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# Conflicts and Mediation in a Multicultural Society: Psychological, Pedagogical and Sociological Aspects

## Olga G. Smolyaninova*
*Siberian Federal University*
*Krasnoyarsk, Russian Federation*

**Abstract.** This article presents an analytical review of psychological, pedagogical and sociological aspects of conflict resolution with implementation of mediation in a multicultural society, which is based on the analysis and summary of the research presented in the articles of this issue. The theory and practice of conflict resolution, personality determinants of youth's behaviour, formats and models of training mediators for the system of education are analysed in multi-paradigm and interdisciplinary contexts and are the result of mutual efforts of teachers, practicing mediators, lawyers, psychologists and sociologists. The materials of this issue present research in several areas: models of training mediators, online mediation practices; professional and ethical standards of a mediator; sociological studies of social identities in the regions of the Russian frontier, sociological studies of the communicative and linguistic space of the Republic of Kazakhstan in the context of multilingualism; psychological and pedagogical studies of the personality determinants of young people; analysis of digital competencies of a mediator and a model of electronic support for undergraduates in the context of digital transformation.

**Keywords:** conflicts, multicultural society, mediation, online mediation, multilingualism, personality determinants, restorative approach, social identity, professional competence of a mediator, digital transformation.

Research areas: education; sociology.

\* Corresponding author E-mail address: smololga@mail.ru
  ORCID: 0000–0002–5597–6348

**Introduction**

Failure to constructively resolve an insoluble conflict is a serious and often neglected problem for the modern society. The solution to many complex problems in the education system depends on finding more efficient ways to resolve these conflicts. One of these methods is mediation.

To date, no working method has been found for successive solution of multiculturalism problems in mediation.

According to **Mark Davidheiser** (2005)[1], "Broad generalisations and simplistic conceptualisations about culture may work in some cases, but may be counterproductive in others. …. We have faced a difficult paradox. On the one hand, cultural differences can call into question the underlying assumptions (for example, beliefs about human nature, society, environment, etc.) that determine our practice. On the other hand, 'culture' is so dynamic and multidimensional that it is difficult to understand".

Ethnic diversity in schools is the major issue for education in most European countries. The cultural diversity of students and parents leads to changes, enables new forms of participation and requires the creation of new concepts, values and practices. Mediation processes play an important role in the settlement of social and political conflicts in order to preserve democracy in the globalised environment of the 21st century.

The world is changing rapidly, and social institutions, methods of communication, and pedagogical reality in general are changing as well. Even though the period of distance learning organised by all educational institutions in the context of the pandemic was relatively short, pedagogical theory and practice, psychology of perception and communication experienced some turning points and, in essence, "a breakthrough in pedagogical reality" (Iamburg, 2020).

The purpose of this article is an analytical review of psychological, pedagogical and sociological research in the field of conflict, mediation and intercultural communication among young people. In the materials of this issue of the Journal, the studies are presented in four thematic sections: 1) online models of training mediators and mediation practice; 2) professional and ethical standards of a mediator; 3) sociological research in the Russian regions and in the Republic of Kazakhstan; 4) psychological and pedagogical research of the personality determinants of young people. The authors of the studies include well-known scientists of Russia, representatives of various regions of Siberia: Krasnoyarsk Krai, Kuzbass, Irkutsk Region, Novosibirsk Region; as well as scientists and practicing mediators and professors from Moscow, St. Petersburg, and Kazakhstan.

*Analytical Review*

Let us look into details of each of the thematic sections of the analytical review. Different models of mediators' training are presented in the works by many Russian authors: Allakhverdova O.V. (Allakhverdova, 2012), Zhbankova N.V., Prokhorova O.A. (Zhbankova, Prokhorova, 2017), ***Belonogova E.V., Prokopyeva N.G (Belonogova, Prokopyeva, 2020),*** Shamlikashvili Ts.A. (Shamlikashvili, 2013), ***Smolyaninova O.G. (Smolyaninova, 2018)*** and many others.

**Psychological complexity,** a variety of participants in educational conflicts, different experience of introducing mediation into educational practice gives rise to different models of mediators' training. The Journal presents several models of training and retraining of mediators for the education system. The model of the regional system for mediators' training on the basis of the Kuzbass Center for Psychological, Pedagogical, Medical and Social Assistance "Health and Personal Development" (E. Belonogova, I. Sviridova) is quite inspiring. The authors outline the restorative approach and the paradigm of restorative justice. They provide a detailed description of the methodology and practice of training mediators based on restorative technique training, monthly methodological seminars for mediators and supervisors of reconciliation services in the

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[1]  Davidheiser, M. (2005). Mediation and Multiculturalism: Domestic and International Challenges. Available at: https://www.beyondintractability.org/essay/mediation_multiculturalism (accessed 21 August 2020).

region, supervision and intervision for leading restorative programmes; training programmes for volunteer mediators of school reconciliation services. The authors have 10 years of experience in training mediators and describe in detail the problems that beginners and practicing mediators face.

The model of professional retraining for the faculty of Siberian Federal University *is presented in the work* "**Experience in implementing a practice-oriented program for retraining mediators for education and the social sphere**" by E. Birkun and V. Korshunova.

The authors present the model for retraining mediators for education and social sphere of the Krasnoyarsk Krai, taking into account the needs of the multinational Siberian society. The retraining programme for teachers, psychologists and school mediators is implemented on the basis of the Centre for Mediation in Education of the School of Education, Psychology and Sociology of Siberian Federal University, in the network of educational organisations and professional communities. The basic principles of the conceptual model of retraining: continuity, supervision of professional activity, eventfulness of the educational process, organisation of mediation tests, continuity of the results of formal and non-formal education. The retraining course "Mediation. The Psychology of Conflict Management" has a modular format with the increase in the share of practical classes and organisation of research and project activities of students. As part of the retraining course, the development of mediation competence of participants was evaluated with measuring techniques of communicative, information-analytical, organisational, managerial and emotional competencies.

The article " **Professional and ethical standards in the activity of a mediator: problems of implementation and control**" by the researcher *Anastasiia S. Arkhipkina* from the *East Siberian Branch of the Russian Academy of Justice, Irkutsk,* discusses topical issues of professional and ethical standards in the activities of Russian mediators based on the methods of formal legal and comparative legal analysis. The author essentially describes the model of the mediator's profession revealing the requirements for the knowledge, skills and abilities of professional mediators. On the basis of the comparative legal analysis, the author for the first time analyses the basic ethical standards enshrined in the European Code of Mediators and the Code of Russian Mediators. It is noteworthy that the problems of implementing professional and ethical standards and organising the control over their compliance in the Russian Federation are described in detail. The author rightly notes that it is impossible to simply transfer foreign experience of implementing the professional and ethical standards of mediators and the control system into Russian reality.

I would like to add some judgments of my own regarding the difficulty of introducing professional and ethical standards of mediators into practice associated with the diversity of cultural and social differences among young people, age and status differences of the parties involved in educational conflicts in the Russian Federation. Intercultural issues exacerbate the need to develop new models and upgrade existing mediator training programmes, expand the forms of participation of network partners and create new concepts, values and rules in the professional activities of mediators, including in the context of digital transformation.

Let me summarise some preliminary results of the studies presented in the works by the following authors.

The advantages of distance learning and electronic support for students in training future mediators are presented in the work **"Strategic Upgrade of the Master's Program "Mediation in Education" in a Digital Transformation Context"** by *Smolyaninova O.G., Ivanov N.A. and Egle E.S.* The authors note that the upgrade of the master's programme for mediators' training at Siberian Federal University is associated not only with digital transformation, which turned out to be especially relevant in the context of the pandemic, but also with the development of the network partnership of universities of Siberia and Kazakhstan, with the involvement of practicing mediators from professional communities. The authors

present mechanisms for providing electronic support for a master's programme that contribute to the expansion of the didactic potential of e-learning and describe the organisational and pedagogical conditions for the effective use of the university's electronic environment, social media and open educational platforms. The efficiency of the mechanism of systemic electronic support developed and implemented by the authors is confirmed by the results of the psychological and pedagogical experiment on assessment of personal traits and professional competencies of undergraduates trained within the framework of the model declared by the authors.

In the context of total digitalisation of social and economic processes, special requirements are imposed on digital literacy and digital competence of teachers. The European Digital Competence Framework (2018) identifies six blocks for teachers: professional responsibilities; digital resources; teaching and learning; student assessment; empowerment of students' rights, opportunities and students' autonomy in the educational process; development of digital competence of students. In this regard, digitalisation of the institution of mediation is one of the trends in the development of mediation practices.

The article by **Ermolovich E.V. and Timoshkov A.V.** is devoted to the study of the digital competence of a mediator as a necessary component of professional activities. The professional standards of a mediation specialist have been analysed. The authors propose a model of digital competence of a mediator in education, which includes professional level in addition to the basic one: online mediation, prevention of conflicts in a virtual environment and information and psychological security. The authors investigate the digital competence indices of practicing mediators in Siberia and propose mechanisms for improving the model of training undergraduates at Siberian Federal University.

A logical continuation of developing the mediators' digital competence model is **"Specification of the restorative mediation practices online"** offered by a famous Russian practicing mediator **Anton Yu. Konovalov.**

The author brings up to date the problems of increasing tension and anxiety of minors who have found themselves in forced isolation and confined space at home during the pandemic. An increase in the level of the nervous mood among adults and minor children leads to an increase in the number of family and child-parental conflicts. The article by Anton Konovalov offers ideas and recommendations for conducting restorative mediation online. The author's conceptual conclusion is that online mediation technologies are promising not only in the context of total threats and the pandemic, but also in working with conflict actors in closed institutions: hospitals, temporary detention centres, places of detention, homeschooled students and their parents, patients in medical institutions and other conflict participants who do not want or do not have the opportunity to communicate in real space.

In our opinion, adolescents with deviant behaviour also belong to such a category of potential clients for online mediation in resolving conflicts. Novosibirsk scientists – psychologists **O.O. Andronnikova, O.E. Radzikhovskaya** investigate *the specificity of the attitude to the school mediation service of students with deviant behaviour.* On the basis of the comparative analysis of the difference in the perception of mediation practices by various groups of adolescents, the authors note a positive perception of adolescents who have mediation experience in relation to mediation technology as a means of resolving conflicts and developing interpersonal interaction skills, as a means of self-development and self-understanding.

**Saule Shunkeyeva, Bakytgul Zhetpisbayeva, Gulnara Smagulova, Lyailya Syrymbetova, Dmitriy Dyakov in the article "English Language's Functioning in the Students' Microcommunity: A Case of Kazakhstan"** study the peculiarities of the English language functioning in the students' microcommunity in the conditions of multilingualism in Kazakhstan. The research methodology is based on the concepts of sociological and interactional (socially conditioned) communicative and theoretical sociolinguistics. The main results of the study are the authors' position on the conditionality of individual and personal

motivation of language speakers in the student microcommunity associated with the specificity of the language situation in Kazakhstan, due to the co-functioning of two languages – Kazakh and Russian – in a single communicative space. Let us add that in our opinion mediation technologies in resolving conflicts in education in the conditions of a multilingual multiethnic society in Kazakhstan have great prospects due to state support of the policy of three languages.

The article **"Conflicting identities and subjective well-being in the frontier regions of Russia"** by *Anna V. Nemirovskaya*, a researcher at the Higher School of Economics, presents a large-scale sociological study of indicators of subjective well-being and territorial social identity in the frontier and central regions of Russia. The analysis examines factors of socio-economic, socio-demographic, psychological and cultural nature. The author notes the influence of the frontier history of settlement and border location on various socio-cultural and socio-political characteristics of regional communities, and thus on the social identities of people living in the frontier regions of Russia. Well-known Russian sociologist Anna Nemirovskaya has identified a number of significant differences in the frontier and central regions. In particular, the significance of the predictor of social cohesion for the frontier regions of Russia, while for the central regions it is the significance of the factors of age and religiosity in life satisfaction.

In the study by Moscow scientists of the Russian Academy of Education **Yulia V. Slobodchikova, Irina V. Semchuk, Elena V. Skvortsova, Oksana A. Musatova**, **based on** the methods of logical, theoretical, comparative and content analysis, the most significant personality determinants of increasing the effectiveness of sports among young people were determined. The authors propose a theoretical structural-functional psychological model of the personality determinants of young people. In our opinion, the model proposed by the authors and the identified essential relationships of intrapersonal structures mediating the process of influence of biological, social and individual determinants of personality on increasing the effectiveness of sports among young

people can be adapted and used to diagnose the effectiveness of specialists in other professions, in particular mediators. Of course, with a different specification of significant personality traits and professional competencies of mediators.

**Conclusion**

In conclusion, let us once again emphasise the importance of developing models for training mediators for the education system in the new conditions of digital transformation with a special focus on online mediation, as well as the understanding of the new social functions of mediators in a global multinational and multilingual society. According to **Mark Davidheiser (Davidheiser, 2005),** a modern mediator must have competencies at three levels: 1) the mediating role of cultural instruments, in particular language and curriculum in schools, 2) the role of peers and teachers in the appropriation of cultural instruments by minority students, and (3) the mediating role of social representations in the formation of students' identity at school.

This analytical review presents a new vision of the possible positions of the leading scientists in Siberia, central regions of Russia and Kazakhstan. Conflict problems in the system of multicultural education are unusually multifaceted and complex. Mediation technologies for solving problems posed by destructive conflicts will require large-scale efforts. It is obvious that in the short- and long-term perspective, the general line of development of mediation will be the integration of online and offline forms and methods of productive communication and organisation of negotiations. Therefore, the central task is to combine the theory and practice of conflict resolution technology, taking into account socio-cultural characteristics, contextual situations, regional and national specificity of individual territories, and the socio-economic situation. The latter determines immediate and distant prospects for the development of mediation in education for resolving conflicts at all levels, taking into account the experience gained in the context of the pandemic and new challenges of fatal threats.

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# Конфликты и медиация в мультикультурном социуме: психолого-педагогические и социологические аспекты

**О.Г. Смолянинова**

*Сибирский федеральный университет*
*Российская Федерация, Красноярск*

**Аннотация.** Данная статья представляет аналитический обзор психолого-педагогических и социологических аспектов разрешения конфликтов с использованием медиации в поликультурном социуме, который построен на анализе и обобщении исследований, представленных в материалах данного выпуска журнала. Анализ теории и практики разрешения конфликтов, личностных детерминант поведения молодежи, форматов и моделей подготовки медиаторов для системы образования разворачивается в полипарадигмальном и междисциплинарном контекстах и является результатом совокупных усилий педагогов, практикующих медиаторов, юристов, психологов, социологов. В материалах этого выпуска журнала представлены исследования по нескольким тематическим блокам: модели подготовки медиаторов; практики медиации в формате онлайн; профессиональные и этические стандарты медиатора; социологические исследования социальных идентичностей в регионах российского фронтира, социологические исследования коммуникативно-языкового пространства Республики Казахстан в условиях полилингвизма; психолого-педагогические исследования личностных детерминант молодежи; анализ цифровых компетенций медиатора и модели электронного сопровождения магистрантов в условиях цифровой трансформации.

**Ключевые слова:** конфликты, мультикультурный социум, медиация, онлайн-медиация, полилингвизм, личностные детерминанты, восстановительный подход, социальная идентичность, профессиональная компетентность медиатора, цифровая трансформация.

Научные специальности: 13.00.00 – педагогические науки; 22.00.00 – социологические науки.

# Professional and Ethical Standards in the Activity of a Mediator: Problems of Implementation and Control

**Anastasiya S. Arkhipkina\***
*East Siberian Branch of the Russian Academy of Justice*
*Irkutsk, Russian Federation*
*"Baikal Mediators League" Association*
*Irkutsk, Russian Federation*

**Abstract.** The article examines the professional and ethical standards of a mediator in Russia. Using methods of the formal legal analysis and the comparative legal method, the author reveals the requirements of the professional standard for the knowledge, skills and abilities of mediator who carry out their activities on a professional basis. The main ethical standards enshrined in the European Code of Conduct for Mediators and the Code of Russian Mediators are analysed. The article also reveals the main problems of implementation of professional and ethical standards, as well as control over their observance. The experience of foreign countries in establishing the specified standards and control systems is presented.

**Keywords:** mediation, professional standard of mediator's activity, code of professional ethics of a mediator.

Research area: civil procedure, arbitration procedure.

\* Corresponding author E-mail address: nsakharova@yandex.ru
ORCID: 0000-0003-4772-8974

**Introduction into the problem**

The Federal Law No. 193-FZ of July 27, 2010 "On an alternative procedure of dispute resolution with participation of a mediator (mediation procedure)"[1] laid the foundation for the widespread development of mediation practice for resolving disputes and the formation of a new social and legal institution – mediation. The legislator substantiated the need to develop mediation in its role to improve the judicial and legal systems, reduce corruption-generating factors, harmonize business relations, and reduce conflicts in society. The need for widespread introduction of mediation in various fields was also highlighted by various conceptual and strategic documents adopted in the second decade of the 21st century, in particular: The Russian Financial Market Development Strategy until 2020, approved by the order of the Government of the Russian Federation on February 29, 2008, No. 2043-r; the Russian Insurance Activity Development Strategy until 2020, approved by the order of the Government of the Russian Federation on July 22, 2013, No. 1293-r; the plan of priority measures for the implementation of the "2012–2017 National Children's Interests Action Strategy," approved by the Government of the Russian Federation on October 15, 2012, which provides for the creation of school mediation services in educational organizations, as well as the development of a network of mediation services in order to implement restorative justice; The state program "Justice" approved by the order of the Government of the Russian Federation on April 4, 2013, No. 517-r, which considers mediation in enforcement proceedings, as well as in the activities of notaries. These and other documents created the preconditions and legal basis for the formation of a new type of activity – mediation in the settlement of disputes. On December 15, 2014, by the order of the Ministry of Labour and Social Protection of the Russian Federation, the professional standard "The

expert in the field of mediation (mediator)" was approved.[2]

It should be noted that the main definitions and requirements for the procedure and the mediator are contained in the already mentioned law "On an alternative procedure of dispute resolution with participation of a mediator (mediation procedure)." So, in accordance with Art. 2 of the law, a mediation procedure is a way of settling disputes with the assistance of a mediator on the basis of the voluntary consent of the parties in order to achieve a mutually acceptable solution; a mediator, mediators are an independent individual, independent individuals, involved by the parties as mediators in the settlement of a dispute to assist in the development of a solution by the parties. We believe that these formulations do not fully reflect the features and specifics of both the mediation procedure and the figure of a mediator, which requires a more detailed study of the basic requirements and standards for professional mediators based on the study of the works of Russian and foreign authors, in particular O.V. Allakhverdova, N.I. Gaidaenko-Sher, Ts.A. Shamlikashvili, D.G. Koroviakovskii, S.K. Zagainova, Bessemer and others, and the analysis of Russian and foreign legislation. The purpose of the study is to form an idea of mediation as a type of professional activity, analyse the problems of implementation of professional and ethical standards of the mediator's activity, and propose ways to solve them. The research uses the method of formal legal analysis and the comparative legal method.

**Professional standards
of mediator's activity**

Speaking about professional standards in mediation, one should speak, first of all, about the general requirements for a mediator, which are enshrined in the legislation. Thus, in accordance with the Article 16 of the Law on Mediation, persons who have reached the age of twenty-five, have a higher education and have

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[1]  On an alternative procedure of dispute resolution with participation of a mediator (mediation procedure): Federal Law of July 27, 2010 No.193-FZ (2010). In Rossiiskaia Gazeta, July, 30.

[2]  On approval of the Professional Standard "The expert in the field of mediation (mediator)": order of the Ministry of Labour and Social Protection Russian Federation of January 15, 2014 No. 1041n (2010). In Biulleten' normativnykh aktov federal'nykh organov ispolnitel'noi vlasti, July, 27.

received additional professional education on the application of the mediation procedure, can carry out the activities of mediators on a professional basis. Also, the activities of mediators on a professional basis can be carried out by retired judges.

A mediator is not entitled to:

1) be a representative of any party;

2) provide any party with legal, consulting or other assistance;

3) carry out the activities of a mediator if, during the mediation procedure, he is personally (directly or indirectly) interested in its result, including being in a family relationship with a person who is one of the parties;

4) make public statements on the merits of the dispute without the consent of the parties.

Mediators may not be persons holding government positions in the Russian Federation, government positions in the constituent entities of the Russian Federation, government civil service positions, municipal service positions, unless otherwise provided by federal laws.

Thus, a legislator makes a number of requirements for a mediator, which can be divided into the following groups: age requirements; educational requirements; requirements related to restrictions on engaging in this type of activity. Requirements for the qualifications of a mediator, i.e. his knowledge, skills and abilities necessary for the implementation of this type of activity are contained in the professional standard "The expert in the field of mediation (mediator)," approved by the Order of the Ministry of Labour and Social Protection of the Russian Federation of December 15, 2014 No. 1041 (as amended on December 12, 2016). In accordance with the standard, the main goal of professional activity is the settlement of disputes using a mediation procedure with the participation of an independent person – a mediator as an intermediary. This type of activity is attributed to two groups of occupations: 2429 – specialists in the field of law, not included in other groups; 2446 – specialists in the field of social professions not included in other groups. The professional standard identifies three generalized labour functions, each of which imposes separate requirements for education and training, practi-

cal work experience, knowledge and skills, and may also contain special conditions for admission to work. Let us note that all generalized labour functions correspond to the highest levels of qualifications – the sixth and the seventh, which complies with the qualifications of heads of departments, organizations and enterprises. The generalized labour function "Conducting a mediation procedure (without specialization)" consists of the following labour functions: 1) organizational, technical and documentary support of the mediation procedure; 2) preparation for the mediation procedure; 3) conducting the process of developing the terms of the mediation agreement and completing the mediation procedure. The labour function "Organizational, technical and documentary support of the mediation procedure" involves the following labour actions: a) explaining the essence of the mediation procedure to the parties and their consultants in general; b) identifying the essence of the dispute in order to understand its suitability for resolution within the framework of the mediation procedure; c) establishing the legal personality of persons presupposing the participation in the mediation procedure; d) agreeing on the candidacy of a mediator for a specific mediation procedure; e) coordinating organizational issues related to the mediation procedure; f) coordinating financial costs for the mediation procedure; g) making draft documents used in the preparation, organization and conduction of the mediation procedure and upon its completion; h) coordinating draft documents used in the preparation, organization, conduction of the mediation procedure and upon its completion with the parties of the mediation procedure. To perform these labour actions, the mediator must be able to: assess the applicability of mediation for a specific case/dispute, carry out professional interaction with the participants in the mediation procedure, establish the powers of the persons participating in the mediation procedure, calculate and justify the financial costs of the mediation procedure, draw up organizational, administrative and reference documents, use office equipment (computer, printer, scanner, fax), use basic office programmes (word processing and presentation programmes). The mediator must have

knowledge of the principles of mediation, the sequence of the mediation procedure, the role of the mediator and participants in the mediation procedure, and the expenditure items for the mediation procedure. The mediator must know the Code of Professional Ethics of the Mediator, the basics of the civil law, the legislation of the Russian Federation on mediation, the basics of social communication, the rules for drafting and maintaining organizational, administrative and reference documents, restrictions, social norms and standards, traditions, customs and their role in resolving conflicts, specifics of the use of basic office programmes (text editors and presentation programmes).

