situations based on the principles of a restorative approach / justice.

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Алгоритмы медиативной восстановительной работы территориальной службы примирения по сложным случаям

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Аннотация. В статье представлен опыт Территориальной службы примирения Кемеровской области по разработке и апробации алгоритмов медиативного разрешения сложных школьных и семейных ситуаций несовершеннолетних на основе принципов восстановительного подхода. Для восстановительной работы с многоуровневыми конфликтами в стадии эскалации в образовательных организациях, а также с трудными жизненными ситуациями несовершеннолетних и их семей, состоящих на учете в отделениях по делам несовершеннолетних, были выработаны специальные социальные технологии, имеющие комплексный дизайн и включающие различные восстановительные программы (восстановительная медиация, круг сообщества, школьно-родительский совет, семейная групповая конференция, семейная медиация). Анализ результатов пилотной эмпирической апробации разработанных авторами технологий показывает их результативность в отношении сложных школьных и семейных конфликтных ситуаций. При наличии специальной подготовки по восстановительным технологиям и организационной структуры, объединяющей обученных восстановительных практиков (Территориальной службы примирения), данные алгоритмы могут применяться специалистами социальной сферы, системы образования, системы профилактики правонарушений и безнадзорности несовершеннолетних.

Ключевые слова: сложный многоуровневый конфликт, Территориальная служба примирения, медиативный метод, восстановительный подход, принципы восстановительного правосудия, восстановительная программа, круг сообщества, семейная конференция, школьно-родительский совет, семейная медиация, восстановительная медиация.

Научная специальность: 22.00.00 – социологические науки.

Cultural Types of Partnership in Education in the 21ˢᵗ Century

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Abstract. The article analyzes the logic of transformation of social connections in modern society, the impact of new technologies of communication and continuous education on the diminishing reliance on vertical connections, increased demand for mediation and partnership building both in education and social life in general. Partnership is studied as a key paradigm of modernity, the technology of reproduction of system stability in the conditions of globalization.

The authors reviewed the history of the changing attitudes to competition and partnership and the modern correlation of these approaches within the social and cultural process. The diversity of partnership cultures is shown as an attribute of societal sustainable development, the creation of a system of stable reproduction of social and cultural process. At the same time, the expanded reproduction of subjectivity makes it necessary to develop the ability and desire to maintain constant dialogue interaction in educational sphere, joint development of goals and forms of partnership.

The development of mediation practices and partnerships in various areas of modern social life is studied on the basis of examples from Poland.

Keywords: social relations, partnership, competition, sustainable development, mediation practices.

Research area: social sciences.

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Challenge of mutual disagreement

The functioning of the educational system is a complex process, and therefore an unambiguous, full agreement among all participants can never be reached. However, the current level of conflict occurrence in the educational system may probably be called unprecedented one. And this is obviously not accidental. In the 21st century, every member of society is increasingly becoming the permanent learner and is gradually getting accustomed to this position. The emphasis on lifelong learning is becoming the norm. And accordingly, there has been formed an understanding that that there are no people who can learn something in full once and forever, moreover, there are no indisputable authorities. Each person, taking advantage of information obtained through new technologies, more and more feels like a full-fledged subject of the educational process. Each subject has a peculiar vision of the educational process as a whole, its objectives, optimal structure, specific situations turning up in educational activities. These visions are undoubtedly not equally clear. But they do exist in great diversity. And they contradict each other. Hence, the educational process is inevitably filled with dissent, disputes and conflicts are multiplying, and more and more efforts are being made to resolve them. Thus, the need for mediation is growing and intensifying.

In this regard, having analyzed disputes in school which can be resolved with the help of mediator, Anna Duda and Ioanna Lukasik singled out the following conflicts, depending on the participant:

- student *vs* student,
- student *vs* teacher,
- teacher *vs* principal,
- teacher *vs* teacher,
- parent *vs* teacher,
- parents *vs* student,
- class *vs* student,
- class *vs* class,
- class *vs* teacher (Duda, Łukasik, 2011: 26).

Such a broad, almost all-encompassing proneness to conflict is a representation of that there is increased "rightfulness", independence of subjects and participants in educational ac-

tivities, and also realization of the crisis in the vision of the content and goals of education. The rapid development of technology leads to a fundamental change in the perception of goals of development. What required all efforts then, today is easily achievable. As a consequence, society as a whole is experiencing a situation which Alfred Schütz defined as the lack of a common perspective (Schütz, 2012). And this situation is particularly true for the educational system.

The structure of educational activities in modern society is getting more and more complex. The inclusion of all generations in the continuous education may also be a problem, creating conflict situations. The older generation is more and more included in educational practices, they treat this situation of sitting at the desk with enthusiasm. However, it is still almost unclear how, what, how long to teach older people. Only little by little does it become lucid that education for a senior generation is a very special kind of education. Meanwhile, some university lecturers do not want to work with pensioners, considering such activities a profanation of education. General calls for the transition to continuous education and the current prolific activity of the older generation do not comply with the established system of accounting and control of teaching activities and, which is even more important, contradict the principle of competitiveness of educational institutions.

To change the situation, they have introduced multiple reforms in the educational system everywhere. These reforms are an attempt to create new forms of control over educational activities that are appropriate to the new content. Nevertheless, everlasting reforming does not reduce conflict. It is becoming progressively more apparent that overcoming incoherence and conflict in education cannot be accomplished through "top-down" decrees and orders. Under the pressure of a changing reality the formation of an internally consistent system of educational practices is carried out in a permanent and comprehensive manner by society as a whole. Yet, we should take the opposite view. The aspiration to agree, to develop partner relations springs from the objec-

tive to prevent "the end of history" as a result of aggravation of mutual misunderstanding and discontent. It is possible to state that this very situation of advancing totalization of mutual misunderstanding is the radical challenge which the mankind is compelled to face and react, namely by creating the system of protection, system of re-enactment of interaction based on reciprocation of understanding and agreement.

During the formation of this system there appears a growing need for the work of a mediator, who would help to combine different visions of education presented by different actors, to put an end to reciprocal disagreement and facilitate joint activities and partnership.

Scale and directions of creation of partnership and trust

Partnership is the key paradigm of modernity. Only on its basis there can arise a sustainable agreement, since neither consent nor reconciliation without a plan of further concerted action, can last for the long term[1].

Partnership acts as a basis for the reproduction of the social and cultural process at all levels and stages of its development. For the individual, it implies fair participation in a common task. However, two questions are almost always open: 1) what the degree of unanimity of purpose is; 2) what participation can be considered fair.

The issue of the scale of the task, in which the individual participates, actually grows into the problem of defining the area of responsibility of the individual and the area of his or her trust. Since it is trust that forms the basis for sustainable partnerships.

In a small group of people united by direct communication trust is based on the experience of preliminary practices.

On the other hand, partnership behaviour is necessary not only in small groups, but also in large groups such as the nation and nowadays – the human community as a whole. The

foundation of partnership behaviour is the development of social capital.

Social capital can be seen as a feeling of "we-community" present in the public consciousness, as a basis for solidarity of actions of the society members, their desire to agree, their disposition for agreement. Rich, highly developed social capital includes common values, symbols and concepts.

Each society either explicitly or implicitly sets the goal of expansion and development of social capital. To achieve this goal, a variety of means are used. Generally speaking, they can be divided into two directions: 1) integration of community on the basis of confrontation with someone or something (forced by external circumstances, either real or unreal, i.e. "involuntary" unification); 2) internal integration of community, without opposition it to "Other" – strangers, by creating conditions under which community lives in heterogeneity. These two ways of strengthening social capital and overcoming dissent within society are alternative and almost mutually exclusive. The first assumes strengthening of homogeneity, and the second – development of internal wealth of society on the basis of parallel development of various behavioural strategies, self-realization, rooted in the diversity of socio-cultural identities.

The first option is simpler and more traditional. Nevertheless, management disposition towards the model of complete homogeneity is an evidence of short-sightedness, and in the conditions of globalization, such a model finally becomes nothing but utopia. The desire to realize such a utopia, to represent one's own values as the only worthy, inevitably leads to the transformation of patriotism into nationalism, and in education this eulogism of utopia glorifies banality, simplifies symbolic systems, leads to isolability and a dead end of "monolithic unity".

In turn, the implementation of a model focused on the openness of heterogeneity and multiculturalism requires enormous effort and can also create problems. Building partnerships between dissimilar and non-equal members, while preserving diversity, is an extremely difficult task.

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[1] It is worth remembering the etymology of partnership – the word comes from the French "partner", from Old French "parçener" (co-heir) (perhaps from "parttenour" (holding part)), then from Latin "partition" (division), from "partire" (divide). For this analysis it is also important that the partner's antonym is a competitor.

Diversity of partnership cultures

Multicultural environment is an indispensable attribute of modern society. The diversity of partnership cultures, as well as the heterogeneity of educational cultures, arises from the diversity of cultures, the prevailing attitude to reality, the notions of humanism as either collectivism or individualism, the focus on activity in the material or spiritual spheres. Different cultures (tentatively speaking, in the West and in the East) reproduce different attitudes towards the goals of activity. In some types of culture the main attention is paid to the arrangement of the nearest sphere of life, in others – to the distant one. The image of partnership, i.e. participation that dominates in culture, depends on this arrangement. Obviously, the original models and scales of actions that have been established and entrenched in different cultures cannot be changed overnight. The broad variety of motivations and forms of modern concerted activity is the wealth of mankind with each of these forms being necessary. It is no coincidence, for example, even in the broadest context, that when analyzing global environmental problems, the Germans call for very specific, local actions. It is in Germany that the principle "Think globally – act locally", which has recently become sought after, is the most persistently and consistently implemented one. But the Russian culture opts for movement towards coherence, so the culture of partnership formation is different. Its reflection can be found in the theory of positive unity and sobornost. Its essence as a technology of activity was comprehensively described by Pavel Florensky: "While living we unite with ourselves in space and time, as an integral organism, we gather together from separate mutually exclusive (by the law of identity) elements, particles, cells, mental states, etc. In the same way, we cooperate in the family, clan, nation, etc., uniting until we form mankind and include the whole world into the unity of humanity" (Florensky, 1990: 343). This is one of the clearest expressions of the key interest in Russian culture in the development of responsibility starting from oneself to the broadest possible sphere – the world, even space. The strength and intensity of this orientation cannot be ignored, as it affects the functioning of Russia's exceptionally diverse multicultural environment.

The experience of forming a multicultural environment in modern Poland is also original and unique in many ways. Owing to this multicultural environment the Polish socio-cultural process creates specific opportunities and limitations in building partnerships. In the Middle Ages, Poland was one of the key subjects of European politics. However, in the 18th century the territory of Poland was first divided between border states and since then the Polish people have been fighting for independence for many decades. The meaning of life for many generations of Poles has been embodied by the slogan "Jeszcze Polska nie zginęła" (Poland is Not Yet Lost). In this struggle, in the absence of political and economic independence, culture becomes very meaningful. Its blooming, especially in the 19th and 20th centuries, actually signifies for Poles the advance of their country. After World War II, Poland developed as a mono-ethnic society. Currently, in the country there is unique migration situation:

On the one hand, the country is not as rich economically as its western neighbours and therefore is not so attractive for migrants heading to Europe from all over the world;

on the other hand, Poland, a country with a population of 38 million, has its own special inflow of population thanks to migrants (almost 20 million of ethnic Poles who do not live in Poland). The country has accumulated vast experience in the repatriation of ethnic immigrant Poles up to their full acculturation. The adaptation of repatriates in Poland does not lead to the multicultural environment creation. Instead, ethnic Poles, mainly from Kazakhstan and Russia, seek their full integration in the society.

In today's situation, however, this experience can be used only in part. As the migration situation in Poland has changed dramatically in recent years, it has led to an emotionally charged public debate. At the moment, Poland is still a country with a high level of emigration. However, against this background, the number of immigrants is increasing considerably. According to Brigida Solga, immigration to Poland is still limited, but it is already capa-

ble of creating tension in public consciousness (Solga, 2016: 52), consequently, it is often reproduced and perceived as a threat to the development of society, its atmosphere and integrity. Since 2014, Poland has seen the dramatic rise in the number of citizens from Ukraine. Today the share of the Ukrainians among foreigners who have been issued work permits is 83% (*Urząd do Spraw*), i.e. the Ukrainians constitute the absolute majority of foreigners on the Polish labour market. Concurrently, the group of immigrant students from Ukraine shows a rapid growth in the inflow of migrants. About 40% of them say they see their future associated with Poland and more than 30% want to be at least partially connected with Poland (*Serwis internetowy NBP*). Analysis of the attitudes of the Ukrainians coming to Poland demonstrates that 11% of them intend to stay in Poland forever (*Personnel Service*). They plan to become a part of Polish society but at the same time they do not (and cannot) pursue changing their ethnicity and socio-cultural identity.

The document "Poland's migration policy – current status and postulated actions", which has been regulating the policy towards migrants since 2012, follows the previous documents in focusing on the integration of ethnic Poles returning from abroad. It lacks thorough analysis of the new situation, elaboration of measures to regulate the development of the social environment which is becoming multi-ethnic. Meanwhile, Sigmund Baumann's description of "the ways of being together" (Strath, Witoszek, 1999: 138), in which the largest Polish-English sociologist explains the logic of a person's transition in the postmodern era from an indifferent state of "being around" to a state of "being for". According to Baumann, transition to "being for" is the only way for modern man to make one's own life meaningful and to save oneself. We think it is a designation of another very peculiar way of building partnerships, overcoming real or potential social dissent. The path is specific, maybe it is necessary as a shift away from extreme individualism.

However, in order to understand how heterogeneous modern partnership cultures can be combined, it is crucial to touch upon history of partnership in education at least briefly.

On the history of the transformation of partnership in education

The entire history of society can be seen as a history of partnership development. Awareness of necessity to get partners has emerged along the formalization and expansion of social inequalities. Having appeared in ancient civilizations, hierarchy systems promote the intensification of society development and, at the same time, individualization and growth of mutual dissent. That is why the ancients were already aware of the need to build partner relations, since first of all, these relations were essential for the development of culture, and it was these ancient nations that created a form of dialogue. Dialogue is possible on the basis of the principle of "equality of the unequal", formulated by Socrates. But despite the importance of this form, it was venerated only at the Athens Agora, at the Academy of Plato, where, as the inscription on the gate reads, "Let None But Geometers Enter Here". In society there is a need for spiritual development, awareness, creation, protection of the intelligent, good, eternal. To meet this need, "internal cultural spaces" are being created, namely museums, gymnasiums, libraries, academies, universities. Still, political and economic development is based on widening inequality and using the "principle of realism". This principle was formulated in the 5th century BC by Thucydides in his "History of the Peloponnesian War": "The strong do as they want, and the weak suffer as they should" (Thucydides, 2017). Culture develops values, norms of humanism, principles of establishing and developing agreement and partnership, though in real political and economic practices, these norms and values are trampled down.

The history of mankind is rather often treated as the history of competition between peoples, first and foremost, political and economic rivalry, a certain contest with the aim to accumulate "power" on the basis of which one can do anything. Yet, the very essence of the force of a social subject cannot be so easily defined. The accumulation and capitalization of physical and material power leads to the aggravation of inequality and mutual misunderstanding in society. But at the same time, the

compound material wealth of a society creates conditions for expanding the opportunities for cultural development. The zone of influence of spiritual power in the social and cultural process is also decisive. In society, the need to overcome alienation, to develop a three-dimensional vision of the full diversity of the world and one's own place in it is becoming more and more evident. Satisfying this need definitely does not bring the "suffering of the weak", but rather supports overcoming weakness in all its forms and the optimal (in the interests of all stakeholders) use of all reserves, forces, capital of society, in the end fostering the development of partnership.

The development of the society's aggregate forces can be presented as a wave process. From this perspective, the Middle Ages period (the era of a rigid hierarchy) is seen, however, as a time of creating a specific model of partnership and restraining competition.

Modern era is a new phase in the development of social forces. Here the role of the principle of realism is swiftly growing, and the law is being revised so as not to restrain the will for competition. Individualism, the concentration on one's own interests is boosting and gaining public legitimacy. In the Modern era the limited partnership is created. At the same time, civil consciousness spreads out and gives birth to principle of citizenship as the responsibility of every citizen for the fate of the fatherland.

In the 20th century, hugely expanded capital and the forces of mankind provoked making social experiments of unprecedented scale. In each of them, though, ideology turned into dogma and did not form sustainable partnership. And starting from the middle of the 20th century the community has begun to cherish a new attitude to the future, to cultivate responsibility in face of impending future. This responsibility is formalized through a program of transition to sustainable development. This program reflects the aspiration to reach a new level of partnership in all socio-cultural practices, to educate new generations in terms of seeking and getting ready for partnership. Education is the principal, definitive form of these practices. Nonetheless, this is not at all easy, since the historical experience of mankind has accu-

mulated both partnership and anti-partnership (competition) practices. Education itself sets goals to develop the ability to be competitive, to win, to overtake, and to make a constructive search for solutions to problems considered as common ones.

The very notion of competition is an antonym for the notion of "partnership". The purpose of competition, rivalry is to take a higher position than of others. That is why competition actually excludes the common benefit. The means used in competitive struggle may be more or less rigid. But the higher the position in the political or economic hierarchy which the individual tries to occupy, the tougher the means of competition the individual uses, otherwise he/she would lose. And for the socio-cultural process at the current stage of its development, destruction is no longer acceptable. In the public consciousness, the idea of the need to exclude destruction, to seek and find ways of conflict resolution without resorting to force, without violence, in the interests of all parties to the conflict is becoming more and more relevant.

**Features of mediation
and partnership development in Poland**

The problem of developing mediation practices and partnerships is considered in detail in Polish science. Mediation is used for conflict resolution in civil and economic lawsuits. According to analysts, it is not used widely enough. However, this situation is typical for Europe as a whole. The analysis carried out in 28 countries of the European Union showed that in terms of the absolute number of mediation cases Poland, together with Hungary, ranks fifth after countries where mediation has a long-established tradition such as Germany, the Netherlands, England and Italy. It is worth mentioning that if we compare the number of mediation cases with the total number of cases brought to courts, it turns out that Poland is in the second top ten out of 28 countries (*Diagnosis of the use…*, 19).

Nevertheless, mediation practices are strongly supported. The Social Council for Alternative Conflict and Dispute Resolution under the Ministry of Justice developed and

adopted in May 2008 the Code of Mediators' Ethics in Poland (*Kodeks etyczny mediatora…*, 2008), standards for mediation in schools and other educational institutions, the Code of Ethics of Peer Mediators, the Code of Ethics of School Mediators.

There is a soaring emphasis on scientific analysis of mediation development. In order to systematize the accumulated knowledge and improve practices, Anna Cybulko's dissertation research offers a classification of mediation models, which are as follows:

Facilitative (classical) mediation;

Evaluation mediation;

Transformational mediation;

Therapeutic mediation;

Narrative mediation;

Humanist mediation;

Structural mediation;

Systemic mediation;

Strategic meditation (Cybulko, 2018).

Cybulko's study of the goal of mediation seems fairly significant in view of the fact that "the purpose of mediation is not always fully understood and defined, sometimes it remains in the implied form. In extreme cases it may not be understood even by the parties or by the mediator him-/herself" (Cybulko, 2018: 100). The researcher focused on analyzing two main options for determining the purpose of mediation: 1) agreement and conflict resolution or 2) development and change. As a result, 56% of mediators surveyed admitted that the primary goal of mediation is "development and change", while 37% found that "agreement and conflict resolution" is the primary goal of their mediation (Cybulko, 2018: 216). This study is of importance for the development of mediation practices in the educational system. It goes without saying that the immediate goal of mediation is overcoming dissent and resolving the conflicts. However, achieving this goal as an ultimate one is hardly possible. When the mediator pursues the goal of development, change of the situation, in which disagreement has arisen, in moving towards this goal the task of reconciliation is also solved as an intermediate one.

The modern Polish school undergoes intensive changes, as a result of escalation of immigration primarily from Ukraine, so the multicultural environment is formed step by step. Conflicts related to the diversity of cultures are not uncommon in modern Polish schools. These conflicts cannot be resolved by the mediators unless they see a way to change the situation, develop partnerships between representatives of different cultures. In this situation, the practices of school mediators are directly related to the activities of a wide network of non-governmental organizations, whose aim is helping immigrants to conform to new cultural conditions in Poland.

Overcoming misunderstandings and conflicts in the multicultural educational environment requires the mediator to apply not only psychological knowledge and skills, but also their own vision of the potential opportunities that arise from the mutual enrichment of cultures, in this case the Polish and Ukrainian ones. The mediator should show students the perspective of culturally enriched partnership. Naturally, the work of the mediator implies overcoming the barriers of social trust development that arise in a multicultural environment. These barriers can be provisionally divided into economic, social and political, and psychological.

In fact, the first group of barriers is inherent and has a consistently profound impact on the other two. But it is here that culture and education play a tremendous role. There are no simple solutions in the field of combining the interests and values of representatives of different ethnicities and peoples. But progress in the development of openness becomes possible via "reflexive modernization" (Beck, Giddens, Lash, 1994). A prerequisite for such progress is a change of priorities in the minds of students, turning the process of development of *cultural capital of the community* really into a major component of the development of society as a whole and of each of its members. Dialogues and partnerships are fundamental for the development of social trust and involve communication from an equality perspective. Let this equality be not absolute, but relative.

Thus, there is an assiduous accumulation of experience of multicultural communication in Poland. Taking advantage of this experience

is the basis of the mediator's work, which involves focusing on mutual understanding (Belaia, 2016: 35) and the development of partnerships. Here, on the basis of the initial intention of building partnerships, they can identify and eliminate cultural differences and ways to deal with failures in communication, as well as the causes of failures in intercultural communication, such as negative psychological attitudes, stereotypes, and often differences in etiquette. The key to the success of such intercultural communication is the recognition that basic humanist values and social life itself in the first instance, its stable reproduction, its protection from violence and destruction are common to all cultures. Each culture has its own forms of movement towards the realization of these values. In today's world, the diversity of these forms is a condition for the stable development of the socio-cultural process in general and social capital in each country, in each region, in each organization in particular.

On overcoming the "limited partnership"

V.P. Sheinov, the author of the book "Conflict Management", singles out intra-personal, interpersonal, and intergroup conflicts (Sheinov, 2019: 22). Today, it is necessary to analyse the intra-personal conflict, i.e. the lack of one's understanding of oneself and the individual inability to reconstruct their own activities in accordance with new tasks. And the problem here is not cultural heterogeneity, but the ill-preparedness to abandon "calculating, instrumental rationality separated from ethical and social values and broad philosophical views" (Dallmayr, Demenchonok, 2019: 218). Whereas at the beginning of the Modern era "limited partnership" was an effective tool to enhance competition and to accumulate strength for the strong to do what they want, nowadays, under the transition to sustainable development, diversity of mindsets is a condition for developing partnerships in the common cause of life preservation.

Today, gradually, with difficulty and retreats, humanity is surmounting the level of "calculating rationality". This implies a cardinal change of attitudes in the education system, search for ways of overcoming conflicts arising

in it, and the creation of perspectives. Education shall keep on preparing people to be successful. However, the very notion of achievement, life success, is intensively changing its content. The culture of partnership is based on its ability to combine the satisfaction of one's own individual interest, the interests of one's own group and humanity as a whole, and the ability to refrain from activity if it leads to the growth of contradictions between these interests. Only on this basis is the transition to sustainable development possible.

The core of the mediator's work at school is comprised by the realization that in the transition to sustainable development, diversity of mindsets is a precondition for the development of partnerships in the common deed of saving lives. And the way of solving this problem cannot be dictated "from above". In the 21st century, in a world with "common blood circulation," as Lyudmila Ulitskaya said, it becomes clear that the purpose and forms of partnership should be the subjected to constant discussion, so that no one shall be the owner of the only truth. Besides, no one is going to give up his/her subjectivity. As Noam Chomsky highlights, "the world is in a state of transition" (Chomsky, 2019: 7). And the future acts as an object of complex partnership, for which education prepares man. Participating in a common deed does not presuppose renouncing one's uniqueness or the integrity of specific social subjects. As Yuri Lotman has shown, "The ideal model is the triunity, in which every part of the whole is a part of the whole of a higher order, and every part is a whole at a lower level. The expansion of the structure is achieved not by means of accumulation of new links, but by including it, starting from above, in the unity of the higher levels as an intrinsic part of them" (Lotman, 1992: 30).

We are probably embarking on using this model: the development of the socio-cultural process as a whole and its educational activities is realised not through absorbing different societies and their cultures, not by mixing them and transforming them into a homogeneous mass, but by collecting them in a single complex space in which "unity of the highest level" is organized on the basis of partnership.

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Культуры партнерства в образовании в XXI веке

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Аннотация. В статье проанализирована логика трансформации социальных связей в современном обществе, влияние новых технологий коммуникации и непрерывного образования на сокращение роли вертикальных связей, роста востребованности медиации и конструирования партнерства в образовании и социальной жизни в целом. Партнерство исследуется как ключевая парадигма современности, технология воспроизводства системной стабильности в условиях глобализации.

Описана история развития в социокультурном процессе установок на конкуренцию и на партнерство, а также современное соотношение данных установок. Разнородность культур партнерства показана как атрибут устойчивого развития общества, создание системы стабильного воспроизводства социокультурного процесса. Одновременно расширенное воспроизводство субъектности делает необходимым развитие в образовании умения и стремления постоянного поддержания диалоговых отношений, совместной выработки целей и форм партнерства.

На примере Польши рассмотрено развитие медиативных практик и партнерских отношений в различных сферах современной общественной жизни.

Ключевые слова: социальные связи, партнерство, конкуренция, устойчивое развитие, медиативные практики.

Научная специальность: 22.00.00 – социологические науки.

Place of Mediation in the Monitoring of the Educational Process Conflict Factors in the Conditions of Modern Risks

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Abstract. This article deals with the role of mediation in conflict management and especially in the monitoring of conflict factors of education activities.
In the article the authors analyse the system of monitoring and its principles and methods. Special attention is paid to the integration of monitoring and mediation.
Recently, the mediation institution has been developing quite actively in Russia. Mediation is a negotiation with a third neutral party. It differs from negotiations by the removal of responsibility for carrying out procedures from representatives of the parties. It is one of the ways of conflict prevention and regulation.
The article shows different models of embedding of mediation into the conflict management system in high school. Mediation and monitoring are considered as important parts of this management.

Keywords: conflict factors, mediation, education, risks, monitoring.

Research area: education.

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Introduction

Risks are an integral part of the society development. Moreover, they carry the probability of losses and gains. "A general risk assessment is interpreted through a self-assessment of the safety of the environment, vulnerability to various risks, and risk preparedness" (Shlykova, 2015: 5). Perception of risks, readiness for them is an important factor in the functioning of modern society, institutions, social strata, individuals. Education, as one of the most important institutions of our time, is also affected by various risks. The ability to identify them, respond to them, the level of their negative consequences is part of the activity to ensure positive dynamics in the development of the educational institution. Any other area of academic research and public debate can hardly compete with the degree of attention of domestic authors to the problems of the content and consequences of the Russian system of higher education reform. However, there is no full agreement on the key parameters of the problems of educational activity of higher educational institutions, its components, indicators and consequences, including the conflictological context (Vol'chik, 2013; Kuz'minov, 2002; Kurbatova, 2016; Titova, 2008). Following George Ritzer (Ritzer, 2011), it became fashionable to talk about the "McDonaldization" of educational activity when the goal-oriented principles of the famous fast food become the methodological basis for organising modern universities (Kil'dyushov, 2016). A number of analysts insist on the imitational nature of the national reform of higher education (Tambovtsev, Rozhdestvenskaya, 2014).

An important component of these processes is a system for monitoring the conflict factors of educational activity. Conflicts frequently occur in university campuses but it is possible and even necessary to manage them. Collecting data is an important part of all conflict management system. In order to make decisions, one should have objective information about all indicators of the education process. Conflict management system consists not only of the applied studies but it also includes recommendation for the conflict management and actually the management action itself.

This article deals with the higher education institutions. The main goal is to understand which place mediation can take in the monitoring of conflict factors in the education process. In order to succeed in implementation of these goals it should involve "research, educational courses, and practice in conflict resolution, and the use of mediation as a dispute system alternative" (Katz, 2016: 177). Therefore, conflict prevention and resolution is one of the element of the system and mediation is one of the methods of conflict management.

Theoretical framework

There are different theoretical methodological and empirical approaches to the conceptualisation of many problems of educational activity of higher educational institutions. Nevertheless, these discussions allow to outline one common key point – educational reform is an additional conflict-generating factor in the social and political life of modern Russia and "is a structurally and functionally complicated phenomenon in which conflicting strategies of internal and external cultural changes come together" (Karpov, 2015: 11).

The research literature presents several approaches to the topic of conflict factors in educational activities. Some authors analyse the educational process in schools and universities, and at the same time pay attention to conflict determinants (*Character development in schools*, 1992; Tavokin, 2012). Others consider individual elements of the educational process, for example, the relationship of students and teachers (Wyrick, 2011; Clark, 2014; Hamre, Pianta, 2006; Ignatova, 2014; Vinokurov, Potapov, 2004). A number of works are devoted specifically to conflicts in educational activities and universities (Vinogradova, Kozina, 2011; Ryapisov, Ryapisova, 2016), as well as the influence of individual factors on the educational process and its elements (Banikina, Stepanov, 2016). There are works devoted to the educational process monitoring (Chepel, Abakirova, Samuylenko, 2014). The listed theoretical base allows us to analyse the educational process from the standpoint of a rather complex and well-developed conflict research methodology.

In domestic literature many authors pay attention to the process of mediation development in schools (Petrova, Plotnikova, 2017; Chupris, 2016; Konovalov, 2014) and less write about mediation in higher educational intitutions (Ryabinina, 2015). More attention is paid to the mediation in universities in other countries (Yarn, 2014; Klingel, Maffie, 2011; Katz, 2016). The reason of this situation is that using of mediation in school and interest to the conflicts in school from our point of view is much bigger than to those in higher education institutions. Institutionalisation of mediation in school is developed today much better than in universities. This is mainly due to the authorities' attention to conflicts in schools.

It is necessary to clarify that the presence of conflict factors does not necessarily lead to conflicts and conflict interaction. Only under a certain set of circumstances and in the presence of certain conditions does a conflict situation turn into a conflict. It is important and possible to prevent this process, and this is one of the tasks of conflict management. However, the concept of conflict management is somewhat broader than just preventing conflicts. Conflict management is understood as a deliberate impact on their dynamics. This effect can be carried out at different stages of the conflict development: at the stage of origin, the formation of a conflict situation; at the stage of conflict interaction; at the stage of completion of a conflict. Conflict management elements include prevention, mitigation, incentives, regulation and resolution. The earlier the actions to manage the conflict are taken, the higher the likelihood of their effectiveness.

Research Results

Monitoring the conflict factors in the educational process should be a sort of special system. This system includes activities to collect empirical data and recommendations for conflict management. Moreover, this monitoring in its turn is a necessary element of the whole system of conflict management. Monitoring of conflict situations involves a system of periodic applied research, in order to ensure the constant flow of information about the phenomena studied. It implies the allocation of a limited number of the most significant indicators reflecting the situation at the university. Monitoring means that there should be repeated measurements of indicators. This monitoring can be carried out at least once a year.

Monitoring may include quantitative and qualitative methods for collecting information. Among the quantitative ones, we recommend the questionnaire, since it allows one to increase the level of anonymity in obtaining information in organisations and small groups. The toolkit should include an invariable part and block, which can vary from research to research and study the aspects of the problem that are relevant at the time of the study. Qualitative methods are important for a more in-depth interpretation of quantitative data. Here one can recommend focus groups and in-depth interviews. The latter does not provide us with representative information, but allows to look deeper into the problem, which enriches its interpretation. An expert survey is also advisable in this situation, which can also contribute to the analysis of the data obtained. Experts in this area can be representatives of the educational process, researchers in this area, officials. Subjects of educational activity are subject of the research: students, lecturers, teaching support and administrative staff. All of them are the main participants in educational activities.

Not only conflict factors of the education process can be the aim of the monitoring but already mediation itself. We mean that mediation as a technology of conflict management and prevention can have some problems during its inculcation. This problem exists in our education at different levels – in schools, universities etc. Nowadays there is an active stage of mediation developing especially in schools and then in higher educational institutions. Mediation in education is an important part of mediation itself. The main goal of this process is prevention and solving of conflicts. This is an especially important innovative technology of ADR (alternative dispute resolution). Mediation has its rules, principles and procedures. This is not an easy way to manage a conflict, but an effective one. Today one of the problems is that the main principle of mediation – voluntariness is broken in some way. I.E. Petrova and E.S. Plot-

nikova wrote in their article that "contrary to the requirements stated in the regulatory and legal documents and scientific principles in practice mediation becomes mandatory and unconditional for execution" (Petrova, Plotnikova, 2017: 145).

There are different types of mediation, which can be used in conflicts in higher educational institutions. For example, classic mediation and restorative mediation. At the same time there can be several type of mediators, i.e. mediator – professional and team members (students, lectures and so on) or so called stakeholders. Of course, the process involving professionals or non-professionals can have it peculiarities. "The classical model of mediation discusses the transition from positions to "true" human interests and the development with the help of the process of brainstorming a mutually beneficial solution" (Konovalov, 2014: 22). In this case, restoration of the relationships is not the main goal, but a desired result. At the same time restorative mediation deals with the "recognition and correction by the offender of the harm caused to the victim, the cessation of hostility, the restoration of understanding and destroyed relations" (Konovalov, 2014: 22). From the authors' point of view, restorative mediation has more preventive influence on the situation in campus and all social tension in the educational process. "The resolution of campus conflicts should improve the atmosphere for learning, teaching, research and service; it should maximise benefit and minimise costs; it should stress individual and institutional responsibility, respect collaboration, and accountability" (Yarn, 2014: 7).

One should mention that there is different experience in the way of mediation institutionalisation for its use in conflict prevention and resolution. One of them is the development of the Conflict Management System (CMS). Mediation is one of the elements of this system. It was developed especially for the University System of Georgia in (USG), which consists of 34 elements (universities and colleges), over 200,000 students and over 30,000 full-time employees (Yarn, 2014: 5). CMS consists of Boards of Regents: Chancellor's Office and Advisory Committee and communicate with Individual Institutions. It has published a handbook with the main principles and instructions for the six-step model, which allows to create conflict resolution system for each unit of USG. System itself involves empirical studies (case studies, expert interviews etc.), collected quantitative data on mediation process, annual reports, mediation programmes. It implies education and training in conflict management theory and design, mediations itself. One should understand that there should be right situation for the creation of such a system. Many factors are important for the success of the CMS development. "An organisation may be incurring unsustainable costs from conflict, but may still not be able to initiate a design intervention without an alignment of the right circumstances with people who have the knowledge, motivation, and authority to initiate substantial systemic change" (Yarn, 2014: 14).

Another example of the conflict prevention and resolution is alternative dispute resolution (ADR) services. "These services range from preventative measures such as training and coaching to more formal reactive procedures such as conciliation, facilitation, mediation, and arbitration" (Katz, 2016: 176).

Conclusion

Thus, mediation and monitoring of conflict factors are important elements of the conflict management system in higher educational institutions. Monitoring helps to have up-to-date information about all important indicators and mediation helps to manage conflict situations. "Conflict competence as a component of the professionalism of a university teacher is of great importance in the functioning of student society and more broadly in improving the quality of work of a general educational organisation" (Ryabinina, 2015: 53). This competence is good not only for the conflict management system but also for the teacher's work productivity. All elements of this system should be integrated into the life of a university and campus. High school needs support from the state and different organisations to develop this system. In order to succeed all the work in this field should be systematic and long standing.

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Место медиации в системе мониторинга конфликтогенных факторов образовательной деятельности в условиях современных рисков

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Аннотация. Статья посвящена анализу взаимосвязи медиации и мониторинга конфликтогенных факторов образовательного процесса.

Авторы рассматривают отдельные риски, с которыми связано сегодня образовательное пространство. Отдельное внимание уделено понятию управления конфликтом, его элементам.

Мониторинг конфликтогенных факторов проанализирован с точки зрения его основных составляющих, используемых методов сбора информации, значения соотношения качественных и количественных методов.

Медиация в последнее время заняла очень важное место в образовательном пространстве. Как переговоры с участием третьей стороны она является одним из способов предупреждения и урегулирования конфликтов. Авторы рассматривают различные модели использования медиации в образовательном процессе и включения ее в систему управления конфликтами.

Вместе с мониторингом конфликтогенных факторов образования медиация является неотъемлемым элементом системы управления конфликтами.

Ключевые слова: конфликтогенные факторы, медиация, образование, мониторинг, риски.

Methods of Conflict Study in the System of Education

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Abstract. The article raises the problem of developing methods for studying conflicts in the education system. The definition of conflict is given as a process that actualises violations by the subjects of interaction of established norms, rules, laws, requirements of a particular social environment. It is emphasised that today there are two main methodological approaches to the study of conflicts: activity-oriented and personality-oriented. The activity-oriented paradigm considers conflicts from the point of view of activity and development of the subjects of interaction and social environment. The personality-oriented approach focuses on the importance of personal characteristics of the interacting parties to resolve a conflict situation. The authors propose a comprehensive approach based on the symbiosis of personality-oriented and activity-oriented paradigms, which allows to take into account the main personal factors of subjects in the process of deployment and resolution of conflicts at each stage of a conflict situation: characterological peculiarities, self-esteem and intelligence, as well as behaviour strategies. An empirical pilot study was conducted among students of Siberian Federal University in order to determine leading personality features of an individual, which occupy the central place in a conflict, regardless of its stage and determine their relationship with the level of proneness to conflicts of a person.

The data obtained allowed us to come to preliminary conclusions that a low level of proneness to conflicts is associated with such qualities as high intelligence, ability to think outside the box, emotional stability, self-confidence and awareness of one's own capabilities. A high level of proneness to conflicts is due to the student's inability or unwillingness to understand and accept the individuality of other people, inability to forgive others for their mistakes, low intelligence, emotional instability and anxiety. The revealed relationships confirmed the effectiveness of using an integrated approach to the study of conflicts, as well as the theoretical assumption of the mutual influence of individual psychological characteristics and the level of proneness to conflicts of a person. The results of the study will allow us to investigate the mechanisms of conflict behaviour of learners, taking into account their individual psychological characteristics at each stage of the development of a conflict situation, and therefore manage conflicts in the education system.

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Introduction

The relevance of the study of conflicts in the education system is associated with at least two key factors.

The first factor, which is topical at all times, can be designated as ontological, and here it is necessary to take into account social being, both globally and at the level of an individual, personality.

In this regard, conflict is relevant as a specific interaction strategy, which actualises at least two of its manifestations. The first is due to the fact that we can use the word "conflict" as a definite source of development, the driving force of social progress and human. Here we see it as something positive and necessary for social being and interaction. In the education system, conflict as a social phenomenon is inevitable, since this system cannot be stagnated and characterised by constants, and therefore, conflicts provide a person with the opportunity to realise and understand the changes that are taking place and see his or her place in the social structure (Antsupov, 2015). The conflict in these conditions appears as the embodiment of such a present in the education system, which is valuable for its affirmation of the future.

The second point is exactly the opposite and reflects the specificity of the modern social situation in the Russian education system, and therefore many learners perceive modern conflict as a negative phenomenon. The enthusiasm that embraced the entire system of Russian education in the early 2000s has already declined, and today pessimistic moods prevail in society as a whole in relation to the ideals that the educational reform once showed us (Ermolaeva, 2016). The subjects of education and society as a whole are "tired" of looking for stability, order and some kind of consensus, and the endless changes that cause continuous shaking in the education system are already a priori accepted by many with hostility even before these changes are put into practice. It is no exaggeration to say that students, parents, teachers, and management personnel are those main subjects who, being in a "chronic" conflict with each other, feel the need to resolve it, and therefore methodological support and a research vector are needed that would enable to carry out prevention, effectively regulate and anticipate conflict situations.

The second factor is more specific. It is connected with the fact that development of methods for studying conflicts, especially with regard to the education system, is relevant in the context of understanding conflicts as a strategy for interaction at each stage of training and education process in the educational environment. The educational environment is a combination of all types of purposeful personality formation, and its essence is the activity of transferring and mastering social experience (Davletshina, Melnik, 2016). Therefore, favourable socio-psychological conditions are needed here that provide psychological comfort to teachers, students and parents (Acar et al., 2018). It is no coincidence that many modern scholars have shown growing interest in mediation as one of the effective forms of pre-trial settlement of disputes in the education system (Smolyaninova, Popova, 2019).

In any case, today a holistic methodological system is needed that would allow us to investigate, and subsequently effectively resolve conflict situations of various kinds between subjects of education. This article is devoted to a greater degree to the solution of the last problem.

In any case, today a holistic methodological system is needed that would allow us to investigate, and subsequently effectively resolve conflict situations of various kinds between subjects of education. This article is devoted to a greater degree to the solution of the latter.

Theoretical framework

Let us start our investigation with determining the concept of "conflict".

Analysing the existing literature, we have faced the fact that in many scientific sources the concepts: "conflict", "contradiction", "problem" are used as synonymous (Salminen et al., 2019). It seems to us that these are completely different concepts and the concept of conflict is a category that has its own specificity. In order to avoid compilation and not to redefine the terms that have been studied enough, let us give a brief outline of our own position.

In our opinion, contradiction is a ratio of opposing subjects, their properties, sides. Contradictions are objective and inevitable in our life, they are difficult to manage and impossible to avoid. We are talking not only, for example, about global cataclysms, but also about changes in objective reality at the private level (illness, genetic characteristics, etc.).

We consider problem to be a subjective attitude of a person to an objective contradiction. The problem is actualised by circumstances that are significant and important for a given subject, while for other subjects of the relationship, these circumstances may not be perceived as problematic.

In our opinion, conflict is an attitude of opposing parties, in which one or all parties violate the "rules" (norms, laws, principles, traditions), both formal and informal, accepted or established in a particular social environment. Conflict (if this is not an affectation) often involves both a contradiction and a problem, while a problem situation and a contradiction are not necessarily a conflict. At the same time, the opposite side must definitely notice this violation of the rules so that a conflict occurs. If a student is absent (violation of established rules), but his or her parents do not know about it, then there will be no conflict until this fact is revealed to them.

This position makes it obvious that methodological "units" of conflict measurement should be the largest possible number of significant links between conflict and its substructures and factors that determine its appearance. It is naturally impossible to fully investigate all such relationships, but the nature of main connections that need to be highlighted can be taken into account.

In our opinion, in modern literature two methodological approaches to the study of conflicts are clearly formed: activity-oriented and personality-oriented.

Considering conflicts in the context of the activity-oriented paradigm and one of its aspects – a systematic approach, conflict is understood as a complex system of relationships, which are carried by people and society. Conflict acts as a source of social development and makes it possible to obtain a deeper essential characteristic of man and society. However, conflicts themselves, in our opinion, cannot be called the reasons for the development of man and society. It is more correct to talk here not about the causes, but about the conditions for the emergence of conflicts, which, one way or another, come down to differences between interacting entities (Tehrani, Yamini, 2019). The presence of differences between the subjects of a conflict is a necessary condition for its occurrence. Differences cause conflicts, and conflicts already polarise and strengthen the differences of the interacting parties. The very emergence and resolution of conflicts is an activity, the result of which is the development of the subjects of the conflict (Voronina, 2017).

The majority of human conflicts from the point of view of the activity-oriented approach are associated with differences in ideas, capabilities, needs of the individual in relation to the characteristics of society, its requirements, norms, rules, laws. These are external conflicts characterised by a clear fixed polarity of interacting entities, their spatial separability. However, there are intrapersonal conflicts, when it is appropriate to talk not about the clash of opposites, but about the conflict of the subject with himself, about self-denial and self-contradiction of the subject. In this context, intrapersonal conflict can be defined as the essence of

self-movement, self-development of the subject (Strebkov, Sunami, 2016).

In the higher education system, for example, a student very often encounters differences and a mismatch of their own characteristics with the characteristics and requirements of the educational environment. This can be expressed in the contradiction between their knowledge and the requirements of the university. The discovery of these external differences encourages the student to go deeper into his own inner world and seek answers to questions about the search for homeostasis with the educational environment.

Therefore, an external conflict stimulates the individual's internal struggle with himself/herself, motivates to introspection, self-reflection, mental and physical activity in the search for a solution to the problem. This is the main position of understanding the conflict from the point of view of the activity-oriented approach.

The second approach is personality-oriented (Zhi et al., 2019).

This approach is borrowed rather from psychological science and is formulated as the need to identify and take into account specific personality traits that are a system-forming characteristic that determines the essence of the conflict (Karpova, Zaichikova, 2016). It explores those key personality traits that have or can have a decisive influence on the occurrence of a conflict situation (Pervyakova, 2010).

Of course, supporters of this approach do not exclude that one of the main causes of conflict situations may be changes that occur in our environment objectively and independently from us. However, people, even in the same circumstances, behave in completely different ways (Motornaya, 2016). One way or another, according to the principle of S.L. Rubinstein, all external influences are refracted through the internal determinants of the subject of a conflict situation.

Any conflicts, whether global ones – wars, revolutions, interstate disputes – or those of a smaller scale are initiated by specific people with specific psychological characteristics. In this regard, even the causes of conflicts are difficult to understand without knowing what role

specific individuals played in them (Orian Harel, Maoz, Halperin, 2019).

Thus, the methodology of a personality-oriented approach is based on knowing the types of conflict situations, the subjects of which are a specific person with their specific features, as well as on methods and techniques for studying various properties, qualities and other characteristics of a person in specific situations of interaction.

Statement of the problem

In our opinion, each of the described approaches has its own value and significance, however, the use of only one of them seems insufficient. A comprehensive methodological approach is needed that combines the understanding of a conflict as a source of movement and development, as a process that has its own stages, at each of which significant personal characteristics appear that must be taken into account in order to effectively manage a conflict situation. A similar integrated approach to the education system can be described as follows.

Conflict is one of the "classical" strategies of interaction between people (Pustovalova, 2016; Hirvonen, 2019). It has its beginning, continuation and completeness, that is, certain stages. Therefore, borrowing the methodology of the activity-oriented approach, its specificity can be studied at each stage of development: from the initial stage – the onset of a conflict when it is still in a potential state; activation stages – when the potential becomes actual and there is a clear "violation of the rules" by one or all participants involved, and the final stage – when the result of the conflict interaction is clearly visible, which needs to be assessed.

Moreover, at each of the described stages, it is necessary to monitor the personality and peculiarities of a person's behaviour in a conflict, borrowing the methodology of the personality-oriented approach (Pai, Bendersky, 2019).

These peculiarities, in our opinion, reveal themselves through interpersonal interaction of the subjects in a conflict situation. These include characterological features (manifestation of a relationship to another), self-esteem

(attitude to oneself) and intelligence, as well as strategies for behaviour in conflict situations.

Since conflicts in education are actualised in the interaction of subjects of education, namely in communication, the sphere of communication becomes a leading sphere that can be studied and described to understand the entire conflict situation as a whole (Grishina, 2008).

In this regard, we can distinguish the main conflict situations that arise at the level of communication in the educational environment, which can be updated on cognitive (understanding of meanings), emotional (ability to empathy, tolerance, acceptance and understanding of the psycho-emotional characteristics of another person) and activity (the ability to effectively and efficiently carry out core activities, the ability to prevent and resolve conflicts) levels. Violations at any of these levels can lead to conflict situations, which means a decrease in overall performance indicators and the quality of training in the educational system.

Therefore, prevention of conflicts and search for effective ways of resolving them in the educational environment can be based on the methodology of the proposed integrated approach, which involves considering and understanding conflict as a process that has its own stages (generation, activation and completion), each of which reveal leading personality traits of an individual that determine the content and specificity of these stages. This position combines the activity-oriented and personally-oriented approaches and allows us to consider conflict as a process that has meaningful specificity at each stage of its development.

Personality traits of an individual at the stage of the onset of conflict have their own characteristics associated with the subject's initial assessment of the conflict situation, the search for his own internal capabilities and reserves for its resolution. At the stage of conflict intensification, the strategies of behaviour that the subject chooses in order to resolve the conflict will come to the fore. Finally, at the final stage, it is important to consider those personality features that are associated with the individual's overall assessment of the conflict situation, self-esteem, level of satisfaction with the outcome of the resolution (its absence) of the conflict, and potential intentions and attitudes towards similar situations, if they occur.

Methods

To test the proposed integrated approach, we organised and conducted a study whose purpose was to diagnose the leading personality traits of the individual, which are the central link in the conflict, regardless of its stage and determine their relationship with the level of proneness to conflicts of a person.

The survey was conducted among first-year students of the Law Institute of Siberian Federal University. In total, 135 people took part in the study.

An empirical study was carried out using the following methods: R. Cattell's 16-factor questionnaire, which is designed to measure sixteen personality factors and provides multifaceted information about personality traits called constitutional factors; test of behaviour description by K. Thomas, adapted by N.V. Grishina, to study personal predisposition to conflict behaviour; A. Sizanov's technique "Level of proneness to conflicts of a person"; A. Sizanov's test "Self-assessment of proneness to conflicts"; allowing to assess the degree of one's own proneness to conflicts.

Discussion

During the study, the following results were obtained:

According to K. Thomas's test describing behaviour, it was found that 20% of respondents seek to achieve satisfaction of their interests at the expense of another; 7% come to an alternative that fully meets the interests of both parties; 30% seek a compromise in the current conflict situation; 23% lack a desire for cooperation and a tendency to achieve their own goals, and finally, 20% of respondents sacrifice their own interests for the interests of another (Fig. 1).

Analysing the data, it was concluded that most of the respondents seek a compromise in case of a conflict. A significant part of the respondents lacks the desire for cooperation and achievement of their own goals. A small per-
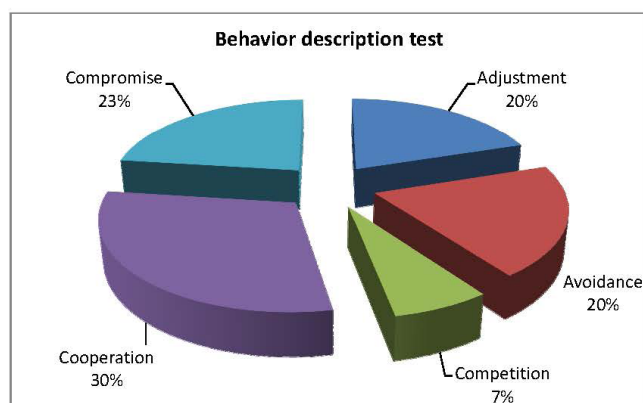
Fig. 1. Description of students' behaviour

Table 1. The level of proneness to conflicts of students.