The labour function "Preparing for the mediation procedure" provides for the performance of such labour actions as: a) explaining to the parties the essence of the mediation procedure; b) identifying the expectations of the parties regarding the mediation procedure; c) forming and coordinating the rules for conducting a specific mediation procedure; d) forming and coordinating the temporary regulations for a specific mediation procedure. To do this, the mediator needs to be able to establish interaction with each of the parties and participants in the mediation procedure, establish interaction between the parties and participants in the procedure, analyse information, formulate, clarify, explain the statements of participants and parties in the mediation procedure, generalize and summarize the statements of the participants, assist the parties in the analysis of the benefits, costs, consequences and possibilities of events/states, recognize and correct the emotional state of the participants in the mediation procedure, structure the goals of the participants in the mediation procedure, organize the process of interaction between the participants in the mediation procedure, maintain a balance of time and forces in the process of defending points of view of the parties, maintain neutrality, impartiality in relation to the parties and the subject of the dispute. The necessary knowledge for the performance of this labour function is knowledge about the principles of mediation, the sequence of the mediation procedure, techniques for providing mediation assistance and types of emotional responses. A mediator

must know the Code of Professional Ethics of a Mediator, the basics of the civil law, the legislation of the Russian Federation on mediation, the basics of social psychology, the basics of humanistic psychology, the basics of cognitive psychology, the basics of psychological correction of attitudes and perception.

The third function "Maintaining the process of developing the terms of the mediation agreement and completing the mediation procedure" includes the following labour actions: a) clarifying the content of the dispute between the parties to the mediation procedure; b) identifying issues that have arisen in connection with the dispute and require discussion during the mediation procedure; c) forming an agenda for the discussion of issues requiring consideration during the mediation procedure; d) holding a discussion of issues on the agenda in order to ensure that the parties understand the procedure of mediation of their interests and the interests of the other party; e) identifying the true needs of the parties, including regarding the result of the mediation procedure; f) developing options for resolving the dispute following the discussion of issues on the adopted agenda; g) discussing with the parties the procedure of mediation of the feasibility of the mediation agreement; h) agreeing with the parties on the procedure of mediation of the algorithm for fulfilling the mediation agreement; i) coordinating actions of the parties to the mediation procedure in case of failure by them or one of the parties to fulfil the mediation agreement; j) drawing up and ensuring the signing of the final mediation agreement; k) identifying the attitude of the parties to the course and results of the mediation procedure.

Within the framework of this labour function, the mediator must be able to analyse information, formulate, clarify, explain the statements of the participants and parties to the mediation agreement, generalize and summarize the statements, analyse the benefits, costs, consequences and possibilities of events/conditions, recognize and correct the emotional state of the participants in the mediation procedure, structure the goals of the participants in the mediation procedure, organize the process of interaction between the participants in

the mediation procedure, maintain neutrality, impartiality with respect to the parties and the subject of the dispute, highlight the essential in the statements, analyse the emotional reactions of the parties, organize the search for joint solutions, facilitate the critical constructive analysis, facilitate the formulation of decisions, maintain the balance of time and forces between the parties, ensure the optimal level of specification of decisions, work with information visualization tools. To do this, a mediator needs knowledge about the principles of mediation, the sequence of the mediation procedure, techniques of the mediator's work, types of emotional responses, the basics of humanistic and cognitive psychology, the basics of the civil law, the legislation of the Russian Federation on mediation, the basics of negotiations, the basics of formal logic, the basics of psychological adjustment of attitudes and perception, types of emotional responses, basic techniques and means of information visualization, ways of finding joint solutions, the Code of Professional Ethics of Mediators.

A general mediator (this is the name of the position of a person performing the generalized labour function "Conducting the mediation procedure") must have a higher education – bachelor's degree, and additional professional education under advanced training programmes in the field of mediation. A special condition for admission to work is reaching the age of 25 years.

The generalized labour function "Conducting the mediation procedure in a specialized field" includes the following labour functions: 1. Preparation for the mediation procedure in a specialized field; 2. Maintaining the process of developing, agreeing on the terms of a mediation agreement and completing the mediation procedure on a dispute in a specialized field.

In accordance with the explanatory note to the professional standard under consideration, the allocation of an independent generalized labour function, which characterizes the activity during the mediation procedure in a specialized field, was due to the fact that in order to perform this activity, in contrast to the activity of a general mediator, it is necessary

to possess more complex skills and knowledge (special techniques and knowledge of conducting mediation procedures in accordance with a specialized field). At the same time, the developers emphasize that the concept of a specialized sphere includes different types of mediation: commercial mediation, family mediation, mediation in the field of education, mediation in resolving labour disputes, in restorative justice, etc. The labour functions "Preparing for the mediation procedure in a specialized field" and "Maintaining the process of developing, agreeing on the terms of a mediation agreement and completing the mediation procedure on a dispute in a specialized field" includes labour actions similar to labour actions within these labour functions of the generalized labour function "Maintaining the procedure mediation without specialization." However, it requires additional knowledge, skills and abilities from the mediator. In particular, a mediator must have subject knowledge in a specialized field, know, in addition to the basics of civil law, the foundations of the family and labour law, know and apply special techniques for conducting mediation in accordance with a specialized field. A mediator in a specialized field must have a higher education at the level of a specialist or a master's degree, and additional education under advanced training programmes in the field of mediation. The professional standard sets requirements for practical experience – at least two years in the field of specialization, as well as for age – at least 25 years old. Thus, we can conclude that higher requirements are imposed on a mediator in a specialized field, and basic knowledge and skills are insufficient for this position.

The professional standard includes a generalized labour function "Supervision in the specialized field of mediation," which contains the following labour functions:

1. Analysis of practical cases of an expert in the specialized field of mediation.

2. Review, analysis and correction of professional skills of an expert in the specialized field of mediation.

3. Development of skills of the professional self-analysis of an expert in the specialized field of mediation.

A supervisor can be a person who has a higher education at the level of a specialist or a master's degree, as well as completed additional professional advanced training programmes in the field of mediation in specialized fields, with experience in mediation (conducting mediation procedures) of at least seven years, with not less than three years of working in a specialized field.

The institution of supervision is formed primarily in psychological counselling. The term "supervision" comes from Latin *supervidere* – to view from above. Supervision is one of the methods of theoretical and practical advanced training of specialists in the field of psychotherapy, clinical psychology, and others in the form of their professional counselling and analysis of the feasibility and quality of the practical approaches and methods of psychotherapy (Kulakov, 2004: 2).

In the future, supervision is moving into other professions related to counselling. The purpose of supervision is to broaden the supervisee's awareness and protect the interests of a client. Supervision tasks are the professional and personal development of a consultant, the development of special skills and abilities that will make it possible to assess the results of work, the increase in the level of responsibility in counselling. Supervision helps the consultant to understand himself and the counselling process, to perfectly master the knowledge and skills necessary in the work. It contributes to the improvement of the professional activity of a specialist. In the process of supervision, a specialist gets the opportunity to realize and integrate his personal ways of responding, objective knowledge, subjective experience and specific situations that arise in his work, i.e. how he works, being in a given situation of working with a client and at the same time being a certain person with his own ways of behaving and responding, his direct subjective experience, as well as with certain professional capabilities (Smirnova, 2017: 5).

The experience of foreign countries shows that for successful work and further professional development a mediator needs to be accompanied by a colleague with extensive experience and qualifications.

A supervisor in the specialized field of mediation, within the framework of his job functions, must be able to identify problems in the practice of the supervised specialist, determine the main goals of supervision in a particular situation, propose and follow the proposed discussion format, correlate difficulties in the professional field with the skills necessary to solve them, analyse the actions of the supervised specialist, carry out mediation procedures and visual demonstration of professional skills, create visual problem-learning models, define goals and set goals for self-improvement, control the systematicity of self-study, and plan professional development. To do this, he needs knowledge of formal logic, theory and practice of mediation, supervision technology, the basics of time management, the basics of learning based on modelling, the basics of learning psychology, the system of advanced training in the field of mediation.

Thus, the professional standard contains three groups of generalized labour functions for positions: "General mediator," "Mediator in the specialized field," "Supervisor in the specialized field of mediation." The adoption of the professional standard allows us to conclude that mediation is recognized as an independent type of professional activity, and certainly contributes to its development.

**Ethical standards
of modern mediation practice in Russia**

The professional standard of a mediator indicates the need for mediators to know and comply with the Code of Professional Ethics of Mediators. It should be noted that currently there is no such unified code. Non-profit partnerships, chambers of commerce and industry, self-regulatory organizations of mediators develop their own Codes, which are mandatory only for members of these organizations. Thus, there is the Code of Professional Ethics of Mediators of the Non-Commercial Partnership "Alliance of Professional Mediators," the Code of Mediators of Russia (developed by the Non-Commercial Partnership Self-regulatory organization "National Organization of Mediators"), the Code of Ethics and Conduct of Mediators in Conciliation Procedures under

the Union "Tula Chamber of Commerce and Industry," the Code of Professional Ethics of a Mediator of the Non-Commercial Partnership "League of Mediators," the Code of Professional Ethics of the Members of the Board of Mediators under the Public Organization "Union of Industrialists and Entrepreneurs of St. Petersburg," etc. This is due to the fact that mediation, in accordance with the legislation of the Russian Federation, is classified as a self-regulatory area, and in accordance with Art. 19 of the Federal Law "On an alternative procedure for resolving disputes with the participation of a mediator (mediation procedure)," clause 6, the main functions of self-regulatory organizations of mediators include the development and approval of the rules of business and professional ethics of mediators, including the code of professional ethics. Since most of the mentioned Russian professional codes take the "European Code of Conduct for Mediators" as a basis, sharing its basic principles, it seems appropriate to take it as a basis for the analysis, as well as the Code of Mediators of Russia developed by the Self-regulatory organization Non-Commercial Partnership "National Organization of Mediators."

The European Code of Conduct for Mediators was developed by practicing mediators with the support of the European Commission and adopted at a conference in Brussels on June 2, 2004. The Code consists of four paragraphs within which certain standards are established. The first paragraph regulates the competence and function of a mediator. The principle of competence means that a mediator must have the necessary knowledge, appropriate education and regularly improve his qualifications, theoretical and practical skills. When accepting a proposal to resolve a dispute, the mediator must ensure that he has sufficient work experience and competence, and also provide all the necessary information about work experience and previous activities to the parties upon their request. Advertisements for mediator services must be truthful, professional and dignified. The second paragraph sets out the principles of independence and impartiality. Throughout the entire mediation process, the mediator must clarify the circumstances that may affect his independence or cause a conflict of interest; if such circumstances are found, the mediator is not entitled to continue the procedure. Such circumstances include: any personal or business relationship with one of the parties; any, whether direct or indirect, financial or other interest in the results of mediation, the previous activities of the mediator or someone from his company, enterprise in any capacity other than the mediator, in favour of one of the parties. The impartiality of the mediator is expressed not only in the fact that he acts objectively in relation to each of the parties, but also in the fact that he must be perceived as such by the parties themselves, strive for such a perception.

Paragraph three regulates the ethical standards for concluding an agreement to conduct mediation, dispute resolution and remuneration. Before starting the procedure, a mediator must make sure that the parties understand the essence of the mediator's procedure and the role of the mediator, the essential terms of the mediation agreement, as well as confidentiality, and that they agree to all these terms. The mediator must carry out the procedure properly, taking into account all its features. This paragraph establishes the principle of fairness of the procedure, which means that the mediator can, on his own initiative, terminate the mediation procedure if he considers that the agreement on the dispute will be unenforceable or illegal, or if he believes that the continuation of the procedure will not lead to a mediation agreement. The mediator should take all appropriate measures to ensure that mutual understanding is reached by all parties on the basis of advertent information and consent, and that all parties understand the terms of the agreement. The presence of the parties in the procedure is voluntary, and at any time they can refuse to continue it without giving reasons. Within the limits of his competence, the mediator, at the request of the parties, can inform the parties on how they can conclude an agreement and on the possibilities for ensuring it. The parties must be informed and agree with the procedure for remunerating the mediator. It is not allowed to start the mediation procedure without the consent of all parties interested on this issue.

The final paragraph of the Code is devoted to confidentiality. All information received by the mediator during the mediation procedure, including the very fact of the mediation procedure or the possibility of carrying it out, is confidential. The mediator cannot provide the information he received from one of the parties to the other party, unless the consent of the first party is obtained or this must be done in accordance with the requirements of the law. An exception to the principle of confidentiality is when it is required by law or public policy.

The Code of Mediators in Russia follows the basic principles and standards developed by European colleagues, is established in accordance with international standards in the field of mediation and the legislation of the Russian Federation. The Code enshrines the following principles: a) impartiality and neutrality of a mediator; b) confidentiality; c) transparency and openness; d) acceptance, respect and support of the participants; e) responsibility; f) reliability; g) professional competence. Since the content of some of the principles has already been considered by us when characterizing the European Code of Conduct for Mediators, we consider it necessary to dwell on the content and procedure for implementing the principles of integrity, responsibility and the principle of professional competence. The principle of reliability means that during the preparation of the mediation procedure and during its implementation, the mediator must carefully observe all the established rules, principles and norms of conduct established by the Code of Mediators of Russia. The mediator must devote as much time, effort and attention to the mediation procedure as is required for the effective conduct of the procedure. The mediator follows the principle of "do no harm," in particular, avoids evaluative, rough, harsh judgments. The principle of responsibility reveals one of the main aspects of the procedure, where the mediator is responsible for organizing the process, the safety of the participants, and the parties themselves are responsible for the content of the procedure and the decision taken. The implementation of this principle requires certain efforts on the part of the mediator, since the parties often try to delegate their part of responsibility

and transfer responsibility for the decision to the mediator. Professional competence means that a mediator agrees to conduct the mediation procedure only in cases for which he has the necessary qualifications and experience. If the mediator comes to the conclusion that his knowledge and experience is insufficient to resolve a specific dispute, he should inform the parties about it as soon as possible and discuss the possibility of continuing the procedure with his participation, replacing the mediator, if it is necessary, or to involve a co-mediator, assistant, specialist and/or experts in the relevant field. When carrying out the mediation procedure, the mediator cannot act as a consultant on legal, economic and other issues; he must explain to the parties the possibility of external consultation. Also, the mediator does not make proposals to the parties to resolve the dispute, except for the cases when the parties themselves ask the mediator for this, in such cases the mediator has the right to both refuse to make such a proposal and agree. If agreed, the mediator must inform the parties about the possible consequences of making such a proposal. The mediator needs to constantly improve his knowledge, skills and abilities, in particular, to participate in educational programmes for professional retraining, advanced training, educational programmes (workshops, seminars, courses, etc.). Similar to the European Code of Conduct for Mediators, the Code of Mediators of Russia regulates the issues of remuneration and advertising of mediators' services. The mediator, mediation service providers must provide the parties with full information about the remuneration, in particular about the amount and method of payment, except for cases when the mediator acts on a free basis or on a voluntary basis. The mediation procedure cannot be started without the explicit consent of the parties to the appropriate remuneration. The mediator's remuneration is formed taking into account all available factors, including the category and complexity of the dispute, the qualifications and experience of the mediator. We believe that taking into account the practice of providing mediation services on a free basis in our country, the parties should be informed about the funds that were used to pay for the

mediator's services. When informing the society and potential users of mediation services about mediation, the mediator, mediation service providers, self-regulatory organizations of mediators must be truthful, not misleading about the essence of mediation, the role of the mediator, qualifications and experience of the mediator, services and remuneration. It is prohibited to provide information that could cause unreasonable expectations from the mediation procedure and the mediator. When informing about mediation, mediators avoid the statements that can directly or indirectly diminish the activities of other mediators, the value or authority of the judicial system. It should be noted that the Russian Code establishes the basis for the relationship between mediators, as well as between self-regulatory organizations of mediators and their members. Thus, in accordance with the code, mediators build relationships with each other based on mutual trust, respect, cooperation and support. Mediators refrain from actions and statements that may damage the honour, dignity, business reputation of another mediator and the institution of mediation as a whole. Mediators should not use unfair forms of competition, publicly belittle the competence and authority of other mediators. Each mediator, mediation service provider who has joined a self-regulatory organization of mediators has the right to count on: maintaining the moral principles of interaction in the community of mediators by the self-regulatory organization in order to maintain and increase confidence in their activities; on complying with the principles of fair competition; on protection of legitimate interests at any level, including the state; on the adequacy of the application of measures of influence to the members of the organization. Mediators should not take actions or commit acts aimed at discrediting self-regulatory organizations, at cultivating contradictions between self-regulatory organizations, at the threat of a conflict of interests of the organization members. Mediators, mediation service providers, self-regulatory organizations of mediators refrain from any action that may damage the reputation of the mediation community and the mediation institution as a whole. Self-regulatory organi-

zations of mediators exercising control over the activities of mediators can use the provisions of the Code as a criterion for adhering to ethical and moral norms and principles of activities of persons engaged in mediation and mediation activities in any field. A comparative analysis of the codes of professional ethics adopted in Russia with the European Code of Conduct for Mediators demonstrates that the Russian professional community is not limited to the establishment of ethical standards in the "mediator-client" relationship, but also extends them to such relationships as "mediator-mediator," "mediator-professional community," "mediator-society."

**Problems of implementation
of professional and ethical standards
and control over their observance**

The federal law "On an alternative procedure for resolving disputes with the participation of a mediator (mediation procedure)" provides for the possibility of engaging in the activities of a mediator both on a professional and non-professional basis. The difference in the powers of a mediator working on an unprofessional basis and a mediator working on a professional basis seems to be minimal. Only professional mediators can resolve disputes that were previously referred to the court and advertise their activities. Taking into account the fact that mediation is positioned specifically as a pre-trial procedure for resolving disputes, questions arise about the guarantees of the quality of the service and about compliance with the standards of mediation. In this regard, we see it necessary to enshrine the principle of professionalism in the legislation on mediation, and to eliminate the norm on the possibility of carrying out the activities of a mediator on a non-professional basis. This will help to improve the quality of services provided and build confidence in the institution of mediation.

Considering the standards of professional activity and the practice of their implementation, it is necessary to examine such a category as professionalism, which is understood as the correspondence of knowledge, skills, as well as the entire value system of a person to the level of public expectations from this profes-

sion, the quality of the social and professional environment. Professionalism characterizes person's personal and social capabilities, his ability to choose the optimal and appropriate ways of acting, it is based on high qualification and is also determined by the moral goal-setting of working activity (Tsyk, 2004). In our opinion, the criteria of professionalism and adherence to the professional activity standards should be assessed based on such factors as the mediator's special education; compliance of the mediator's activities with the qualification requirements; effectiveness of the mediator (a practice of successful dispute resolution); the mediator's adherence to the principles of ethics in the profession (Arkhipkina, Filatova, 2017: 75).

The basis for the compliance of the mediator's activities with professional standards, the formation of the necessary competencies, knowledge and skills is professional training. In modern conditions, one of the relevant problems is its quality. Initially, the training programme for mediators was established by the order of the Ministry of Education "On approval of the mediator training programme,"[3] which consisted of three educational programmes for advanced training: "Mediation. A basic course" (120), "Mediation. A training course for mediation trainers" (144 hours), "Mediation. Features of the application of the mediation procedure" (312 hours). It follows from the meaning of the programme that in order to say that a mediator carries out his activities on a professional basis, a listener must complete a full training course in all three modules within 5 years. Currently, the specified programme for the mediator training has lost its force in connection with the amendments made to the law "On Education." Educational organizations that train mediators independently develop their own programmes. It should be noted that many Russian universities have initiated master's programmes in mediation. However, in accordance with the professional standard of an expert in the field of mediation, completing a master's degree does not give the right to carry out the activities of a

mediator on a professional basis, it is necessary to complete additional education programmes – advanced training programmes in the field of mediation. In foreign countries, the issue of the quality of mediator training is regulated at the legislative level. Thus, paragraph 29 of the Austrian Law on Mediation in Civil Disputes establishes that the detailed procedure for obtaining education by mediators is determined by the Ministry of Justice. Not all organizations are allowed to train in mediation, but only registered ones. According to paragraph 23, the list of educational institutions and courses is managed by the Federal Minister of Justice. In order to register, an educational institution must submit an application indicating the content of the course, the staffing plan of employees and their qualifications, sources of funding for the course, and also provide evidence of a stable position. The Belgian Mediation Law adopted in 2005 provides for accreditation of organizations conducting training of mediators, training courses by the Federal Commission on Mediation (Shvarts). The need for official recognition of educational organizations in the field of mediation by the Netherlands Institute for Mediation is enshrined in the legislation of the Netherlands (Shvarts). In foreign law, the role of professional communities is great in establishing control over the quality of training of mediators, and their further accreditation. In Russia, self-regulatory organizations of mediators can also develop standards for the training of mediators.

Let us note that mediation in the social sphere, including education, is currently actively developing in Russia. Following the logic of the professional standard, the conduct of mediation procedures in educational institutions should be carried out by a person who meets the requirements for a mediator in a specialized field, however, at the present time we are moving towards using not the mediation procedure, but the method of school mediation, which makes it possible to reduce the requirements for a person settling a dispute before he has a document confirming the completion of training in the method of school mediation. In order to improve the quality of the mediator training, it is necessary to establish a unified education-

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[3] On approval of the mediator training programme: Order of the Ministry of Education of February 14, 2011 No 187. In Rossiiskaia Gazeta, March, 23.

al standard for the mediator training that includes theoretical and practical parts, and sets the duration of training. Due to the fact that mediation is an interdisciplinary field, and the training of mediators is carried out by higher educational institutions of various orientations, as well as by private educational organizations, it is necessary to determine a body responsible for the quality of the mediators' training. In addition, it is necessary to develop requirements for teachers of additional programmes in the field of mediation, since previously only persons trained under the programme "Mediation. A training course for coaches," which guaranteed the teacher's knowledge of the mediation procedure, the specifics of the mediation procedure in certain areas, the specifics of training specialists in the field of mediation.

When exercising control over the compliance of the mediator's activities with the qualification requirements; the effectiveness of the mediator's activities, his observance of the principles of professional ethics in foreign countries, several basic tools are used: certification of mediators by the state (Germany, the Netherlands), maintaining state registers of mediators (Austria), accreditation of mediators (Belgium). As for our country, there is no system of control over the training and activities of mediators.