The level of proneness to conflicts	% from the amount of respondents
Very high	3.8%
High	19.2%
Above average	26.9%
Slightly above average	7.7%
Average	11.5%
Slightly below average	19.2%
Below average	3.8%
Low	3.8%
Very low	3.8%

centage of respondents who, in the event of a conflict, seek cooperation.

According to the A. Sizanov's method "The level of proneness to conflicts of a person", the results showed that the majority of respondents (26.9%) had a very high level, 19.2% had a high level, and the same percentage of respondents had a level slightly lower than average. A low level of proneness to conflicts was determined for 3.8% of respondents (Table 1).

After analysing the results obtained by A. Sizanov's test "Self-assessment of proneness to conflicts", we got the following indicators: the same number of students (7.7% each) have the level of proneness to conflicts that is above average, below average, and low. 3.8% of respondents demonstrated inad-

equately high level of proneness to conflicts, high degree of conflict was shown by 23.1%, average degree of conflict by 38.5% and inadequately low degree of conflict by 11.5% of respondents (Table 2).

According to Cattell's test (16PF-questionnaire), data processing was performed using qualitative and quantitative analyses. Raw scores were transferred to the walls, then the average value was calculated for each factor.

The results of the quantitative analysis of diagnostic data on personality traits according to Cattell's method are presented by average values on the analysed scales and are reflected in the form of an averaged personality profile (Fig. 2).

As a result of data processing, we see that respondents are characterised by average se-

Table 2. Self-assessment of proneness to conflicts by students

The level of proneness to conflicts	% from the amount of respondents
Inadequately high	3.8%
High	23.1%
Above average	7.7%
Average	38.5%
Below average	7.7%
Low	7.7%
Inadequately low	11.5%
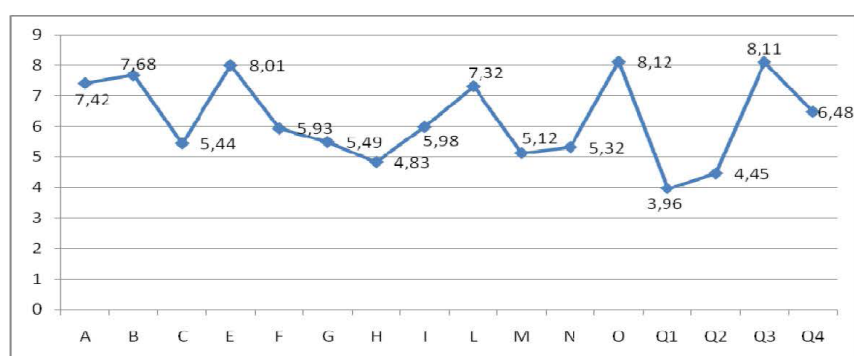
Fig. 2. Personal profile by average values

verity indicators on many scales (in scores) – C ("Emotional instability/Emotional stability" – 5.55), F ("Equanimity/Impulsivity" – 5.93), G ("Self-serving/Conscientious" – 5.49), H ("Shyness/Courage" – 4.83), I ("Heartlessness/ Soft-heartedness" – 5.98), M ("Practicality/ Dreaminess" – 5.12), N ("Naivety/Insight" – 5.12), Q2 ("Dependence on the group/Self-sufficiency" – 4.45).

High scores on the scales were identified by 7 factors – A ("Closure/Sociability" – 7.42), B ("Intelligence" – 7.68), E ("Subordination/ Dominance" – 8.01), L ("Credence/Suspicion" – 7.32), O ("Calmness/Anxiety" – 8.12), Q3 ("Low self-control/High self-control" – 8.11), Q4 ("Relaxation/Tension" – 6.48).

Low scores on the scales were identified only by Q1 factor – "Conservatism/Radicalism" – 3.96 points.

At the next stage of processing the obtained data, the task was to find out: what is the personality characteristic of a student with high and low levels of proneness to conflicts?

According to the correlation analysis, we found that a low level of proneness to conflicts is interconnected with such personal features as high intelligence (B – $r = 0.731**$), emotional stability (C – $r = 0.598*$), suspiciousness (L – $r = -0.624*$), insight (N – $r = 0.601**$), tendency to guilt (Q_4 – $r = -0.584**$), radicalism (Q_1 – $r = 0.638**$), the ability to restrain anxiety (Q_3 – $r = 0.596*$), anxiety (O – $r = -0.647**$).

According to the correlation analysis, one can pre-compile a personality portrait of a student with high and low levels of proneness to conflicts.

A low level of proneness to conflicts is associated with such qualities as: high intelligence, ability to think outside the box, high ability to learn; emotional stability, adequate assessment of the situation, endurance; patience, adjustment, lack of desire for competition; sincerity, immediacy, emotionality; confidence in oneself and one's capabilities, vivacity, cheerfulness, insensitivity to approval or disapproval from others, vigour; tolerance

for difficulties; sociability; control of one's emotions and behaviour, orderliness in work, determination, awareness and observance of social requirements.

A high level of proneness to conflicts is caused by inability or unwillingness of a student to understand and accept individuality of other people, desire to re-educate a partner, inability to forgive others for their mistakes, low intelligence, emotional instability, anxiety, suspiciousness.

Results

Thus, analysing the results of our study, we came to the conclusion that there is a relationship between the conflict and the individual psychological features of a person.

The results obtained indicate that the study expands the already existing ideas about the human factor in the conflict behaviour of an individual. The revealed correlations between individual psychological characteristics and personality conflict once again confirm the effectiveness of using an integrated approach to conflict research based on the symbiosis of an activity-oriented and personality-oriented paradigm, as well as a theoretical assumption about the influence of individual psychological characteristics on a conflict situation. These data allow us to study the mechanisms of conflict behaviour of an individual, taking into account their individual psychological characteristics at each stage of the development of a conflict situation in the educational system.

It is noteworthy and significant that 23.1% of respondents rate their own proneness to conflicts as high, while 30% choose a compromise strategy in the event of a conflict. We suggested that self-assessment of the level of conflict occurs at the initial stage of the emergence of a conflict situation, when a student only assesses his or her own capabilities for resolving it. When the conflict goes into the next phase of its development, the individual already in the real situation of the conflict begins to show a reasonable attitude towards it and chooses a compromise strategy.

Of course, the emergence of conflict situations in the educational system is due to a number of factors. This study is more likely a pilot one, and will certainly be expanded and continued in the future. We see the prospects for its development in an increase in the sample of respondents, the implementation of a more detailed and thorough correlation analysis and the links between all identified factors: characterological features (manifestation of attitude towards another), self-esteem (attitude towards oneself) and intelligence, as well as strategies for behaviour in a conflict situation.

Thus, the methodological programme for the study of conflict situations in the education system can be implicated by four key points:

1. Conflict is an interaction strategy in which one or all participants violate accepted formal and informal rules, laws, norms, requirements of a particular environment.

2. Explication of the conflict involves its study in the aggregate of pivotal factors and characteristics that are mediated by both mental and characterological features of the subjects, and objectively given circumstances or ongoing changes in a particular social environment.

3. The complex, multicomponent structure of the conflict necessitates the application of an integrated approach to its study, based on the symbiosis of an activity-oriented and personality-oriented paradigms. From this position, the conflict can be considered as a phased process, where each of the stages has its own specificity, due to the personal peculiarities of the subjects of the conflict, the leading of which are: characterological features, self-esteem and intelligence, as well as strategies for behaviour in a conflict situation.

4. The study of the personality peculiarities of an individual at each stage of a conflict situation will allow to precisely have the necessary effective impact on the subjects of the conflict, predict, adjust, prevent conflict, and manage it in specific conditions of life.

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Методология исследования конфликтов в системе образования

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Аннотация. В статье поднимается проблема построения методологии исследования конфликтов в системе образования. Дается определение конфликта как процесса, который актуализирует нарушения субъектами взаимодействия установленных норм, правил, законов, требований конкретной социальной среды. Подчеркивается, что на сегодняшний день существуют два основных методологических подхода к исследованию конфликтов: деятельностный и личностно-ориентированный. Деятельностная парадигма рассматривает конфликт с точки зрения движения и развития субъектов взаимодействия и социальной среды. Личностно-ориентированный подход делает акцент на значимости личностных особенностей взаимодействующих сторон для разрешения конфликтной ситуации. Авторы предлагают комплексный подход, основанный на симбиозе личностно-ориентированной и деятельностной парадигмы, позволяющий учитывать в процессе развертывания и разрешения конфликтов основные личностные факторы субъектов на каждом из этапов конфликтной ситуации: характерологические особенности, самооценку и интеллект, а также стратегии поведения. Проведено пилотажное эмпирическое исследование среди учащихся Сибирского федерального университета с целью диагностики ведущих личностных характеристик индивида, которые выступают центральным звеном конфликта независимо от его этапа, и определения их связи с уровнем конфликтности личности.

Полученные данные позволили сделать предварительные выводы о том, что низкий уровень конфликтности связан с такими качествами, как: высокий интеллект, способность к нестандартному мышлению, эмоциональная устойчивость, уверенность в себе и своих возможностях. Высокий уровень конфликтности обусловлен неумением или нежеланием обучающегося понимать и принимать индивидуальность других людей, неумением прощать другому его ошибки, низким интеллектом, эмоциональной неустойчивостью, тревожностью. Выявленные взаимосвязи подтвердили эффективность использования комплексного подхода к исследованию конфликтов, а также теоретическое предположение о взаимовлиянии индивидуально-психологических особенностей и уровня конфликтности личности. Результаты исследования позволят изучать механизмы конфликтного поведения субъектов образования, учитывая их индивидуально-психологические особенности на каждом этапе развертывания конфликтной ситуации, а значит, управлять конфликтами в условиях образовательной системы.

Ключевые слова: конфликт, система образования, методология исследования, противоречие, деятельностный подход, личностные особенности, стратегии поведения, самооценка.

Научная специальность: 22.00.00 – социологические науки.

The Possibilities of Empathy in Preventing Interpersonal Conflicts in the Educational Environment of a Higher Education Institution

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Abstract. The present article studies the possibilities of empathy in preventing interpersonal conflicts in the sphere of higher education. Interpersonal conflicts are regarded from the sociopedagogical perspective as a complex phenomenon, the emergence and development of which is predetermined by the personal features of the participants of the education process. The success of mediation in a conflict between learners is determined by the knowledge of factors that decrease the probability of a conflict situation. Empathy is one of the personal features that may be employed to prevent conflict situations and to expand the range of applicable mediation technologies. The empirical study was carried out with students majoring in psychology, medicine and technical science aged from 18 to 24. The empathy level diagnostic questionnaires by V.V. Boyko and A. Megrabian were used. It was found that the psychology students feature the best developed empathy. Empathy brings the learners together, cuts down aggressive tendencies, blocks competitive attitude towards students with special needs. Empathy develops the fundamental neutral relations between conflicting parties, which is essential to prevent interpersonal conflicts. A conclusion on the importance of developing empathic capacity of the students majoring in mediation is made.

Keywords: interpersonal conflict, mediation, psychology of conflict, empathy, neutrality, adolescence.

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Research area: social sciences.

Introduction

Modern reality makes every person face the interests and convictions of the surrounding people. The clashes may occur due to different reasons and various objective and subjective factors, such as the developed sociocultural situation and the personal features of the individuals. These clashes often result in a conflict. Today, the problem of conflicts occupies a strong position among the most urgent problems of psychology. There are both theoretical and practical studies dedicated to the comprehensive conceptual insight of the conflict problem (Panferov, 2015). There is a wide range of different ideas of the essence and reasons of conflicts in the social environment. Thus, N.V. Grishina studies conflict as a bipolar phenomenon, a confrontation of two parties that manifests itself in their activities intended to overcome the misunderstanding; at that, any of the conflict parties is represented by an active subject (subjects) (Grishina, 2005). B.I. Khasan and P.A. Sergomanov suppose that every concept presents an actualized confrontation, i.e. clash of mutually opposing values, mindsets, and motives (Khasan, Sergomanov, 2003).

In the context of modern education, interpersonal conflicts in a higher educational institution appear to be an especially vibrant topic. An interpersonal conflict is understood as an open collision of interacting subjects caused by a contradiction of their opposite targets, incompatible in a certain situation (Khasan, Sergomanov, 2003). In an interpersonal conflict it is not the contradiction itself that is of major importance; it is the deepness of the personal stress and the vector of its influence on the behaviour of the conflicting parties.

According to L.S. Vygotsky, the contradictions perceived by a person in various social standards, types of behaviour and reaction are interiorized. However, it does not mean that once interiorized, these contradictions are adequately resolved (Kholina, Petrova, 2017).

**Methodological provisions
of the problem**

Conflicts occur in every domain of human activity: in everyday and professional life, in the social, political, or cultural spheres (Panferov, 2015). At the present moment, special attention is paid to the development of conflict resolution culture at higher educational institutions. The changing socioeconomic relations, the growing need for highly qualified people in industry and society, the modernizing Russian education and active implementation of new information technologies into the college curricula make a direct impact on the education system and its subjects (Posokhova, Shemeteva, 2017). The transformation of status and roles of both professors and learners, the changes of the social and personal significance of higher education, as well as the changes in the hierarchy of values etc. are clear tendencies in education. These are the factors that underlie the conflicts that may occur in the college environment.

A distinctive feature of the conflicts at a higher educational institution is the development against the background of interference of the transformations that take place in the society and the changes caused by the personal and lifespan development of students as the main object of education. On one hand, the education environment reflects all the contradictions of social development like a hologram. Naturally, it complicates the processes and mechanisms of development and learning. Despite all social difficulties, the pedagogical process is aimed at preparing the young generation for living in the continuously changing society, at creating new opportunities for the learners to develop their own models of behaviour, to find their personal and moral ideals. Moreover, today higher education is forced to concentrate on more than

just knowledge, skills and abilities to be transferred to the students together with the efficient professional competences. Today, the educational process has to focus on shaping and developing the personalities able to successfully communicate with their future colleagues.

On the other hand, the conflicts occur against the background of complex and diverse processes of personal becoming and age-specific development. Student age is the period of intensive psychological, personal, and intellectual changes. The main achievements of this age include getting accepted and recognized in various social communities, adoption of new roles, development of socially responsible behaviour. Ability to adapt to the new life conditions to a great extend depends on the personal qualities of the students. Even though young people continue applying the life skills they have acquired at the previous development stages, they get to realize that they need some new strategies of interaction with the world around them and, first of all, with different communities of people.

The problem of conflicts is aggravated by the significant changes that happen to the communication sphere in adolescence, as young people develop their individual style of communication, the need for belonging to a certain group and relationships etc. This is the period when a young person is striving to understand himself, to assess his abilities, to establish positive relations with the environment, which is not always welcoming, causing the growth of neurotic disorders. Social factors, lifestyle, psychological and emotional conditions may create the psychological factors that make a strong impact on the academic success of the student. At the same time, all these processes occur against the background of the transforming modern society, i.e. the change of the economic, political, and cultural values. The social problems are aggravated by psychophysiological and personal factors, bringing the young person into a complicated life situation (Titkova, 2004).

The increasing conflict situation within the higher education community is described in multiple psychological and pedagogical studies (Gomyranova, 2006; Krasnoperova,

2016; Chiker, 2019). The psychological and pedagogical concepts of conflict resolution are developing respectively (Gurieva, 2015; Gurieva, Udavikhina, 2019). At the present moment, there is a number of experimental researches of conflicts that occur between students. They are dedicated to the pedagogical basics of conflict resolution studies in the education process of the college, the behaviour strategies of students of different majors in interpersonal conflicts, the intra-group conflicts of students, and students' conflict resolving capacity (Mikhaylova, 2004; Titkova, 2004).

However, such mechanism of regulating interpersonal conflicts between students as empathy still remains understudied. The differences in the moral mindsets, standards, values, and behaviour always bring students to conflict situations, which may yield either an interpersonal conflict or a conflict with the entire group (Utlik, 2010; Savva, Soldatchenko, 2015). The most common reasons of conflicts that occur at higher educational institutions are: inadequate assessment and self-assessment of both students and professors; differences in the systems of values; interpersonal conflicts of students; insufficient culture of communication; lack of knowledge of the efficient social and pedagogical technologies of group organization; misunderstanding between the subjects of the educational and nurturing process; personal peculiarities, such as characters, temperaments, manners etc. (Smolentseva, 1998).

The evolution of the scientific idea of conflict psychology inevitably calls for new ways of conflict regulation, for the search of new efficient technologies and express methods. There is no wonder that mediation as an alternative conflict resolution technology involving a third party is getting more and more popular. The key feature of mediation is the provision of a neutral, unbiased, impartial assessment of all components of the conflict situation. The need for mediation technologies and their efficiency in resolving conflicts between students is doubtless; it has been proven with theory and practice (Smolyaninova, Korshunova, 2019; Smolyaninova, Popova, 2019). To prevent a conflict, it is important to understand the behaviour of the counterpart deeply and

objectively, to comprehend his or her current emotional condition, intentions and attitude towards others. The psychological mechanisms of perception and understanding in interpersonal communication include identification, social perception, and empathy. It is important to highlight the organic connection of empathy and mediation. As the President of the National Organization of Certified Mediators, Ts.A. Shamlikashvili emphasizes the importance of empathy in the mediation processes. From her point of view, the ability to get along, to maintain proper communication and steering it in the right direction, approaching to resolution of any conflicts with tact and prudence is determined by empathy. Empathy is nothing but the underlying competence of a mediator (Shamlikashvili, 2014). Works by foreign authors have pointed out that empathy is one of the key competences of practicing mediators, which requires continuous training to facilitate both professional and personal growth of mediators (Lieberman, Foux-Levy, Segala, 2005).

Building a strategy of communication between two people in the situation of getting to know each other, both partners have to take more than their own needs, motives, and mindsets into account, but also those of their counterpart. As experience, empathy arises in a certain situation of communication between people; this is the situation which manifests, first of all, the system of values of the individual (Eleferenko, 2010).

Empathy is what helps a person find the way around different circumstances and communicate with different people, as well as settle the arising conflicts (Kariagina, Ivanova, 2013). Psychology interprets ability to empathize as emotional responsiveness and affection to other people, recognition of their joys and sorrows. Empathy manifests itself in one's wish to help and support other people.

The researchers distinguish two components of empathy: 1) emotional (affective) component as a reaction to another person, automatic sharing the emotion condition of another; 2) cognitive ability to accept the perspective of another, at the same time recognizing oneself as a separate personality (Jackson et al., 2005, Christian, 2008). C. Gonzalez-Liencres defines empathy as an ability of a person to form a representation of the emotional state of another person through objectivizing it in him or herself, at the same time realizing the reason which caused that emotional state in their counterpart.

Such attitude implies development of the humanistic values the complete self-actualization of a person would be impossible without. As the person is getting to know himself and his uniqueness deeper, he is getting more sensitive and able to recognize the individuality and uniqueness of others. This is why the development of empathy follows the personal growth and is known to be one of its basic features.

In communication, empathy facilitates the balance in interpersonal relations; it makes human behaviour socially induced. Settling into a social role, getting used to all of its attributes, status, position, improving the professional qualities in many spheres is impossible without empathy. Thus, empathy is one of the important personal and professional qualities of any specialist working in the "person-person" system. Empathy is essential for the assisting specialists, e.g. psychologists, doctors, teachers, social workers, mediators.

Among competences of a mediator, a great role is played by the active (empathic) listening technique. During the mediation procedure, the intermediary uses his posture, face expression, eye contact and words to demonstrate that he is actively listening to his clients. It is extremely important for a mediator to keep the behaviour well-balanced and natural, not to interfere in the personal space of the other, but at the same time not to appear indifferent and distant. The mediator should demonstrate attention to each of the partners, so that none of them feel abandoned or neglected. Placing a high priority on active listening technique in mediation, Ts.A. Shamlikashvili remarks that empathy is impossible without combining the cognitive perception with the perception through the heart; without acceptance, respect, desire and readiness to understand; without the ability to hear both the message ("what") and the feelings and emotions behind it ("how"); without a non-judgemental approach (Shamlikashvili, 2010).

Just like many others, these specialists find themselves in a continuous emotional contact with a big number of people, in charge of their health, mental well-being, and the assistance they will get. For this reason, at the earliest stages of professional training, while studying at college, future mediators need to develop their skills of communication, self-regulation, and empathy. Students need to learn how to hold back their emotions, how to sympathize and perceive the emotional state of another. It may be also remarked that in the modern conditions, the engineer's responsibility for the decisions he made is also growing. The engineer has to see and forecast the consequences of every decision not only from the technical, but also from the human point of view, to prevent any conflicts and communicate well with the colleagues.

Empathy is regarded as one of the factors of mutual understanding essential for socialization, as a condition and result of healthy interpersonal relations and self-actualization of the personality, of the partners' desire to share both positive and negative emotions. In a conflict situation, the person focus on understanding the nature of his partner, to see his emotional state, comprehend the problems and behaviour, to sympathize to understand the other, to be able to "walk in another's shoes". In other words, a critical role is played by such interpersonal relations' regulating mechanism as empathy. L.A. Petrovskaia has emphasized that it is the reflective and empathic position of the conflict parties that ensures decentration in the relationship, but unveiling the conflict situation from different points of view (Petrovskaia, 2007).

Therefore, the relevance of diagnosing the empathy potential of the students learning their professional roles appears obvious. In this research, we relied upon the definition of empathy suggested by V.V. Boyko, who describes empathy as an emotional-rational-intuitive form of reflecting another person (Boyko, 1996).

Research method

The survey was carried out in three groups of students majoring in psychology, medicine, and technical science aged 18-24. The group majoring in psychology included psychology students from different colleges; there were 55 people, mostly females. The group majoring in medicine consisted of 61 people, with approximately equal shares of males and females. The group majoring in technical science consisted of 58 people, predominantly males.

The survey results were collected by testing the respondents using questionnaires. The conflict behaviour strategy was assessed on the basis of the questionnaire by K.N. Thomas (*Metodiki psikhodiagnostiki…*, 1990). The empathic ability was scaled under the methodology of V.V. Boyko (Rayogorodskiy, 2017) and the Balanced Emotional Empathy Scale (BEES) by A. Megrabian modified by N. Epstein (Rayogorodskiy, 2017). Observation and individual interviews were carried out to collect additional and back-up information. The survey was carried out in a group, with personal presence. Every participant provided a voluntary consent to being tested.

The collected data were processed using non-parametric criterion for two independent variables of U-Mann-Whitney, the correlation and regression analyses (Nasledov, 2008).

Results

Let us study the typical strategies of students' behaviour in conflict situations depending on the subject they major in. The method of K.N. Thomas was used to find out that in case of a conflict situation the students of psychology, medicine and technical science use all the five strategies of behaviour. No significant differences in the selection of the preferred strategies were found between the groups. The hierarchy of the students' preferred strategies was also similar (Table 1).

The results presented in Table 1 demonstrate, that regardless of their major, the greatest share of the students prefer to adjust to the conflict situation. The students are ready to go against their interests to avoid confrontation. However, it does not resolve the conflict; the conflict object is just moved on the back burner. When regularly employed, this strategy, on one hand, helps preserve peace with the conflicting party, save energy and have some time to look for a better solution. On the other hand, it de-

Table 1. Distribution of conflict behaviour strategies of students of different majors

Behaviour strategies	Psychology students (%)	Medicine students (%)	Technical science students (%)
Adjustment	42	41	39
Competition	23	29	24
Avoidance	14	16	13
Cooperation	12	10	14
Compromise	9	4	10

velops passiveness, reduces self-esteem, raises the feeling of insecurity and anxiety. Very often adjustment strategy forms the relationships based on flattering and insincerity, that may cause frustration and disturbance. The problems of personal self-actualization of the students, the difficulty in showing their best in academic activities are among the negative consequences of this strategy.

A little less frequently, the students of all majors prefer the strategy of competition. This strategy implies a firm position in a conflict, a struggle to satisfy one's own interest against the interests of the classmates. The selection of this strategy may be explained by maximalism, confidence in one's opinion as the only right one, which is typical of this age group. Competition is mostly manifested as a persistent struggle to win the confrontation and to achieve the set goal. It may be accompanied by affectation. Unnaturally prominent verbal and non-verbal expressions may cause tension in the group, destructing the mutual respect and trust between the group members. Competition may be often aggravated against the background of a gross insult, employed as a way to combat against the injustice. A catalyst for such situation may be an extreme competition, supported with malevolence demonstrated by the conflict initiator and responsive aggression of the competitor, getting involved into the conflict.

A small share of the students prefers being passive in a conflict situation. Such students usually avoid conflict relations, evading making any decisions hoping that the problem will settle on its own, that any external powers or time will resolve the situation. There is a wide range of behaviour patterns used in this situation, from silence to breaking up the friendly or business relationship with the conflicting party. Such strategy helps gain some time to think the plan over, to find some additional resources to settle the conflict. At the same time, it may result in losing control of the situation, aggravation of anxiety and frustration, losing desire to cooperate with other students and become one of the barriers on the way to one's own goals.

Such situations require interference of specialists, or mediators, who take up the negotiations procedure to help the conflicting parties find a constructive solution. However, mediation cannot be used in all the situations. Ch. Besemer defined the position of mediation as between negotiations and therapy, as during the procedure the participants may elaborate on some deep questions of personal significance, touching on their emotions and life values (Besemer, 2004). In the state of emotional agitation, the conflicting parties experience stress and negative emotions to each other. This is why direct communication between the parties may be non-constructive and disturbing. If a certain phase of conflict appears mediable, a professional intermediary may arrange negotiations to guide the conflicting parties to a win-win resolution and to resume communication.

According to the survey results, the strategies of cooperation and compromise are quite rarely preferred by students for conflict resolution. Only few of them choose to settle the confrontation through reciprocal concessions and search for mutually profiTable solution that would take the interests and values of all conflicting parties into account. Perhaps, the rare use of the strategy is explained by the fact that cooperation and compromise require greater intellectual and emotional effort for resolution of the conflict and satisfaction of the individu-

al and mutual interests. Moreover, cooperation and successful compromise require the skill of "walking in another's shoes", understanding different points of view and feeling the emotional state of the counterpart. Nevertheless, it should be recognized that these patterns of behaviour are the most efficient in a conflict situation. Just like compromise, cooperation does not only help find the best way out from the conflict, but also strengthens the relations within the group. These strategies may be implemented, when the students are able and ready to show affection for each other, when they are emotionally responsive, taking the interests, values and opinions of each other into account. In other words, they should show empathy for their classmates.

The survey was carried out to scale the general level of empathy, the empathy channels, as well as the emotional responsiveness to the experience of other people. The results collected in the three groups of students majoring in different subjects are presented in Table 2.

General empathy score expresses the person's ability to reach a spiritual togetherness with other people, where deep penetration into the experience of another is a way of temporary identification with another person. Interpreting the collected results, we may remark that psychology students show better general empathic ability compared to students of other majors (differences between the groups are considered statistically relevant at p≤0.05). It is more typical of them to be willing to help and support, to show affection and to care about the personal and emotional problems of other people. Medi-

cine students show lower general empathy level, reaching the average value. They are ready to sympathize a person in need. Nevertheless, they are not eager to get absorbed in their emotions and experiences. The demonstration of empathy depends on the own interests and the current emotional condition of these students. Technical science students showed the lowest level of empathy. Their emotional responsiveness, sensitivity and compassion are significantly lower than those of the other two groups. However, they are able to provide support when necessary and to be good listeners. It happens when the communication situation matches their current needs and when they interpret the feelings of their counterpart in the right way.

The research has shown that the students of different majors have both similar and specific features of empathy expression. Commonly for all the students, the emotional component of empathy dominates, while the cognitive component and the intuitive comprehension of the partner are less prominent (Table 2). The dominating emotional empathy channel determines the students' ability to sympathize, commiserate and to show emotional response. For the majority of students from all the group, it is typical not only to express their interest for people, but also to show some emotional response. They have intrinsic emotional sensitivity to the feelings of others and the ability to identify the emotions of their counterparts. The interview results let us assume that the students are sincere in expressing their emotions. They try to demonstrate what they actually feel at the moment of contact, not what they are implied

Table 2. Empathic ability score of students majoring in different subjects

Item	Psychology students (score)	Medicine students (score)	Technical science students (score)
Emotional empathy channel	5.34±0.99	5.11±0.23	5.02 ±0.35
Intuitive empathy channel	5.02±0.34	3.12±0.41	4.36 ±0.19
Rational empathy channel	4.01±0.33	3.02±0.10	2.11±0.55
Empathy-assisting or hindering mindsets	5.31±0.45	5.23±0.59	4.11±0.47
Penetrative ability in empathy	5.33±0.86	4.03±0.61	2.21±0.61
Identification	5.43±0.41	4.31±0.22	2.08±0.49
General score	30.44±0.56	24.82±0.36	21.87±0.44

to feel by the social standards of behaviour in different situations. It may be concluded that the students feature not only emotional responsiveness, but also emotional authenticity.

Based on the presented result, we may suggest that in interpersonal relationships the majority of students are guided by their emotional impressions. However, the major of studies makes a certain impact on differentiation of the level of emotional empathy as a capacity of emotional response to another person's feelings. In the general sense, emotional response implies experiencing the emotion of the same sort as the communication counterpart. Comparison of the results to the data collected with A. Megrabian questionnaire shows that the students majoring in psychology, medicine, and technical science have different capacity of emotional response. The highest emotional response ability is more typical of psychology students. Among future psychologists, 23% of respondents are able to commiserate and to feel what another person feels, to experience the same emotional state. Identifying oneself with the communication counterpart at the emotional level means focusing the consciousness, first of all, on the needs of that person and pushing one's own needs to the background. High-level emotional response is less common among future doctors and engineers: 11% and 4% respectively (differences from the group of psychologists are considered statistically relevant at p≤0.05). They are less prone to emotional responsiveness; they are less focused on the shades of emotions of the counterparts and are not always able to clearly express their own emotions both verbally and non-verbally.

The differences are seen in the results of comparison between the medium and low levels of emotional empathy. Among psychologists, the students with middle level of emotional responsiveness are more common than among future doctors (differences between the groups are considered statistically relevant at p≤0.05). In interpersonal relations, these students are more inclined to judging others by their deeds and actions rather than trusting their personal impressions. As a rule, they have difficulty differentiating emotional expressions and understanding the hidden behaviour

motivation, as well as forecasting relationships between people. Their strong point is controlling their own emotional reactions during personal contact.

Low level emotional response is quite clearly differentiated depending on the students' major. In the group of future psychologists, the share of students with low level of emotional response is only 5%; in the group of medicine students, there are 16%, and in the group of technical science students, there are 21% (difference between the groups are considered statistically relevant at p≤0.05). Such students usually have problems understanding the emotional reactions of their classmates. Empathic comprehension of the individuality and shades of emotions of another person is replaced with stereotypical judgements, cliché behaviour pattern of an average person. In social life, they are prone to applying doubtful patterns of assessing other people based on their own limited experience, on worldly pseudo-wisdom and biased judgements. As a result, they do not find understanding in the group, they feel uncomfortable, and may use aggression to defend their personal borders.

Analysing the empathy structure, we notice that in interpersonal contacts students use the cognitive and behaviour channels less common than the emotional one. This proportion is the same regardless of the students' major (Table 2). The cognitive element of empathy is understood as demonstration of spontaneous interest to the nature of person and ability to identify both one's own emotions and the emotions of other members of the group. However, many students turned out to be not good enough at identifying their own emotions, and, therefore, to be often mistaken in interpreting other people's feelings. The interview results bring the conclusion that for many students, such difficulties are born by their fear of their own emotions and feelings, by the incapacity of expressing their emotions verbally and non-verbally, as well as by their own expressiveness. They are more focused on their own needs, motives, and mindsets. Such cognitive limitation of emotions causes conflicts, breaks connection with the group and the cohesion of the group as a whole. In the future, it may

become a serious obstacle to the professional actualization of the person, particularly in the situations of communication.

The comparison of the three groups of students revealed that the future psychologists are more clearly focused on using the cognitive channel of empathy than the medical and technical science students (difference between the group is statistically relevant at $p \leq 0.05$). Besides, future psychologists and engineers have a well-developed intuitive channel of empathy, even though it does not reach the high level threshold (difference from the medicine students' group is statistically relevant at $p \leq 0.05$). It may be concluded that students majoring in psychology are more attentive to the details of communication situations compared to students of other majors, though the general context of communication is also important for them. This approach helps them accumulate the experience stored in their consciousness and subconsciousness, foresee the behaviour of their partners, and to act with the deficit of input information of their counterparts. Therefore, they have an ability to generalize various, often contradictory forms of behaviour at the intuitive level, which makes it easier for them to run negotiations in conflict situations.

Emotional response is not the only aspect of empathic abilities. An important role is also played by the empathic mindsets that may strengthen or weaken the empathic activity. The mindsets determine the involvement of this or that channel of empathy. The results presented in Table 2 show that the mindsets of psychologists activate their empathic abilities in the interpersonal relations. It becomes especially visible in comparison with the students majoring in technical science (differences between the group are considered statistically relevant when $p \leq 0.05$). The psychology students feature an internal readiness to identify the emotional states when the person needs support, and to get involved with their sympathy. They are ready to trust their first impressions, often relying upon stereotypical judgements formed by the psychological disciplines included into their curriculum. However, at the same time, they feature the so-called penetration ability, or the ability to create the atmosphere of openness and trust, rather than other students (see Table 2). This personal quality makes them different from medicine students, and especially from technical science students (differences between the groups are considered statistically relevant when $p \leq 0.05$). Let us remark that among future engineers there were more students who tend to avoid personal contacts, depreciate the atmosphere of openness, trust, and warm sincerity. Defending their behaviour and personality, they say they find it inappropriate to demonstrate their curiosity for another person; they convince themselves to be indifferent to the feelings and problems of others. These mindsets limit the diapason of the emotional responsiveness and create the grounds for intrapersonal and interpersonal conflicts.

Among the essential conditions of successful empathy, there is identification, or the ability to understand another person using sympathy and ability to "walk in the other's shoes". Identification requires lightness, agility and flexibility of emotions, as well as talent for imitation. The survey results bring the conclusion that the psychology students are more capable of understanding another person using sympathy, making assumptions about the internal state of their communication counterpart, walking in their shoes, looking at things from their perspective. Even though the students majoring in psychology and medicine are able to listen to their interlocutors almost with equal penetrating empathy, among future psychologists there are more people who show flexibility of communication, who are able to "try on" the emotional experience of another person without identifying that experience as their own (differences between the groups are considered statistically relevant at $p \leq 0.05$).

As a personal quality regulating the relationships between the members of the education communication, empathy carries an important social role. Properly developed empathy is one of the factors of preventing conflicts among students. It is proven, first of all, by the dependency of the students' conflict behaviour patterns and the empathy development values; secondly, of the forecasting influence of the empathy indicators on the attitude of the students to each other.

Moreover, it was found that the preference of the cooperation style in the conflict is directly connected with the general level of empathy (r = 0.409 at p≤0.01), the emotional channel of empathy (r = 0.448 at p≤0.01), and the cognitive channel (r = 0.349 at p≤0.05) and settings that promote empathy (r = 0.460 at p≤0.01). Those students who are focused on cooperation have better developed empathic abilities. It is important to keep in mind the opposite: developed empathic abilities are combined in the conflict with the focus on mutually beneficial solutions.

The strategy of compromise in the conflict involves primarily the emotional channel (r = 0.448 at p≤0.01) and identification (r = 0.441 at p≤0.01) in the empathy. In turn, understanding the emotional state of the opposing side and empathy allow students to come up with compromise solutions. The opposite is the relationship between preference for confrontation and empathy. The confrontation strategy is combined with low emotional (r = -0.409 at p≤0.01) and cognitive (r = -0.579 at p≤0.01) empathy. It is also possible that with poorly developed emotional and cognitive channels of empathy, tense relations between students in a conflict situation are possible. Such a style in the conflict as adaptation is typical for students with an overestimated level of the emotional component of empathy (r = 0.379 at p≤0.05). Students with a high level of emotional empathy are ready to give up their own interests and abandon their own point of view for the sake of good relations in the team.

With the correlation analysis, we have determined the most significant relations between the empathy indicators and the conflict behaviour styles. We found out that the underlying system-forming components of the freshmen's empathy were the empathy-stimulating mindsets and the cognitive channel of empathy. Moreover, the selection of the cooperation style of conflict behaviour was found to be directly connected to the general level of empathy (0.409), the emotional channel of empathy (0.448), the cognitive channel (0.349) and the empathy-stimulating mindsets (0.460). The students focused on cooperation feature better developed empathy abilities. It is also important to mind the opposite: the well-developed

empathy ability is usually combined with the tendency of looking for win-win solutions in a conflict situation.

The compromise strategy in a conflict implies, first of all, the engagement of the emotional (0.448) and identification channels (0.441) of empathy. In its turn, comprehension of the emotional state of the confronting party and sympathy guide the students to choosing compromise solutions. The confrontation strategy is opposite to empathy. It is combined with the low emotional (0.409) and cognitive (0.579) empathy. It is also possible that the underdeveloped emotional and cognitive channels of empathy may cause tense relations between students in a conflict situation. The adjustment style of conflict behaviour is usually employed by the students with excessive level of the emotional component of empathy (0.379**). Students with high emotional empathy level are ready to sacrifice their own interests and to give up their point of view for the sake of good relations in the group.

The need for intentional development of empathic abilities of students is proven by the revealed forecasting role of some empathy indicators that manifest themselves in the attitude of regular students to those with musculoskeletal disorders. It should be remarked that in the life experience of the students majoring in psychology and technical science there have been no actual conflicts with people with disabilities like cerebral palsy. This fact of their biography could make an impact on their system of attitude to persons with disabilities. Moreover, future psychologies and future engineers are generally positive to this category of students, which is actively expanding due to the integration processes at higher educational institutions. However, it is quite moderate: 1.12±0.95 points for psychology students and 0.81±0.91 points for technical science students. Let us emphasize that the students perceive their classmates with disabilities as professional competitors: 2.12±0.73 points for future psychologists and 2.23±0.80 points for future engineers. If 3 is the maximum value of this indicator in the present research, the possibility of such competition is quite high. In such competitive situation, tension in the relationships

between students is possible. Moreover, the students of different majors believe in the possibility of professional success for the people with disabilities. The likeliness of professional success of the disabled people is assessed as 2.79±0.48 points by future psychologists and 2.58±0.72 points by future engineers.

In this situation, there arises a question about the role of empathy in preventing conflict situations. To understand the influence of empathy on the forecast of the attitude to a classmate with MSD, the method of multiple regression analysis was used. It was found out that this influence is selective. At the present stage of research, it is hard to speak of the two components of empathy significant for forecasting the prevention of conflicts between students with different health conditions. It is about the development level of the rational channel of empathy and the penetration ability. Thus, the rational channel makes a positive impact on the possible appearance of a classmate with MSD in the group (β=0.16). For students with a well-developed rational channel, it is common to understand the nature of another person, to feel a sincere and spontaneous interest to another, which is especially important at the first stage of the students' group formation. It is the empathy, and, first of all, its penetrating ability, that determines the assumption of the possible comforTable position of a person with disability in this or that student group (β=0.12). In this case, the prevention of conflicts depends on the openness, cognitive interest of the students and search for a new positive communication experience, typical for young people.

Conclusion

Students have always been a special social stratum of society. Exposed to various sociocultural factors and being on the border between youth and adulthood, the student youth strives not only to gain independence from their parents, but also to make their own critical conclusions on everything that is going on with the society and in the society. As representatives of the new generation, students overcome the judgements and stereotypes of the previous generations, at the same time creating their own. Perhaps this is what determines their

readiness for the conflict social relations. The sociocultural situation and the psychological tasks of this age set the range of common behaviour patterns employed in the conflict situations and the empathic abilities of students of different majors. This may be considered as an advantageous factor for training specialists in mediating conflicts in the domain of education, and higher education in particular.

The revealed levels of empathy, distribution of its components and the general development of empathy generally correspond to the personal and professional profile of the students majoring in psychology, medicine, and technical science. There are some theoretic and practice proofs that empathy is a professionally relevant quality and a natural personal feature of any psychologist. Those are the emotional empathic abilities that determine one's selection of psychology as a profession, in the professional breeding of a young specialist and in overcoming the sense of professional helplessness. However, excessive concentration on the feelings of others may cause emotional addiction, develop unhealthy vulnerability and touchiness. At the same time, the possibility of developing psychosomatic diseases is also high. As a result, a wide circle of barriers for effective professionalization and socialization as a whole is drawn.

Experiencing difficulty in identifying emotions of other people is more typical for engineering students. It should be considered when training mediation specialists, as technically oriented people are more likely to find themselves in professional and family conflicts than humanities-minded ones. Moreover, the current socioeconomic situation and career expectations of the company managers require college graduates to demonstrate such qualities as initiative, sociability, ability to regulate relationships that arise in the joint activities of people, readiness to adjust to the dynamically changing working conditions and the management decisions that may not always be popular and inspiring. This is what increases the social and personal relevance of developing empathy as a separate branch of professional training at higher educational institutions. This problem is getting more acute

in technical colleges due to the domination of technical subjects in the curriculum. Schools of medicine and, particularly, psychology establish the foundation of the professional communication skills through humanitarian courses. The opinion that engineers do not need psychology, philosophy, pedagogy etc. is nothing but a myth of the superiority of technology and information in our life. In today's reality of engineering, the need for psychologization is rapidly growing. The engineers working at production sites have to deal with massive and semantically diverse flows of information that need to be received, properly processed and forwarded by different channels of communication. This process is impossible without personal communication skills.

It is worth noticing that there are many reasons that hinder deep and penetrating empathy. One of them lies in activation of psychological defence from negative emotional states, psychological discomfort and projection of one's own experience to other people, "attributing" one's inner world to another. Doubtlessly, it is important to take the limited personal communication experience into account. Last but not least, one of the main tasks of the young age is to provide the need for professional and family self-actualization, which also enhances the egocentric mindsets of the person.

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Возможности эмпатии в предупреждении межличностных конфликтов в образовательной среде вуза

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Аннотация. В статье рассматриваются возможности эмпатии в предупреждении межличностных конфликтов в сфере высшего образования. Межличностные конфликты раскрываются с социально-психологических позиций как многомерное явление, возникновение и развитие которого обусловливаются личностными особенностями субъектов образовательного процесса. Успешность медиации в конфликте между обучающимися определяется знанием факторов, которые способствуют снижению вероятности возникновения конфликтной ситуации. Эмпатия – это одна из личностных особенностей, которая может быть использована для предупреждения развития конфликтных ситуаций и расширения спектра медиативных технологий. В эмпирическом исследовании участвовали студенты психологического, медицинского и технического профилей обучения в возрасте от 18 до 24 лет. Были использованы опросники диагностики уровня эмпатических способностей В.В. Бойко, А. Меграбиана. Установлено, что эмпатия наиболее выражена у студентов-психологов. Эмпатия способствует сближению обучающихся, ограничивает агрессивные тенденции, блокирует конкурентное отношение к студентам с ограниченными возможностями здоровья. Благодаря эмпатии формируются основы нейтральности в оценке взаимоотношений между конфликтующими сторонами, что необходимо для предупреждения межличностных конфликтов. Делается вывод о важности развития эмпатических способностей у обучающихся, специализирующихся в сфере медиации.

Ключевые слова: межличностный конфликт, медиация, психология конфликта, эмпатия, нейтральность, юношеский возраст.

Manifestations of Aggression in the Adolescent Environment

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Abstract. The article discusses the peculiar features of physical aggression among adolescents and the main motives that encourage them to resort to violence. It is based on the materials obtained by the researchers of the Center for Sociology of Education of the Institute of Education Management of the Russian Academy of Education in the course of an anonymous questionnaire survey of 2983 students in grades 7, 9 and 11 of Moscow schools.

The analysis of the influence of gender, age, and social stratification factors reveals motivational dominants that determine the characteristic features of the adolescents' participation in fights depending on gender and age.

Special focus is given to physical aggression in the walls of an educational organization, and namely the prevalence of fights on school grounds and the adolescents' opinions about their teachers' reactions to fights between their students.

A fairly high level of prevalence of fights among girls indicates a significant deformation of traditional gender-role behaviors in the adolescent subculture.

The research results in the conclusion that manifestations of physical aggression are related to both social mechanisms of the adolescent subculture functioning and mental characteristics of adolescence.

Keywords: physical aggression, adolescent, socialization, motivation to participate in fights, gender specificity, social stratification factors, school as a social institution.

Research area: social sciences.

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Introduction

Manifestations of physical aggression are given special attention in the research works about various forms of deviant behaviour in adolescence. A number of fundamental studies, both domestic and foreign, cover this issue (Bandura, Uoters, 2000; Kon, 1979; Green, Feshbach, 1971; Slovák, 2015; Tedeschi et al., 1974 et al.). They highlight various aspects related to adolescent aggression: the prevalence of various types of aggression in the adolescent environment (Lipskaia, 2019; Sheveleva, 2006), age (Lebedeva, 2019) and gender (Baryshnikova, 2012) features of aggression, the influence of media and social networks (Zhmurov, 2007; Sobkin, Fedotova, 2019), regional factors (Mantrova, Skakun, 2015) and the type of educational institution (Chepeleva, 2002), and social status in the classroom (Koloiartseva, 2016).

Special focus is given to the prevention of adolescent aggressive behaviour (Dashieva, Budaeva, 2019). In this regard, it is also worth while noting the cycle of our research works on the teachers' perception of adolescent aggression (Sobkin, Fomichenko, 2011, 2012a, 2012b).

This article is devoted to the analysis of peculiar features of physical aggression among adolescents. It is based on the materials of a questionnaire survey of 2,983 students in grades 7, 9 and 11 of Moscow secondary schools.

The empirical material is grouped as per the following three content sections: the prevalence of fights among students; motives of physical aggression; and physical aggression between students on school grounds.

The obtained data are analyzed in relation to the influence of age, gender, and social stratification factors. In the course of interpreting the results special attention is paid to peculiar features of masculine and feminine attitudes manifestation in the adolescent subculture.

Moreover, taking into account the peculiar features of adolescence, manifestations of physical aggression are viewed as special indicators that determine different trajectories of socialization, the trajectories being associated with stylistic features of behaviour both in situations of current microsocial environment

and in situations of "social environment expansion". In this regard, it is particularly important to take into account social stratification factors (the family's financial situation and the parents' education level). This allows us to clarify the content features of the adolescent experience of crisis (identity crisis) at the stage of transition from the teenage years to youthful age.

Finally, a special attention is paid to the analysis of the influence of school as a social institution that taboos manifestations of physical aggression. In this regard, adolescents' opinion about the teachers' reactions to fights between students is of particular interest.

Discussion

1. Fights

The respondents were asked the following question: "Have you fought for the past two months?" The responses received show that more than a quarter of adolescents (28.1%) have "participated" in fights. Almost the same number (27.9%) stated that they "had not participated in fights" within this period of time. Finally, 44.1% chose the third option – "I don't fight at all".

Compared to girls, boys are much more likely to fight. So, whereas the statement "I don't fight at all" was chosen by more than half of the girls (60.8%), the boys were only a quarter – 25.3% (p=.00001). The data, concerning the responses to another option – "participation in fights over the past two months", – show that the option was chosen by 43.4% of the boys and 14.3% of the girls (p=.00001). Thus, the conclusion is clear: fights are much more common among boys than among girls. It is trivial in itself. Yet, it is the degree of prevalence of fights that is of interest. As the figures show, it is very high: almost every second boy and every seventh girl get involved in fights.

Focus on the age dynamics of participation in fights proves that the percentage of those who "do not fight at all" does not change with age among both boys and girls: 28.0% of the boys in Grade 7 and 23.3% of the boys in Grade 11; the percentage for girls is 65.4% and 62.6%, respectively. At the same time, the percentage of boys who fight frequently ("participated in fights over the past two months") decreases sig-

nificantly with age. The age dynamics of boys and girls who chose this option to answer is shown in Fig. 1.

These data provide the evidence of a consistent decrease in the percentage of boys, taking an active part in fights, with age. This tendency may indicate that at the stage of transition from teenage years to youthful age the male subculture is significantly transformed as per the prevalence of physical aggression. However, the percentage of frequent participants in fights in Grade 11 (at least once every two months) is very high and makes about one third. According to the diagram, there are no significant changes with age among the girls. Taking this into account, it is important to notice that in Grade 11 (when the actual adolescent stage would seem to have been overcome) about every tenth girl often participates in fights. We believe this is an extremely high percentage. As for the phenomenon of the prevalence of fights among the girls, it can be considered as a "new formation" of the female youth subculture.

Oddly enough, the parents' education level has almost no effect on the adolescents' participation in fights. It can only be noted that the girls with both parents' low level of education (that of vocational schools) are slightly more likely to participate in fights compared to those whose parents have higher education: they are 18.5% and 12.9% respectively (p=.03). Comparison of the responses of adolescents from families with different financial status has not revealed any differences regarding their participation in fights. Thus, we can conclude that, in general, traditional socio-stratification differentiation (the level of parents' education, the financial position of the family) is not a significant factor that affects an adolescent's propensity to physical aggression.

Other points turn to be more significant. Comparison of the responses of the adolescents, who are prone to deviant behaviours such as alcohol and drug use, is of particular interest. Figure 2 shows the data concerning the participation in fights of the boys and girls who are actively involved in drinking vodka
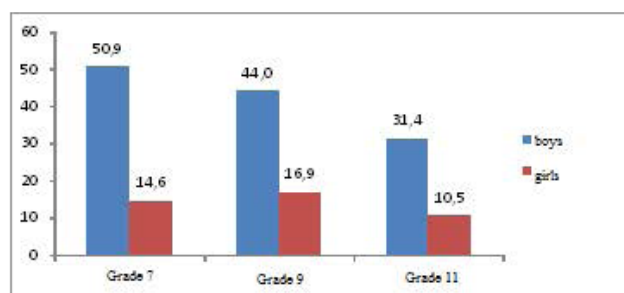

Fig. 1. Age dynamics of changes in the number of students who participated
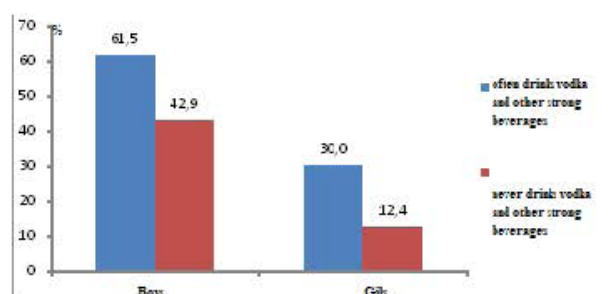in fights over the past two months (%)

Fig. 2. Participation in fights over the past two months (the data concerning
the adolescents who "often drink strong alcoholic beverages" and those who "never drink them") (%)

and other strong alcoholic beverages (once a week and more often) and those who do not drink strong alcoholic beverages.

The obtained materials indicate that an adolescent's involvement in the frequent use of strong alcoholic beverages clearly affects his/her propensity for physical aggression.