In accordance with the legislation, mediation is classified as a self-regulatory area. Self-regulation is understood as an independent and proactive activity that is carried out by subjects of entrepreneurial or professional activity. Its content is the development and establishment of standards and rules for these activities, as well as control over compliance with these standards and rules.[4] Thus, the quality of work of mediators – members of self-regulatory organizations (SRO), and their adherence to the principles of professional ethics should be monitored by the self-regulatory organizations of mediators. The State Register of Self-Regulatory Organizations of Mediators provides information on three self-regulatory organizations of mediators. Moreover, one of them has

already been eliminated. Detailed information is provided only by the SRO Association "National Organization of Mediators." This organization provides a register of members of a self-regulatory organization. Members of the organization adhere to the Code of Mediators of Russia and the European Code of Conduct for Mediators. On the website of the partnership we can find the schedule of inspections of mediators – members of the Non-Commercial Partnership "National Organization of Mediators." According to the law, membership in a self-regulatory organization is voluntary, i.e. this is a right, not a duty of mediators, and in the legislation, professional standards there is no indication of membership in SROs for mediators as an admission to the implementation of mediation services. Hence, it can be concluded that mediators have no direct interest in being members of a self-regulatory organization, and be subject to additional control from its side, as well as bear the costs of paying membership and other fees. Membership in a self-regulatory organization will depend on the personal qualities of a mediator, his professional convictions, and is rather an image-building component. In general, the analysis of the development of legislation on mediation and the practice of its application allows us to conclude that the initially laid down concept of regulating relations in the field of mediation has not found its embodiment, in this regard, it is necessary to develop new approaches in the formation of a system for monitoring compliance with professional standards, professional ethics, the quality of mediators' training and the quality of mediation services provided.

**Conclusion**

After analysing the scientific literature on the problem under study, the main documents that establish the professional standards of the mediator's activity, the standards of professional ethics, as well as the practice of their implementation, the following conclusions can be made:

The professional standard "The expert in the field of mediation" establishes three groups of generalized labour functions for positions of a "General mediator," a "Mediator in a special-

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[4] On self-regulatory organizations: the Federal Law of December 1, 2012 No.315-FZ (2010). In Rossiiskaia Gazeta, December, 6.

ized field," a "Supervisor in a specialized field of mediation." Thus, we are moving away from the usual triad: a "General mediator," a "Mediator in a specialized field," a "Mediator trainer," which followed from the mediator training programme that has been in effect since 2011. For each of the positions, the professional standard sets requirements for the level of knowledge, professional skills, and the level of education. The activity of a specialist in the field of mediation belongs to the highest (sixth and seventh) qualification levels. The professional standard sets high requirements for the level of education of a mediator – higher education, and for occupying such positions as "Mediator in a specialized field" and "Supervisor in a specialized field" only the specialist and master's degrees are enough. The adoption of the professional standard allows us to conclude that mediation is recognized as an independent type of professional activity, and certainly contributes to its development.

The professional ethics of a mediator, as a set of moral requirements for specialists in the field of mediation, should be an integral part of the training of mediators. It is necessary to develop a unified Code of Ethics for Russian mediators, which could act as a guideline both in training and for self-regulatory organizations of mediators. Currently, most of the mediators – members of self-regulatory organizations of mediators adhere to the European Code of Conduct for Mediators and the Code of Mediators of Russia, which establish the ethical foundations of the relationships "mediator-client," "mediator-mediator," "mediator-professional community," "mediator-society." At the same time, there are no guarantees of compliance with the codes of professional ethics by mediators who are not members of self-regulatory organizations. The main problems of implementing the standards of professional activity and professional ethics of mediators are based on the lack of uniform approaches in the train-

ing of mediators, as well as educational standards, and the lack of a system for monitoring the quality of such training. In this connection, it seems necessary to develop an educational standard for the training of specialists in the field of mediation, the development of requirements for teachers who carry out training in the field of mediation, uniform requirements for the qualification examination. It is necessary to eliminate the existing discrepancy when graduates of master's programmes in the field of mediation cannot carry out their professional activities without additional training. Taking into account foreign experience, it seems expedient to establish an accreditation system for organizations that train mediators by self-regulating organizations of mediators, or by state bodies or institutions responsible for the development of mediation. Unfortunately, the analysis of documents regulating the professional activity of a specialist in the field of mediation demonstrates gaps in the professional trajectory, associated with the requirement to reach the age of 25 to carry out activities in the field of mediation, in connection with which it seems logical to introduce "intermediate" positions in the field of mediation, for example, the position of a "Mediator's assistant."

Since mediation is a self-regulatory field of activity, and the control over the observance of standards and rules is attributed to the main functions of self-regulatory organizations in the field of mediation, it is necessary to provide for legislative norms that stimulate mediators to become members of SROs. For example, this could be the provision that disputes referred to a court or an arbitration court in the future can only be settled by a mediator who is a member of a self-regulatory organization of mediators.

In conclusion, let us note that only compliance with all professional standards of activity, including compliance with the norms of professional ethics, allows a specialist to call himself a professional.

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# Профессиональные и этические стандарты в деятельности медиатора: проблемы реализации и контроля

## А.С. Архипкина

*Восточно-Сибирский филиал Российского государственного университета правосудия*
*Российская Федерация, Иркутск*
*Ассоциация «Байкальская лига медиаторов»*
*Российская Федерация, Иркутск*

**Аннотация.** В статье рассматриваются профессиональные и этические стандарты деятельности медиатора в России. Используя методы формального юридического анализа и сравнительно правовой метод, автор раскрывает требования, предъявляемые профессиональным стандартом к знаниям, навыкам и умениям медиатора, осуществляющего свою деятельность на профессиональной основе. Анализируются основные этические стандарты, закрепленные в Европейском кодексе поведения медиаторов, Кодексе российских медиаторов. Изложены основные проблемы реализации профессиональных и этических стандартов, а также контроля за их соблюдением. Приводится опыт зарубежных государств по установлению указанных стандартов и системы контроля.

**Ключевые слова:** медиация, профессиональный стандарт деятельности медиатора, кодекс профессиональной этики медиатора.

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# A Regional Model to Train Mediators for the Educational System of Kuzbass

**Elena V. Belonogova[a] and Irina A. Sviridova*[b]**

*[a]Department of Mediation and Restorative Practices
of the Kuzbass Regional Centre for Psychological
and Educational, Medical and Social Care
Kemerovo, Russian Federation
[b]Kuzbass Regional Center for Psychological and Educational
Health and Social Care
Kemerovo, Russian Federation*

**Abstract.** The article presents the experience of the Kemerovo region in creating system for training mediators in the Kuzbass Centre for Psychological and Educational, Medical and Social Care. The authors reveal the genesis and the main conceptual, methodological and technological aspects of the development of a regional model to train mediators for the educational system of Kuzbass. In conceptual and methodological terms, training mediators is based on a restorative approach and a transdisciplinary paradigm of restorative justice. The system of training mediators includes: training the skills of restorative technologies within additional professional educational programs of refresher courses; monthly methodological seminars for mediators and curators of reconciliation services in the region, supervision and intervision sessions for restorative programs' facilitator; training programs for young volunteer mediators of school reconciliation services. The authors highlight the main risk factors and conditions for the effective work of mediators in difficult school, family and criminal situations, and the possibility of taking risks into account when training mediators and curators of reconciliation services. For the effective training of a mediator – restorative programs' facilitator, it is important to focus on mastering: the principles of a restorative approach and the procedure of restorative mediation, the position of a mediator, technologies for conducting restorative programs (restorative mediation, community circles, a family conference, a school conference, a school-parent council, preventive restorative programs), skills of restorative communication, legal framework of reconciliation services in Russia. Monitoring data on the activities of the reconciliation services in Kuzbass on the implementation of restorative programs show a good level of training of mediators.

**Keywords:** restorative programs, reconciliation services, restorative programs' facilitator, principles of restorative approach, restorative mediation, community circles,

\* Corresponding author E-mail address: lebell2018@yandex.ru, info@kuzrc.ru

family conferences, school-parent council, restorative practices, additional professional educational program.

Research area: social sciences.

The formation of a regional model of training mediators in Kuzbass is closely related to the development of the Reconciliation Service as a social organizational technology in the system of complex socio-psychological and pedagogical support of education. This activity is carried out on the basis of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care (headed by I.A. Sviridova), subordinate to the Ministry of Education and Science of Kuzbass (until 2020 – Department of Education and Science of the Kemerovo Region).

In 2002, on the basis of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care (formerly – the Kemerovo Regional Psychological and Valeological Centre), a Public Children's Reception Office of the Department of Education of the Kemerovo Region was created, one of the areas of work of which was Care in resolving conflict situations in educational institutions of municipal territories at the personal request of participants in the educational process or the request of the Department of Education based on appeals of citizens and officials to the Department of Education, to the Governor's website, to the Prosecutor's Office, etc.

The specialists of the Public Children's Reception Office were psychologists and had been trained in conflict management, but this was not enough to effectively resolve difficult situations. Therefore, since 2007, when working with family and child-parental conflicts, the leading specialist of E.V. Belonogova's reception office has been using elements of mediation, which significantly has increased the effectiveness of the work, as it helped the parties to agree peacefully and establish constructive relations.

In 2012, in Kuzbass, E.V. Belonogova developed a regional concept of the Reconciliation Service in the education system; for the first time mediation training was organized for education specialists from 20 municipal territories, and the first reconciliation services started to appear, which initially (and until 2014) used the classical model of mediation. However, mediators soon faced a number of problems that hindered the advancement of this innovative technology in education:

1) The very possession of the mediation technology by a specialist (psychologist, social educator, teacher, administrator) did not allow integrating this practice into the system of work of an educational organization, although it helped them sometimes to apply it in a very narrow framework – only where, according to its functionality, administrative / punitive mechanisms were assumed. Additional knowledge was required to embed this practice into the structure of managing social processes at school.

2) The technology of classical mediation, suitable for resolving disputes with equality of parties, severely limited the ability to work with situations of harm (material, psychological), where one of the parties was a victim, and the other was an offender, or even both parties were victims and offenders, if the harm was done mutually. Such situations prevail at school.

3) The technology of classical mediation, which presupposes working mainly with two parties, did not allow resolving group conflicts in which many participants were involved, including multi-level conflicts, where students, parents, teachers, and the administration of an educational institution were participants. Namely, such conflicts were the most painful

for the participants and the most destructive in terms of consequences for the normal operation of an educational institution.

4) Agreements reached in the process of mediation between the parties were rarely fulfilled by adolescents, since the reaction of a significant social environment played an important role. If friends, a reference group of peers, parents and teachers respected by a teenager did not support the decisions he made or were against agreements, continuing to resort to punitive, administrative or coercive mechanisms, then the results of mediation were reduced to zero. This is another limitation of the classical mediation technology, which involves working with the parties to the conflict themselves, but not with the community and significant social environment of the parties to the conflict, which could support adolescents' fulfilment of agreements.

5) Trained mediators are far from always able to convey the essence and benefits of this technology to the participants of the educational process and motivate them to choose this method of conflict resolution. Therefore, often the management, teachers and even parents treated the new practice of mediation with distrust, considering it unnecessary and overloading the educational process, and continued to resort to the usual methods.

6) If the management of the educational institution was not ready to introduce such an innovation or did not understand its essence, then mediation faced a number of risks due to the fact that the head: demanded to disclose the information received during the mediation process; made administrative decisions without taking into account the agreements already reached by the parties; demanded that the parties must go through mediation; demanded a certain decision from the mediator; tried to manipulatively use the mediator in order to simply "hush up" the conflict and prevent him from leaving the institution, and so on. All this led to distrust of the mediation procedure and its negative image as another manipulative and punitive management tool.

7) Mediators working in educational institutions were helpless in dealing with escalated conflicts that went beyond the school and be-

came the subject of attention of the prevention system, higher authorities, law enforcement or supervisory authorities. Even in the cases that could be mediated, the mediation procedure by the school staff as a party to the conflict became inappropriate.

8) Specialists of educational institutions cannot always afford the costs associated with training in mediation and further training.

Thus, in 2014, a serious question arose before the management and specialists of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care how to take into account the above points when training mediators? What and how to train future mediators so that this useful practice takes root and develops in the regional education system? Who and what to teach so that conflicts involving minors are resolved peacefully and are not escalated?

To address these issues, the possibilities of various models of mediation and various organizational technologies and forms of institutionalization of mediation practice in education were analysed based on the study of foreign and domestic experience. A restorative mediation model was chosen as the basic one, which allowed working with a wide range of situations involving minors, including situations of harm / resentment, group conflicts with a large number of people involved in the situation, escalated conflicts, and also meant working with communities and significant social environment. juvenile participants in situations (Standarty vosstanovitel'noi mediatsii, 2010; Karnozova, 2014; Maksudov, 2007). In addition, this model proposed 2 organizational forms of institutionalizing mediation practice and embedding it in the system of activities of both an educational organization (School Reconciliation Service, SRS) (Konovalov, 2017b) and socio-psychological and pedagogical support and prevention of juvenile delinquency (Territorial Reconciliation Service, TRS) (Territorial'nye sluzhby primireniia, 2015; Konovalov, 2017a), providing mechanisms for the transmission of the principles of the restorative approach to participants in the educational process. It is also important that the TRS model makes it possible to involve representatives of the au-

thorities and institutions of the system for the prevention of neglect and juvenile delinquency in the reconstruction work to resolve complex conflict school, family and criminal situations with the participation of minors (Model'noe opisanie programmy, 2017; Organizatsiia i provedenie programm, 2006).

Therefore, in 2015, the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care has been cooperating with the leaders and authors of the development of restorative justice and restorative mediation in Russia – the Public Centre "Judicial and Legal Reform" (Moscow); at the moment its territorial representation works in the region. On the basis of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care with the support of the director I.A. Sviridova, the Department of Mediation and Social Practices was created (now the Department of Restorative Practices and Mediation), a system for training mediators was developed, including:

• training specialists of educational organizations and adult volunteers of reconciliation services (TRS and SRS) for the basics of conflict management, a restorative approach, technologies for organizing and conducting restorative programs, incl. mediation, the design of reconciliation services (training is carried out at the expense of educational organizations or the students themselves, as well as at the expense of grants received by the Kuzbass Health and Personal Development Regional Centre for Psychological, Pedagogical, Medical and Social Care);

• training young volunteers of school reconciliation services for restorative mediation technology (training is carried out at the expense of the regional and / or municipal budget, free of charge for participants);

• studying intervisions, supervisions, participating in Balint groups for leading restorative programs (supervision support is carried out within the framework of the department's state assignment, free of charge for mediators);

• monthly training seminars for mediators and curators of reconciliation services on methodological, conceptual, organizational and practical aspects (training is carried out within the framework of the department's state assignment, free of charge for students).

To train specialists of the reconciliation services and leading restorative programs on the basis of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care, an additional professional educational program for advanced training "Training of a specialist in the reconciliation service" (254 hours) was developed, which now includes 7 modules:

1) "Restorative mediation and organization of a reconciliation service";

2) "Resolving group conflicts: the Community Circle program";

3) "Skills of restorative communication (mediation skills)";

4) "Restorative programs for difficult cases (conflict with the law)";

5) "Family group conferences";

6) "School restorative conferences";

7) "Dealing with multilevel conflicts in the escalation stage: the program of the School-Parent Council".

Training of young volunteer mediators of the SRS from among the students is carried out according to the program of additional education "Restorative mediation and the creation of a reconciliation service" (36 hours). At the regional level, training is carried out by specialists of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care at the expense of the regional budget within the framework of specialized volunteer shifts on the basis of the Regional Children's Health Centre "Siberian Fairy Tale".

The conceptual foundations for the implementation of these programs were:

• Mediation and restorative approach to resolving conflicts, problem and criminal situations (Karnozova, 2013; Konovalov, 2017b; Territorial'nye sluzhby primireniia, 2015; Christie, 2007);

• Concept and Russian model of the School service for reconciliation and restorative culture of relations in education (A.Yu. Konovalov, Moscow) (Konovalov, 2017b);

• Concept and Russian model of restorative juvenile justice (R.R. Maksudov, L.M.

Karnozova, Moscow) (Organizatsiia i provedenie programm, 2006);

• The concept of the Territorial Reconciliation Service in the system of prevention of juvenile delinquency and work with families in difficult life situations and socially dangerous situations (R.R. Maksudov, L.M. Karnozova, Moscow) (Territorial'nye sluzhby primireniia, 2015);

• Concept and standards of restorative mediation (Judicial and Legal Reform Centre) (Standarty vosstanovitel'noi mediatsii, 2010).

It is important that in the process of training, specialists master the basic concepts and principles of the restorative approach, master the restorative discourse, which is the axiological and conceptual basis of the professional position of a mediator in the restorative model of mediation.

*Restorative justice* is a philosophy and practice of society's response to crime, an alternative to the administrative punitive method and the adversarial nature of classical justice. It is about how technology helps to rebuild relationships destroyed by conflict and crime, heal victims of crime, and integrate offenders into society through restorative programs. In this case, the responsibility of the offender is to smooth over the harm caused to the victim, and the participants in the situation themselves are the subjects of its resolution and correction. The central issue in this practice is the issue of creating conditions for rectifying the evil caused by conflicts and crimes: the experiences of the conflicting parties, the harm done to the victims of crimes, the desire for revenge, the increase in the level of aggression of all participants involved in a conflict or criminal situation (Karnozova, 2014; Maksudov, 2007). Principles of restorative justice are restoring understanding and dialogue; independence and responsibility of the participants in the situation themselves for its resolution, correction of the consequences and prevention of a repetition of the situation in the future; repairing the harm; getting rid of negative conditions, maintaining a healthy personality identity and banning branding; community responsibility for supporting positive changes

in the behaviour of participants in the situation (Zehr, 1998; Karnozova, 2014).

In this case, the concept of *Victim (the aggrieved)* is a person who has been harmed (including offense) as a result of the act of the offender. In a criminal proceeding (i.e. if it is a question of a committed crime and a criminal case has been initiated) such a person is called a victim. Otherwise, the legal term "*the aggrieved*" is not used. The concept of *offender* refers to a person whose actions have caused harm to another person / group of people (Karnozova, Konovalov, 2019).

*The restorative approach* is a systematic approach in responding to conflicts and criminal situations from the standpoint of the principles of restorative justice based on the mediation method (peace negotiations with the participation of an independent neutral mediator who does not make decisions). In society's response to juvenile delinquency and crime, it opposes the punitive approach. In responding to conflicts and difficult school situations, it opposes the forceful and administrative method. In working with difficult life situations of minors and their families, it resists both punitive and administrative, as well as correctional and restorative methods of response. The restorative approach helps people themselves to correct the evil caused by conflicts and crimes, provides for the restoration of the socio-psychological state, connections and relationships in the life of its participants and their social environment, disturbed as a result of a conflict or offense. An important feature of the approach is the active role of the participants in the situation themselves, all interested community members in its peaceful and constructive settlement, which is built on the values of mutual understanding, joint search for an acceptable solution for each, recognition of the importance, responsibility and contribution of each to its implementation (Christie, 2007; Christie, 2011; Costello, Wachtel, Wachtel, 2009; Konovalov, 2014; Maksudov, 2007; Model'noe opisanie programmy, 2017; Organizatsiia i provedenie programm, 2006; Page, 2011). The principles of a restorative approach for the education system include:

• Restoration of the conflict's / offense's participants' ability to understand their situation and the situation of the other party, to rethink and correct it.

• The offender's repairing the harm (if the offender was present in the situation) caused to the victim as much as possible.

• Healing the victim (if there was a victim in the situation) in the process of the offender's making amends for the harm caused to the victim and answering the victim's important questions.

• Acceptance of responsibility by the participants in a conflict situation themselves for its settlement, excluding violence or further harm; cessation of mutual enmity and normalization of relations.

• Planning by the parties to the conflict of their future, allowing them to avoid the repetition of such situations in the future and form more responsible behaviour.

• Help of close and respected people in updating moral guidelines in the participants in a conflict situation, the absence of which has led to the conflict / offense. Support for positive changes and the implementation of the concluded contract / agreement / plan from relatives, friends and the school community.

• Restoration of a constructive parental position in relation to the misdemeanour of a minor, restoration of professional positions of education specialists, pedagogical and managerial control over the situation (Konovalov, 2014).

The concepts of harm and responsibility are key in the restorative approach. *Harm* is the result of an act of one person in relation to another, as a result of which damage was caused, something was violated or destroyed (including relationships), and which is perceived by others as injustice. Causing harm leads to negative consequences for the victim: material, physical, in the form of broken relationships. Sometimes only the victim can determine the harm. Therefore, repairing the harm caused to the victim in the restorative approach is not a punishment for the person who caused the harm, it is the restoration of justice and peace in the community (Karnozova, 2014; Model'noe opisanie programmy, 2017).

*Responsibility* in a restorative approach is understood as an obligation to repairing the harm, that is, to correct the negative consequences of what happened for the people affected by the situation. At the same time, repentance and forgiveness are of great importance. Thus, the concept of justice in the restorative approach is associated with repairing the harm caused, and this is its difference from the concepts of justice as a punishment for the offender accepted in criminal justice (Karnozova, 2014; Standarty vosstanovitel'noi mediatsii, 2010).

*Repairing the harm* are actions carried out by a person who committed an offense or other act that led to the infliction of harm, and aimed at eliminating or neutralizing the harm caused to the victim. Redressing of harm can be carried out not only in the form of compensation for property damage and monetary / material compensation for moral harm, but also by other actions of the offender. These include any actions that are not prohibited by law, if they are accepted by the injured party as actions to repairing the harm. They may include an apology if accepted by the victim. In the framework of criminal justice, repairing the harm entails positive legal consequences for the accused (Braithwaite, 2002; Standarty vosstanovitel'noi mediatsii, 2010; Karnozova, 2014; Maksudov, 2007; Zehr, 1998). In restorative justice programs, the implementation of the principle of the offender's responsibility to the victim means that repairing the harm is done by the offender's own resources and means.

*A mediative method* is a deliberately applied method of communication with the participation of a neutral mediator, based on a humanistic approach to personality and the principles of negotiating, allowing the participants in a situation in a trusting atmosphere, within the framework of cooperation, to clarify the meanings that determine their significant interests and needs in order to understand each other and independently find a mutually acceptable solution (Karnozova, 2013).

The Russian version of the organizational form, in which activities are carried out to resolve conflict, criminal, difficult school and family situations with the participation of mi-

nors on the basis of the principles of a restorative approach, is called the Reconciliation Service. The service can be created at the level of a separate educational organization – school (Konovalov, 2017b) or on the basis of a municipal institution – territorial (Konovalov, 2017a; Territorial'nye sluzhby primireniia, 2015).