A similar tendency has been revealed with regard to drug use. So, adolescents who use drugs are much more likely to get involved in fights. Whereas there are 63.6% of drug users who fought over the past two months, there are 27.6% of those who belong to this group among non-users (p=.00001). Accordingly, the percentage of those who "do not participate in fights at all" is significantly lower among drug users than among non-drug users: 12.1% and 44.4% (p=.0002).

In general, these data result in the conclusion about the link between various forms of deviant behaviour (alcohol, drugs, and fights). This can be viewed as a certain behavioral complex determining the "lifestyle" of a group of adolescents prone to deviation.

The issue of adolescents' participation in *group fights* is also of special interest. The responses show that one third of them (32.0%) participate in fights of this kind. Their number is significantly higher among boys (38.1%) than among girls (20.5%) (p=.00001). This leads to the conclusion that this form of group aggression is more characteristic of the male adolescent subculture. We note that the percentage of girls participating in group fights is very high. It has already been mentioned above that mass prevalence of fights among girls is a fact of the adolescent subculture transformation of the 90s. In this regard, it should be emphasized that every fifth of those fighting adolescents takes part in group fights nowadays. We claim this is a completely new phenomenon of the female adolescent subculture, when belonging to a group (group identity) is a factor that causes the physical aggression manifestation in an adolescent girl.

When discussing an adolescent's involvement in group fights, it is important to note that in contrast to the question about the frequency of participation in fights there is almost no age dynamics (neither among boys nor among girls). In this regard, it can be concluded that this form of group aggression develops at the initial stages of adolescence already. This fact is important in the general context of problems related to the adolescents' social development. Indeed, since the key point at the stage of adolescence is the "expansion of social environment", it can be assumed that participation in group fights is due to the desire to maintain a group membership. In this respect, group identity is associated with a heightened perception of negative manifestations that are external to the group.

2. Motivation for participating in fights

Table 1 shows the results of the adolescents' responses to the question about the reasons for their involvement into fights.

The data shown in the table prove that the dominant motive for getting involved in fights is protection of the adolescent's own self. It is "reaction to an insult". In addition, the motives related either to the protection of group interests or to the reaction to an insult of a friend are also significant. In other words, these are reactions to aggression against individuals from the adolescent's microsocial environment. In fact, such motivations are associated with an attempt to morally justify their participation in fights. It is characteristic that almost every second adolescent explains his/her involvement into the fight as forced defense.

Another line of motivations is related to maintaining one's social status ("one's reputation support", "so they don't think I'm weak", "showing one's superiority").

And, finally, the fight acts as a means of either "release", "stress relief", or "appropriation of money, things" (these are already hooligan actions which are not hidden by the respondents). Such a line of motivations can be considered as an indicator of the obvious deformation of the moral sphere of an adolescent's personality.

Compared to girls, boys are more likely to give a variety of motivations that justify their involvement in fights. In principle, this indicates a more poly-motivated nature of their behaviour. It is also worth noting that, compared to boys, girls are more likely to get involved into

Table 1. Motives for boys' and girls' involvement into fights (% of those participating in fights)

Motives	boys	girls	P=
I was offended	73,7	65,6	.002
My friend was offended	45,0	34,1	.0001
Jealousy	6,9	11,0	.01
I had to defend myself	50,2	50,0	-
I had to stand up for a stranger	7,7	4,4	.004
So they don't think I'm weak	8,2	5,4	.04
I wanted to defend the group's point of view	10,5	6,3	.002
I lost self-control because of alcohol (drug) intoxication	4,5	1,3	.0002
For the purpose of appropriating money, things	1,6	0,6	-
I wanted to show my superiority	3,9	3,1	-
From boredom, bad mood	8,4	8,5	-
My national and religious feelings were insulted	12,0	7,1	.004
I wanted to get emotional release, relieve tension	7,7	10,2	-
I wanted to maintain my reputation in the eyes of others	10,1	5,4	.001

fights "because of jealousy". 11.0% of the girls tend to indicate this motive, whereas such boys are 6.9% (p=.01). We argue that this difference is quite interesting in culturological terms. Indeed, in the male culture jealousy is evaluated as a characteristic feature humiliating personal dignity. A jealous man is a man who admits his weakness in front of others. He believes that a woman can abandon him in favor of another. Moreover, he is often endowed with such qualities as stupidity, impenetrability etc. This type of a jealous person is very common in works of art. Therefore, it is a shame to admit jealousy. Cases of describing a jealous person as a strong nature are extremely rare ("Othello"). A jealous woman is a different matter. This, on the contrary, usually manifests a strong nature fighting for her chosen one. Thus, these differences between boys and girls regarding their motivations for getting involved in fights can be explained by the influence of cultural norms and stereotypes regarding the resolution of interpersonal conflicts.

Analysis of the age dynamics of changes in motivation for getting involved in fights is of particular interest. There are fundamental differences between boys and girls here. So, whereas the girls' motivation structure remains almost invariant from Grade 7 to Grade 11, the boys have rather a complex age dynamics of changes in the significance of motives.

With this, the analysis of the motives for getting involved in fights among the boys reveals two stages.

At the first stage, with the transition from Grade 7 to Grade 9, there is a sharp increase in importance of such motives as "the desire to defend the group's point of view" (7.3% and 11.7% respectively, p=.03); "the desire to maintain one's reputation and position among others" (from 7.0% to 13.1%, p=.009). Both motives are obviously related to maintaining group membership. Thus, getting involved into fights because of an adolescent's desire for group identity is actualized precisely at the age stage of transition to early youth.

At the second stage (the transition from Grade 9 to Grade 11), the significance of the motive associated with "personal insults" is significantly reduced (from 76.4% to 67.1% respectively, p=.02). At the same time the importance of self-defense – "I had to defend myself" – increases (48.9% and 56.9% respectively, p=.05). The importance of the motive "I had to stand up for a stranger" is also growing (from 4.8% to 8.6% respectively, p=0.5). It is clear that these content changes in motivation that determines getting involved into fights are

radically different from the previous age stage. So, "personal insult" is less often a reason for participating in fights. It can be assumed that at this age the adolescents are already acting less impulsively in such situations and have developed culturally acceptable ways to resolve those conflicts that are associated with insulting a personality. Conflicts are increasingly resolved in a different way at least among the eleventh-graders. The fact that the students in Grade 11 have a stronger motive for "having to defend themselves", in our opinion, indicates an increase in the negative attitude to fights with age. It should be noted that for a number of other reasons the same tendency can be traced to justify the adolescents' getting involved into fights as a forced measure because of external reasons (for example, "I had to stand up for a stranger"). In principle, the growth of this kind of motivations by Grade 11 indicates that getting involved in fights is associated here with getting into new "unfamiliar" situations rather than with conflicts in a microsocial environment. To a certain extent, this can be linked to the problem of expanding an adolescent's social environment.

Besides age dynamics, it is of particular interest to compare the motives for getting involved into fights of adolescents from different social strata in terms of their material security. Analysis of the data shows that adolescents from low-income families are much more likely to participate in fights because of the desire to "defend their group's point of view" (19.2% of adolescents from low-income families, 8.2% – from the middle-income families, p=.005). Another motive that is more often noted by adolescents from low-income families is "for the purpose of appropriating money, things" (3.9% of adolescents from low-income families, 0.9% – from the middle-income families). And, finally, for adolescents from low-income families, it is more typical to get involved into a fight "because of boredom, bad mood" (13.5% of adolescents from low-income families, 4.6% – from the middle-income families, p=.03).

The motivations mentioned above characterize a special style of behaviour of an adolescent from a low-income family. This is an obvious sign of his/her social disadvantage. An adolescent from a weak social stratum not only enters a fight "because of boredom" or "bad mood" and looking for a sort of "entertainment" (others are apparently not available), but also because of selfish reasons ("appropriation of money, things") which, in fact, entail criminal liability. At the same time, it is also characteristic that the motivation "I wanted to defend the group's point of view" is clearly expressed among the adolescents from low-income families. All this gives reason to believe that these are group associations of adolescents from low-income social strata that are a dangerous, criminal zone that cultivates aggressive and hooligan behaviours.

For children from high-income families motivation for getting involved into fights has different grounds. Thus, adolescents from such families are significantly more likely to have such motives as "insult to their personal dignity" (77.7% of adolescents from high-income families and 69.7% – from medium-income ones, p=.03); "insult to their friend's personal dignity" (48.6% and 40.3% respectively, p=.02); "jealousy" (13.7% and 7.6% respectively, p=.009).

It is obvious that, in contrast to the motivations of adolescents from low-income families, the students from high-income families generally motivate their fights as the desire to preserve both their own personal dignity and their friends' dignity (thereby emphasizing the importance of their microsocial environment). This is due to the protection of their selves. It is orientation towards preservation of personal dignity that makes their involvement into fights different. It is important to attribute the heightened sensitivity to *personal dignity*, since this may be due to certain moral and ethical principles of behaviour – "codes of honour", characteristic of the adolescent subculture.

Thus, in the course of analyzing motivation, that determines the adolescents' participation in fights, the influence of different value orientations differentiating social strata is also manifested in a peculiar way.

Finally, it is worth while focusing on analyzing the responses of those students who do not take part in fights. Below is the description

of their justification of *refusals to participate in fights.*

The obtained data show that the responses are dominated by two motives: "I sort things out in a different way" (67.3%) and "It is beneath my dignity" (13.2%). The rest of the motivations suggested ("This is against my moral principles", "It is not customary among my friends", "I'm scared of getting or causing injury", "It will damage the reputation", "It is the fear of consequences") are extremely rare.

Analysis of gender differences indicates that, compared to boys, girls are more likely to note both motives when justifying their refusal to get involved in fights. Boys are a little more likely to name a motive associated with "the fear of consequences and revenge" (5.2% of boys and 1.6% of girls respectively, p=.001). This indicates that conflict relationships in the male subculture are more often controlled by the adolescents' group communities. This leads to their longer and more protracted character.

In general, a detailed analysis of the obtained data shows that, in contrast to the motivation for getting involved into fights, the significance of the reasons for refusals to fight does not change fundamentally with age for both boys and girls. There are not any significant differences between students from different social strata either. So, we conclude that the motivation that ensures *maintaining the norm of the ban on participation in fights* is culturally invariant and practically does not change throughout adolescence and early youth. Thus, the very structure of motivation that ensures the rejection of manifestations of physical aggression (i.e., its "blocking") is formed at earlier age stages. We claim that it is extremely important to take this into account when developing psychological and pedagogical programmes aimed at correcting deviant behaviours.

3. Manifestation of physical aggression in school

To identify the prevalence of fights on school grounds, adolescents were asked a special question: "Have you ever fought on school grounds for the past two months?" 29.9% of the respondents gave an affirmative answer ("yes"). Moreover, additional analysis shows

that of all the adolescents who have ever participated in fights for the last two months half of them (51.1%) fought on the school grounds. In other words, the number of those who fight in school is almost the same as the number of those who fight outside its walls. Thus, we can conclude that school today is not a social space where the manifestation of physical aggression among adolescents is really taboo.

Boys participate in fights on school grounds much more often than girls (36.1% and 18.6% respectively, p=.00001). So, the percentage of girls who fight on school grounds is significantly lower than that of boys. Thus, it can be concluded that girls are more likely to obey the rules of school behaviour.

While discussing the age aspect, it is important to pay attention to the fact that students of older age groups (eleventh graders) are significantly less likely to participate in fights on school grounds. A special analysis of the data shows that among the boys, who fought in the course of the past two months, the majority of the seventh-graders fought on the school grounds – 66.7%; among the ninth-graders there are half of them – 55.8%; among the eleventh-graders there are a third of them – 30.2%. Thus, whereas it is school where the majority of young adolescent students resolve conflicts through physical aggression (they mostly fight in school), it is no longer the main place for physical aggression for the eleventh grade boys. Senior adolescent students, as a rule, fight outside school, this being a specific reflection of the phenomenon of "the social environment expansion". A decrease in fights between senior school students, in particular, can be also explained by the change of the student's social status in the social space of school with age. So, with his/her transition to senior grades a senior student who is much older (and, consequently, has a higher social status in school environment) can no longer fight with the younger ones, since this way of resolving the conflict is considered a clear decrease in his age-related social role position.

It is characteristic that the same age tendency regarding the students' participation in fights on school grounds is also observed among girls: in Grade 7, 55.6% of fighting

girls state that they fight in school; in Grade 9, they are 39.2%, and in Grade 11, they are 26.2%.

Besides age dynamics, there has been revealed a special influence of social stratification factors. Thus, whereas 30.0% of students from low-income families fight on school grounds, their number is significantly greater among students from high-income families (45.2%). Such social-stratification differences can be interpreted in two ways. On the one hand, this fact gives grounds for the conclusion that students from high-income families feel much freer in the walls of the school and they are less influenced by the current school norm of the ban on physical aggression (in other words, "these rules are not for them"). On the other hand, it is necessary to correlate these data with the above-mentioned features of motivation that encourages the adolescents to get involved into fights. It should be recalled that a distinctive characteristic feature of the motives for the adolescents from high-income families to participate in fights are those of personal nature ("insulting one's personality", "insulting friends", and 'jealousy"). In this regard, we can assume that social environment in school is personally more important for these adolescents, and that is why they are forced to react to their school peers' attitude more sharply. As we have shown above, the motive "the desire to defend the group's point of view" was much more significant for the adolescents from low-income families. Thus, since students from low-income families are less likely to participate in fights on school grounds, it can be concluded that school mates is not a significant group for them. These are others "outside school" who are of significance.

Finally, the students' opinions on their teachers' reaction to fights on school grounds are of particular interest. Every fourth adolescent (22.5%) believes that the teachers "generally do not know anything about fights in school". Just over half of them (58.3%) think that teachers "know about some fights but do not know the reasons". Every fifth (19.2%) assumes that teachers are well aware of fights: "they know about fights and the reasons causing them".

Comparison of the boys' and girls' responses shows that the percentage of those who believe that teachers are aware of the students' fights is significantly higher among the girls. So, whereas the percentage of those girls who believe that "teachers do not know anything about fights" is 14.1%, the percentage of boys who think so is 31.7% (p=.00001). It is characteristic that the percentage of those who believe that teachers are aware of not only fights, but also of their reasons decreases significantly as the students (both boys and girls) get older. The sharpest decline in the percentage of those with the same opinion is characteristic of the period between Grade 7 and Grade 9: 26.1% and 16.6% respectively (p=.00001). This allows us to conclude that with the transition to senior school the students view their life at school and their relations with peers as more "closed" from teachers. In other words, in the course of transition to senior school the social space of communication with peers is built and evaluated by adolescents as "intimate".

Besides the question about the teachers' awareness of fights on school grounds, the survey also revealed the students' opinions about the teachers' reactions to fights. From the students' point view, the most common reaction of a teacher to fights between students is "reprimands" (34.7%), "calling parents to school" (25.2%), and "calling to the headmaster" (15.6%). Other types of teachers' reactions to school fights were noted by a small number of the respondents.

Analysis of the age dynamics shows that the main changes in the evaluation of the teachers' reactions to fights are noticed within the period between Grade 7 and Grade 9. At the same time, the frequency of mentioning such forms of the teachers' reactions as "reprimands" (41.5% for the seventh graders; 29.4% for the ninth graders; p=.00001) and "reprimands to the whole class" (6.6% and 3.1% respectively; p=.00001) is reduced. In parallel, the teachers' focus on the use of the administrative measures of influence increases: "calling to the headmaster" (10.9% and 17.8% respectively; p=.00001), "calling to pedsovet (teachers' council)" (1.5% and 3.9% respectively; p=.009). We argue that these changes between Grade 7 and Grade 9

are very significant. Thus, whereas the teacher tends to take personal responsibility for resolving conflicts between seventh graders and to involve the whole class as a team (the teacher reprimands personally, organizes meetings, etc.), he/she is more focused on administrative measures of influence with the senior students. Basically, this orientation of the teacher towards administrative measures of influence does not change at a later age stage (from Grade 9 to Grade 11).

We claim that this line of changes in the teacher's behaviour strategy regarding fights among students of different age groups characterizes the uniqueness of school as a social institution. So, at the junior school level, it is the teacher who plays a crucial role in resolving conflicts between students that were caused by fights. He/she takes the function of control and imposing sanctions while relying on the opinion of the children's team and purposefully forms this opinion (the pedagogical principle of "educating role of the children's team" is well known). At the senior school level, control and sanctions related to violations of norms are transferred to higher levels in the hierarchy of school management (teachers' councils, directorate). In other words, the change in the student's age position within his/her school years, as we can see, is also associated with a change in his/her social position, since the sanctions of higher structures in the management of school as a social organization turn to be more significant.

We consider that when determining the sanctions related to physical aggression the revealed tendency, that detects the interconnection of the student's social and age status with the hierarchy of school management levels, should be given a special analysis in the course of developing correctional educational programmes. At that the range of problems related to school self-government issues apparently becomes important.

Conclusion

The following three points seem to be important to note:

1) The survey materials have revealed an extremely high degree of prevalence of physi-

cal aggression in adolescent environment. This is due to both social mechanisms of the adolescent subculture functioning and mental characteristic features of adolescence. The connection between the adolescents' involvement in fights with other deviant forms of behaviour is necessary to pay attention to, since it indicates the formation of special styles of deviant behaviour at this age. These styles act as social models that determine the specific lines of the adolescents' socialization. The prevalence of fights among girls is of particular concern, the fact indicating a significant deformation of gender-role behaviours in the adolescent subculture.

2) The obtained materials on the motives of participation in fights have made it possible to reveal the complex age dynamics of the adolescent's emotions towards various aspects of the emerging conception of the self (insult, humiliation, jealousy, group identity, etc.). In this regard, psychological defense mechanisms which are associated with the adolescent's relationships with his/her social environment are very clearly manifested. Gender differences and age-related transformations of the motives by which the adolescents explain their participation in fights are extremely important, since, according to the materials obtained, the complex dynamics of actualization of different levels of the conception of the self is manifested here: the ideal self, the real self and social identity.

3) Materials on the prevalence of fights between adolescents in school resulted in identification of a number of important points that characterize the school as a social organization. Age, gender, and social stratification factors have their significant effect here. It should be emphasized that with the students' transition to older age groups they themselves evaluate the space of social relations between peers as increasingly closed from the teachers. As for the school norms, they are considered as external and formal regarding the realities of social relations within a group of students. The analysis of age characteristics of the students' participation in fights has revealed a link between the age status and the sanctions applied to the students by different levels of school manage-

ment: the rules being violated and the students growing older, the teacher is more likely to shift his/her responsibility to higher administrative levels of management.

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Проявления агрессии в подростковой среде

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Аннотация. В статье рассматриваются особенности проявлений физической агрессии среди подростков и основные мотивы, побуждающие подростков прибегать к насилию. В основу статьи легли материалы, полученные сотрудниками Центра социологии образования «Инстентута управления образованием Российской академии образования» в ходе анонимного анкетного опроса 2983 учащихся 7, 9 и 11 классов московских школ.

В ходе анализа влияния гендерных, возрастных и социально-стратификационных факторов выделены мотивационные доминанты, определяющие особенности участия подростков в драках в зависимости от пола и возраста.

Особое внимание уделяется рассмотрению проявлений физической агрессии в стенах образовательной организации, а именно распространенности драк на территории школы и мнениям учащихся о реакции их учителей на возникающие между подростками драки.

Достаточно высокий уровень распространенности драк среди девочек свидетельствует о существенной деформации традиционных полоролевых моделей поведения в подростковой субкультуре.

Полученные результаты позволяют сделать вывод о том, что проявления физической агрессии связаны как с социальными механизмами функционирования подростковой субкультуры, так и с психическими особенностями подросткового возраста.

Ключевые слова: физическая агрессия, подросток, социализация, мотивация участия в драках, гендерная специфика, социально-стратификационные факторы, школа как социальный институт.

Научная специальность: 22.00.00 – социологические науки.

Intercultural Mediation Addressed to Refugees and Asylum Seekers in Italy

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Abstract: Starting from a preliminary definition of the concept of mediation and its possible applications, this article aims to deepen the concept and practice of intercultural mediation. After an analysis of the reality of multicultural society in Italy and of the phenomenon of the arrival of refugees and asylum seekers from Africa, we will move on to presenting the principles and good practices of intercultural mediation implemented in the reception and integration services. Finally, the results of a research carried out within the services of the city of Reggio Emilia, in particular through group discussions with young men seeking asylum, guests of some residential structures, will be presented.

Keywords: intercultural mediation, migration, refugees and asylum seekers, Italy.

Research area: social sciences.

1. A preliminary definition:
Mediation

According to the United Nations (United Nations, 2012: 4), "mediation is a process whereby a third party assists two or more parties, with their consent, to prevent, manage or resolve a conflict by helping them to develop mutually acceptable agreements". This definition opens to a wide range of specifications: at first, the two conflicting parties can be represented by single persons or groups of people, they can have equal or non equal status and power, they can or cannot know each other in deep. The reasons of the conflict can be or cannot be clearly defined, since they involve a eterogeneous range of implicit and explicit factors and characterisations, moving from unconscious prejudices and hostility to concrete goals and desired objects. Mediation aims to create the conditions to manage the conflict through increasing and mutual cooperation, producing outcomes that can be limited in scope, dealing with a specific issue, or can tackle a broad range of issues in a comprehensive peace agreement.

It deals with complexity and vulnerability of human relations, offering a professional and specialised approach.

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A good mediator promotes exchange through listening and dialogue, engenders a spirit of collaboration through problem solving, ensures that negotiating parties have sufficient knowledge, information and skills to negotiate with confidence and broadens the process to include relevant stakeholders from different segments of a society. Mediators are most successful in assisting negotiating parties to forge agreements when they are well informed, patient, balanced in their approach and discreet (United Nations, 2012: 5).

Mediation assumes different caracteristics and is strictly linked to the specific situations, anyway flexibility, creativity and the focus on the future are transversal and required elements. Similarly, although mediators may have different "styles", their roles commonly include (Blaney McMurtry, 2019):

1. Setting the tone for joint problem-solving by estab3lishing and maintaining a rational and productive atmosphere for negotiation.
2. Encouraging full disclosure of information.
3. Assisting the parties to understand each other's perspectives (needs, concerns, values, fears) and trying to build empathy between the parties.
4. Facilitating communication between the parties by keeping the discussions "civil"; allowing parties to vent if appropriate; taking the "sting" out of loaded or angry statements by, for example, reframing them in neutral way or in a way which reveals the underlying interest.
5. Maintaining balance in the process by ensuring that the parties have an equal opportunity to speak.
6. Identifying and seeking clarification of misunderstandings, assumptions, and discrepancies.
7. Probing for interests underlying positions taken by the parties in order to expand the opportunity for creative solutions.
8. Assisting parties to identify common interests.

9. Assisting the parties to explore and assess their alternatives to a negotiated resolution.
10. Acting as a "reality check" by challenging parties on their positions (usually in caucus) and by reminding them of the costs of not settling.
11. Assisting the parties to generate options for settlement and to develop criteria by which to evaluate those options.
12. Assisting the parties to evaluate the advantages and disadvantages of each option and encouraging the selection of an option which maximizes satisfaction of both of their interests.
13. Keeping the parties focused on the future and their goal of resolving the dispute.
14. Maintaining optimism that an agreement can be reached and sustaining commitment to assist parties achieve resolution.

We can identify four different approaches of mediation (facilitative, formulative, power based, transformative), all of them aimed to address and resolve conflicts in a constructive and non-violent manner. The facilitative mediation focuses on organising and facilitating communication between the parties in a non-directive manner, eliciting the underlying interests and needs behind the stated demands and positions; in order not to jeopardise multi-partiality, the mediator refrains from making substantial recommendations or suggestions. In formulative mediation, the mediator takes a more directive role and, in addition to structuring the process and gathering proposed solutions, offers different options with the consent of the parties. The focus of power-based mediation lies in using the mediator's leverage in order to reach an agreement through his power and strategic tactics, threats of punishment and promises of reward. The transformative mediation aims to transform the disputants, both individually and in relation to one another, through "empowerment" (disputants improve or learn new skills to resolve their own disputes) and "recognition" (understanding the other side's perspective, thereby creating "empathy" for the other). The differences between these approaches are not always a clear-cut and they can be

mixed and contestualised in original combinations by the different mediation actors (Initiative Mediation Support Deutschland, 2017).

2. Approaches to Intercultural mediation

Mediation can be applied in different arenas and contexts: families, workplaces, communities, public sector, faith communities, educative environments, neighbourhoods, and so on. In this article we aim to focus on a particular type on mediation that reflects and faces one of the main characterisations of communities in Italiy and Western world: we are focusing on intercultural mediation addressing the management of diversity and conflicts in multicultural societies. Quoting Vladimir Fokin et al. (Fokin et al., 2016: 10777).

> Modern society is characterized by a high degree of social and cultural mobility, an increase of migration flows and an interaction of cultures of different nations. As a result of this process, most communities have lost their traditional ethnic and cultural homogeneity and acquired the multicultural character, i.e. have become culturally diverse. This situation gave rise to the problem of ensuring the stability of communities in the context of cultural and ethnic diversity.

Social cohesion in multicultural contexts has to be built and maintained on a multifaced social capital, weakly sustained by diversity, new knowledge and relationships. New spaces of dynamic divergence and people's reflection on and reconsideration of themselves and their words are pushed by the encounter with diversity; in this context, mutual understanding, reflexivity and effective communication patterns have to be enhanced through acts of mediation and negotiation of differences (Arvantis, 2014).

Diversity in multicultural society is dynamic and is grounded on group interactions which are constituted through relationships in which one group is defined in relation to another (Kalantzis and Cope, 2012); it is defined by complex dimensions of differences: material (social class), corporeal (age, race, sex and sexuality, physical and mental capacities) and

symbolic (socially constructed realities of culture or ethnicity, language, gender, affinity). Diversity and differences express themselves in everyday life experiences, mostly through implicit sets of habits, behaviours, values and interests, involving people with different cultural background in perpetual intercultural communicative actions, whose effectiveness depends on the level of negotiation and sensitivity on cultural differences, considering aspects as cultural styles, orientation to space and time, gender differentiation or power distances. Referring to the Lefebvre's unitary theory of space (1991), the interaction with people with different culture impacts on three levels: on the physical (real/material) or perceived space, on the mental (imagined/conceptual) or conceived space and on the social or lived space (Rick, 1997), where "our perceived and conceived notions of space meet, are contested, combined and altered" (Skordoulis and Arvanitis, 2008: 108). The result of the intercultural encounter is the recombination of different cultural elements populating a third, interstizial space between cultures (Bhabha, 1994).

Intercultural mediation works on the processes of lifeworld construction, sharing and redefinition of values, beliefs and principles that develop in these newly formed interstizial spaces, promoting the creation of a larger, flexible and tolerant third culture context (Townsend, 2002; Thomas, 1996). It is "closely intertwined with the concept of interculturality and embraces a culture of reciprocity and responsiveness to the specificities of diverse migrant groups based on interdependence and cooperation between cultural groups, individuals and institutions" (Arvantis, 2014, p. 10). Interculturality is based on and aimed to reciprocity, dialogue and mutual understanding, but at the same time it considers and accepts that cultural systems may be incompatible and contradictory resulting in conflict (Panikkar, 1995). Intercultural mediation should prevent and manage conflicts, building bridges for reciprocal adaptation through processes of reciprocal and mutual act of understanding, reflexive action and collaborative practices that promote the transformation of individuals and systems and the construction of spaces of social interactions

where new traits of sociability (new relations and communication patterns) are developed.

In Euroopean and Italian contexts the need for intercultural mediation is associated to "migrant influx and the difficulties faced by social institutions and professionals to adapt their interventions to specific integration or settlement needs" (Arvantis, 2014: 2). Intercultural mediation has to deal with the social fragmentation and the marginalization that affect socially excluded groups; it facilitates the access to public services and "assists both migrants to find their way in the new country and social actors and institutions to better understand migrant settlement needs and communicate in a respectful manner with them" (Cohen-Emerique, 2007: 8).

Margalit Cohen-Emerique (Cohen-Emerique, 2007: 11-14) has identified four types of intercultural mediation:

1) The liaison type is focused on the empowerment of the communication between parties. It facilitates the access to public services and ensures that social actors consider and respond to the needs of migrant groups.

2) The second type is interested in facing and dissolving cultural misunderstandings due to ignorance, prejudice, discrimination or stereotyping, by providing culturally appropriate information.

3) The model of the conflict management and resolution consider diversity as a new kind of non-fixed capital that can be harnessed as an asset for the society as a whole (Kalantzis & Cope, 2012). 4) The last type refers to "a process of transformation of institutional approaches, norms, structures and regulations as well as personal beliefs in the context of mutual understanding, collaboration and trust. Here intercultural mediators act as agents of change and their expertise and competency is being recognised and valued by both parties" (Arvantis, 2014: 3).

Researches (Cohen-Emerique, 2007: 14) evidences that the liason type is the most frequently used, while the other types are finding more resistance because they would imply significant changes in the approaches and in the common practices of insititutions and professions. However, it is easy to demonstrate that the best approaches would be those that include and intertwine all the four types.

Jon Townsend (2002) identifies five principles that should be present in all the actions of intercultural mediation: flexibility, tolerance, hope, respect and reciprocity, inquisitiveness to learning. These same principles converge in the knowledge, skills and attitudes that define the intercultural competence as the multifaced ability for cultural exchange, interaction and symbolism, that allows not only to successfully communicate with people from other cultures, but to negotiate with the whole spectrum of diversity and otherness (Council of Europe, 2011; Stier, 2006).

3. Migration
and multicultural society in Italy

If we conbsider most of its history from the unity onwards, Italy has been mainly a country of emigration; it is estimated that between 1876 and 1976 over 24 million people left (Rosoli, 1978), with a peak in 1913 of over 870.000 departures, to the point that today we can define it the great emigration or Italian diaspora.

Throughout this period, if we don't consider the migration due to the consequences of the Second World War such as the Istrian exodus or the return of Italians from the former African colonies, the phenomenon of immigration had been practically non-existent. These phenomena were episodic in nature and did not present substantial integration problems from a social or cultural point of view. Italy tended to remain a country with a negative migration balance; the phenomenon of emigration began to weaken decidedly only starting from the Sixties, after the years of the economic miracle.

In particular, in 1973, Italy had for the first time a very slight positive migration balance (101 entries for every 100 expatriates), a characteristic that would become constant, amplifying itself in the years to come. It should be noted, however, that in this period the entrances were still largely made up of Italian emigrants returning to the country, rather than to foreigners. The flow of foreigners began to take shape only towards the end of the Seventies, both for the "open door policy" practiced by Italy, and for more restrictive policies adopted

by other countries. In 1981, the first Istat census of foreigners in Italy calculated the presence of 321.000 foreigners, of which about one third were "stable". A year later, in 1982 a first regularization program for undocumented immigrants was proposed, while in 1986 the first law was passed (law 30 December 1986, n. 943) with which the objective was set to guarantee to the non-EU workers the same rights of the Italian workers. In 1991 the number of foreign residents was doubled, to 625.000 units.

In the Nineties, the migration balance has continued to grow and, since 1993 (the year in which the natural balance became negative for the first time), has become solely responsible for the growth of the Italian population. In 1990 the so-called Martelli law was issued and for the first time a planning of entry flows was introduced, in addition to an amnesty for those who were already in Italian territory: around 200.000 foreigners were regularized, mainly from North Africa.

In 1991 Italy had to deal with the first "mass immigration", from Albania (originating from the collapse of the communist bloc), resolved with bilateral agreements. In the following years further bilateral agreements will be signed with other countries, mainly in the Mediterranean area. According to data estimated by Caritas, in 1996 there were 924.500 foreigners in Italy.

The Turco-Napolitano law was issued in 1998, aiming to regulate incoming flows, discourage illegal immigration and establishing, for the first time in Italy, temporary detention centers for those foreigners "subjected to expulsion orders ". However, the matter will again be regulated in 2002, with the so-called Bossi-Fini law, which also provided for the possibility of immediate expulsion of illegal immigrants by the public security force (Militello and Spena, 2015). At the time of the 2001 census of the population, 1.334.889 foreigners were present in Italy: the most represented communities were the Moroccan (180.103 persons) and Albanian (173.064) (Istat, 2001).

According to Istat data on the national demographic balance, on 31 December 2017, 5.144.440 foreign citizens were regularly resident in Italy, equal to 8,5% of the total resident population (60.483.973) (Istat, 2017), virtually unchanged from the previous year (+ 0.42%) (Istat, 2016). Analyzing the countries of origin of foreign citizens who are regularly resident, we note that in recent years there has been a marked increase of flows from Eastern Europe, which exceeded those relating to the countries of North Africa, which were the majority until the 1990s. This is mainly due to the rapid increase of the Romanian community in Italy, which, in particular in 2007, has roughly doubled, going from 342.000 to 625.000 people and thus representing the main foreign community. This probably depended on Romania's entry into the European Union, which facilitated flows, and on linguistic affinity.

According to Istat data, on 1 January 2016, almost 1.2 million Romanian citizens resided in Italy, accounting for 23% of the foreign population and about 1,97% of the total resident population in Italy; this means that almost 45% of expatriate Romanian citizens residing in the European Union reside in Italy. Alongside Romanians, the main foreign communities in Italy are the Albanian (9,3% of the foreign population), Moroccan (8,7%), Chinese (5,4%) and Ukrainian (4,65%). On 1 January 2016, just over 30% of foreign residents are citizens of an EU country, and over 50% are citizens of a European country. Both the citizens of African countries and Asian countries are about 20% of the total (Istat, 2017).

4. Irregular migrants, refugees and asylum seekers

In 2011, following the "Arab Spring" riots that broke out in various countries, Italy welcomed 63.000 migrants arriving on its shores, mainly from Tunisia and Libya. But the most significant increase occurred in 2014, with the arrival of 170.000 people on the coast of the peninsula, which led to an increase of about 400% compared to the arrivals of 2013. This growth was mainly determined by the tightening of conflicts in Africa and in the Middle East, primarily the war in Syria. In fact, most of the people were refugees fleeing conflict and persecution, therefore entitled to protection under international law. Most of these fleeing people crossed the sea in inhuman conditions,

often in the hands of traffickers, making the Mediterranean route the scene of a silent massacre.

Following the tragic shipwreck of a boat near the island of Lampedusa in October 2013, in which 368 people lost their lives, the Italian government decided to start a maritime search and rescue operation called *Mare Nostrum*. This military and humanitarian operation was undertaken with the aim of ensuring rescue at sea for migrants arriving up to 120 km from the Italian coast, reducing the incidence of deaths that until the previous year on the Libyan route were estimated at 1 for every 17 disembarked, while in the period of the *Mare Nostrum* operation this estimate decreased to 1 in every 50. *Mare Nostrum* ended in November 2014, to be replaced by *Triton*, a more contained and less resourceful operation, led by the European Agency FRONTEX.

In the first four months of 2015 the number of deaths at sea reached a new peak: in the mentioned period, in fact, almost 1800 drowned or disappeared migrants were registered. To deal with these latest tragedies, European leaders have decided to triple the funding for Operation *Triton*, increasing its range of action in international waters, with a consequent decrease in deaths at sea. Although the total number of people fleeing the Mediterranean route has continued to grow dramatically, the total number of arrivals on the Italian coast in 2015 decreased compared to the previous year, for a total of approximately 150.000 arrivals. This is due to the fact that the eastern Mediterranean route, from Turkey to Greece, has now surpassed that of the central Mediterranean, from North Africa to Italy, becoming the main source of arrivals by sea. People arriving by sea in Greece in 2015 reached a number of about 830.000, mainly Syrians and Afghans.

At the end of 2014, the total number of refugees in Italy was 93.715, in addition to the 45.749 asylum requests awaiting outcome. For the year 2014, the number of asylum requests was 63.700, 148% more than in 2013. The main country of origin of these applicants was Mali, followed by Nigeria, Gambia and Pakistan, but the greatest number of arrivals to Italy by sea corresponded to Syrian or Eritrean citizens. In

fact, the number of arrivals by sea in 2014 was higher than the number of asylum applications submitted, as a result of the fact that many of those who landed preferred to continue their journey to apply for asylum in another country, in particularly in Sweden and Germany, where other family members often reside or in any case there is a strong presence of their national community, and where there are better prospects for integration.

Definitely, between January 2013 and July 2018, approximately 685.000 foreigners reached the Italian coasts by sea through irregular channels. Between 2014 and 2016, in particular, disembarkations have always exceeded 150.000. The situation has radically changed compared to the period 2002-2010, when disembarkations in Italy were around an average of 20.000 a year. The arrivals registered from 2013 to 2017 were almost 670.000, more than triple of the 220.000 registered in the previous ten years (2003-2012) (Villa et al., 2018).

The reception system is divided into three phases: an initial phase of rescue, first assistance and identification; a first reception phase where the identification is completed and the asylum application is recorded; a last phase of secondary reception. Who arrives in Italy by sea is first of all welcomed in hotspots, set up following the European Agenda on Migration (2015). The hotspots are facilities located near the ports of landing, where the first aid and identification procedure take place. The stay times in these closed structures must be very short: after a maximum of 72 hours the migrants who have applied for asylum, the majority of those arriving by sea, must be transferred to the first reception centers. If, on the other hand, a request for protection is not presented, the migrant must be moved to identification and expulsion centers to start the procedures for repatriation.

The second phase of the reception system is mainly constituted by the Reception centers for asylum seekers, established in 2002 and whose legislation has developed over time, most recently with the DL 142/2015 art. 9 which reconfigures them into "government centers of first reception", and that the Italian Ministry Roadmap has renamed "regional hubs".

The last phase, the one of the secondary reception, intended to facilitate the integration of the migrant, is constituted by the Protection system for asylum seekers and refugees (Sprar), established by law n. 189/2002 and most recently reformed with DL 142/2015, art.14. The aim is to offer "integrated reception projects". The Sprar structures are managed by the third sector in collaboration with local authorities, which access funding from the National Fund for asylum policies and services, which also includes funding from the Asylum Migration and European Integration Fund. Over the years, the places available for the Sprar system have actually increased, and to a considerable extent: from less than 4.000 in 2012 to around 25.000 in 2017. However, in absolute terms, the system is still far from offering a sufficient number of places compared to to requests for asylum. If in 2014 about one in three migrants were housed in Sprar facilities, now the proportion is one in 7. In order to encourage the municipalities to join the Sprar system, the decree of 10 August 2016 of the Ministry of the Domestic Affairs indicates new guidelines for the local authorities' access to funding. These simplify membership of the Sprar by local authorities, which can apply online at any time. Furthermore, to guarantee a fair distribution of migrants in the territory and to prevent some municipalities from having to take on an unsustainable number of asylum seekers and migrants with international protection, on 11 October 2016 the Ministry of the Domestic Affairs issued the directive for "the launch of a system for the gradual and sustainable distribution of asylum seekers and refugees", which gave rise in December 2016 to the distribution plan prepared by the Ministry of the Domestic Affairs together with the National Association of Italian Municipalities. This includes a criterion for assigning places for each municipality "per 1.000 inhabitants" for almost all municipalities over 2.000 inhabitants.

5. Intercultural mediation
in the residential services for refugees
and asylum seekers

The UNHCR (2019) defines a refugee "someone who has been forced to flee his or her country because of persecution, war or violence". His fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group should be well-founded and should be real obstacles for returning home. The fact that two-thirds of all refugees worldwide come from Syria, Afghanistan, South Sudan, Myanmar and Somalia proves that war and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries. "When people flee their own country and seek sanctuary in another country, they apply for asylum – the right to be recognised as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her fear of persecution in his or her home country is well-founded" (UNHCR, 2019).

Refugees and asylum seekers are people who, due to the peculiarity of their condition and personal life stories, turn to the reception services the request to meet their most immediate needs and to establish the basis for an integration into Italian society that can embrace a wider temporal dimension. Marco Catarci (2019) argues that integration processes must involve and converge multiple aspects of the life of individuals, considering in particular:

− economic integration, which primarily concerns the achievement of economic autonomy, through access to decent employment;

− social inclusion, through the construction and autonomous management of relationships, participation in associations, the use of free time, the access to decent accommodation;

− cultural integration, through the acquisition of language skills, the access to training opportunities and the development of cultural mediation processes;

− political integration, through paths of full participation in the life of society and citizenship.

According to Marco Catarci, success in these parallel and integrated paths largely depends on the effective satisfaction of some of the most pressing needs that asylum seekers express from the first moments of their arrival:

− needs for information, orientation and relationship with the services, which consist in the need to be supported by the knowledge, of-

ten fragmented, inconsistent and incomplete of the territorial services, as well as the effective access to them;

– needs for job integration, which refer to the needs to be accompanied in the path of professional assimilation, on which an overall position of social weakness weighs, which translates into a strong dependence on informal networks for access to information and professional opportunities and in the difficulty of linking professional development with the overall integration project, often due to a legal-administrative vulnerability;

– socio-professional development and promotion needs, which relate to the low or weak employability, towards which accompanying actions must be directed in the development of a professional project in the new context of life;

– cultural needs in a broad sense, which concern both the cultural horizon of origin, and the acquisition of forms and models related to the new context.

The Report on Asylum and Migration in Italy 2018 detects a panorama rich in initiatives for the promotion of integration in its various dimensions. For example, in 2018 the *Skills-2work* project continued, started by the OIM and funded by the European Commission. The project, addressed to beneficiaries of international protection and asylum seekers, has the objective of facilitating the integration into the labor market by guaranteeing information on the required procedures and the competent services for the recognition of formal, non-formal and informal skills. The project started from the partnership between the OIM national offices of 9 countries (Belgium, Holland, Hungary, Ireland, Italy, Slovakia, Spain, Slovenia, England) and met the collaboration of the Agencies for the recognition and validation of competences, integration agencies, competent ministries, integration services and academic institutions. The project has three main objectives: to develop guidelines on the process of recognition of skills and integration in the labor market during the asylum application phase, on the basis of good practices found in the 9 partner countries and consultations with national stakeholders; to develop a pathfinder

to support integration and reception services dedicated to asylum seekers, refugees and employers; to involve the private sector in the formation of a network aimed at promoting the meeting and job match between employers and migrant workers.

In 2018, also the INSIDE project was completed. The aim of the project was to promote the socio-employment integration of the holders of international protection hosted in the SPRAR system, and was carried out within the framework of close coordination between labor, reception and integration policies. INSIDE was a pilot project, funded by the Ministry of Labor and Social Policies, General Directorate for Immigration and Integration Policies, aimed at offering 672 socio-employment placement internships intended for holders of international protection hosted in the SPRAR system.

Other initiatives concerned the provision of 100 scholarships for students with protection, forced to interrupt the study path started in the country of origin, the activation of internship courses in companies aimed at promoting the meeting between professional skills of the holders of international protection and those required by companies, the implementation of activities aimed at promoting the inclusion and integration of first and second generation migrant citizens through sport and to combat forms of discrimination and intolerance.

To conclude this discourse on the needs of refugees and asylum seekers and on how Italian reception structures, in particular the third-level residential ones, try to respond by implementing intercultural mediation initiatives, we are reporting the main results of a research conducted by Laura Cerrocchi (2019) inside one of these structures in the city of Reggio Emilia.

The reception facilities in the city of Reggio Emilia host 405 people, mainly adult men, single women and families. The first objective of the work of the educational operators is the reconquest and development of the individual's autonomy in the various areas of life. In this regard, there are certain areas in which educational work is concentrated: documentation, the link with the Health and Social Services, education and training, work, social inclusion,

coexistence, relationships with the family of origin. The research considered here has made use of more tools, activities and strategies, combining moments of participant observation, analysis of archival documents, interviews with privileged witnesses and, above all, group conversations-discussions with sixteen young men aged between 21 and 29 years old, from Nigeria, Gambia, Senegal, Cameroon and Mali, asylum seekers and guests who have been staying at the Reggio Emilia facilities for a few months. The discussions were scheduled in four meetings with the following respective thematic nuclei: awareness of the historical-political-economic causes underlying migration; the role of the family in choosing to migrate; the way in which the insertion and permanence in the structures of Reggio Emilia took place and the characteristics of the integration project; the possible involvement in literacy and professional courses, the use of the cultural and social services of the territory, the prospect of return and/or training, work and life planning.

From the discussions emerge portraits of young men who live a present characterized by suffering, linked to experiences of pain and loss and the perception of not being accepted by the society in which they live; to make the situation even more serious, the lack of affective figures of reference, lacerations, traumas, sense of estrangement, experiences of hostility and discrimination often occur. It is therefore important that the structures of the city of Reggio Emilia, in their overall organization and in the daily work of the operators, know how to welcome people who bring with them such experiences and emotional states: for this purpose, it is decisive both to know some characteristics that are part of all the dynamics of migration, and be able to empathize with the specificity of each life story.

Educational operators must be able to deal with the opacity of the subjects who enter the structures, becoming aware of the impossibility of knowing in depth the reasons for their migration and the complexity of the factors that occured when they choosed to migrate. In the structures coexist people who have often lived traumatic events and have heterogeneous reasons for the migration, attributable to family

problems (conflicts, lack of resources), political (wars, militancy, absence of rights), economic (unemployment, poverty), social (lack of security, terrorism, violence, discrimination) and cultural (refusal of models considered restrictive) factors.

The choice to migrate is a response to an emergency situation, but also a project that contains long-term expectations. Educational operators must plan and implement interventions on at least three levels:

a) rethinking of migratory experiences;

b) satisfaction of first level and acculturation needs;

c) elaboration and sharing of a life project.

In reference to the latter, the starting point are the expectations of the young migrants, due primarily to the desire to build a future and re-structure a life project, also through the re-definition of the self in the present, the integration in the new socio-cultural context and the acquisition of new skills; it is essential to recover one's independence, to be masters of one's destiny and to have the means and opportunities to seize the opportunities. These young men also expect to be able to obtain respect and social recognition, to emancipate and re-build themselves as young men: in work, relationships and affections, thus internalising the success of their migration path.

The pedagogical planning put in place by the operators of the structures to support these expectations develops by interweaving multiple levels of analysis and action and resorting to intercultural mediation strategies that try to apply all the four typologies identified by Margalit Cohen-Emerique (2007): the laison focus, the anti-prejudice strategies, the conflict management and resolution, the attempt to transform institutional approaches. Educational operators act as bridges between migrants and the city of Reggio Emilia, with its services, its inhabitants, its places, its opportunities. Their actions develop in the following areas:

1) first literacy in Italian;

2) training and professional start-up;

3) rethinking of traumatic experiences;

4) socio-cultural integration;

5) financial support.

A first area of intervention concerns the first literacy and develops through the organization of Italian L2 courses and further moments of individualized and/or small group learning and study, also taking advantage of the help of volunteers. Training and professional start-up are pursued through the offer of internship experiences and apprenticeships with some artisans or local industries, but also through the commitment to volunteer activities in close contact with the local community. The rethinking of traumatic experiences is made possible by psychological support services and by the constant presence of educators, figures of reference and mediation in every aspect and at every moment of the integration process. Financial support, on the other hand, is achieved through the granting of modest sums of money every month, which can be used for small expenses or for accumulating the first savings.

Particular attention is paid to socio-cultural integration, which is promoted in particular through the participation and use of the cultural and social offer of the territory. In this case, young migrants participate in events and initiatives of contact and exchange with the local community (meetings, parties, dinners, etc.), engage in sports activities and collaborations with some local realities, always with the medi-ation of the educational staff of the structures. Furthermore, in informal moments, autonomously, some of them frequent Islamic centers or Christian parishes, libraries and other gathering places. Nevertheless, episodes of racism and perceptions of discrimination continue to be present, making it necessary for operators to have an incisive anti-racism awareness work aimed at the local community and the contexts frequented by migrants.

6. Conclusion

The experience of the services of the city of Reggio Emilia confirms how intercultural mediation practices are necessary within all the proposed activities. The meeting between the new citizens arrived from Africa and the local social context is configured as a meeting between two profoundly different entities: it is therefore necessary to operate a constant action of building bridges, to seek and strengthen the contact points and promote reciprocity and exchange. The alternative would be conflict, prejudice, non-integration: it would be a nefarious scenario not only for new arrivals, but also for the indigenous population, which would find itself losing precious enrichment opportunities and slowing down the processes of social and cultural evolution that appear inevitable, as local consequences of global phenomena.

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Межкультурная медиация в отношении беженцев в Италии

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Аннотация. Данная статья направлена на раскрытие концепции и представление практики поликультурной медиации, опираясь на ее базовое определение и области возможного применения.

На основе анализа особенностей поликультурного итальянского общества, связяанных с прибытием беженцев и вынужденных переселенцев из Африки, представлены принципы и передовые практики поликультурной медиации, реализуемой службами приема и интеграции мигрантов.

Наконец, предъявлены результаты исследования, проведенного на базе социальных служб города Реджо-Эмилия, в частности, посредством групповых дискуссий с молодыми мужчинами-беженцами, проживающими в специально предоставленном социальном жилье среди коренного населения.

Ключевые слова: межкультурная медиация, миграция, беженцы, Италия.

Научная специальность: 22.00.00 – социологические науки.

Spiritual Modernisation of Student Youth

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Abstract. The article is devoted to the problem of implementing the national programme for the spiritual revival of Kazakhstani society. Based on empirical data, the authors of the article analyse the degree to which students develop spiritual values of the programme and substantiate the role of the pedagogical community in developing mechanisms for its implementation. The authors conclude that most students are aware of the provisions of the programme, but have not made them part of their system of values, life goals, and attitudes. In the context of this, the authors offer their own conceptual approach to the issue of implementing the programme in the conditions of Kazakhstani universities.

Keywords: spiritual revival of society, modernisation of consciousness, values, social portrait, students, academic community, Kazakhstan, Kazakhstani, the concept of promoting values.

Research area: education.

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Introduction

to the research problem

Today Kazakhstan is implementing the Third Modernisation, the essence of which is the spiritual revival of society. This idea was presented in a programmatic article by the First President of Kazakhstan, Nursultan Nazarbayev, "A look into the future: the modernisation of public consciousness" (Nazarbayev, 2017). According to the author of the idea, each Kazakhstani citizen, while maintaining his national identity, must successfully and adequately integrate into the world community. In other words, one should live in a global world being a patriot of your country. To solve this difficult task, 6 principles are formulated:

1. Competitiveness;
2. Pragmatism;
3. National identity;
4. Cult of knowledge;
5. Evolutionary rather than revolutionary development;
6. Open mind.

Following these principles will allow to form a new generation of Kazakhstanis, who possess a number of vital qualities in the 21st century:

− be highly educated, know foreign languages, be fluent in information technology, be able to learn throughout life;

− strive for professional success, be able to change a profession;

− lead a healthy lifestyle, be rational, be able to withstand projection, populism, wastefulness;

− understand what is happening in the country and the world, adopt the best experience, be able to learn from others;

− be able to create and contribute to the prosperity of society;

− be aware of their belonging to the single people of Kazakhstan, to be tolerant of dissent.