*The school reconciliation service* is a Russian model of restorative work with conflicts, offenses and difficult school situations in the system of social, psychological and pedagogical support of education based on the principles of a restorative approach. It is created on the basis of an educational organization of the primary level (school, lyceum, gymnasium, college, kindergarten, etc.) to work with conflicts and difficult situations between participants in the educational process (excluding offenses and conflicts with the administration) by volunteers from adults and high school students, trained in conducting restorative programs: restorative mediation, community circles (Konovalov, 2017b; Karnozova, Konovalov, 2019).

*The Territorial Reconciliation Service* is a Russian organizational form of applying restorative justice in relation to juvenile delinquency; it also works with criminal situations involving minors and complex conflicts, including the administration of an educational organization, with the problems of children from families in difficult life situations and socially dangerous situations. It is created on the basis of a municipal or regional centre for Psychological, Pedagogical, Medical and Social Care, an information and methodological centre, etc., only adult specialists work in it (Karnozova, Konovalov, 2019; Konovalov, 2017; Standarty vosstanovitel'noi mediatsii, 2010). TRSs (district, municipal) deal with the cases coming from juvenile affairs commissions, administrative bodies, social security institutions, law enforcement agencies, courts, educational institutions, from citizens, etc. (Belonogova, 2019; Belonogova, Prokopyeva, 2020; Konovalov, 2017). TRSs can implement various restorative programs: restorative mediation, community circles, school conferences, circles of care, family conferences, school-parent councils (subject to training by service specialists). They provide methodological support to the SRS, monitor the activities of SRS in the given territory (Belonogova, Prokopyeva, 2020).

Mediators of reconciliation services in the Kuzbass education system deal with the following categories of situations:

1) Conflicts between participants in educational relations (including group conflicts);

2) Problem situations in children's, parenting and pedagogical communities;

3) Juvenile delinquency:

- crimes;

- socially dangerous acts of minors who have not reached the age of criminal responsibility;

- administrative offenses of minors (causing harm – petty theft, damage to property, etc.), as well as similar acts of minors under the age of administrative responsibility.

4) Problematic situations of minors and their families:

- family situations (difficult life situation, socially dangerous situation) affecting the rights and interests of minors;

- violence and abuse in the family against a child.

5) Difficult school situations:

- bullying by peers and teachers;

- multilevel conflicts in the escalation stage;

- harm to a child by teachers, etc.

The Kuzbass reconciliation services use various types of restorative programs, which mediators learn to conduct in the training process:

1. Restorative mediation, including redressing programs.

2. Community circles:

• circle of mutual understanding,

• circle of reconciliation,

• repairing harm circle,

• victim support circle,

• circle of healing,

• circle of problem solving,

• preventive circle.

3. School conference.

4. Family conference.

5. School-parent council.

6. Shuttle mediation (including for closed institutions).

7. Restorative preventive program.

*Restorative programs* are forms of implementing the principles of a restorative approach, which have their own technology and procedure for dealing with conflicts, difficult school, family situations and offenses: Restorative mediation, Community Circle, Family Conference, School Conference and others, in which the basic values and principles of restorative justice are implemented (Karnozova, Konovalov, 2019; Maksudov, 2007).

*One restorative program* is the work of a mediator to resolve a specific criminal / conflict / problem situation. It is determined by the circle of the main participants, the goal, the agenda of the meeting (a list of topics and issues to be discussed) and ends with a general meeting of the participants, at which an agreement is developed between them and / or a written final document is adopted that secures the agreements reached (mediation agreement, conciliation agreement, plan, protocol on results). When using a restorative program to resolve conflict / problem situations, when the roles of the participants are not defined as "offender" and "victim", the restorative program is centred on the acceptance by all participants of responsibility for its settlement while maintaining other values (Karnozova, Konovalov, 2019).

*Restorative mediation* is a process in which a mediator creates conditions for restoring the ability of people to understand each other and agree on options for resolving problems that are acceptable to them (if necessary, on repairing the harm caused) that have arisen as a result of conflict / criminal situations. In the course of restorative mediation, it is important that the parties have the opportunity to free themselves from negative conditions and find a resource to jointly search for a way out of the situation. Restorative mediation 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. It allows working effectively with conflicts between participants in the educational process, with situations of harm (offense) (Standarty vosstanovitel'noi mediatsii, 2010; Karnozova, Konovalov, 2019).

*Community circles* are a centuries-old way of resolving conflicts that exists in various forms in the culture of many peoples. In Russia, such forms have also survived in which participants in a conflict or criminal situation, referring to the traditions of reconciliation in situations of intergroup conflicts or crisis moments in their lives, jointly decide how to change the situation in the interests of everyone, so that it 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 responsibility for its implementation (Karnozova, Konovalov, 2019; Maksudov, 2007; Organizatsiia i provedenie programm, 2006; Pranis, Stuart, Wedge, 2010). The community circle allows including a significant number of participants in the work with conflicts and criminal situations and work:

• with conflicts in which many members or groups are involved;

• with difficult school situations among children and teaching staff, school communities;

• with newly formed classes and collectives – to prevent possible conflicts and offenses;

• with protracted situations, such as "unfriendly class", "all against one", "conflicting groups in the classroom and school", "rejection of a newcomer-peer", "rejection of the teacher by the class" and others (Belonogova, 2019; Belonogova, Prokopyeva, 2020).

*School (restorative) conference* is a restorative program with participants in the educational process in the situation of harm to relations within the community as a result of an incident involving antisocial behaviour. It allows all participants to meet and achieve greater mutual understanding regarding the impact and causes of the incident, as well as the preferred outcome. This usually involves one or more victims, their parents / guardians, and one or more of the offenders with their parents / guardians. School management staff and staff responsible for conduct can also be invited to participate, and they can certainly be involved as a party to the process. It allows working with

a situation of school violence, bullying, hazing with the voluntary consent of the school administration to conduct the program (Karnozova, Konovalov, 2019).

*Family conference* is a restorative program of work with a family in difficult life situations (including those related to deviant behaviour, neglect and juvenile delinquency). A family restorative conference is a process in which the family itself remains the master of the problem, it is given the opportunity to make a decision on its own and implement it itself, if necessary, involving specialists (social workers, lawyers, police officers, psychologists). Decisions are made as a result of discussions and upon reaching a consensus. It is important that the family conference is attended by all members of the extended family who can potentially take part in raising the child, assisting him in his studies, organizing treatment and leisure, as well as people close to the family and the child. The family conference contributes to the activation of the potential of the family and the immediate social environment for the development of an independent decision about the crisis situation in the family (Karnozova, Konovalov, 2019; Maksudov, 2007; Model'noe opisanie programmy, 2017; Page, 2011).

*School-parent council* is a variant 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 has gone beyond the school, then it involves specialists of the prevention system's bodies (Juvenile Divisions, juvenile affairs commissions, educational authorities). In addition to resolving a specific conflict situation, the school-parent council and Community Circles with teachers and class parents can contribute to:

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

• joint determination of the educational strategy for the children of the class;

• the formation of a professional position of teachers and school specialists, a responsi-ble parental position, the consistency of their actions;

• the formation of traditions of peaceful residence of children, parents, teachers, administration and specialists in the school space (Konovalov, 2017; Belonogova, 2019).

*Restorative preventive program* is a program for situations that have a risk of developing (escalating) a conflict or committing an offense, in which participants take responsibility for preventing them and / or improving relations, and the principles of a restorative approach are implemented (Karnozova, Konovalov, 2019).

A restorative program facilitator is a mediator working in a restorative approach, trained to conduct various restorative programs. This is a unique competence of a specialist in the social sphere; mastering restorative practices requires special training. Therefore, training programs for mediators include live teaching of these technologies in a training mode. At the same time, teachers use various active methods of group learning, such as brainstorming, modelling and playing educational cases and community circles, discussion, analysis of real cases, methodological and personal reflection, social design, workshops, supervision and intervision (starting from the 2nd module), working in small groups and in the "aquarium", practical homework, demonstration of mediator skills, etc.

To enable the implementation of restorative programs for difficult life situations of minors and their families, specialists of the Department of Restorative Practices and Mediation for curators and mediators of TRS of municipal territories have developed (Belonogova, 2019; Belonogova, Prokopyeva, 2020):

• complex social technologies, including various restorative programs;

• organizational mechanisms of their introduction into the system of prevention of neglect and juvenile delinquency through the algorithm of interdepartmental interaction of the TRS and the Kemerovo Juvenile Division;

• documentary support (forms of applications, contracts, agreements, protocols, analysis schemes and case descriptions, etc.).

Training in the organizational aspects of complex restorative programs is carried out at monthly seminars for mediators and curators of reconciliation services in the format of thematic community circles, master classes, informational, methodological and project seminars, supervision / intervision sessions, trainings, etc.

Since the implementation of comprehensive restorative programs is possible only with interdepartmental interaction of education specialists and the bodies of the system for the prevention of neglect and juvenile delinquency, the specialists of the Kuzbass Health and Personal Development Regional Centre for Psychological, Pedagogical, Medical and Social Care developed an additional professional educational program for advanced training "Restorative practices in the system of prevention of juvenile delinquency" (72 hours) for representatives of the authorities and institutions in the prevention system (Juvenile Affairs Commission, Juvenile Division, Main Directorate of the Federal Penitentiary Service, Centers for social rehabilitation of minors, etc.), which was implemented at the expense of grants received by the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care. In addition, interdepartmental regulations and agreements were developed and approved, allowing joint implementation of restorative practice on a legitimate basis.

An analysis of the practice of mediators and curators of the SRS and TRS of Kuzbass made it possible to identify the main factors for the effective and efficient implementation of restorative programs:

1. Following the principles of a restorative approach;

2. Maintaining the position of a mediator – leading restorative programs;

3. Compliance with the principles of restorative mediation procedure;

4. Compliance with the technology and procedures of restorative work;

5. Using skills of restorative communication;

6. Knowledge of the legal basis for the activities of the reconciliation services for the implementation of restorative programs in the Russian Federation and Kuzbass.

When teaching mediators who facilitate restorative programs, in addition to the practical development of various restorative technologies, a special attention is paid to mastering the position of a restorative mediator, the principles of a restorative approach and the procedure of restorative mediation itself. For curators of reconciliation services, the emphasis is also placed on familiarity with the legal documents governing the activities of reconciliation services at the level of Russia and the region.

It is important for mediators and curators of reconciliation services to maintain the principles of a restorative approach, the position of a restorative mediator and skills of restorative communication in professional communication at various levels with representatives of the education system, institutions and bodies of the system for the prevention of child neglect and juvenile delinquency, as well as with all participants in the educational process – first of all, when promoting the idea of mediation and restorative approach in education. This is a guarantee of confidence in this innovative practice on the part of both the participants in the educational process and education authorities. Therefore, a special attention is paid to these points at all levels of training of mediators for the education system of Kuzbass.

When training curators of territorial reconciliation services in municipalities of the region at the monthly seminars of the Department of Restorative Practices and Mediation, the emphasis is also placed on the following principles of organizing and conducting restorative work in the territory:

* *The principle of voluntariness* is important in several aspects.

Firstly, in organizational and managerial terms, when creating and developing reconciliation services in the municipal territory, it involves voluntary participation of:

• educators (administration, teachers, specialists) in the work of the Reconciliation Services – both at the municipal level and at the primary level – on the basis of a specific educational organization;

• students – young restorative mediators and included in the support group of the School Reconciliation Service;

• parents of students, members of the local community, representatives of socially oriented public organizations.

Secondly, the principle of voluntariness implies the obligatory consent of both the parties themselves and the participants involved in the conflict / problem situation to participate in restorative programs. Any form of coercion is unacceptable. The parties have the right to refuse to participate and choose another option for resolving the situation both after the first meeting with the specialist of the reconciliation service, and during the restorative program.

Thirdly, this principle means that the facilitator of restorative programs himself has the right to decide whether he will work with a given case or not, and also whether he will continue the restoration work, transfer it to another facilitator, or stop.

* *The principle of confidentiality* means that personal information obtained through restorative programs is not disclosed. The restorative mediation process itself is confidential. The restorative mediator or reconciliation service ensures the confidentiality of restorative mediation and protection from disclosure of documents relating to its process. The exception is information related to a possible threat to life or the possibility of committing a crime; when this information is revealed, the mediator informs the participants that this information will be disclosed. The mediator transmits information about the results of the restorative program to the structure that referred the case to the reconciliation service. The mediator may take notes and prepare reports for discussion among mediators and facilitators of reconciliation services. Participants' names and other identifying features must be changed upon publication.

* *The principle of neutrality* means the prohibition of the specialists of the Reconciliation Service to side with one of the parties to the conflict; The service does not offer solutions, does not clarify the issue of the guilt or innocence of the party, but it is an independent mediator based on the principles of a restor-

ative approach, equally supporting the efforts of each participant in the situation in its peaceful and constructive settlement. The neutrality of the restorative mediator can be called conditional: it is important for him that the principles of the restorative approach are implemented.

* *The principle of responsibility* implies the full responsibility of all participants in restorative programs:

• parties (direct participants in the conflict / criminal situation, as well as the director of the educational organization, if the case is referred to the TRS) for active participation in resolving the conflict, independent search, adoption and implementation of the decision;

• organizers and presenters of restorative programs (mediators of the reconciliation service) – for the safety of the participants in the process of meetings, the course of the procedure, adherence to the principles of a restorative approach when considering a case, organizing and conducting restorative programs, a joint meeting.

* *The principle of targeting and relying on the community* presupposes restorative work personally with the parties involved in the conflict and representatives of the community and social environment involved in the conflict, and not with specialists-experts working with them (doctors, psychologists, lawyers).

* *The principle of awareness* implies that the facilitator of restorative programs (the mediator) is obliged to provide the parties with all the necessary information about the essence and principles of the restorative approach, the possible legal consequences of participation in the restorative program.

* *The principle of repairing the harm caused* implies that in case harm was caused to one of the parties, the participants discuss options for redressing the harm suffered by the victim; if this is a minor, then it is important to discuss his contribution to rectifying the situation, making amends for the harm as much as possible by his efforts.

* *The principle of independence* implies that the Reconciliation Service is independent in choosing the forms of activity and organizing the process of restorative practice. The facilitators of the restorative program (mediators)

do not take any side, including the side of the school administration, law enforcement agencies or other organizations, and do not work in their interests, but they rely on the principles of a restorative approach and equally support the parties and other participants in the program in their desire to constructively resolve the situation.

* *The principle of professionalism* implies that the specialists of the Reconciliation Service must have special training in restorative technologies (including mediation) during its creation and operation, as well as systematic methodological and supervisory support of the activities of restorative mediators.

* *The principle of interdepartmental interaction* in the implementation of work on the prevention of juvenile delinquency presupposes cooperation of the TRS with the prevention system authorities, courts, law enforcement agencies at the level of the municipality to introduce elements of restorative justice into the prevention of primary and repeated juvenile delinquency, in accordance with specially developed regulations.

These principles were reflected in the Instructional Letter of the Department of Education and Science of the Kemerovo Region (2017) "On the principles of introducing a restorative approach, the creation and development of reconciliation services in the Kemerovo Region" for municipal education authorities.

The organizational model of training mediators in the region includes the following options for the implementation of educational programs:

1) on the basis of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care or its branches in the municipal territories of the region by the teachers of the Centre – mediation trainers;

2) on the basis of Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care or its branches inviting presenters from the Judicial and Legal Reform Interregional Public Centre (Moscow);

3) on the basis of a specific educational organization at the request of its head;

4) in municipal territories upon application and with the assistance of municipal educational authorities with the invitation of the Centre's teachers – mediation trainers.

In the latter version, taking into account the principles of awareness and voluntariness outlined above, the organization of training is carried out according to the following scheme:

1. The municipal education management body organizes a one-day training seminar for directors of educational organizations "A restorative approach to resolving conflicts in an educational organization" (8 hours) inviting presenters from the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care, where the principles of the restorative approach, the idea and meaning of creating school reconciliation services is presented in an interactive form. About half of the directors actively respond to these ideas and decide to introduce this innovation in their organization.

2. The municipal education management body organizes refresher courses inviting presenters from the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care for 1 module or 1 and 2 modules at once for teachers and specialists of those educational organizations whose heads have decided to introduce SRS and sent their employees for training.

3. Municipal education authorities send specialists from their territory to the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care for regional courses or seminars on organizing TRS activities.

4. Municipal education authorities and the administration of educational organizations, where SRSs were established, assist mediators and curators of reconciliation services in participating in monthly seminars on the basis of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care, sending them to Kemerovo.

Analysis of the activities of territorial reconciliation services to resolve complex multi-level conflicts in the escalation stage in an educational organization (2019) showed that often such conflicts begin with ordinary situations in the work of a teacher (class teacher,

subject teacher) related to the implementation of the educational process: failure of students to complete educational assignments, violation of the rules of conduct and discipline in the lesson or during the break, causing harm to other children, teachers, school property. Teachers are not always able to understand the lay of the land in such situations in time and competently react in such a way as to peacefully and constructively resolve the situation. Also, teachers (both young and experienced) get lost when they hear insults and obscenities addressed to them, are helpless in front of school bullying, other manifestations of cruelty by children and adolescents. And then the question is not for mediators, but for the competence of the teachers themselves.

Therefore, the specialists of the Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care have developed and implemented additional professional educational programs for advanced training for teachers, specialists and heads of educational organizations, allowing them to fill competence deficits and creating a personnel reserve for the development of SRS:

• "Restorative practices in the work of a school principal" (72 hours) – for representa-

tives of the administration of educational organizations (2019);

• "A restorative approach to discipline management in the system of offense prevention at school" (72 hours) – for teachers and specialists of educational organizations (2019);

• "Prevention of destructive behaviour: restorative practices in the work of a teacher" (72 hours, a cyclical distance course with online seminars in each of the 6 sections, developed with the participation of leading Russian specialists in restorative practices in education as teachers, based on their author's programs and materials) for teachers, specialists and administration of educational organizations (2020).

For the current period, thanks to the regional system for the training of mediators in the education system of Kuzbass, more than 100 SRSs have been created (Table 1) in educational organizations (schools, gymnasiums, lyceums, boarding schools, kindergarten) that carry out restorative programs, and 15 SRSs in municipal territories on the base of the following organizations in the education system (Table 2): The Kuzbass Regional Centre for Psychological and Educational, Medical and Social Care and its branches in 4 municipal territories; Information and methodological centres of the

Table 1. School reconciliation services of Kuzbass (2019)

| SRS performance parameters and indicators | Values for 2019 | |
|---|---|---|
| | *All SRS* | *Acting SRS* (hold from 4 programs per year) |
| Number of all reconciliation services | 101 | 51 |
| Number of adult mediators | 202 | 114 |
| Number of young school mediators | 167 | 108 |
| Number of requests received by the service | 525 | 414 |
| Number of completed restorative programs, including: | 515 | 427 |
| *Restorative mediation or reconciliation programs* | *397* | *331* |
| *School conferences* | *5* | *3* |
| *Conflict Community Circles* | *32* | *26* |
| *Restorative preventive programs* | *67* | *57* |
| *Others* | *14* | *10* |
| *The total number of participants in recovery programs, including:* | 2044 | 1619 |
| *Adults (parents / legal representatives, teachers)* | *806* | *592* |
| *Children / adolescents* | *1238* | *1027* |

Table 2. Territorial reconciliation services of Kuzbass (2019)

| Parameters and indicators | *Values* |
|---|---|
| Number of territorial reconciliation services | **15** |
| Number of leading restorative programs (mediators) in reconciliation services | **43** |
| Held restorative programs in 2019 | **11** |
| Total number of applications received | **72** |
| Total number of completed restorative programs, which including cases by category, namely: | **65** |
| *Juvenile crime* | 2 |
| *Socially dangerous acts of those who have not reached criminal responsibility by age* | 1 |
| *Family conflicts and difficult situations* | 36 |
| *Conflicts and problem situations in educational organizations* | 26 |
| **Types of ongoing restorative programs by the number of successfully completed:** | |
| *Restorative mediation* | *48* |
| *Shuttle mediation* | *3* |
| *Community circles* | *9* |
| *Preventive circles* | *1* |
| *School Conference / School-Parent Council* | *1* |
| *Family conference* | *3* |
| Total number of participants in completed restorative programs | **289** |

municipal territory; Municipal Territory Department of Education; Resource centres for the development of education and institutions of additional education of the municipal territory.

The annual monitoring of the activities of the reconciliation services in the education system of Kuzbass, including a quantitative and qualitative analysis of the restorative programs carried out, shows, in general, a fairly high level of training of mediators in the region and their mastery of the technologies for conducting the main types of restorative programs in various categories of cases, including complex school, family and criminal situations.

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# Региональная модель подготовки медиаторов для системы образования Кузбасса

## Е.В. Белоногова[а], И.А. Свиридова[б]

*[а]Отдел медиации и восстановительных практик
Государственной организации образования
«Кузбасский региональный центр психолого-педагогической,
медицинской и социальной помощи «Здоровье и развитие личности»
Российская Федерация, Кемерово
[б]Государственная организация образования
«Кузбасский региональный центр психолого-педагогической,
медицинской и социальной помощи «Здоровье и развитие личности»
Российская Федерация, Кемерово*

**Аннотация.** В статье представлен опыт Кемеровской области по созданию региональной системы подготовки медиаторов на базе Кузбасского центра психолого-педагогической, медицинской и социальной помощи «Здоровье и развитие личности». Авторы раскрывают исторические и основные концептуальные, методологические и технологические аспекты развития региональной модели подготовки медиаторов для системы образования Кузбасса. Концептуально-методологической основой подготовки медиаторов в регионе является восстановительный подход и трансдисциплинарная парадигма восстановительного правосудия. Система подготовки медиаторов включает в себя: обучение восстановительным технологиям по дополнительным профессиональным образовательным программам курсов повышения квалификации; ежемесячные методологические семинары для медиаторов и кураторов служб примирения в регионе, супервизию и интервизию для ведущих восстановительных программ; учебные программы для волонтеров-медиаторов школьных служб примирения. Авторы выделяют основные факторы риска и условия для эффективной работы медиаторов по сложным школьным, семейным и криминальным ситуациям, а также возможность учета данных рисков при обучении медиаторов и кураторов служб примирения. Для эффективной подготовки медиатора – ведущего восстановительных программ важно сосредоточиться на освоении: принципов восстановительного подхода и процедуры восстановительной медиации, позиции восстановительного медиатора, технологий проведения восстановительных программ (восстановительная медиация, круги сообщества. семейная

конференция, школьная конференция, школьно-родительский совет, профилактические восстановительные программы), навыков восстановительной коммуникации, нормативно-правовых основ организации служб примирения в России. Данные мониторинга деятельности служб примирения в системе образования Кузбасса по реализации восстановительных программ показывают хороший уровень подготовки восстановительных медиаторов.

**Ключевые слова:** восстановительные программы, службы примирения, ведущий восстановительных программ, принципы восстановительного подхода, восстановительная медиация, круги сообщества, семейные конференции, школьно-родительский совет, восстановительные практики, дополнительная профессиональная образовательная программа.