The advantage of the national programme for the modernisation of public consciousness, known as the "*Ruhani Zhangyru*" Programme, is systematicity, continuity and complexity.

The Programme is consistent while its conceptual part is accompanied by six basic projects aimed at the practical implementation of the above principles:

1. "A phased transfer of the Kazakh language into Latin graphics".
2. "New humanitarian knowledge. 100 new textbooks in the Kazakh language".
3. "Tugan zher" (Native land).
4. "Sacred geography of Kazakhstan".
5. "Modern Kazakhstani culture in the global world".
6. "100 new faces of Kazakhstan".

Continuity is expressed in the fact that this Programme is a logical continuation of the national idea "*Mangilik El*" (Eternal Nation), which is based on the concept of Kazakh patriotism (Poslanie…, 2012). Emerging from this idea, the programme "*Ruhani Zhangyru*" became the forerunner of the programme article by N. Nazarbayev "Seven faces of the Great Steppe" (Nazarbayev, 2018).

The complex nature of the Programme is manifested in the fact that it combines 4 subprogrammes and 12 special projects (Table 1).

Given the socio-humanitarian focus of the Programme, the academic community of Kazakhstan sees itself as the main translator of its values. In this regard, the problem of determining ways, developing mechanisms for promoting the Programme in the educational environment arises: in a preschool organisation, school, college, university. It is important to take into account the multistructured educational environment, which, in addition to teachers and students, includes a wide range of external participants: parents, employers, social and political organisations, government agencies, etc.

During the two years of the Programme implementation, an understanding of its main provisions, goals and objectives took place. Certain experience has been gained in explaining and popularising its values. At this stage of the programme development, it is necessary, in our opinion, to develop specific strategies and tactics for its promotion in society.

Theoretical framework

The starting point of our study is the goal of scientific understanding of state approaches to the problems of adaptation of Kazakhstani

Table 1. *"Ruhani Zhangyru"* Programme matrix

SPECIAL PROJECTS	Subprogramme "Parenting and education»	Subprogramme "Fatherland"	Subprogramme "Spiritual heritage"	Subprogramme "Information-al support"
TUGAN ZHER	Local history; My Homeland is my destiny; Conscious Citizen, Book as a Source of Knowledge	Map of local initiatives; Generous heart	Regional culture, traditions and values; Domestic and pilgrim tourism	Informational support of the Pogramme "Ruhani Zhangyru"
SACRED GE-OGRAPHY	Tasks of other Base Projects		National values – the unity of the people; Noble generation; Sacred Kazakhstan	
KAZAKHSTANI CULTURE IN MODERN WORLD	Tasks of other Base Projects		Cultural development	
100 NEW TEXTBOOKS	New humanitarian knowledge. 100 new textbooks in Kazakh	----	Tasks of other Base Projects	
100. NEW FACES	Tasks of other Base Projects			100 new faces
TRANSFER OF THE KAZAKH LANGUAGE INTO LATIN GRAPHICS	Transfer of the Kazakh language into Latin graphics	-----	Tasks of other Base Projects	

society in the context of cultural globalisation. We believe that the gravitational vector of the Programme is aimed at implementing a creative scenario for the development of mankind, i.e. a global dialogue of cultures. A conceptual understanding of this will allow us to build a policy for promoting this Programme in the system of national education. Our research was based on such concepts as "Social Values", "Value Attitudes", "Modernisation", "Public Consciousness" and "Spiritual Revival". In our opinion, all these concepts, being parallel, are understood as a pedagogical tools for the formation of Kazakhstani content of educational programmes of schools, colleges and universities.

Statement of the problem

The modern academic community of Kazakhstan is facing the problem of formal, fragmented execution of the Programme in the framework of official directives. Initiatives to implement the Programme belong primarily to the state and municipal authorities. Until now, the academic community has not developed its own systemic mechanisms that would fully integrate the Programme's value orientations into the content of Kazakhstani education. We believe that the leading role in solving the existing problem should belong to higher educational institutions. Their potential allows us to offer scientifically based mechanisms for introducing the programme's value orientations into textbooks, curricula, and methodological instructions for all educational levels.

Methods

In the framework of our study, we studied empirical data on the degree of awareness of students of various universities in Kazakhstan

Table 2. Respondent Information

Conventional name of the university	Total number of 1-3 courses students	Number of respondents	Proportion of surveyed students (%)
A	310	101	33
B	437	123	28
C	272	87	32
D	671	206	31
E	221	68	31
Total	**1,911**	**585**	**31**

about the content of the Programme, their relationship to value attitudes. This allowed us to identify trends, evaluate them, identify problems and identify ways to solve them. In this regard, we conducted a survey of students, the results of which were subjected to mathematical processing, compiled a comparative analysis of the data. On this basis we developed the concept of promoting the value orientations of the "Ruhani Zhangyru" Programme in the student community.

Students of five leading universities from different regions of Kazakhstan doing their 2nd-3rd year of studies took part in the survey. The amount of respondents covered 31% of the total amount of students, which ensures representativeness of the sample (Table 2).

The developed questionnaire contained 10 questions aimed at identifying the level of solidarity of students with the main provisions of the Programme and its impact on the students' value system related to education, competitiveness, pragmatism, openness of consciousness, preservation of national identity, vision of the evolutionary development of Kazakhstan.

Discussion

As the survey showed, only one third of the respondents have an idea of the contents of the Programme (Fig. 1). This indicates that the work carried out in the universities under study to promote the values of spiritual revival should be strengthened.

Judging by the answers received, the students showed the greatest awareness regarding the project "Transfer of the Kazakh language into Latin graphics" (60%). For other projects, a different picture is observed. Thus, 35% of respondents are well informed about the project **"100 New Faces of Kazakhstan"**; 28% about the project **"New humanitarian knowledge. 100 new textbooks in the Kazakh language"**; 25.5% about **"Sacred Geography of Kazakhstan"**; 23.5% about "Tugan Zher"; 19% about
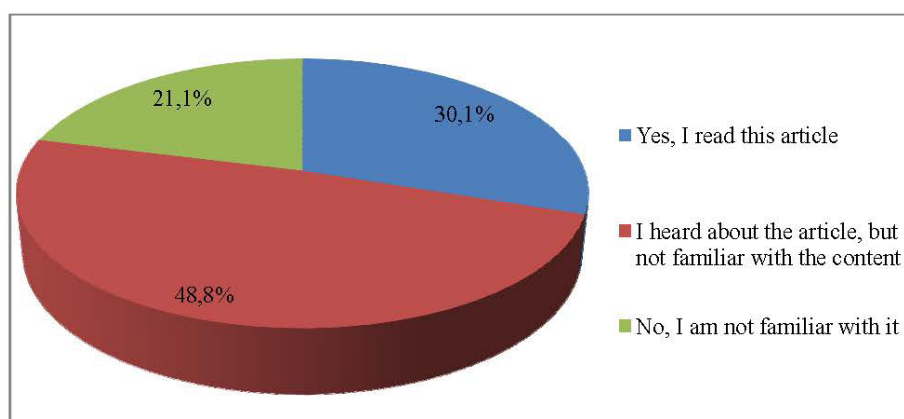

Fig. 1. The degree of students' awareness of the Programme

"Modern Kazakhstan culture in the global world" (Table 3).

The prevailing ratio shows that the students are least aware of the project "Modern Kazakhstan culture in the global world". This indicates the cultural isolation of the vast majority of students surveyed. We assume that the reason for this is the weak focus of training programmes on expanding the worldview and developing global thinking among young Kazakhstanis. This confirms the timeliness of the proclamation of the "Open Mind" principle.

Most students (61%) believe that knowledge of the projects of the Programme contributes to changes in the public consciousness of Kazakhstanis. 20% of respondents do not agree with this statement; 19% do not know anything about these projects (Fig. 2). Taking into account the opinion of most students, we note a positive tendency to realise the importance of the Programme.

More than 60% of students recognise the universal value of higher education, which is a competitive factor. For the rest of the respondents (39%), this is just one of the tools to achieve social success (Fig. 3). In this context, it can be argued that most students are committed to the value of the cult of knowledge.

During the survey, students were asked to rank 6 factors of personality competitiveness by degree of importance. The answers received show that the most significant for students are their ability to work, aspiration for professional growth (46.5%); stress resistance, ability to overcome difficulties (36%); sociability, ability to cooperate (31.8%).

Table 3. Student Awareness of Projects Implemented by the "Ruhani Zhangyru" Programme

| Projects	I know about it	I heard something	I know nothing
"Transfer of the Kazakh language into Latin graphics"	60%	34%	6%
"New humanitarian knowledge. 100 new text-books in the Kazakh language"	28%	43%	29%
"Tugan Zher" Programme	24%	34%	42%
"Spiritual Shrines of Kazakhstan" or "Sacred Geography of Kazakhstan"	26%	32%	42%
"Modern Kazakhstan culture in the global world"	19%	36%	45%
"100 New Faces of Kazakhstan"	35%	39%	26%
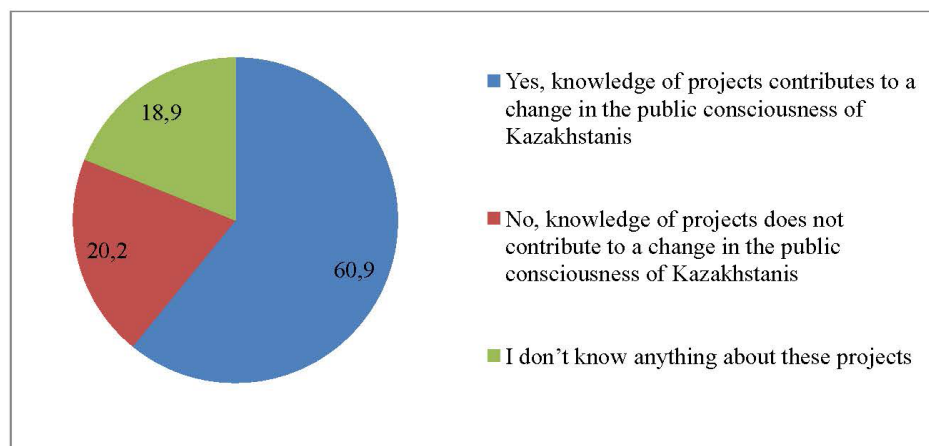
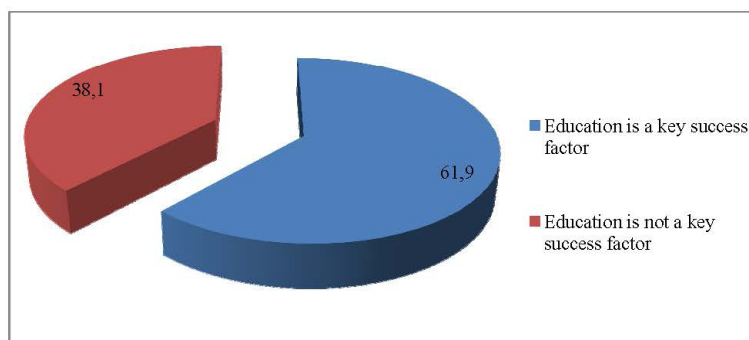Fig. 2. Students' opinions on projects

Fig. 3. The opinion of students about higher education

As can be seen from the response statistics, most students do not consider the personality qualities indicated in Table 4 as competitive factors. This situation reflects a tendency to misunderstand the importance of soft skills for life in the modern world: the VUCA world (Chto takoe VUCA…, 2016; Mir VUCA…, 2016; Chukhniu, 2016).

Moreover, most students show a high level of pragmatism in their judgments. This applies to respect for nature and the environment (98%), achievement of goals in view of one's capabilities (94%), academic success (85%), and healthy living (78%). This may indicate the presence of rational thinking and a sufficient level of social responsibility of most students (Table 5).

Despite the positive trend, there is an inability to correlate their positive aspirations with the need to develop soft skills. This contradiction reinforces our assumption about the relevance of developing systemic mechanisms for the socialisation of student youth.

Half of the students surveyed indicated that they are positioning themselves as Kazakhstanis, this indicates their civic maturity. Every third respondent (31%) notes that they are primarily citizens of the world, 11% indicated their biological status ("male"), 2% – nationality, 1% – religious identity (Fig. 4).

Table 4. The degree of importance of competitiveness factors for students

Competitiveness factors	Degree of importance (%)
1. Ability to work, aspiration for professional growth	46.5%
2. Stress resistance, ability to overcome difficulties	36.7%
3. Sociability, ability to cooperate	31.8%
4. Timely achievement of the final result	27.1%
5. Computer literacy	26.3%
6. Knowledge of foreign languages	25.1%

Table 5. Aspirations of students

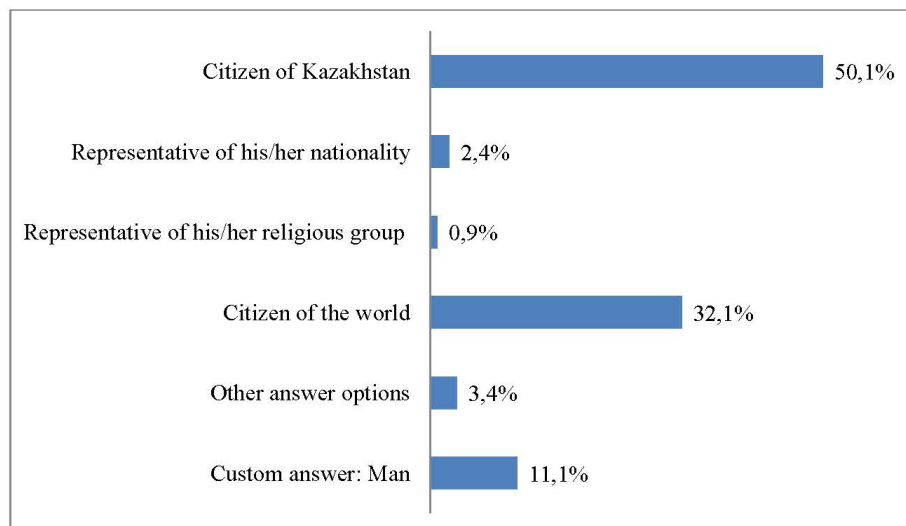| Aspirations	Typical	Not typical
1. I try to achieve my goals according to my capabilities	94%	6%
2. I lead a healthy lifestyle	78%	22%
3. I try to be successful in my studies	85%	15%
4. I take care of nature, ecology	98%	2%

Fig. 4. Students' Identity

Despite the ambiguity of the existing picture, in our opinion, the lack of a holistic view of the Kazakhstani people as an established social category is obvious. At the same time, there is no reason to consider this as manifestation of radicalism (Smolyaninova, Bezyzvestnykh, 2016). It is rather a consequence of an unbalanced cultural paradigm that originated in the transitional conditions of the 90s. The "Ruhani Zhangyru" programme is aimed at understanding the importance of restoring balance was.

The vast majority of students surveyed choose the evolutionary path for the development of Kazakhstan, which is caused by such factors as improving the quality of education and health care (44%), eradicating corruption (44%), developing science and technology (42%), educating a free personality (27%). It is important to note that the absolute minority of respondents shows protest moods: 2-6% (Table 6). In this, in our opinion, the healthy foundation of the Kazakhstani society is able to accept the values of the Programme.

In general, the results of the survey showed a heterogeneous picture of students' involvement in the values of the Programme. Most students share the ideological message of the "Ruhani Zhangyru" Programme, but at the same time demonstrate detachment from its specific value orientations. In our opin-

Table 6. Factors contributing to the progressive development of Kazakhstan

Factors	Students' Opinion (%)
1. Improving the quality of education and health care	44%
2. Eradication of corruption	44%
3. Science and technology development	42%
4. Educating a free personality	27%
5. Industry and infrastructure development	19%
6. Civil society development	13%
7. Democratic institutions development	9%
8. Protest movements	6%
9. Opposition parties' activities	2%

ion, this is due to the fact that many students perceive the proposed projects as something mandatory not for them, but for other people. The change in the situation can be facilitated by professional support from teachers in the formation of students' social experience to project the ideas of the Programme on a personal value system.

Based on the results of the survey, we propose the Concept of promoting the values of the "Ruhani Zhangyru" national programme in the student community. This Concept is designed to create a holistic picture, clearly define the goal and objectives, as well as update a specific set of principles. Therefore, the **goal** of promoting the values of the Programme at the university is to create the necessary conditions for involving the vast majority of students and university staff in the processes of modernisation of public consciousness. This goal, in our opinion, is realistic, achievable and measurable.

The following **tasks** are defined as step-by-step actions to achieve the goal:

− analysis, clarification and popularisation of ideas voiced in the articles "A look into the future: the modernisation of public consciousness" and "Seven Facets of the Great Steppe";

− scientific and methodological interpretation of the historical essence and significance of the ideas of "Ruhani Zhangyru";

− scientific and methodological support for the implementation of the ideas and programme areas of "Ruhani Zhangyru";

− introduction of the educational foundations of spiritual modernisation into the educational and research activities of the university.

To solve these problems the following provisions have been adopted as principles:

1) **the transition from one-time events to long-term social projects**, i.e. if traditional one-time events are expediently maintained, the promotion of the "Ruhani Zhangyru" will be carried out as part of long-term projects (for a period of one to three months) involving the maximum number of students and employees of the university;

2) **access to the external environment**, which means that a wide range of external par-

ticipants will be involved in the implementation of major events and, above all, long-term projects. This is, first of all, the parent community, friends and relatives of students and employees, applicants, domestic and foreign partners of the university, including other educational organisations, industrial enterprises, public organizations, etc.;

3) **the integration of the values of "Ruhani Zhangyru" into educational programmes and research work,** this means synchronisation of the content of individual academic disciplines, topics of dissertations, master's theses, scientific studies of scientists with ideas of modernisation of public consciousness.

The details of the proposed Concept should be reflected in a special document, for example, an Action Plan related to the objectives of the Concept. Therefore, we propose highlighting such sections as:

1) scientific and methodological provision for the implementation of the ideas of "Ruhani Zhangyru";

2) scientific and methodological support for the implementation of the ideas of "Ruhani Zhangyru";

3) social projects of the university;

4) initiative activities of departments and faculties.

In the first section of the Plan, it is necessary to foresee the implementation of the research work of the departments and the study of spiritual modernisation in the framework of thesis and master's theses.

The second section of the Plan should be devoted to the issues of synchronisation of the content of individual academic disciplines, primarily of a social and humanitarian orientation, with ideas of "Ruhani Zhangyru".

The third section of the Plan involves the implementation of long-term projects in which all university students and teachers will take part. The number of such projects depends on the specific conditions of each university.

The fourth section of the Plan should include activities proposed by teachers, student groups and departments. At the same time, the level of events can vary from cathedral to regional.

In general, the success of the Programme depends on the participation of each student and teacher, regardless of their age and gender, education and profession, national and religious identity, since we are talking about universal spiritual values.

Conclusion

The presence of the Programme indicates that modern Kazakhstani society has realised the need to form a new generation of Kazakhstanis, attached to the values of spiritual revival. Thanks to this Programme, Kazakhstanis received specific strategies for changing their worldview. The mechanisms for the implementation of the Programme should be developed by the academic community, whose participation will ensure the integration of the idea of spiritual revival in the educational and research content of educational programmes.

The results of the questionnaire show the insufficient degree of formation of the universal spiritual values necessary for life in the 21st

century in most students. This means that with sufficient knowledge of the provisions of the Programme, most students have not made them part of their system of values, life goals and attitudes.

We believe that in promoting the ideas of the Programme it is important to apply conceptual, systematic, integrated approaches. Our proposed concept of promoting value-based settings of the Programme is aimed at universities and provides step-by-step planning of integrated measures. We believe that this conceptual approach will ensure the widespread involvement of students in activities related to the Programme and the measurability of the results of participation, for example, writing a graduation paper, participating in a volunteer movement, visiting sacred places in Kazakhstan, studying the Kazakh language, publishing an article about Kazakhstan in a foreign journal, preparation of a film or videos with Kazakhstani content, etc. Ultimately, a balanced social portrait of a modern young Kazakhstani should be formed.

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К вопросу о духовной модернизации студенческой молодежи

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Аннотация. Статья посвящена проблеме реализации национальной Программы духовного возрождения казахстанского общества. На основе эмпирических данных авторы статьи анализируют степень сформированности у студентов духовных ценностей Программы и обосновывают роль педагогического сообщества в разработке механизмов ее реализации. Авторы приходят к выводу о том, что большинство студентов информировано о положениях Программы, но не сделало их частью своей системы ценностей, жизненных целей и установок. В контексте этого авторы предлагают собственный концептуальный подход к вопросу реализации Программы в условиях вузов Казахстана.

Ключевые слова: духовное возрождение общества, модернизация сознания, ценностные установки, социальный портрет, студенты, академическое сообщество, Казахстан, казахстанец, концепция продвижения ценностей.

Научное направление: 13.00.00 – педагогические науки.

Specific Features of Educational and Pedagogical Discourse in the Context of Anthropological Challenges: Socio-Cultural Approach

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Abstract. The relevance of the research is due to the destructive influence of digitalization of society, globalization processes, technological and social progress on a person in his spiritual and physical integrity. These are, first of all, such technological and sociocultural factors as virtualization of the individual's consciousness, cyborgization, loss of subjectivity in the process of merging with information machine complexes, genetic engineering, cloning, pharmaceutical modifying human influence. It is proved that a broad interpretation of educational and pedagogical discourse is adequate for the modern socio-cultural space, which is becoming more complicated for description, which makes it synonymous with such a basic category for pedagogical science as the pedagogical process. The marked tendency is estimated as negative, as the categorical value of basic concepts for pedagogy is lost, the subject of pedagogical science in the system of human Sciences is blurred. Therefore, a highly specialized definition of specific features of pedagogical discourse is justified. It is concluded that the pedagogical category "zone of immediate development" in its socio-cultural hypostasis contributes to the designation of specific features of educational and pedagogical discourse, focusing on specific pedagogical tasks. For example orientation to the zone of the nearest development of the individual in the process of his constant development and self-development assumes permanent diagnostic correction on the part of the teacher in relation to the student. This favors the consistency of the socio-cultural experience transmitted by the teacher with the life experience of the student, the emotional "inclusion" of the latter in the educational process.

Keywords: discourse, pedagogical discourse, zone of immediate development, content of education, linguistics, pedagogical system, pedagogical process, communicative competence, competence approach, science studies.

Research area: pedagogy.

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Introduction to the research problem

The analysis of sociocultural reality in all spheres of human activity is becoming more and more complicated, and therefore the spread of the discursive approach is expanding, when social reality is modeled as a global discourse, namely through the prism of a complex of various discursive manifestations: political, historical, religious, professional, educational, pedagogical, marketing, media, virtual, managerial, mental, national, cultural, gender, and others. In this regard, L.N. Sinelnikova introduces the image of the "matrix of discourse", associating the matrix with the periodic table of D. Mendeleev, which is filled with new elements as they are opened (Sinel'nikova, 2011: 31).

Modeling of sociocultural reality on the basis of various discursive practices is carried out in the Humanities, taking into account such properties of the modern sociocultural space as a global discourse, as "the simulative nature, polyphony, polymorphism, intertextuality, the ability to polylogue, the mixing of often contradictory styles and forms (speech, and not only), orientation to the image, resonances in the form of manipulations, the presence of a target audience" (Pilyugina, 2013: 42).

Regarding education, it "discursivity" (description in the context of a widening spectrum of discursive practices) is quite natural, since the formation of characteristic functions of transmission of culture, preparing the younger generation for life in society, given the diversity of socio-cultural reality. The complexity of the socio-cultural space, especially its active digitalization and virtualization, leads to an increasing fragmentation of the individual's thinking, the prevalence of indirect perception of the surrounding world, namely, information created by other people about it. A person is surrounded by a chaotic cluster of information "clouds" – other people's perceptions and ideas that combine sometimes the most contradictory and incompatible discourses, falls into "communication traps" (Delyagin, 2003: 35).

Civilization is on the threshold of an active, primarily informational, cyborgization of man. In the conditions of fierce competition between cultures, national interests and globalization processes, which are largely related to the interests of transnational entities, the freedom of the future human being is increasingly narrowing its potential horizons. We agree that the processes of cyborgization[1] in the long-term perspective have the potential to "annul humanity itself and its problems" (Il'in, 2018), and in the medium-term-create for representatives of the elite not only enormous advantages in professional competence, but also unlimited possibilities of control over "service" people (Il'in, 2018).

Anthropological discourse, therefore, will play an increasingly pronounced integrating role as the cyborgization of man in connection with the growing threat of technological and social progress to man in his bodily and spiritual integrity.

The above makes it particularly relevant to identify the specific features of educational and pedagogical discourse, with its essential anthropo-forming and anthropo-preserving functions, since pedagogical knowledge is focused primarily on the translation of the best examples of the culture of the past, including the distinctive cultural features of Homo sapiens. The designated function of pedagogical knowledge in combination with its advanced purpose is designed to adapt the individual to the technological and anthropological challenges of time, affecting the very spiritual and bodily nature of man.