Научная специальность: 22.00.00 – социологические науки.

# Experience in Implementing a Practice-Oriented Programme for Retraining Mediators for Education and the Social Sphere

**Vera V. Korshunova\* and Elena A. Birkun**
*Siberian Federal University*
*Krasnoyarsk, Russian Federation*

**Abstract.** The relevance of the present study is confirmed by an order for retraining specialists for education and the social sphere who can act as mediators and form a culture of peaceful conflict resolution in a multicultural environment. The article analyses and highlights employers' demands for the mediation competence formation among the participants of the educational space of the Krasnoyarsk Krai.

In this context, the authors disclose practical aspects of the mediation competence formation in the process of professional training of future mediators and specialists of school mediation services at the federal university.

Based on the analysis of specific features of mediators professional activity, the results of a survey of specialists in the social sphere, as well as experience of training students majoring in pedagogy at the federal university, a model of a practice-oriented programme for retraining mediators for education and the social sphere of the Krasnoyarsk Krai has been proposed. The programme is implemented on the basis of the Centre for Mediation in Education of the School of Education, Psychology and Sociology of Siberian Federal University, in the networking between educational organisations and professional communities. The retraining programme considers the needs of the multinational Siberian society and is aimed at solving regional problems in education and the social sphere.

The retraining programme is based on the principles of continuity, professional activity supervision, eventfulness of the educational process, professional activity tests, as well as continuity of the results of formal and non-formal education.

Future mediators training within the framework of the retraining programme "Mediation. The Psychology of Conflict Management" is carried out according to a modular curriculum, in which the proportion of practical classes is increased, students' scientific and research activities on the issues of productive communication in a mediation procedure are organised, and professional tests are carried out within the framework of placement practice.

To form the applied aspects of the professional competence of future mediators and specialists of school mediation services, representatives of network partners take part in the educational process.

\* Corresponding author E-mail address: wera7@mail.ru
  ORCID: 0000–0002–2042–2417 (Korshunova)

The applied aspects of training future mediators and specialists of school mediation services among teachers help to effectively solve professional tasks of organising a conflict-free educational space and contribute to the formation of the culture of productive communication and conflict resolution.

The mediation competence formation among the educational process participants was carried out using methods of measuring communicative, information and analytical, organisational and managerial, as well as emotional competences.

The study was conducted with the use of Google services in the period of 2019-2020. In total, 333 people took part in the study, including 238 practicing specialists of school mediation services (control group), and 95 master's students of the School of Education, Psychology and Sociology of Siberian Federal University in Krasnoyarsk and students of the professional retraining programme "Mediation. The Psychology of Conflict Management" (experimental group).

**Keywords:** mediation, competence, mediation competence, professional development of a mediator, retraining, conflict resolution, reflection, applied aspect, practice-oriented programme.

**Introduction**

Socio-cultural changes in modern society are focused on the formation of skills for productive interaction and the ability to live in a multinational society. At the same time, there is a process of weakening the position of the institution of family in society, which significantly hinders successful socialisation of children.

In this regard, functions of socialisation and adaptation of children to the conditions of a changing world, as well as acquisition of experience of behaviour in conflict situations and formation of the ability to prevent, peacefully resolve and predict the consequences of a conflict are transferred to educational organisations. This is enshrined in the Federal State Educational Standard in terms of the requirements for the personal development results of students as a component of the communicative competence for conflict resolution.

The Krasnoyarsk Krai school students are characterised by national and religious differences, a variety of social statuses, upbringing and cultural traditions, as well as specific features of personal self-identification. These differences are sources of conflicts. Educational organisations have adopted rules for teachers' response to students' conflicts with each other, with teachers and staff, as well as with parents. Administrative actions are still the most common way to resolve conflicts, but these actions do not always resolve, but sometimes aggravate the situation. There is a real need for professional mediators who know the technologies for peaceful resolution of social, interethnic, intercultural, and interpersonal conflicts.

Any educational organisation is a potentially conflict environment. Mediators in education and the social sphere are not only organisers of the procedures for resolving conflicts,

they are meant to contribute to the creation of a conflict-free educational environment, to take part in the processes of personal development and fostering a culture of constructive behaviour of the educational process subjects in a conflict situation.

To take professional actions, a mediator needs to have pedagogical skills and a number of key competencies, which include organisational, communicative, conflictological, multicultural, mediation, etc.

In this regard, mediation services, which mission is to prevent conflicts and the optimal use of methods for resolving them, have begun to be created in Russian schools (Order No. 1618-p. of August 8, 2014, 2014).

The use of mediation technologies in working with minors in the Krasnoyarsk Krai is one of the priority directions in the development of the early crime prevention system. The leading target is the attitude towards mediation as a constructive way of resolving conflicts in the interests of children and their families.

Since 2010, mediation services in the general education system of the Krasnoyarsk Krai have been organised in the format of pilot projects of educational organisations, including internship venues. Such projects are being implemented on the basis of Gymnasia No. 7 in Krasnoyarsk, the Centre for Upbringing and Civic Education of the Krasnoyarsk Regional Institute for Advanced Training of Teaching Staff, as well as on the basis of MBGEI "Secondary School No. 95" of closed town Zheleznogorsk. School mediation services are created with the cooperation of socially oriented non-for-profit organisations. In 2018, the educational institutions of the Krai started the process of forming school mediation services as an alternative to administrative methods of preventing delinquent behaviour of adolescents and constructively resolving conflicts in the interests of children and their families. Conditions for improvement of the social and communicative competences of the educational relations' participants, implementation of a mediated approach and the use of conscious positive communication skills to prevent and effectively resolve disputes and conflicts, are

being created in the educational organisations of the Krai.

As at the beginning of 2020, School Mediation Services were created in 116 educational organisations of Krasnoyarsk, but monitoring data indicate that there is an acute shortage of qualified specialists who can competently use mediation procedures in education and the social sphere.

The real situation with forecasting the demand for mediators for the education system and the social sphere in the labour market is even more complicated.

This is primarily connected to the fact that teaching staff do not completely understand the importance of using mediation technologies and do not strive to master the skills of productive interaction and conflict-free communication, mentioning heavy workload and lack of financial incentives. School psychologists, who are entrusted with organising the activities of mediation service are left alone with numerous serious problems of students, while they do not have sufficient tools for productive work and do not know mediation technologies in education and the social sphere.

Thus, according to the results of monitoring the activities of mediation services[1] operating in educational institutions of the municipality, in the first half of 2020 the number of mediators in the education system and the social sphere is 270 people, but only 161 of them systematically carry out mediation procedures, and 109 carry out other activities (educational work and psychological consulting).

Based on the analysis of data from monitoring the activities of school mediation services, it can be noted that 10% of specialists do not have mediation competence and, therefore, they do not have an opportunity to use mediation procedures in education and the social sphere effectively.

Based on the forecast of the victimological tension of the modern society, the Krasnoyarsk Krai is in one of the zones of maximum vulnerability, located at the intersection of migration flows. The Krasnoyarsk Krai is distinguished by its specific features determined

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[1] Interregional Public Centre "Judicial and Legal Reform". Available at: http://sprc.ru (accessed: August, 7, 2020).

by the uniqueness of natural and geographical conditions, differences in culture, way of life and behaviour of its multinational population. The modern sociocultural situation in the Krasnoyarsk Krai is characterised by specific political, economic, socio-cultural and technological trends (Andronnikova, Radzikhovskaya, 2020). Krasnoyarsk is a large, intensively developing economic, educational, and cultural centre, a space of post-industrial development, as well as a place for attracting young people. As one of its strategic directions, the regional education system provides for the renewal of the content of higher professional education and retraining programmes to ensure the formation of the mediation competence of pedagogical and managerial staff to create and ensure a conflict-free educational environment.

**Statement of the problem**

Issues of interethnic and interpersonal relations, the practice of cultures interaction, awareness of oneself as a subject of culture through the unity of ideas and knowledge about the originality of different cultures are relevant for the educational environment of the Krasnoyarsk Krai.

The issue of the need to retrain teaching staff for the regional education system as mediators who are ready for constructive conflicts resolution and pronounced abilities to perceive and comprehend the phenomena of a multicultural society in education and the social sphere becomes quite acute.

An important priority in training mediators for education and the social sphere is to focus on the formation of multicultural and mediation competencies of future specialists, capable of developing interethnic and intercultural contacts during the implementation of educational events.

It is possible to distinguish general principles in the field of training specialists for school mediation services, which are focused on the study of theoretical aspects, rules, and principles of mediation. It is worth noting the importance of the applied aspect of training mediators for the social sphere, their professional orientation to the development of alternative technologies for disputes resolution,

understanding the role of a mediator in negotiations. In this regard, mastering a new type of professional activity of a future mediator and a specialist of school mediation services supposes formation of the mediation competence in the field of productive communication when considering legal issues and applying the psychology of conflict management in education.

When implementing the applied aspects of training mediators for education and the social sphere, the authors of the present article were guided by the model of mediation competence by V.V. Boyko, in which communicative, information and analytical, organisational and managerial, as well as emotional competencies are emphasised.

Mastering a new type of professional activity of a mediator for education and the social sphere supposes the formation of all the aforementioned components of the mediation competence. This gives a future mediator an opportunity to apply technologies of alternative dispute resolution, prepares for a value-based understanding of the causes of conflict, and forms a willingness to act as a mediator in negotiations in education and the social sphere.

There is a contradiction between conflictogenity of the educational environment of a multicultural region and the need for qualified mediators in education and the social sphere, whose professional training is implemented with the use of applied aspects in the mediation competence formation.

The mediation competence formation among specialists is a complex systemic process. Its success depends on understanding the process and the possibility of carrying out professional tests for practicing specific mediation techniques in education and the social sphere, which comprise the system of the professional activity a mediator. Several components: regulatory, communication, organisational, didactic, reflective, creative, and managerial can be distinguished in this system.

It is possible to solve the above contradiction through the implementation of the educational process on the basis of a practice-oriented programme for retraining mediators for education and the social sphere of the Centre for Mediation in Education of the School of

Education, Psychology and Sociology of Siberian Federal University, in the networking cooperation between educational organisations and professional communities to form the professional competence of future mediators and specialists of mediation services. The retraining programme considers the needs of the multinational Siberian society and is aimed at solving regional problems in education and the social sphere (Smolyaninova, Korshunova, 2019).

**Theoretical framework**

The authors highlight person-oriented, activity-based and systemic approaches as the methodological basis of the practice-oriented system of retraining mediators.

T.A. Dmitrenko (Dmitrenko, Obraztsov, 2002) and P.I. Obraztsov (Obraztsov et al., 2004) state that practice-oriented training involves the use of professionally-oriented learning technologies and techniques for modelling fragments of future professional activity based on the use of the opportunities of contextual (professionally directed) study of core and non-core disciplines.

F.V. Sharipov (Sharipov, 2012) draws attention to the fact that the priority goal of practice-oriented training is to develop students' abilities and readiness for practical work, skills necessary in various areas of professional activity, and to achieve understanding of why these skills have been formed, and where and how they are used in real practice.

V.V. Kraevsky interprets professional retraining through acquisition of professional knowledge, abilities and skills. He emphasises that the complex of the acquired knowledge and specific skills is not always enough to perform professional functions in education and the social sphere. Consequently, acquisition of certain knowledge, abilities and skills is a necessary, but not the only condition for high-quality students training. The main thing in determining quality is the orientation of vocational training to specific practical activities (Berezhnova, Kraevsky, 2007).

In the study by V.D. Shadrikov (Shadrikov, 2004), a practice-oriented approach to training is interpreted as a system that improves the quality of professional training of future specialists through the application of the practical component of the educational process. This means that any knowledge that is significant for a specialist is mastered through practical activity.

O.P. Shabanova (Shabanova, Shabanova, 2015) believes that the level of qualification training of a future specialist should be determined by the joint work of an educational institution and a potential employer. The lack of employers' representatives supervising the practical part of training, as well as weak practical base and their conditional nature do not allow graduates to carry out professional activities in a quality manner.

The faculty of the School of Education, Psychology and Sociology activate the applied aspect of the retraining process for future specialists. The authors of the present article support the point of view of V.A. Guruzhapov and A.A. Margosis, who believe that a practice-oriented approach contributes to the harmonisation of educational relations and bringing the training outcome in line with the requirements of the modern society. The quality of training specialists for education and the social sphere depends on the flexibility of the educational process regarding the inclusion of organisations, such as network partners, practitioners, and academic community representatives in its implementation (Guruzhapov, Margolis, 2014).

The article attempts to describe the experience of Siberian Federal University in the implementation of the applied aspects of the mediation competence formation in the process of professional retraining of mediators for education and the social sphere. The experience of applying a practice-oriented approach in the process of retraining future mediators is analysed in accordance with the competence requirements of the professional standard "Specialist in The Field of Mediation (Mediator)"[2].

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[2] Order of the Ministry of Labour and Social Protection of the Russian Federation of December 15, 2014 No. 1041н "On Approval of The Professional Standard 'Specialist in The Field of Mediation (Mediator)'". Available at: https://pro.isoedu.ru/upload/STANDARTI/07/07.001.pdf (accessed 7 August 2020).

**Methods**

Questionnaires and interviews of the educational process participants, the automated communicative competence testing by L. Michelson (modified by Yu.Z. Gil'bukh), the communicative tolerance questionnaire (V.V. Boyko), the authors' questionnaire for measuring information and analytical competence, the methodology by N. Hall "Evaluation of Emotional Intelligence", and the test "Communicative and Organisational Skills" (COS) have been used as research methods. A qualitative assessment of the educational process content at the university and determination of the level of the mediation competence formation among future specialists were organised with the financial support of the Russian Foundation for Basic Research within the framework of the implementation of the scientific project No. 18-013-00528 "The Study of Mediation Practices in the Field of Education for Harmonisation of Interethnic Relations in A Multicultural Environment".

Two groups were involved in the study to identify the level of the mediation competence formation: practicing specialists of school mediation services (238 people – a control group) and master's students of the School of Education, Psychology and Sociology of Siberian Federal University in Krasnoyarsk and students of the professional retraining programme "Mediation. The Psychology of Conflict Management" (95 people – experimental group). The diagnostics was carried out in electronic format with the use of the materials of the "Communicative Competence" methodology (L. Michelson's testing, modified by Yu.Z. Gil'bukh), the communicative tolerance questionnaire (V.V. Boyko), diagnostics of the motivation for learning and emotional attitude to learning in secondary and high school (Ch. D. Spielberger's questionnaire), "Memory Activation Through the Revival of Emotions" (method by S.A. Garibyan), the method by N. Hall "Evaluation of Emotional Intelligence", and "Communicative and Organisational Skills" (COS) test.

According to the results of primary diagnostics, both groups demonstrated a high degree of the communicative tolerance forma-
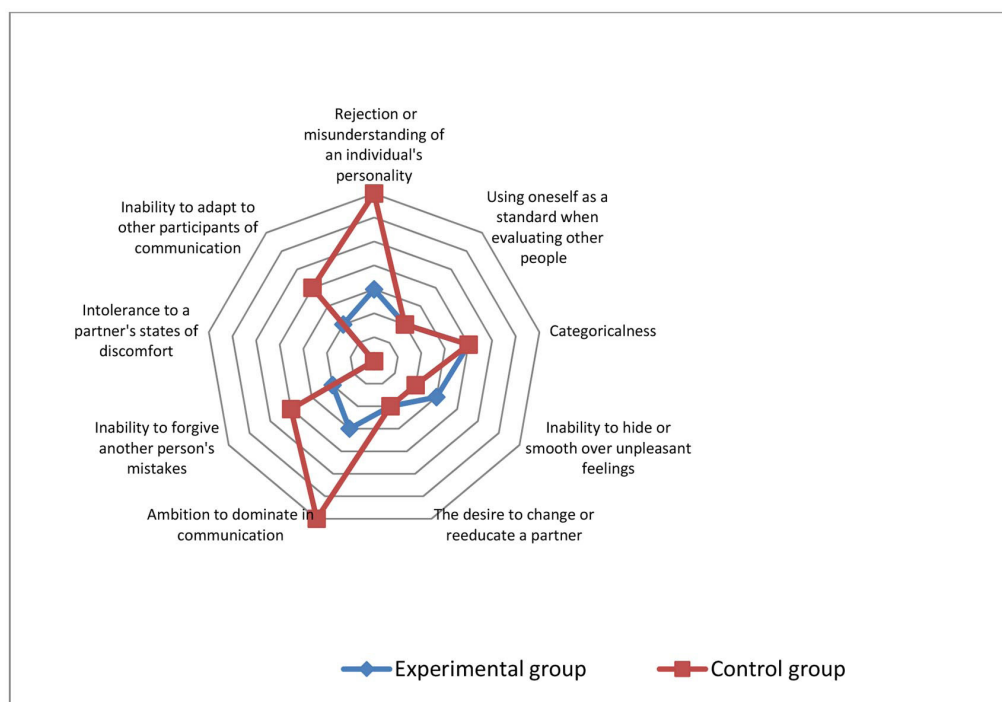


Fig. 1. Results of diagnostics of the communicative tolerance formation

tion. Experimental group – 21 points; control group – 32 points (Fig. 1).

Analysing the results obtained, it can be concluded that the experimental group indicators are below the average value (7.5 points out of 15) for each block, this indicates of a high level of communicative tolerance.

The control group has the maximum number of points – 7 for the first and the sixth blocks of communication skills.

For both groups, block 8 "Intolerance to a partner of communication's states of discomfort (illness, fatigue, lack of mood) "You are not tolerant of a physical or mental discomfort of another person" is equal to 0, which means that the students of both groups are sympathetic to the state of health of another person.

At the same time, rather high indicators of the communicative competence formation have been obtained.

To determine the level of the information and analytical competence, an assessment of motivation for training and emotional attitude to training has been carried out (Ch. D. Spielberger's questionnaire in the interpretation of A.M. Prikhozhan).

Diagnostic analysis has shown the following results:

The experimental group participants scored 35 points in total on the scale of cognitive activity, 25 points on the achievement motivation, 20 points on the anxiety scale, and 11 points on the anger scale. According to the formula for calculating cognitive activity, the total score is 29, which indicates that in experimental group the 2nd the level of cognitive activity is productive motivation, a positive attitude towards training and compliance with social standards.

Figure 2 shows the distribution of the experimental group scales' indicators as a percentage of the elements of information and analytical competence based on the Ch. D. Spielberger's questionnaire in the interpretation of A.M. Prikhozhan.

In the control group on the scale of cognitive activity the total score was 30 points, 31 points on the achievement motivation, 17 points on the anxiety scale, and 15 points on the anger scale. According to the formula for calculating cognitive activity, the total score is 29, which indicates that the respondents in the control group also have the 2nd level of cognitive activity – productive motivation, a positive attitude towards training and compliance with social standards.

Figure 3 demonstrates the results of diagnostics of information and analytical competence of the control group by scales (%) based on Ch. D. Spielberger's questionnaire in the interpretation of A.M. Prikhozhan as a percentage.

The diagnostic data show that the information and analytical competence is sufficiently developed among the respondents of both groups. There are differences only within the
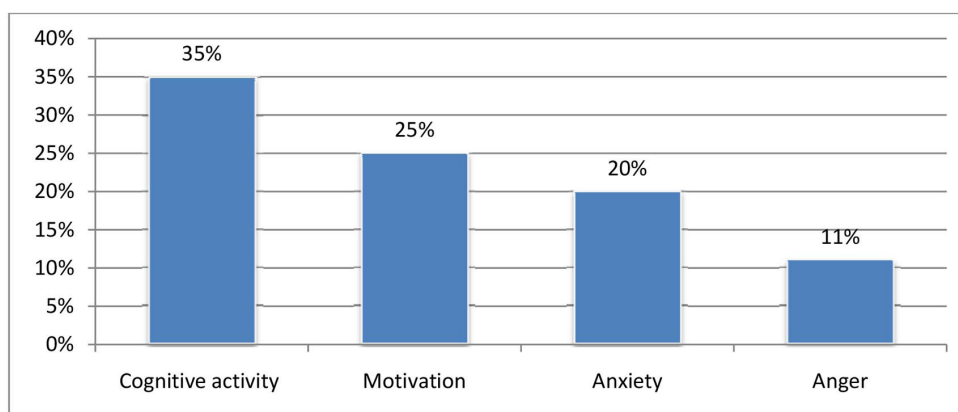


Fig. 2. Results of diagnostics of the information and analytical competence of the experimental group by scales (%) based on Ch.D. Spielberger's questionnaire in the interpretation of A.M. Prikhozhan
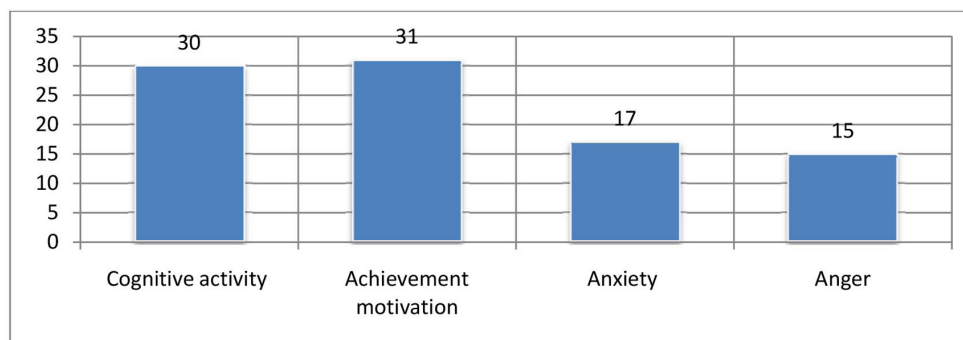
Fig. 3. Results of diagnostics of information and analytical competence of the control group
by scales (%) based on Ch.D. Spielberger's questionnaire in the interpretation of A.M. Prikhozhan

scales, and they should be considered when developing a new retraining programme.

The adapted methodology "Memory Activation Through the Revival of Emotions" (adapted method by S.A. Garibyan) was used when diagnosing the mnemonic competence.

The respondents were offered to listen to the words, and then write them down from memory. Qualitative analysis has demonstrated that words with subjective meaning (special emotiogenicity for the respondents) are remembered better. For instance: love, meeting, end-of-term exams, scholarship, etc.

The method by S.A. Garibyan is based on the associative method and the use of emotions. It is necessary to note that 64% of the respondents in the control group reproduced 59.7% of the words and that the words with special emotiogenicity for the respondents are remembered better.

Interpretation of the experimental group results has shown that 10% of the respondents reproduced 83% of the phrases proposed. The rest of the respondents (90%) demonstrated results ranging from 9% to 47%.

Diagnostics of the emotional competence according to N. Hall's method gives an opportunity to assess emotional intelligence, reveal the ability to understand a person's relationships represented in emotions and manage the emotional sphere based on decision-making. The data for both groups are shown in Fig. 4.
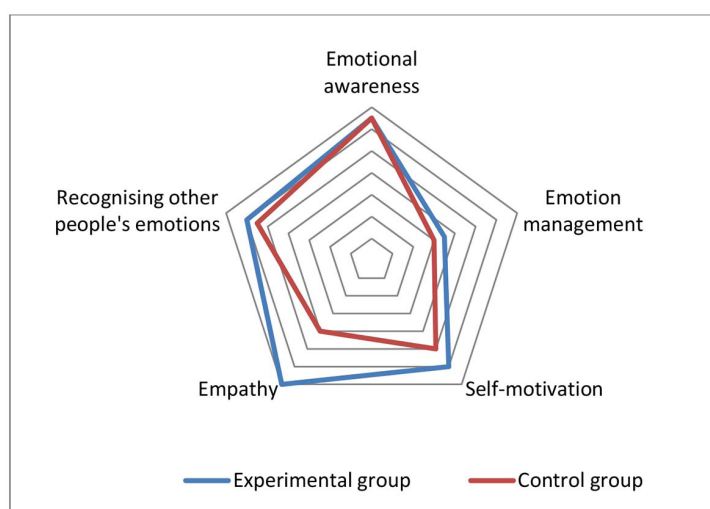


Fig. 4. The results of the emotional competence diagnostics according to the method by N. Hall

Hence it is possible to conclude that in both groups "Emotional awareness" is developed at the same average level; it is necessary to pay attention to the scale "Emotion management" since it is formed at a low level in both groups; the "Empathy" scale in the experimental group is formed at a high level – 14 points, other scales are formed in both groups, also at the average level, their value varies from 10 to 12 points.

Diagnostics of the organisational and managerial competence was carried out with the use of the COS test (Method for The Study of Communicative and Organisational Skills). This method gives an opportunity to identify the level of organisational and communicative skills formation among the respondents.

According to the analysis of the COS test data from the experimental group the obtained result of 0.65 indicates of the 3$^{rd}$ average level of communicative skills formation. The result of organisational skills diagnostics of 0.7 also shows the average level of these skills manifestation.

The control group results on the communicative skills formation is 0.3, which refers to the 1$^{st}$ (low) level of communicative skills. The indicator of organisational skills of 0.55 also detects the 1$^{st}$ (low) level of the skills.

The data for both groups are shown in Fig. 5.

Based on the main results of the mediation competence formation among specialists for education and the social field in the process of professional retraining, it can be concluded that no significant differences in the competencies formation in the experimental and control groups have been found.

Analysing all the data on the formation of competencies that are included in the mediation competence, it can be concluded that it is necessary to form the mnemonic competence for the experimental group respondents. Other competencies are developed at an average level for each of the diagnostic scales, which allows them to carry out mediation procedures. Based on the data of a comparative analysis regarding cognitive activity formation in both groups, it can be concluded that productive motivation, a positive attitude towards training, and compliance with the social standard correspond to the average level. It is necessary to take it into
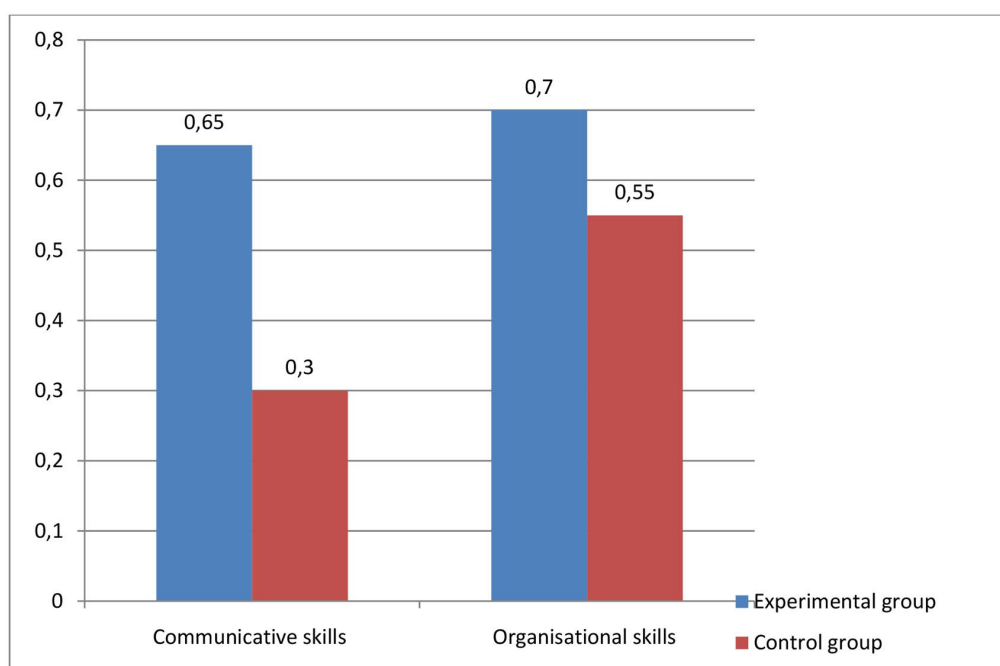


Fig. 5. Results of the organisational and managerial competence diagnostics based on the COS test

account and elaborate it as part of supervision with the participation of a practicing mediator. Diagnostic data indicate that information and analytical competence is equally formed among the respondents of the control and experimental groups, which is quite expected for the age category of the retraining programme students.

The analysis of the specific features of the formation of individual components of the mediation competence among specialists for education and the social sphere gives an opportunity to draw the following conclusions.

Firstly, in the process of the retraining programme implementation, special attention should be paid to the formation of the emotional competence and the information and analytical competence, as important components of mediation competence.

Secondly, to form the information and analytical competence of future mediators for education and the social sphere, the fulfilment of reflective tasks based on the results of the distributed practice should be provided in the curriculum. The participation of an employer's representative as a supervisor in the process of performing and defending reflective tasks will contribute to the development of professional skills to retain important facts in the mediation procedure.

Thirdly, the implementation of a practice-oriented approach in the process of retraining mediators for education and the social sphere will give an opportunity to form the ability and readiness to perform the professional functions of a mediator, taking into account understanding of the specific features of conflicts in education and the social sphere during the training process. Thus, organising the process of the emotional competence formation among future mediators for education and the social sphere in the process of retraining according to the programme "Mediation. The Psychology of Conflict Management", we contribute to their professional development and adaptation to the mediation procedure in the context of the implementation of quasi-professional activities with the participation of employers as supervisors and experts.

**Discussion**

The practice-oriented approach in its basic meanings and focus reflects the main processes of education modernisation, which are based on training of professionally competent graduates; as for future mediators in the field of education (Smolyaninova, 2019) they should be able to quickly adapt to the conditions of specific practical activities, be professionally mobile and perceive a wide range of various professional information. Only a practicing specialist can fully manifest mediation competence, but it is formed during the period of study on the retraining programme at the university.

To describe the signs of the competence manifestation, the taxonomy of target results of education – to know, to be able, to own – is used. To choose the content of training, structuring of each competence is used as components of mediated competence according to V.V. Boyko, that is, levels of knowledge, abilities, and possession are distinguished in each competence.

Thus, representatives of network partners and employers become full-fledged participants of the educational process, are actively involved in the master's programme implementation, and act as experts and supervisors. Professional training of future mediators is distinguished by an increase in practical classes and workshops, distributed, continuous practice on the basis of school mediation services is being implemented, supervision by practicing mediators and representatives of employers in the region is carried out on a regular basis.

Feedbacks of network partners in the process of professional tests reflection allows to form an idea of the results of professional activity and academic performance of the retraining programme students, which gives an employer an opportunity to regularly monitor the quality of future mediators training and observe the process of their professional development.

Such principles as continuity, eventfulness, network interaction, supervision of professional action tests, and continuity of the results of formal and non-formal education were selected and implemented in the process of training future mediators for education and the social sphere as the leading pedagogical principles.

The principle of continuity is implemented in the sequential development and application of mediation practices in the process of studying various disciplines, when preparing final qualification work and during pedagogical practices.

Professional activity supervision provides for a detailed analysis of specific conflict situations and probable solutions, professional cases from practicing mediators and employers' representatives. Individual and collective supervision helps to critically assess possible actions of a specialist and consequences of different ways of resolving conflicts in education and the social sphere.

The principle of eventfulness ensures professional activity of a mediator in specific life situations. Components of productive training of the professional development of a mediator include consideration of the causes of each conflict, finding all the participants and parties of the conflict, thinking over and discussing the possible ways to resolve the conflict and consequences of the conflict with colleagues.

Participation of network partners and practicing mediators in conducting interactive classes, watching and discussing videos of mediation meetings and attending practicing specialists' consultations are presented as professional tests of future mediators.

Along with studying at the university, many students of the retraining programme independently master additional courses and workshops, both contact and distance ones. The workshops allow to study important features of the mediation procedure and develop professional skills in conducting mediation procedures with practicing mediators. Using the results of non-formal education in the content of the retraining programme for mediators contributes to expanding the range of components of their practical and professional activity as mediators.

**Experience of implementing practices
and educational events in the context of network
interaction of educational organisations
and professional communities**

Professional retraining of mediators involves organisation of training with the use of innovative practice-oriented technologies.

An important component for the regional education system development and training of specialists for school mediation services is implementation of the practice-oriented retraining programme "Mediation. The Psychology of Conflict Management", which provides for networking with civil society institutions and educational institutions of the Krasnoyarsk Krai, on the basis of the federal university.

The retraining programme is focused on strengthening practical training of future mediators in accordance with international and professional standards, increasing the share of practices implemented in network interaction with partners on the basis of school mediation services. It is necessary to note the possibility of building individual educational routes, implementation of practices with the participation of network partners, and assessment of educational results based on the e-portfolio technology as advantages of the retraining programme.

The content and organisational and pedagogical conditions of the professional retraining of future mediators in accordance with international and professional standards is a motivational basis for increasing school mediation services efficiency. Despite the extensive description of the challenges of organising mediators training for education and the social sphere in theoretical and applied research, it remains understudied. Thus, the study of the process of the mediation competence formation among school mediation services specialists is determined by the need to introduce applied aspects of psychological and pedagogical methods of personal and professional development of future mediators into educational practice.

When considering the basic principles and various approaches in mediation, a discussion with the obligatory use of examples from real school life is held with the retraining programme students.

The method of principled negotiations (by R. Fisher and W. Ury) and the concept of mediation (by Lincoln) are studied in the business game format.

Mastering models of process-oriented mediation (understanding and agreement) and

result-oriented mediation (agreement and contract) takes place with the preparation and subsequent discussion of cases.

The issues of using mediation in the field of management deserve special attention. Personal experience of training and professional activity in teaching teams allows students to reasonably express their point of view and offer an optimal solution to conflict situations associated with managerial decisions. Issues of corporate culture are emotionally discussed in teaching teams, where interpersonal conflicts arise.

Intrapersonal conflicts are of particular importance of all pedagogical challenges in the field of education. To be able to recognise students' tension, to find the conditions for a conflict occurrence, to choose adequate ways to resolve a person's internal contradictions is an important quality of a teacher-mediator.

The study of stress, causes of its occurrence, signs of stress tension and ways to relieve stress is carried out with the active use of special techniques and exercises.

In the process of studying the theory and practice of mediation, the retraining programme students are offered to write an essay – an independent reflection on the topic "Causes of Conflict." Active practical mastering of the basic methods of conflicts settlement and resolution, the choice and use of mediation practices in the classroom gives the programme students an opportunity to test and evaluate the effectiveness of each technique necessary for their future professional activity.

## Conclusion

Professional retraining of mediators includes general education courses and a professional component. At the same time, the main methods of the practice-oriented training are:

project-based learning technology ("the one hour project", long-term project, interdisciplinary project, project integrated into another area of training, working on several projects, and international project); participation in professional competitions; interdisciplinary interaction; participation of employers in the educational process; annual update of professional cases based on real practice. In this way, implementation of the practice-oriented approach contributes to the improvement of the existing educational programmes and technologies for retraining mediators with a qualitatively new level of mediation competence, ready for professional activity in modern conditions.

Implementation of a practice-oriented approach for the formation of the professional competence of mediators contributes to the improvement of the quality of work of school mediation services and, as a result, ensures creation of a conflict-free regional educational environment. It seems promising to consider the possibility of creating an Internet community of professional mediators to exchange experience, inclusion of network partners in the process of training specialists-mediators, distant participation of practicing mediators and employer representatives as supervisors in the process of resolving complex conflict situations.

It should be noted that it is necessary to update the competencies of the Federal State Educational Standard of Higher Education 3+ for pedagogical areas in terms of the mediation competence formation. Organisation of the communicative activity of the pedagogical communication participants is of particular interest, since under the influence of the educational environment conflictogenity, the greatest changes affect precisely this aspect of teachers' professional activity.

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# Опыт реализации практико-ориентированной программы переподготовки медиаторов для образования и социальной сферы

**В.В. Коршунова, Е.А. Биркун**
*Сибирский федеральный университет*
*Российская Федерация, Красноярск*

**Аннотация.** Актуальность данного исследования подтверждена заказом на переподготовку специалистов для образования и социальной сферы, способных выступать в качестве посредника и формировать культуру мирного разрешения конфликтов в поликультурной среде. В статье проведен анализ и выделены запросы работодателей на формирование медиативной компетентности у участников образовательного пространства Красноярского края.

В этом контексте авторами раскрыты практические аспекты формирования медиативной компетентности в процессе профессиональной подготовки в федеральном университете будущих медиаторов и сотрудников школьных служб медиации.

На основе анализа специфики профессиональной деятельности медиатора, результатов анкетирования специалистов социальной сферы, опыта подготовки студентов педагогических направлений в федеральном университете предложена модель практико-ориентированной программы переподготовки медиаторов для образования и социальной сферы Красноярского края. Программа реализуется на базе Центра медиации в образовании ИППС СФУ, в сетевом взаимодействии образовательных организаций и профессиональных сообществ. Данная программа переподготовки учитывает запросы многонационального сибирского социума, направлена на решение региональных проблем в образовании и социальной сфере.

Программа переподготовки построена на принципах: непрерывности, супервизии профессиональной деятельности, событийности образовательного процесса, проб профессионального действия, преемственности результатов формального и неформального обучения.

Подготовка будущих медиаторов в рамках программы переподготовки «Медиация. Психология управления конфликтом» осуществляется по модульному учебному плану, в котором увеличена доля практических занятий, организована научно-исследовательская деятельность студентов по проблемам продуктивной коммуникации в медиативной процедуре, реализуются профессиональные пробы в рамках распределенной практики.

Для формирования прикладных аспектов профессиональной компетентности будущих медиаторов и специалистов школьных служб примирения в образовательный процесс включены представители сетевых партнеров.

Прикладные аспекты подготовки будущих медиаторов и специалистов служб школьной медиации из числа педагогов помогают эффективно решать профессиональные задачи по организации бесконфликтного образовательного пространства и способствуют формированию культуры продуктивной коммуникации и урегулирования конфликтов.

Формирование медиативной компетентности участников образовательного процесса осуществлялось с применением методик измерения коммуникативной, информационно-аналитической, организационно-управленческой и эмоциональной компетенций.

Исследование проводилось с использованием Google-сервисов на протяжении 2019–2020 годов. Всего приняли участие 333 человека, из них работающие специалисты школьных служб медиации – 238 человек (контрольная группа), магистры ИППС СФУ г. Красноярска, слушатели программы профессиональной переподготовки «Медиация. Психология управления конфликтом» – 95 человек (экспериментальная группа).

**Ключевые слова:** медиация, компетенция, медиативная компетентность, профессиональное становление медиатора, переподготовка, урегулирование конфликта, рефлексия, прикладной аспект, практико-ориентированная программа.

Научная специальность: 13.00.00 – педагогические науки.

# Strategic Upgrade of the Master's Programme "Mediation in Education" in Digital Transformation Context

Olga G. Smolyaninova*, Evgeny S. Egle
and Nikita A. Ivanov
*Siberian Federal University*
*Krasnoyarsk, Russian Federation*

**Abstract.** The "conflict-generating capacity" of the modern world causes the need for trained mediators specializing in the productive negotiation technology and conflict management in both real and virtual domains of social relations. As a rule, currently existing mediator training programmes do not consider the intercultural contexts of the conflicts, despite their importance in the volatility and uncertainty of the digital medium. The proposed upgrade of the Master's programme for future mediators relies upon the polyparadigmatic methodology encompassing the system and constructive, culturological, and situation approaches.

Connected to the digital transformation of the society, the employment of the new model of mediators' training in the Master's programme of Siberian Federal University is based on the development of a networking partnership between the professional mediators' associations and the universities of Kazakhstan and Siberia. The article elaborates on the mechanisms of providing electronic support of the Master's programme intended to expand the teaching efficiency of e-learning in the Master's training at the Federal University. It also presents the organizational and pedagogical conditions together with the methods of training future mediators by means of the electronic media of the university, social media and open education platforms. It provides the empirical data confirming the efficiency of the Master's programme electronic support system developed and implemented by the authors. The article also presents the results of a psychological and pedagogical experiment in the assessment of personal qualities and professional competences of the future mediators and the results of the Master's programme review by practicing mediators and the academic community with regard to the Target Competence Model 2025. With the results of the tests and implementation of the new practice-oriented Master's programme of SibFU, it is now possible to develop a new culture of social interaction within a digital environment based on cooperation, mutual understanding and dialogue, constructive behaviour in a conflict.

* Corresponding author E-mail address: smololga@mail.ru
  ORCID: 0000–0002–5597–6348 (Smolyaninova)

## Introduction

The mediation technology of resolving and preventing conflicts by means of negotiations through a neutral intermediary is the major innovative technology of social interaction in the 21st century's education environment. The need for mediators specializing in resolving school conflicts is urged by the social situation in education. The education-related conflicts are usually associated with the intercultural dissonance in the personal relations between the people representing different ethnicities, confessions, cultural values and behaviour standards. We hereby suggest a model of upgrading the Master's programme in mediation based on the activity and practice-oriented paradigms as well as partnership between the universities and professional associations of Siberia and Kazakhstan in the digital media (supported by V. Potanin Charity Foundation in 2020, No. GK200000445). The parties for strategic partnership were selected on the following basis. **In the past, Siberia and Kazakhstan used to belong to the same macroregion** that was artificially separated in the 1920-1930's. Different Turkic ethnicities are represented in the regions of Siberia, while in Kazakhstan, according to different sociologies, the Slavic population reaches four million (constituting around 20% of the total population of the country). Siberia and Kazakhstan have tight economic, cultural and social bonds between them. The migration streams may provoke both personal and inter-ethnic conflicts that aggravate in the system of education, creating the demand for mediation specialists familiar with facilitative and recovering mediation and efficient communication theory, competent in conflict and negotiation management. This is the factor that determines the urge for such project in the education systems of the two countries. Besides a strong fundamental training at university, profession of a mediator requires a great professional experience, continuous practice, supervision, involvement of networking partners and potential employers in the development and shaping of the professional competence of a specialist in the digital era.

At the present moment, it is typical for the higher education system to intensively employ various long-distance learning technologies that provide free access to the education resources, and manifest the transition to continuous life-long education model as the most important problem in the information society context (Moshkina, 2014). In today's quarantine isolation that is not synchronized between the regions of Russia, the importance of digital technologies in education is significantly increasing. The pandemic raised the question of pedagogical efficiency and didactic capacity of the electronic media in distance learning. The improvement of e-learning and remote education technologies is an integral component of developing the information space of knowledge as required by the Decree of the President of

the Russian Federation No. 203 "On the strategy of developing an information society in the Russian Federation for the years 2017-2030" (Tsibul'skii, Vainshtein, Esin, 2018). With e-learning development in mind, digital skills of the learners are gaining more importance in the future professional activity in social integration; besides elementary computer literacy, they include a wide range of skills of cooperation and communication within the digital medium (Kat'kalo et al., 2018).

Within the past several years, SibFU created the conditions required for deployment of a practice-oriented Master's programme in mediation in the sphere of education; a team of lecturers from the School of Education, Psychology and Sociology was created; some organizational and administrative changes were enacted; a number of scientific and research projects were put into practice; the 1st International Conference "Mediation in Education: the Polycultural Context" was held, three international youth summer schools "Polycultural Mediation in Education" were organized.

It is worth noticing that Russian higher education institutions have started some mediator training programmes before. Of course, the leader and the pioneer was Moscow State University of Psychology and Education that started the "Mediation in the Social Sphere" programme in 2012. There were some other universities of Russia that opened mediation-related Master's programmes in the past two years, like "Primary Addiction Prevention Measures and Mediation in Education" programme of South Federal University, "Legal Mechanisms of the Enforcement and Protection of the Children's Rights. Mediation" of Moscow City University "Mediation in Education and Social Sphere" of Immanuel Kant Baltic Federal University, "Psychological and Pedagogical Support and Mediation in Education" of Ural State Pedagogical University, "Mediation in Education and Social Sphere" of Astrakhan State University, "Organizational and Management Conflictology and Mediation" of RANEPA etc. There is a great number of foreign universities that offer Master's programmes in mediation. Let us mention the most relevant analogues of Russian ones:

"The Issues of Peace, Mediation and Conflicts (University of East Finland, UEF), "Intercultural Conflict Management" (Applied Sciences University (ASH), Germany), "Comprehensive Conflict Management: Mediation and Security" (INISEG, Spain), "Conflict Resolution and Mediation for the Promotion of Peace" (National Technical University of Ukraine). Cooperation with the new university of Lisbon and Polytechnic University of Leiria (Portugal) and University of Bologna (Italy) was started.

The mediation programmes of SibFU remain relevant and sought for in Siberia due to the great diversity of ethnicities resident in the territory. The polycultural population of the Krasnoyarsk Territory (Krai) is one of the factors of the emergence and probable escalation of the intercultural and international conflicts. In this regard, it is especially urgent to make a brand of the "Mediation in Education" Master's programme launched in 2018 at SibFU School of Education, Psychology and Sociology by means of Internet technologies (Fig. 1). This education programme is designed for the recruitment and training of the mediators capable of acting as intermediaries in conflict situations and facilitating the resolution of the arguments of various complexity degrees.

One of the most specific traits of Master's training in Russia and abroad is the domination of self-education. This shifts the emphases in the Master's education, activates the subject of the education process responsible for the electronic support of the Master's students and expansion of the further digitalization of professional training and its teaching potential. The expansion of digitalization observed in different spheres of life in the past several years has led to the phenomenon of digital transformation that should be recognized as one of the most significant factors of the information society development.