Theoretical basis of the study

The Council of Europe identifies five groups of relevant core competencies, one of which is discursive competence. Its essence is to achieve the goal, knowledge and possession

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[1] In the future, when we talk about cyborgization, we will also mean cloning, genetic modification, pharmaceutical transformation, the influence of GMO nutrition, etc.

of various methods of obtaining information not only in writing, but also in oral communication. In the Russian science of discursive competence, communicative competence is very close, in terms of its content and significance. So, taking into account many modern requirements to the specialist (system thinking, work with artificial intelligence, skills of intersectoral communication, multilingualism and multiculturalism, creativity, ability to artistic creativity, aesthetics, ability to manage projects and processes, work in groups, etc.), the communicative competence of the teacher is considered by I. I. Barakhovich as a meta-competence in the supra-professional and professional aspects (Barahovich, 2015: 7-8). At the same time, the essence of pedagogical activity is seen in its communicative nature (Barahovich, 2015: 11), which is difficult to disagree with.

At the same time, in domestic science in recent years there has been an active study of the actual discursive competence (competence).

Linguists and linguists, of course, associate the concept of discourse primarily with the text. Discourse refers to "a specific communicative event, recorded in written texts and oral speech, carried out in a certain cognitive and typologically determined communicative space" (CHernyavskaya, 2009: 143). Discourse denotes a communicative and mental process that leads to the formation of a certain formal structure-the text (CHernyavskaya, 2009: 144).

Discourse is also understood as "a set of thematically related texts: the texts that are combined into a discourse are addressed in one way or another, to one common theme. The theme of discourse is revealed not in one separate text, but intertextually, in the collective interaction of many separate texts" (CHernyavskaya, 2009: 144).

However, linguists and linguists have a concept of metalinguistic discourse. This type of discourse includes "the exchange of linguistic ideas, which is carried out both in space (synchronously) and in time (diachronously), both within the same scientific paradigm, and interparadigmally" (Ivanova, 2015: 107).

Discourse is defined in modern linguistic theory (Yu.N. Karaulov, O.I. Kucherenko,

T.A. van Dejk, etc.) as a complex communicative phenomenon that, along with the linguistic characteristics inherent in the text, has extra-linguistic parameters (participants of communication, their communicative goals, intentions, pragmatic attitudes, social roles, background knowledge about the conditions of communication: about the interlocutor, time, space) (Suvorova, 2012: 85). The text is not only the basis of communication, but also a means of achieving the communicative goals of its participants. Discourse in this regard is not only the product and initial basis of speech activity, but also the process of its creation, which is determined by extralinguistic factors, that is, the communicative context and conditions of communication (Eluhina, 2002).

Thus, modern linguistic and linguistic achievements fit perfectly into the trend of an increasingly broad understanding of discourse: in the prism of postmodern ideas, discourse is "a transcendent phenomenon; a special form and way of social being, infinitely changing, fragmenting, mixing the real and the unreal" (Ivanova, 2015). As it follows from the position of a number of Russian language scientists, the discursive approach goes far beyond the selection of texts, justification of the relevant selection criteria.

Specific features
of pedagogical discourse

What is the specificity of such a direction of "discursification" of humanitarian knowledge as pedagogical discourse? Is it relevant to define such specifics? Or is it insignificant in comparison with the understanding of discourse in the same linguistics?

In the most General approximation, the relevance of pedagogical knowledge is due to the answer to the questions – "what to teach?" ("What to learn?") and "how to teach?" ("What methods of self-change are most effective?").

The procedural specificity of pedagogical discourse is evaluated by scientists quite variously, although the very processality is not questioned. S.L. Suvorova in connection with the study of pedagogically adapted texts of culture resorts to the concept of spreading, focusing on polyphony, value-semantic satura-

tion of communication, multi-level elements of the marked process (Suvorova, 2012: 85). N.V. Elokhina draws attention to the extralinguistic factors in the process of creating a discourse (Eluhina, 2002). E. Kozhemyakin (Kozhemyakin, 2010: 27) notes that educational and pedagogical discourse is "regulated by certain historical and socio-cultural codes (traditions) meaning-forming and meaning-reproducing activities aimed at the translation, reproduction and regulation of certain values, knowledge, skills and behaviors" (Kozhemyakin, 2010: 27).

A broad and process-oriented interpretation of pedagogical discourse, in our opinion, puts the concept of pedagogical discourse on a par with such a fundamental and subject-forming category for pedagogical science as the pedagogical process, taking into account the dynamic aspect of interpretations of discourse. We see the absolute synonymy of the categories "pedagogical process" and "pedagogical discourse", if we agree, for example, with the position of S.L. Suvorov regarding pedagogical discourse: "objectively existing dynamic system of value-semantic communication of subjects of the educational process, functioning in the educational environment of the University, including participants of the discourse, pedagogical goals, values and content component, providing students with advanced experience in the design and evaluation of any pedagogical or social phenomenon in accordance with the norms of cultural activity" (Suvorova, 2012: 85).

Let us emphasize that the opinion of the scientist fully reflects the trends of "discursification" of humanitarian knowledge, at least its linguistic direction. The consequences of following pedagogical science in the Wake of the "discursification" of humanitarian knowledge, that is, the attitude to discourse as a megacategory, sometimes leads to ambiguous circumstances in terms of assessing positivity or negativity. Let's imagine three of them.

The first circumstance, unlike the others, is, in our opinion, indisputably positive. It consists in the formation of pedagogical knowledge as integrating among the Humanities as they "discursification": the concept of discourse is directly related to all the key pedagogical features of human development and self-development-setting goals, determining the content and methods of change or self-change of the individual in accordance with the goals relevant to the person or social group. This is particularly relevant, given the previously identified anthropological challenges determined by the processes of cyborgization.

Note that in pedagogical anthropology is quite common understanding of the distinctive essence of human existence as the ability to educate and self-education (B.M. Bim-Bad, O. Bol'nov, H.-G. Gadamer, V. Dil'tej, K.D. Ushinskij, M. Hajdegger, M. SHeler, etc.); qualitative features of education and self-education of a person determine the main difference between a person and an animal. Education in this case is a fundamental way of being a person (Kochetkov, 2017). Therefore, education, as well as other categories that reflect its content, including the concept of discourse, is rightly considered as integrating in humanitarian knowledge – that is, knowledge about man (the word "humanitarian" is etymologically derived from the Latin "humanus", i.e. "human").

The second circumstance is determined by the fact that in terms of science, pedagogical discourse is rightly seen as the basis of not only humanitarian, but also any scientific knowledge: its communicative aspect is characterized by the "setting of the initiating party to preserve or change the scientific views of the recipient, models of his scientific experience" (Krotkov, 2010: 4). This implies not so much face-to-face as correspondence communication: "in science, the author's cognitive discourse is built on the background and with the participation of other researchers discourses" (Krotkov, 2010: 18). At the same time, other discourses are taken into account by the author to the extent that "their content can be projected on the research methodology and the cognitive image of the object of knowledge that he builds. According to the goals (intentions), the communicative aspect of scientific discourse should be divided into representative, when the author of his message has the intention to form or change the named image in the recipient; apprezitivny, when the recipient is suggested through the text that such and such a research

situation, hypothesis or theory is preferable to such and such; prescriptive, when verbal means intend to change the behavior of the recipient in a certain research situation, to organize this behavior" (Krotkov, 2010: 18).

Here we will note that the communicative aspect of the description of scientific knowledge is most often focused on the high professional level of the recipient, at least commensurate with the level of the author of scientific views. In the field of education, the teacher is called upon to adapt the gap between the scientific level of discourse and the level of readiness for its perception by students. Modern school and University, in our opinion, are generally far from solving this pedagogical problem at a level that would contribute to the development of creative qualities of the individual, becoming a professional researcher. There is a practice of pedagogical communication in school and higher education, based not on a "live" scientific discourse, where the designated intentions and manifestations of communication of scientific discourse unfold in time, but dead, petrified content in the form of a winning" point of view, namely postulated object-subject features of a certain area of knowledge, relevant principles, methodological bases, established laws, etc. This is fundamentally contrary to the laws of effective development of a creative person. The justification of the presented thesis will be developed later.

The third circumstance is connected with the fact that the attitude to pedagogical discourse as a metacategory contributes to the consideration, reinterpretation through the prism of pedagogical discourse of literally all pedagogical knowledge. The practice of such reinterpretation as a result of hypertrophied dominance of certain pedagogical categories (for example, "competence", "competence", "pedagogical innovation", etc.) often leads to the fact that there is no discovery of fundamentally new laws of educational activities (Vygotskij, 1991), the impression of deja vu is created. And if there is nothing bad for the philosophy of education in deja vu due to the always useful understanding of new facets of the studied phenomena, then with regard to the practice of education, the detailed identification

of specific, practice-oriented features of pedagogical categories is relevant. After all, the extended interpretation of pedagogical categories and corresponding "innovative" concepts by authoritative scientists is often accompanied by their broad imposition on educational practices. And this, in turn, gives significant trouble to teachers, educators and teachers, other teaching staff of educational institutions due to the bureaucratic side of educational activities (large amounts of processing of work programs, curricula, educational literature, transformable forms of education and education, criteria for evaluating the effectiveness of educational activities).

**Pedagogical discourse
and perspective methodological
approaches bases of development
of educational theory and practice**

The category of discourse (including pedagogical discourse, discursive competence, and competence) is becoming increasingly popular. Perhaps the most "discursively rich" today is the scientific understanding of the political sphere of interdisciplinary theory and practice. It seems that education in the future will not yield to the political sphere in terms of describing the discursive practices that define it. The common thing that unites most studies of political discourse is that "they are conducted, as a rule, within the boundaries of Philology and linguistics, not political science; and even integrative studies acquire semiotic shades" (Pilyugina, 2013: 44). In other words, the text, the sign system acts as the integrating core of this discursive practice.

Given the above, we tend to focus on the fact that, despite the increasing attention in various Sciences to the procedural side of discourse, the textual context as an integrating core of this concept should not be blurred.

It seems that for the consideration of pedagogical discourse it is fundamentally important that the semiotic basis of discourse, its textual hypostasis constitute the key integrant of the concept of "pedagogical discourse". Therefore, the problems of education in the form of questions "what to teach?" and "how to teach?" in

the case of pedagogical discourse, it is necessary to interpret first of all in the context of the content of education ("what to teach?"): content education must "fall" and flow from the discursive sphere of potential distribution of individual accumulated human socio-cultural experience. "How to teach?" in this case, it is subordinate "what to teach?", taking into account the conditionality of the dominance of cognitive processes over communicative ones, since they are interconnected and inseparable.

Turning to the question "how to teach?" in its hierarchical subordination to the question "what to teach?" subject areas of knowledge should be of interest primarily in the aspect of individually oriented scientific-heuristic process of obtaining relevant knowledge. Answer the question "how to teach?" relevant based on: the content context of the student's life interests, his Outlook; significant household and professional needs; age-related curiosity and individual abilities; existing and constantly developing in the process of educational activity needs for new knowledge; permanently formed experience of scientific knowledge; interested cognitive response to certain aspects of the heuristic process of the emergence of the studied area of knowledge. The heuristic process of the emergence of the studied area of knowledge, in turn, is hidden (often not recognized by the layman) in the communicative discourse of the description of scientific knowledge: the explicit or implicit collision and cooperation of various heuristic ideas, the dialogue of points of view, the search for necessary and sufficient research methods.

The current practice of education, alas, comes from the logic of describing various Sciences in their object-object vestments, in their system-forming structure of principles and methodological foundations. The widespread practice of education is determined by the fact that the foundations of science are distributed by the individual in the form of an alternative, established system of views, knowledge is not "rediscovered", not self-actualized at a potentially possible level. Principles, postulates, and other generalizing and established scientific positions should crown the study of both individual blocks of the discipline and its entire integrity, and not constitute the appropriate initial stages.

With today's practice of designing the content of education, which reflects the centuries-old traditions of mass education, the most diligent future specialists "gnaw the granite of science", partially checking the learned in quasi-professional and professional activities. However, the weak expression of the student's "rediscovery" of knowledge, as well as the acute need for it, greatly complicate the ability of a person to "go" beyond the established theoretical postulates in the future, to make socially significant discoveries. Thus, in schools and universities there is a practice of teaching, based primarily on the logic of describing scientific knowledge, and not on the mechanisms of obtaining it in the context of the life needs of the individual. The corresponding education system significantly limits the development of the student's creative potential.

Indirect confirmation of this – a significant number of recognized scientists, artists, whose professional development for one reason or another significantly went beyond the framework of the system of education adopted at the time, whose diploma of education did not correspond to the profile of the field of knowledge that brought them fame: R. Bojl', I. Bunin, K. Gauss, G. Grasman, D. Dal'ton, G. Devi, G. Kirhgof, I. Kepler, N. Kopernik, L. Landau, P. Lebedev, G. Lejbnic, M. Lomonosov, Sh. Ramanudzhan, A. Solzhenicyn, Zh. Fabr, M. Faradej, P. Ferma, R. Fisher, E. Habbl, A. Holl, K. Ciolkovskij, M. SHolohov, U. Eshbi, L. Ejler. The list of names presented is only a small fraction of those recognized creators whose biography absolutely confirms the thesis we have outlined in all its aspects. In fact, a detailed examination of the biographies of all the established talents, in our opinion, would not leave room for exceptions in respect of their "drop-out" from the education system.

The theoretical grounds for changing the situation in the education system are connected, in our opinion, with such a category "pedagogical discourse", the definition of which implies an updated hierarchy of its integrating bases: in accordance with the dominant role of the key methodological question "What to

teach" and the subordinate role of the methodological question "how to teach". Technological support of the presented hierarchy can be productive, in our opinion, as a result of the use of such a construct as the "zone of the nearest development" of a person, namely its cultural and ideological aspect.

In 1920-1930 years S.L. Rubinstein and A.N. Leontiev, based on the cultural-historical theory of L.S. Vygotsky, created the theory of activity. At the same time, one of the key concepts of L.S. Vygotsky's cultural-historical theory is the concept of the zone of immediate development. It is a theoretical construct for characterizing the relationship between learning and human mental development.

In cultural-historical theory of L.S. Vygotsky zone of proximal development defines a "function, not ripe yet but are in the process of maturing, that will Mature tomorrow, that are currently still in its infancy; the functions that can be called not the fruit of development, kidney development, colors development, that is, the fact that only Matures" (Kochetkov, 2017: 391-410).

The zone of immediate development is determined by the content of those tasks that the student can not yet solve on their own, but is able to solve in a joint activity with the teacher. In the cultural and world Outlook aspect, the zone of immediate development is the developed and "potentially close" Outlook of the student. What "falls" into the sphere of his erudition and actual needs of knowledge, everyday needs and interests, life experience and aspirations, can become under the guidance of the teacher his own property (skills, abilities, personal qualities). This, in our opinion, is the pedagogical discourse underlying the answer to the question "what to teach?" and important for the answer to the question "how to teach?"

From the point of view of cultural and historical theory, properly organized training is based on the student's zone of immediate development, namely, on the Outlook, everyday experience and needs, on those mental processes that begin to develop in his co-creation with the teacher, and then function in his independent activity. The concept of "zone of immedi-

ate development" allows us to characterize the possibilities and prospects of human change, contributes to the diagnosis of professional knowledge and personal and ideological qualities, for example, using a socioparemiological approach (Kochetkov, 2018).

On the basis of the cultural-historical theory of L.S. Vygotsky, the theory of activity of S.L. Rubinstein and A.N. Leontiev in the second half of the last century, P.Ya. Galperin developed a theory of systematic and gradual formation of mental actions. He proceeded from the fact that it is necessary to teach not in order to give the sum of knowledge, but in order to teach to act.

Over the past fifteen years, the reformation of the Russian higher school has been carried out with a focus on such a super-category as competence (competence). The competence-based approach in its practice-oriented orientation does not contradict the practice-oriented essence of the noted Russian traditions, which are fairly called activity-oriented.

Moreover, some historians of education believe that the Russian activity traditions in education have largely served as the basis for the competence approach. However, in its present form, the competence approach, in our opinion, could be significantly enriched by the national activity theory and practice, primarily in the aspect of the key concept of "zone of immediate development", including the development of the discursive approach in education. In the latter case, the vast number of competencies and competencies that have been substantiated by academic educators over the past fifteen years could be ordered, in some cases combined, as a result of comparison with discursive practices.

According to the definition proposed by the Council of Europe, competence is the sum of knowledge, skills and personal qualities that allow a person to perform various actions. The implementation of learning technologies based on the construct "zone of immediate development" involves a constant diagnosis of human mental development. Therefore, when implementing the competence approach in the context of the category "zone of imme-

diate development", there are methodological grounds for the coordination of training and the formation of personal qualities. After all, the technologies for developing skills with skills and technologies for forming personal qualities differ significantly, which in the implementation of the competence approach currently causes significant difficulties, making it urgent to search for an integrating basis that unites the mentioned technologies. Such a basis could be the zone of immediate human development in the context of a "fan" of potentially possible discursive practices that "weave" in themselves both personal and professional qualities.

Conclusion

Thus, the zone of immediate human development in existential (being) terms, in the cultural and ideological aspect is the main pedagogical discourse, which is relevant as a methodological basis for the practice of education, technologies of training and education, design of the content of education. Orientation to the zone of the nearest development of the individual in the process of his constant development and self-development assumes permanent diagnostic correction on the part of the teacher in relation to the student in the process of their communicative interaction. This contributes to the interconnection of the socio-cultural experience transmitted by the teacher with the life experience of the student, the emotional "inclusion" of the latter in the educational process, his interested cognitive activity. In specific conditions of interpersonal communication of participants of educational activity orientation

of the teacher on a zone of the nearest development of the student favors individualization of training and education, namely intellectual and emotional support of the separate participant of educational activity, effective use of its creative potential on the basis of individual abilities, life and professional preferences. The pedagogical category "zone of immediate development" in its cultural and ideological aspect contributes to the presentation of pedagogical discourse primarily in the aspect of the problems of designing the content of education, taking into account the conditionality of separate consideration of communicative and cognitive processes.

Another key conclusion of this study is to justify the prospects for improving the competence approach in the context of educational and pedagogical discourse, as well as the theoretical construct "zone of immediate development", the corresponding concepts and technologies of educational activities. Thus, the development of the educational sphere in the direction of the most diverse range of discursive practices creates conditions for ordering and combining a truly vast range of competencies and competencies (the result of active research of pedagogical science over the past fifteen years) in accordance with the designated educational discourses. In our opinion, the main discursive practices that are relevant for the educational and pedagogical sphere of activity are pedagogical, psychological, social, environmental, professional, scientific, existential, managerial, virtual, mental, national-cultural, political, historical, religious, marketing, media, gender, anthropological.

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Специфические особенности педагогического дискурса в условиях антропологических вызовов: социокультурный подход

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Аннотация. Актуальность исследования обусловлена деструктивным влиянием на человека в его духовной и телесной целостности цифровизации общества, глобализационных процессов, технологического и социального прогресса. Это, прежде всего, такие факторы, как виртуализация сознания индивида, киборгизация, потеря субъектности в процессе слияния с информационными машинными комплексами, генная инженерия, клонирование, фармацевтическое модифицирующее влияние. Обосновано, что современному усложняющемуся для описания социокультурному пространству адекватна широкая трактовка образовательно-педагогического дискурса, что делает его синонимичным такой базовой для педагогической науки категории, как педагогический процесс. Отмеченная тенденция оценивается как негативная, так как уходит категориальная ценность базовых для педагогики понятий, размывается предмет педагогической науки в системе наук о человеке. Поэтому предложено узкоспециализированное определение специфических особенностей педагогического дискурса. Сделан вывод о том, что педагогическая категория «зона ближайшего развития» в ее социокультурной ипостаси способствует обозначению таких особенностей, акцентированию внимания на специфических педагогических задачах. Например, ориентация на зону ближайшего развития индивида в процессе его постоянного развития и саморазвития предполагает перманентную диагностическую коррекцию со стороны педагога. Это благоприятствует согласованности транслируемого социокультурного опыта с жизненным опытом обучаемого, эмоциональному «включению» последнего в учебно-воспитательный процесс.

Ключевые слова: дискурс, педагогический дискурс, зона ближайшего развития, содержание образования, языкознание, педагогическая система, педагогический процесс, коммуникативная компетентность, компетентностный подход, науковедение, самоактуализация.

Научная специальность: 13.00.00 – педагогические науки.

II Международная конференция

МЕДИАЦИЯ В ОБРАЗОВАНИИ: ПОЛИКУЛЬТУРНЫЙ КОНТЕКСТ

Красноярск, ФГАОУ ВО СФУ 24-26 сентября 2020г.

http://conf.sfu-kras.ru/mediation-in-education-2020

Председатель оргкомитета: Смолянинова Ольга Георгиевна,
академик РАО, доктор педагогических наук, профессор, директор ИППС СФУ

КЛЮЧЕВЫЕ ДАТЫ

20 апреля 2020 — Начало регистрации участников и приема тезисов на сайте конференции
20 мая 2020 — Завершение регистрации участников и приема тезисов на сайте конференции
20 июня 2020 — Подтверждение принятия тезисов на конференцию. Отправка орг. взноса
20 июля 2020 — Дедлайн приема статей на сайте конференции. Подтверждение оплаты орг. взноса
Заявка на проживание в гостинице кампуса СФУ (при необходимости)
24-26 сентября 2020 — Работа конференции
27 сентября 2020 — Отъезд иногородних и зарубежных участников конференции

Ежегодно конференция объединяет более 200 делегатов из различных стран. Вы сможете встретиться с учеными и практиками медиации в образовании и социальной сфере, установить научные контакты и межнациональные связи

Конференция предоставит отличную возможность представить свои проекты и опыт в сфере медиативных практик образования и социальной сферы. Идеальная площадка для обсуждения ин- новаций в использовании медиативных технологий

СЕКЦИИ КОНФЕРЕНЦИИ

- Медиация в образовательной среде, профстандарты
- Медиация: современность, инновационность, технологичность
- Медиация как культура согласия: урегулирование конфликтов
- Развитие теории и технологии медиации в цифровом обществе
- Медиация и виктимология
- Медиация межэтнических конфликтов в Европе и России
- Школьная медиация в условиях поликультурного региона

Цель конференции – обсуждение актуальных вопросов развития медиативных технологий в социальной сфере и образовании для управления поликультурными конфликтами на основе междисциплинарного и мультипаридигмального подходов

Языки конференции – русский, английский
Форма участия: очная (устный и стендовый доклады), заочная

ФОРМАТЫ КОНФЕРЕНЦИИ

Lightning talks	Мастер-классы
Секционные доклады	
Круглые столы	Супервизия
Пленарные дискуссии	
Научное кафе	Постер-сессии

Для юных медиаторов в рамках конференции проводится молодежная Питч-сессия:
«Слагаемые успеха в медиации»

ГЛАВНЫЕ ТЕМЫ

- Восстановительная медиация в образовании
- Технологии медиации как инновационные формы профилактики девиантного поведения несовершеннолетних
- Межличностная коммуникация и медиация
- Личностные и профессиональные компетенции медиатора
- Инновации в образовании и тренды медиации
- Мигрантская педагогика
- Поликультурное образование: проблемы и возможности
- Культурное разнообразие и инклюзивное обучение
- Поликультурные конфликты и медиация
- Исследования по медиации и педагогическая практика
- МООК и кейсы по медиации

Контактные данные оргкомитета: e-mail: ippssfu@mail.ru, тел. (391) 246-99-34

2nd International Conference

Mediation in Education: Multicultural Context

Krasnoyarsk, Siberian Federal University, September 24-26, 2020

http://conf.sfu-kras.ru/mediation-in-education-2020

Chairwoman of the Organising Committee: *Olga G. Smolyaninova,*
Academic Member of the Russian Academy of Education, Doctor of Pedagogy, Professor,
Director of the School of Pedagogy, Psychology and Sociology of Siberian Federal University

Important dates

April 20, 2020 — Start of registration and submission of abstracts on the Conference webpage
May 20, 2020 — End of registration and acceptance of abstracts on the Conference webpage
June 20, 2020 — Approval of papers for the Conference. Payment of registration fees.
July 20, 2020 — Paper submission deadline on the Conference webpage. Confirmation of registration fee payment. Submission of applications for accommodation in SibFU campus (if necessary)
September, 24-26 2020 — Conference work
September 27, 2020 — Departure of international participants of the Conference

Annually the Conference gathers over 200 delegates from various countries. It offers an opportunity to meet researchers and practicing experts in mediation in education and social sphere, establish working contacts and international communication.

The Conference is a promising platform for presenting your projects and experience in the area of mediation practice in education and social sphere, an ideal ground for discussing innovations in terms of applying mediation technology.

CONFERENCE SECTIONS

- Mediation in education, professional standards
- Mediation: modernity, innovation, technology
- Mediation as a culture of consent
- Development of the theory and methods of mediation in digital society
- Mediation and victimology
- Mediation of interethnic conflicts in Europe and Russia
- School mediation in the multicultural region conditions

The objective of the Conference is to discuss urgent issues of developing mediative technology in social sphere and education for multicultural conflict management based on the interdisciplinary and multiparadigm approaches

Conference languages –
Russian and English
Participation form:
face-to-face
(oral and poster presentation),
virtual

CONFERENCE FORMATS

Lightning talks	Master classes
Section reports	
Round tables	Supervision
Plenary discussions	
Scientific café	Poster sessions

For young mediators a youth pitch-session **"Success components in mediation"** is organised within the framework of the Conference

KEY THEMES

- Restorative mediation in education
- Mediation technology as innovative forms of preventing deviant behaviour of under-aged individuals
- Interpersonal communication and mediation
- Personal and professional competencies of a mediator
- Innovation in education and mediation trends
- Migrant pedagogy
- Multicultural education: problems and opportunities
- Cultural diversity and inclusive education
- Multicultural conflicts and mediation
- Research on mediation and pedagogical practice
- MOOC and mediation cases

Contacts: e-mail: ippssfu@mail.ru, tel. (391) 246-99-34