As far as the domain of education is concerned, digital transformation may be described as a "systematic and synergetic update of the basic education process components, including the results and contents of education, organization of the education process and evaluation of the education outcomes" (Uvarov,

| Moodle-based information system **e.sfu-kras.ru** | "My SibFU" individual electronic portfolio service, personal account **i.sfu-kras.ru** |
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**Technologies used in the mediators' training process**

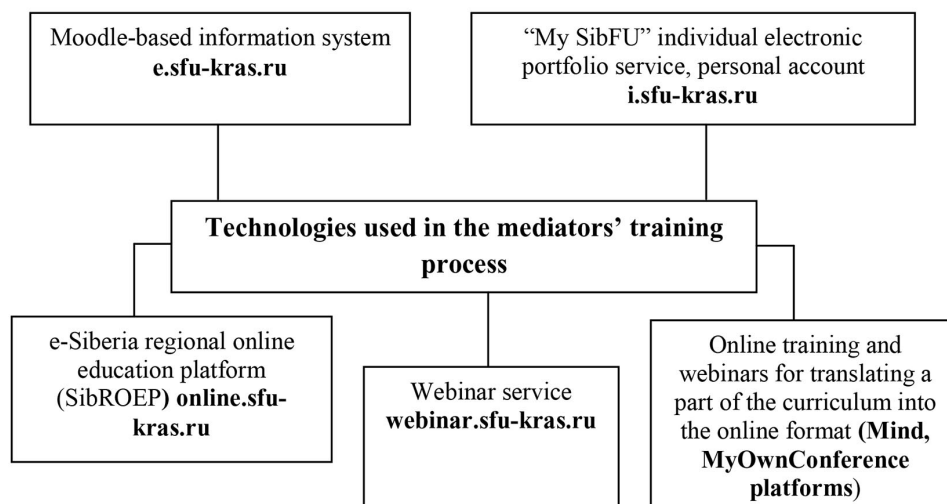| e-Siberia regional online education platform (SibROEP**) online.sfu-kras.ru** | Webinar service **webinar.sfu-kras.ru** | Online training and webinars for translating a part of the curriculum into the online format **(Mind, MyOwnConference platforms**) |
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Fig. 1. E-learning methods used in the "Mediation in Education" programme

2018). The digital transformation is associated with the complication of the social environment and accelerated technological development that lead to the emergence of new forms of social relations. The changes that occur as a result of expanding digitalization make an impact on the society, highlighting the unevenness of the social environment, influencing, therefore, its social, environmental, and economic disbalance, the growth rate of uncertainty within the society (Kat'kalo et al., 2018).

In the context of digital transformation of education, the digitalization of the Master's training implies a search and approbation of the new approaches to organizing the education process by means of digital technologies. Being a domain of resolving conflicts and various communication tasks, the domain of mediation, in its turn, is in need for proper arrangement of the mediation procedure using online mediation tools. Online mediation, a separate branch of mediation practices involving internet technologies, is rapidly developing abroad. Different aspects of online mediation are studied in the works by A. Weiner, D. Rainey, F. Abedi, L. Wing, P. Cortes, V. Terekhov etc. In our opinion, the digital platforms designed for webinars and video conferences are insufficient for the organization of mediation procedures in the digital space, unable to satisfy the needs of mediation subjects in e-learning context and to

provide them with proper psychological comfort.

At the present moment, the question of the personal qualities a mediator needs for successful professional activity in the context of digitalization of social relations is hard to answer. In the conditions facilitating the development of a virtual identity and actualization of the web personality qualities, it may be stated that there is an image of a mediator acting as an intermediary in conflict resolution both in online and offline media, gradually transforming in the public consciousness. In its turn, this circumstance brings up the problem of professional identity for the Master's students training to become mediators, raised by the picture of the future professional activity that remains unclear in the minds of students as they being their training and in the process of further learning.

**Theoretical framework**

E-learning is understood as a technology, as a way of transferring some content to the user as a communication vector, as a paradigm of education (Moshkina, 2014). Due to the development of approaches to the digitalization of education, it becomes possible to integrate different education paradigms and approaches to learning by means of the latest content management technologies to raise the efficiency of

virtual communication, therefore expanding the didactic potential of e-learning.

The e-learning format requires individual supervision and support of the students' self-education by structuring and implementing the interactive academic content in the electronic media of the university along with virtual communication. The problem of supervising and supporting the internet technology-based professional training at university was considered in the works by A.A. Akhaian and T.R. Berlina, M.I. Bocharov and S.A. Smirnov, E.Z. Vlasova, A.N. Kostikov, S.A. Markelova, T.N. Noskova, N.M. Plotnikova, V.P. Solomin (Lomov, 2011), E.V. Moshkina, I.A. Bochkarev etc. Semantically, "supervision" and "support" terms are close to each other. In the pedagogical context, the "support" and "supervision" terms are different, but they supplement each other, describing the integrity of interaction between the teacher and the learner in the education process. The analysis of papers dedicated to the support and supervision in higher education involving internet technologies lets us suggest that in e-learning, support and supervision are based on the system approach. The latter implies alignment with the objective and contents of the education object, let it be pedagogical practice (Markelova, 2010), or advanced professional training within a corporate course (Rogovkin, 2018).

S.V. Rogovkin remarks that the tendency of replacing intramural education with electronic courses highlights multiple drawbacks of the method, the major of which being the absence of personal contact between the student and the teacher (Rogovkin, 2018). However, recent experience of nation-wide long-distance learning has generally proven the efficiency of self-education of the students. Thus, according to academician of Russian Academy of Education E.A. Iamburg, there is no reason to speak of loss of education quality in the global e-learning[1]. This opinion is shared by the federal education authorities referring to the results of the

final school exams that have partially improved compared to the previous year.

In our opinion, it makes sense to expand the didactic potential of e-learning in the context of information pedagogy. The didactic potential of e-learning can be expanded by means of:

• development of the currently established formats of contact between the learner, the education content and other users;

• development of new options of digital support to the education activity;

• further intensification of using cloud technologies and online services in e-learning.

The essence of the information medium that may be considered both as a means and a form of information pedagogy has been expressed in the definitions suggested by Iu.A. Shreider, P. Mozolin, E.A. Rakitina, M. Bashmakov, S. Pozdniakov, N. Reznik. According to Iu.A. Shreider, the information medium includes three components: the material, information, and communicative support. The first is concerned about the presence of information resources; the second means the access to the information carriers and the arrangement of the information culture elements. Communicative support is understood as an opportunity to communicate, directly or indirectly (using technical means of communication) (Smolianinova, Savel'eva, Dostovalova, 2008).

In the present study, electronic support of the Master's degree education programme is understood as a provision of comprehensive digital technology matching the training profile. Electronic support of the Master's degree education programme implies a regular use of the university's electronic media (electronic courses, e-library, information about the programme, disciplines and lecturers) by the students by means of:

• development of an information medium for the professional mediators' training;

• employment of mobile information and education media, or m-learning elements.

The information medium of professional mediators' training can be developed through the integration of the resources of SibFU electronic environment, social media, Wix-based Internet resource and the platform of Siberian

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[1] *Bezobraznye ekstsessy na EGE obsuzhdaiut v sotssetiakh* [*Horrific Unified State Exam Violations Discussed in Social Media*]. Available at: https://www.mk.ru/social/2020/07/17/bezobraznye-ekscessy-na-ege-obsuzhdayut-v-socsetyakh.html (accessed 7 August 2020).
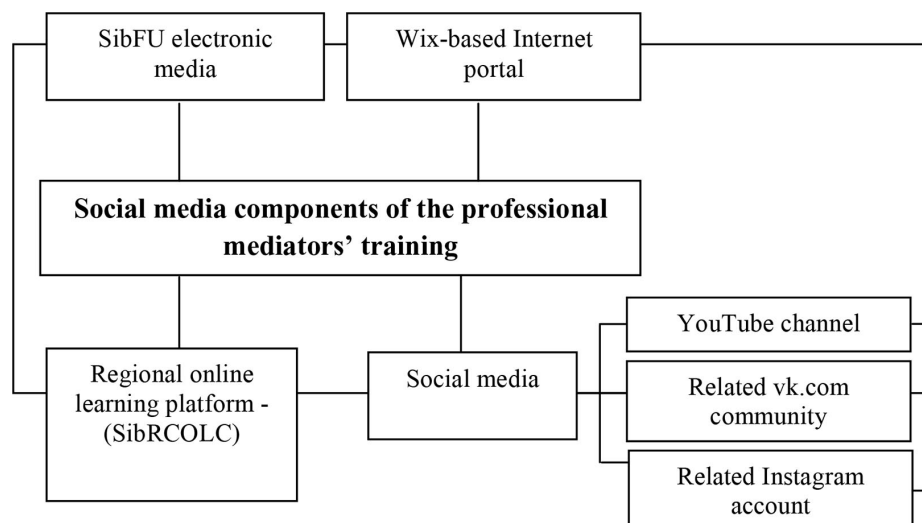
Fig. 2. Social media components of the professional mediators' training at SibFU

Regional Centre of Online Learning Competence (Fig. 2). The structure of the electronic media of professional mediators' training includes four interconnected components: the Internet resources consisting of images, audio, video content, posts, and browser-viewed presentations. The arrangement of the support system, the connection of the information media components through the related online communities, YouTube channel, online courses and Wix-based Internet portal are made possible with the hypermedia and synchronization of the "Mediation in Education" programme accounts to ensure the mutual supplement of the components due to the variety of their content and multimedia formats.

The component integrating the structure of the information media of the professional mediators' training is the corporate style of the programme designed on the basis of the official and actual style of the university. The Master's programme brandbook[2] manifests the basic qualities of the developing brand of the "Mediation in Education" programme, such as information transparency and innovation, conceptuality, promotion of the system-

atic digitalization ideology employed in the Master's training.

The comprehensive nature of electronic support provided to the Master's programme is manifested through the implementation of the mobile information media elements of the education programme. For instance, there are Internet sources that offer special design options. The media elements were developed with the popular Wix website construction service. The advantage of Wix online service is the visual presentation using multimedia and animated transfers from one page of the website to another. The Wix-based portal ensures personal involvement of the students into the e-learning process through the interactivity, supported and enhanced with the multimedia tools used in the Master's training programme. One of such tools is the trailer of the disciplines taught within the programme, made with a dynamic audio and video content prevailing over the verbal information.

The trailers of the disciplines incorporated into "Mediation in Education" Master's programme were made with Movavi software and open-source multimedia provided by ru.depositphotos.com website. As far as the video is concerned, the discipline trailer illustrates the objectives of the discipline, its main chapters, expected results of learning, assessment forms

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[2] *Digital banner with the "Mediation in Education" Master's programme logo*. Available at: http://ipps.sfu-kras.ru/sites/ipps.institute.sfu-kras.ru/files/slides/imgonline-com-ua-Compressed-NHstfY532qJ.jpg (accessed 07 August 2020).

and information about the lecturer. The video content supporting the "Mediation in Education" programme is structured to fit the You-Tube format[3].

The elements of the mobile information and education medium are implemented and the "Mediation in Education" Master's Programme is promoted in the Internet through the communities created in the popular media like vk.com, Instagram etc, in order to cover the entire audience potentially interested in the problem of constructive conflict resolution using mediation technologies. The professional orientation component of the electronic support is represented by the video about mediator profession and "Mediation in Education" programme. The voice-over of the video was created with 5btc.ru/voice online service. It is free for users. At the same time, the functions of the service make it possible to record with text with different voices, and adjust the speaker's tone (depending on the content and purpose of the text), regulate the volume and intonational expression using punctuation signs, download the file with the selected voice-over parameters. As for the content, the video is not only focused on professional orientation; it is intended to provide general information about the mediators' profession, describes the specificity of the Krasnoyarsk Territory in the aspect of potential conflicts that may arise in the society. The final titles of the video are made in the form of a QR code with a link to the admission exams page[4].

One of the competitive advantages of "Mediation in Education" Master's programme is the fact that it is put into practice in the consortium of academic universities and professional mediators' associations of Siberia and Kazakhstan (Smolianinova, Korshunova, Adamova, 2019). This brings up the task of providing comfort and unhindered access to the information resources for foreign students. For this reason, the programme employs the platform of Siberian Regional Centre of Online Learning

Competence developed within the priority education programme "Modern Digital Education Medium of the Russian Federation". This platform is one of the ten regional online learning segments, a relevant platform for networking partnership in the domain of education due to expansion of the territorial coverage of e-learning, providing integration of the university education parties and representatives of the professional community of pedagogues and psychologists.

Following E.A. Klimov, we define identity as a process that includes the development of the world outlook, professional mindsets and values, the correlation of the personal and the professional, selection and further construction of one's professional lifeline (Klimov, 2004). This process takes place throughout the entire life, and the role and the influence of the person (personal interests, specificity, values and needs, activities) on the identity processes is important. The primary role of the personality in the identity process as a subject of building the professional lifeline is remarked by many authors (Schedrovitskii, 1992; Klimov, 2004; Priazhnikov, 2008; Panina, 2016). In the works of S.L. Rubinshtein and B.G. Anan'ev, the identity problem was studied with connection to the studies of the life line of the person (Rubinshtein, 2000). Different types of identity are presented in the works of L.I. Bozhovich, N.N. Zakharova, N.S. Priazhnikov, N.V. Samoukina, L.D. Stoliarenko, S.N. Chistiakova etc.

N.G. Bagdasarian, I.A. Vintin, Iu.A. Zubok, L.G. Ionin, O.I. Karpukhin, B.A. Ruchkin, V.A. Popov, V.I. Chuprov consider professional identity as a process of socialization of a person in the professional environment, which is an individual case of identity in life, development of the personality in the given social conditions (Dement'eva, 2006).

The period in the life of the future mediator associated with the Master's training brings out the problem of identification and description of the organizational and pedagogical conditions that facilitate professional identity in the digital transformation. The problem of the influence the personal qualities make on professional identity is just as rele-

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[3] *YouTube channel of "Mediation in Education" Master's programme.* Available at: https://www.youtube.com/channel/UCW5rjWKjgRHv18GCtQo1EZQ (accessed 07 August 2020).

[4] *QR code link to the promo video of the "Mediation in Education" Master's programme.* Available at: https://admission.sfu-kras.ru/magisters (accessed 07 August 2020).

vant. The mediator's competence development model emphasizes the importance of learning through the practical experience and the development of critical self-assessment. Continuous reflection over the personal deficits and advantages predetermines the need for the continuous personal and professional training (Lieberman, Foux-Levy, Segala, 2005). The digital transformation of education requires the conditions that facilitate the shaping and development of the professional subjectivity of future mediators both in the real and virtual space of professional training, actualization and increment of the personal resources that make an implicit influence on the successful Master's training and further professional development of a mediator.

D. Holland believes that the underlying condition of success in professional development is the selection of a professional domain matching the individual qualities of the person (Holland, 1968). Identity implies the expansion of one's initial capacities, or "self-transcendence" as one's ability to get beyond his or her limits, and, most importantly, to find new meanings in the given business and in life in general (Frankl, 1990). The main condition of professional identity is the awareness of the professional requirements and one's own abilities, motives, and inclinations (Beliakova, 2018). The university environment based on the "education pipe" type with a comparatively stable curriculum and a set of disciplines loses to the model of individual education plans. The question of the influence made by the personal qualities of the mediators on the success of mediation procedures have been previously studied by many authors (Allakhverdova, 2012; Zdrok, 2018; Smolianinova, Posokhova, Izotova, 2020).

However, in the situation of digital transformation and the expansion of the Russian mediator's training practice, this problem gains new contexts directly associated with the professional success of those selecting mediation as their profession. E.G. Skibitskii and N.V. Fadeikina formulated the psychological and pedagogical foundation for mediators' training based on the presence of clear didactic objectives, pedagogical tasks and the ways of fulfilling them, consistency and cyclicity in putting different stages of the process into practice; the development of speaking and thinking activity of the future specialists in the education process; purposeful and stage-wise implementation of the didactic support and interactive teaching methods; consideration of the individual and typological specificity of the listeners, their interests and abilities; continuous pedagogical monitoring of the future mediators' training process (Skibitskii, Fadeikina, 2019).

The theoretical analysis and the Master's programme implementation experience revealed the organizational and pedagogical conditions that stimulate professional identity in the situation of digital transformation:

1. Establishment of an event-organizing space at SibFU and comprehensive electronic support of the "Mediation in Education" programmes for the Master's students to discover the philosophic and conceptual, social and economic, psychological and pedagogical meanings of their future profession.

2. Support the process of setting the didactic goals, realization of pedagogical tasks and the way they may be fulfilled in the minds of the Master's students; differentiation of education technologies for creating the space for choice the students make based on their individual and personal character; the use of electronic support aids in the polyparadigmatic logic.

3. Axiologization of education, the employment of the humanitarian and digital capacities of SibFU and open educational platforms; modelling pedagogical situations to transform student behaviour from reproduction to production, also in the format of webinars and video conferences; individualization of education, the development of a subject position of a master's student as a full-scale member of the professional community.

4. Development of the acmeological attitude of the students to the place they occupy in the professional domain of mediation through getting them involved in the annual online and offline events, meetings with professional mediators (from Kuzbass, Baikal, Krasnoyarsk associations of mediators).

5. Practice-oriented model of the online learning of the future mediators employed through involvement of the best Russian mediation trainers in teaching courses in the Master's mediation programme.

6. Create the model of electronic support of "Mediation in Education" Master's programme as a mechanism for the development of e-learning and professional identity in the Master's training context.

**Statement of the problem**

The conceptual ideas of electronic support, organizational and pedagogic conditions for the development of the professional identity of the Master's students of the mediation programme listed above are presented in the model of electronic support of the "Mediation in Education" programme (Fig. 3). The model includes the following components: target, methodology (integrating the main idea and principles), organization, resource (including the hardware for the digitalization of the professional master's training), results and methods (including recommendations on the implementation of the electronic support, expanding the didactic capacity of e-learning within the "Mediation in Education" programme.

The present model is designed to integrate the professional training of the Master's students, future mediators, into the electronic medium of SibFU and to make up a brand of the "Mediation in Education" Master's programme. The major idea that underlies the model is the consolidation of the education programme content, such as electronic courses, e-library resources, information about the programme, its disciplines and lecturers into one information medium. The electronic support of the "Mediation in Education" Mas-

ter's Programme has been supported by the electronic training courses within the SibFU e-learning system, SibFU e-library, and implies regular work with the resources of SibFU electronic medium, creation and publishing of interactive and multimedia content in the Internet.

The electronic support is involved in the logic of the information, system, and medium-based approaches in pedagogy, as well as implementation of m-learning elements, elements of the mobile information and education medium. The electronic support of the "Mediation in Education" Master's programme promotes the mission and concept of the programme, its competitive advantages, and the ideology of the systematic digitalization of the Master's training at the university.

**Methods**

The target survey groups were the first- and second-year students of the Master's programme "Mediation in Education of the School and Psychology and Pedagogy of SibFU; supervisors of school mediation services of the Republic of Kazakhstan; a group of mediation experts from the Russian Federation and the Republic of Kazakhstan.

According to the survey idea, two tasks were formulated:

1. Determine the degree of the influence made by the personal characteristics of the Master's students of mediation on their professional identity, development of the personal concepts, axiological and professional orientation, career planning.

2. Evaluate the efficiency of the given electronic learning model for "Mediation in Education" Master's programme for the development of e-learning and professional identity of the
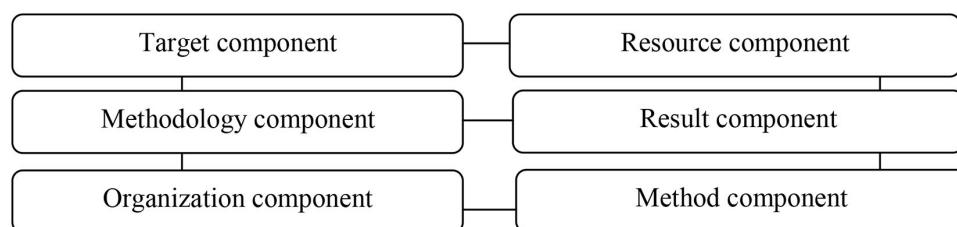


Fig. 3. Model of the electronic support of "Mediation in Education" Master's training programme

future mediators in the electronic medium of the university.

The first task was fulfilled with the following methods:

• "Seven Personality Traits" method by R.B. Cattell modified by Gretsov (Gretsov, 2012).

• "Empathy Level Diagnostics" method (Boiko et al., 2011).

• Self-Evaluation Scale by Ch.D. Spielberger – Iu.L. Khanin for the self-esteem measurement (Spielberger, 2002).

• Special questionnaire for practicing mediators "Influence of the Professional and Personal Qualities of the Mediator on the Professional Identity Process" used to evaluate the degree and nature of the influence the personal and professional qualities make on the efficiency of the mediation procedure. It was used to study the connection between the personal qualities, the professional identity process and the influence of the professional activity experience on the personal qualities. The questionnaire includes three groups of questions: closed, open, and ranking by the degree of relevance of these or those personal qualities of the mediator.

The results were collected and processed with the digital technologies, particularly with GoogleForms tables.

The second task of the study was solved and the efficiency of the electronic support of "Mediation in Education" Master's programme was evaluated with two questionnaires: the expert review questionnaire for the lecturers and the satisfaction questionnaire for the Master's students training to become mediators in the future.

The pedagogical experiment on the implementation and evaluation of the model of comprehensive electronic support of the education programme gathered 17 first year Master's students majoring in "Mediation in Education" and 6 lecturers of the SibFU School of Education, Psychology and Sociology.

The expert review of the electronic support of "Mediation in Education" Master's programme was based on six parameters: systematicity and integrated nature of the support; implementation of the mobile information and education medium elements; m-learning; enhancement of SibFU electronic medium components involved; the capacity of scaling and projecting the acquired experience. The experts were requested to study the criteria and indicators presented in the questionnaire and assess the satisfaction of the criteria using the scale from 1 to 5, where 1 stood for minimum satisfaction and 5 meant the maximum. The students' questionnaire was based on the statements formulated by L.V. Mischenko in the questionnaire "Satisfaction with Learning Activities". In particular, the formulation of the statements used for the students to evaluate their attitude to the education process, their future profession, to assess the opportunities the university provides for their professional and personal self-development, to evaluate their motivation to learning and self-education were selected and specified with regard to the focus of the study. 9 of 10 formulated statements corresponded to the learning process satisfaction subscale from the method of L.V. Mischenko; one of the statements belonged to the subscale of satisfaction with the future profession. The electronic support satisfaction survey results were processed in accordance with the interpretation rules attached to the method of L.V. Mischenko. For each answer of the student, from 1 to 4 points were accrued, and the results were interpreted with regard to the subscale each statement of the questionnaire belonged to.

### Discussion
***Results of the study of the influence made by the professional and personal qualities of the mediator on the professional identity process***

The analysis of 20 personal and 13 professional qualities of a mediator, the following 9 qualities were found to match: Neutrality, Impartiality, Flexibility, Articulateness, Empathy, Communicability, Even Temper, Persistence. In the process of study of the personal and professional qualities, no contradictions were revealed.

At the same time, the qualities relevant for profession are formed in the professional

activity where the personal development gets especially intensive, as the major share of one's activities are concentrated within the professional domain.

R.B. Catell's "Seven Qualities of Personality" method modified by A.G. Gretsov revealed the following:

The "Trust – Suspiciousness" scale did not reveal any high-level trust. The high-level suspiciousness was demonstrated by 89% of Master's students and 80% respondents from Kazakhstan, which may be understand as responsibility and alertness in communication.

In our opinion, some indicators may vary between different groups of the respondents due to the different experience they have had in the mediation practice, as well as professional training level and some sociocultural differences.

The empathic ability was studied with the method proposed by V.V. Boiko.

The method showed that 10% of the Master's students and 7% of the supervisors of the school mediation services of the Republic of Kazakhstan have a high-level empathic ability, and the empathic ability of 52% and 25% respectively may be assessed as medium. This may prove the highly developed empathic ability of the major part of the future Masters and less than a half of experienced mediators. However, 33% of the Master's students and 57% of the practicing mediators demonstrated medium-low empathic ability, while 5% and 11% respectively had low (Fig. 4).

The main results of the self-evaluation survey of a group of respondents including SibFU Master's students and supervisors of the school mediation services of the Republic of Kazakhstan (based on Ch.D. Spielberger – Iu.L. Khanin method) are the following.

In the anxiety level, the medium level prevails; 67% of students and 60% of Kazakhstan school mediation service supervisors showed medium level of reactive anxiety; 71% of students and 50% respondents from Kazakhstan showed medium level of personal anxiety, which witnesses a well-balanced self-esteem and self-vision in the majority of the respondents. High level of reactive anxiety was found in 9% of students and 30% of practicing mediators, which characterizes their inclination to perceiving many situations as threatening and react to them with anxiety; it may be also related to the specificity of the professional activity.

Reactive anxiety is characterized with tension, unrest, nervousness. According to the survey, 5% of the Master's students and 20% of practicing mediators experience high personal anxiety. The high personal anxiety is directly correlated with the neurotic conflict that may be both typical for the person or evoked by the professional deformation.
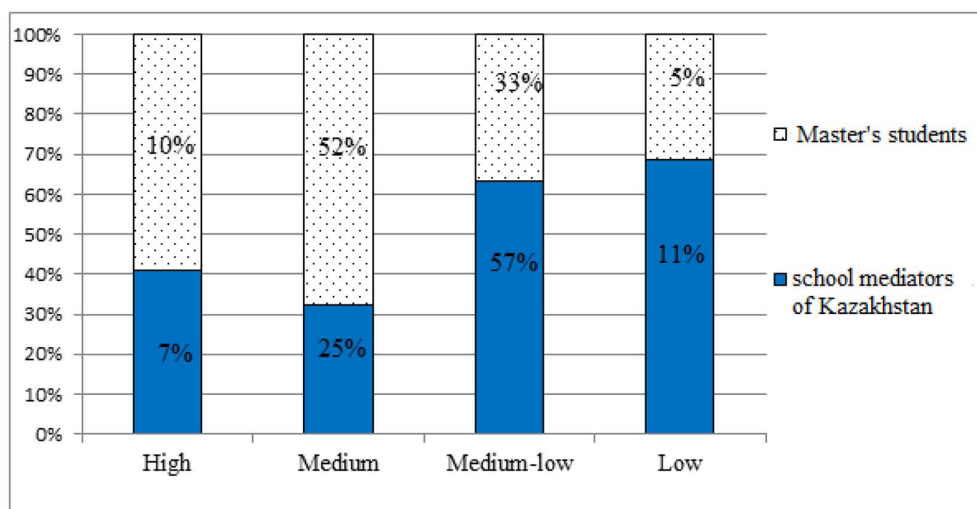


Fig. 4. Indicators of empathic ability level

Significant deviation from the medium anxiety level requires special attention; high anxiety implies inclination to anxiety in the situation of competence assessment. In this situation, the subjective significance of the situation and tasks should be reduced by shifting the focus to the activity review and the development of confidence in success.

Low reactive anxiety levels were shown by 24% of students and 10% of experienced moderators of Kazakhstan; 24% respondents from the student community and 30% of the school mediation service supervisors from Kazakhstan have a low level of personal anxiety.

Low anxiety, on the opposite, calls for attention to the activity motives and to raising the sense of responsibility. But sometimes, low anxiety in the test results is caused by the respondent's wish to "look better" by oppressing anxiety (Fig. 5).

The results of the survey on the significance of personal characteristics and professional qualities in mediation practice, carried out with a special questionnaire, are presented below.

The purpose of the questionnaier was to find out the degree of influence the personal and professional qualities of the mediator may make on the professional identity process as a whole and some of its stages in particular.

Relying upon the hypothesis that professional and personal qualities make an impact on the identity and professional development processes, 90% off the experts concluded that their personal qualities influence the efficiency of the mediation procedure; 10% suppose that such influence is possible.

Describing the way and extent of the influence the professional qualities may make on the mediation procedure, 60% of the expert notice the positive influence of the profssional qualities; 20% consider such correlation possible, and 20% noticed a negative impact (Fig. 6).

Answering the question on the influence of the personal qualities on professional identity for mediators, only 20% of experts remarked that they considered the criterion, while 80% allow for the emergence of other reasons for selecting mediation as a professional domain.

A significant influence of the professional experience as a mediator on the personal quality is admitted by 40% of experts; 60% consider it possible.

According to the experts, the most important professional qualities of a mediator are Attentiveness, Activeness, Impartiality, Self-Organization. In the irrelevant category, Skepticism and Credibility were mentioned.

It is especially worthwhile pointing at a paradoxically low relevance of empathic abilities claimed by the surveyed experts. The previous foreign and Russian studies by Smolianinova O.G., Posokhova S.T., Popova Iu.V. etc. remarked high relevance of this quality for a mediator. We may explain this with the fact that since the experts have a well-developed empathic ability themselves, it does not seem to be a relevant issue for them anymore.
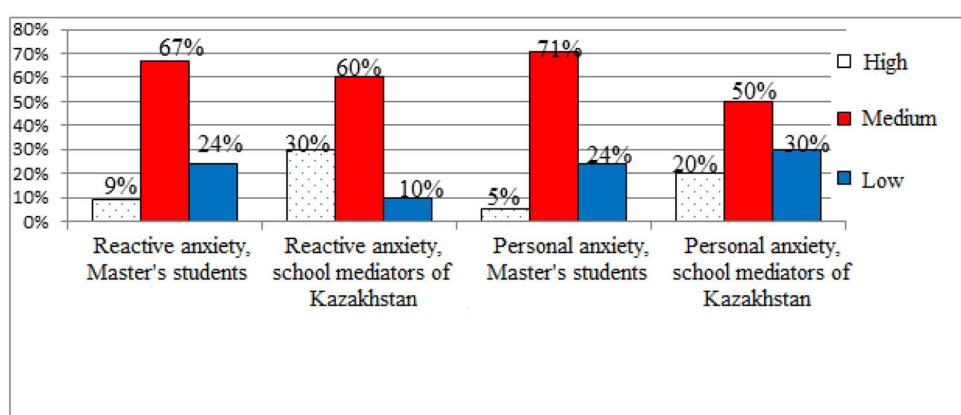


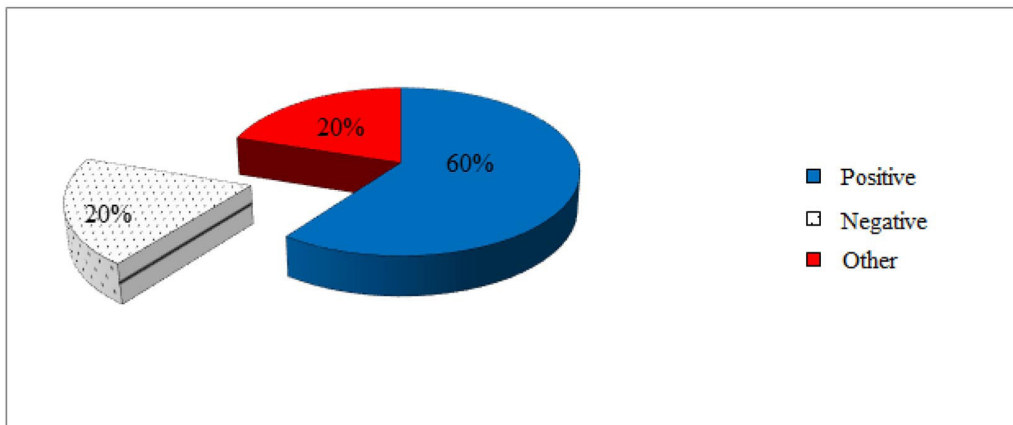Fig. 5. Self-evaluation of the respondents by anxiety levels

Fig. 6. Expert opinion on the influence of the professional qualities on the mediation procedure

***Results of the assessment
of the electronic support of "Mediation
in Education" programme by lecturers
and students***

The experts from the Department of Information Technology of Learning and Continuous Education of SibFU gave a high score to the actualization of the specificity of the new educational programme, its ideology, and the conceptual component of the electronic support (4.8 points). According to the lecturers, the criterion the electronic support satisfies the least is the universality and scalability (4 points), which may be partially explained with the satisfaction of the uniqueness criterion remarked by the experts. As for the criteria associated with the implementation of m-learning elements and the mobile information and educational medium, the prospects of further promotion of the content in the Internet, enhancement of SibFU electronic medium, the electronic support was given a high score by the experts (over 4 points for every criterion). All in all, the difference in score for every criterion was not significant: less than one point. According to the expert evaluation of the electronic support, the average score constituted 4.45 out of 5.

The aggregate average rate of the future mediators' satisfaction with the electronic support according to the learning process satisfaction subscale reached 3.1 out of 4. According to the selected profession satisfaction subscale, the average rate in the target group was higher: 3.4 points. A more profound analysis of the Master's students of the mediation programme brought us to the following conclusions. The students are mostly concordant with the fact that the information medium resources demonstrate the high relevance of mediation as a profession: 70.6% of the total number of the target group marked the "agree" answer. The prevailing 64.7% of the surveyed Master's students tend to think that the information medium developed for mediators' training is aligned with their professional training process and improves their professionalism. Over a half of the responding mediation students (58.8%) suppose that the professional training medium developed by the University will facilitate the development of their creative and intellectual potential. According to the students, the criteria the electronic support satisfies the least are the criteria of interest, and orientation to self-education (Table 1). The mean value of the future mediators' satisfaction with the electronic support (according to both subscales) constituted 3.25 out of 4.

Some of the students expressed their recommendations for the future, including the practice of online mediation and comprehensive implementation of the resources provided by SibFU electronic medium. For instance, the students said they would appreciate role-playing of cases in the long-distance format, trying the mediation techniques based on internet

Table 1. Satisfaction of the Master's students' satisfaction with the electronic support
of the Master's programme according to the learning process satisfaction subscale

| Statement | Mean value |
|---|---|
| The developed electronic support makes my learning process more comfortable | 3.2 |
| The information medium is designed in the way to facilitate the development of my creative and intellectual potential | 3.1 |
| The information medium resources highlight the long-term benefits of the mediators' profession. | 3.5 |
| The content of the electronic support looks interesting, made-up in an original way, it attracts and keeps my attention | 2.8 |
| The information medium for mediators' training seems to be well-aligned with the learning process and to help develop important and necessary professional qualities | 3.2 |
| The content of the electronic support motivates me to learn; the structure and configuration of the medium elements looks rational | 3.05 |
| The presentation of the electronic support and its structure increase my cognitive activity | 3.1 |
| The presentation of the electronic support and its structure develop my self-education abilities | 2.8 |
| The structure of the electronic support is method-abiding: it is well-designed, logical, presented with a variety of tools and formats | 3.3 |

technologies, using "My SibFU" corporate service within the electronic support of "Mediation in Education" Master's programme.

**Conclusion/Results**

The massive digitalization transforms the spheres of social interaction and accelerate the changes that occur in the social environment.

Volatility, uncertainty, complexity and ambiguity of the social relations cause the expansion and complication of the conflicts that occur in the education environment that deploy both in the real and virtual spaces. The digital transformation of the society and the education domain in particular sets specific requirements to the social and behaviour skills of the digital citizen, that are directly associated with the mediation competence. Thus, in the communication sphere, the skills of special importance are the skills of interpersonal negotiations, including empathy, stress management, adequate attitude to criticism; in the intercultural sphere, cross-disciplinary and cross-cultural skills are of the greatest relevance.

The practical experience of introducing e-learning into the higher education system showed that the digitalization of the Master's training still lacks systematicity. This is man-

ifested in the improvement of certain digital tools and expansion of the e-learning tool functions with no connection to their content, specificity of the education activity caused by the theme of each given education programme and the likely formats of implementation.

This article presented a model of electronic support for "Mediation in Education" Master's programme focused on the optimal combination of e-learning tools with the professional specificity of mediators' training at SibFU and its ideology of openness and networking between universities and professional associations.

The survey methodology was based on a polyparadigmatic approach. It is intended to develop the professional competences of the future mediators with respect to the personal characteristics, at the same time forming the professional identity in the open Internet space of the academic universities and professional mediators' communities. According to the "Target Competence Model 2025", the determining factor for the efficient interaction within digital media is communication skill.

The developed mechanism of the systematic electronic support for the "Mediation in Education" programme is designed to ensure

the Master's students' satisfaction with the education that employs e-learning, m-learning and open online platforms. The results of the expert survey of the lecturers from the School of Education, Psychology and Sociology of SibFU and the future mediators among the Master's students confirmed the efficiency of the developed electronic support model. Further research on the problem may be focused on the search for approaches to modification of the electronic support, and, particularly, the use of adaptive learning, flipped learning, experiential learning, gamification, virtual and augmented reality with the simultaneous expansion of the networking partnership between the professional mediators' associations of Russia and foreign countries.

The comparative research revealed and experimentally verified the mutual connection between the personal and professional qualities of a mediator with a number of diagnostic techniques. The most important personal qualities required in the professional activity of mediators in Siberia and Kazakhstan were outlined. However, the experiment results actualized the ambiguity of the influence made by the given personal qualities of the Master's students of mediation (empathy, scepticism and credibility) on the success in training and efficiency of mediation procedures in the future (in the professional test format). All these open the new prospects for future research in the context of expansion of online mediation and e-learning practices.

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# Стратегический апгрейд магистерской программы «Медиация в образовании» в условиях цифровой трансформации

**О.Г. Смолянинова, Е.С. Эгле, Н.А. Иванов**
*Сибирский федеральный университет*
*Российская Федерация, Красноярск*

**Аннотация.** Конфликтогенность современного мира актуализирует необходимость подготовки посредников, владеющих технологией проведения продуктивных переговоров и управления конфликтами не только в реальном, но и в виртуальном пространстве социальных взаимодействий. Существующие программы подготовки медиаторов, как правило, не учитывают межкультурные контексты конфликтов, значимые в цифровой среде в условиях волатильности и неопределенности. Предлагаемый апгрейд магистерской программы подготовки будущих медиаторов опирается на полипарадигмальную методологию, включающую системно-деятельностный, культурологический и ситуативный подходы.

Новая модель подготовки медиаторов в магистратуре Сибирского федерального университета связана с цифровой трансформацией общества и основана на развитии сетевого партнерства университетов Сибири и Казахстана с профессиональными сообществами медиаторов. В статье рассматриваются механизмы обеспечения электронного сопровождения магистерской программы, способствующие расширению дидактического потенциала электронного обучения в условиях магистерской подготовки в пространстве федерального университета. Представлены организационно-педагогические условия и описаны способы реализации подготовки будущих медиаторов средствами электронной среды университета, социальных медиа и открытых образовательных платформ. Приведены эмпирические данные, подтверждающие эффективность разработанного и внедренного авторами механизма системного электронного сопровождения образовательной деятельности магистрантов. В статье представлены результаты психолого-педагогического эксперимента по оцениванию личностных качеств и профессиональных компетенций магистрантов – будущих медиаторов и результаты экспертизы магистерской программы практикующими медиаторами и академическим сообществом, ориентированные на Целевую модель компетенций 2025. Результаты апробации и внедрения новой практико-ориентированной магистерской программы подготовки медиаторов для образования в СФУ позволили сформировать новую культуру социального взаимодействия в цифровом пространстве, основанную на сотрудничестве, взаимопонимании и диалоге, конструктивном поведении в конфликте.

**Ключевые слова:** медиация, онлайн-медиация, магистратура, цифровая трансформация, межкультурный конфликт, сетевое партнерство, профессиональное самоопределение, открытые образовательные платформы, электронное сопровождение, профессиональное сообщество медиаторов.

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# Digital Competence
# of Mediation Specialist in Education

**Elena V. Ermolovich and Andrey V. Timoshkov\***
*Siberian Federal University*
*Krasnoyarsk, Russian Federation*

**Abstract.** The article is devoted to the study of digital competence as a component of work activity of a mediator specialising in education. The article analyses the professional standards of a mediator in Russia and abroad, the work duties of a mediator in educational organizations. The authors have developed a model of digital competence of a mediator in education, which includes the basic and professional level, represented by three spheres: online mediation, conflict prevention in the virtual environment; informational and psychological security. Empirical research has been carried out to identify indicators of digital competence of mediation specialists in education who work in the Siberian region. There have been determined deficiencies and dependencies of the indicators in terms of spheres and components of digital competence. In order to develop the digital competence of mediation specialists in education, the authors propose ways to improve the training of master's students at the Siberian Federal University. The results presented in the article are supported by the charity fund of the V. Potanin's program "Practically oriented master's program 'Mediation in Education' with the strategic partnership of universities and professional communities of mediators from Siberia and Kazakhstan".

**Keywords:** digitalization, mediator, digital competency model, index of digital competency, training model.

Research areas: pedagogy; psychology.

\*  Corresponding author E-mail address:  e-learn@mail.ru, atimoshkov@sfu-kras.ru
   ORCID: 0000–0003–3808–5401 (Ermolovich)

**Introduction**

The digitization of social and economic processes has led to the emergence of such concepts as digital literacy, digital competence, digital skills.

Within the framework of the project "Modern digital educational environment in the Russian Federation" a lot of research is being done to determine the level of digital literacy of Russian citizens. Non-profit innovative organizations "National Technology Initiative University 20.35" (Skolkovo) and "Regional Public Organization 'Internet Technologies Centre" pioneer analytical activities in this area. According to the NAFI think tank, only 27% of the Russians have a high digital literacy rate (NAFI analytical centre, 2020). The digital literacy index as of Q1 2020 is 58, on a scale from 0 to 100. The study indicates that the digital literacy rate depends on the respondent's professional activity.

In the field of education, the digital literacy requirements for professionals are quite high. According to UNESCO recommendations, teachers should be fluent in using digital technologies in the educational process to improve teaching methods and technologies, to develop students' motivation, to apply information and communication technologies to facilitate interaction between parents and educational institutions (UNESCO, 2011).

The study "Digital Literacy of Russian Teachers" concludes that the digital literacy index of school and university teachers is significantly higher than the Russian average (Aimaletdinov et al., 2019) The authors of the study identify 5 components of digital literacy of teachers:

- informational literacy;
- computer literacy;
- communicative competency[1];
- media literacy;
- attitude to innovation.

Moreover, they particularly dwell on the competencies specific for teachers in the field of application of digital technologies in the educational process. It should be noted that the authors rely on the European Digital Compe-

tence Framework (2018). So, six blocks are defined for teachers:

- professional responsibilities;
- digital resources;
- teaching and study;
- assessment of students;
- enlarging the scope of students' rights, opportunities and independence during the study process;
- development of the students' digital competence.

In a modern educational institution psychologists, social pedagogues and mediators work along with teachers who are in charge of training and education. A mediator is an intermediary who creates conditions for a dialogue between the parties in a conflict, helps them to negotiate and make a decision that can be a way out of the situation (Professional Standard, 2014).

Digitalization of the mediation institution is currently one of the hot trends in the evolution of mediatory practices.

There are several trends in the development of digital mediation:

- online resolution for disputes arising in the virtual environment;
- creation of special platforms for access to mediator services;
- usage of existing digital services for consulting;
- application of media and social services for conflict prevention in various areas.

The successful professional performance of a specialist in mediation depends largely on his or her level of digital competence.

To study the digital competence of a mediator in education, it is necessary to define the structure of competence, develop diagnostic tools and conduct a survey. The study will result in building a model of digital competence of a mediator in education. This model can become a basis for designing a trajectory of development of digital competence during educating master's students who have chosen to work as mediators in the field of education.

**Theoretical framework**

The notion of digital literacy was first introduced by Professor Paul Gilster of Illi-

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[1] The term "competency" is used to distinguish between competence and its particular realization.

nois, Chicago: "Digital literacy is the ability to understand and use information provided in multiple formats from a wide range of sources when it is presented via computers" (Gilster, 1997). In his monograph, Gilster highlights the following main components of digital literacy: media literacy and critical thinking. He also points out that "digital literacy focuses on social and communication aspects of human activity". Further researches have expounded the structure of digital literacy.

In 2006, the DigEuLit project implemented in Europe identified 4 components of digital literacy: computer literacy, information and visual literacy, and media literacy (Martin, Grudziecki, 2006). In 2011, a UNESCO expert approach was published. It described digital literacy through a set of skills needed to work with digital media, to process information and search for it (Wilson et al., 2011).

The study "Digital Literacy of Russian Teachers" conducted by the NAFI analytical centre in 2019 to assess the digital literacy of teachers (Aimaletdinov et al., 2019) applied the approach proposed by a group of specialists at the G20 Summit held in Berlin in April 2017. The approach is based on the assessment of indicators of information, computer, communication, media literacy and attitude towards technology. Each of these indicators was measured in three aspects: cognitive (knowledge), technical (skills) and ethical (mental attitudes):

– the cognitive dimension characterizes how a person evaluates, creates, critically approaches information, computer, media, how this person communicates with other users and perceives technology;

– the technical part reflects the ability to find the right information, media content, and understand how digital devices and new technologies work;

– the ethical aspect assesses people's readiness to follow generally accepted norms when using tools in the digital environment. For example, whether they can realise the need to verify the validity of information and its sources, comply with online communication norms, etc.

With the development of a competency-based approach, the concept of digital liter-acy is gradually transformed into digital competence.

According to the definition given in the study by I.A. Zimniaia, the competence is "the integrative personal quality which is formed during one's lifetime; ethnically and socioculturally conditioned; realised in activity, in interaction with other people; knowledge-based; intellectually and personally dependent; the trait which by developing in the educational process becomes its result" (Zimniaia, 2012).

A remark shall be made that approaches to the definition of digital competence vary with development in information and communication technology.

The report "Digital Skills for Life and Work" defines three necessary for the present day groups of digital competencies attributable to the level of fluency in digital technologies:

1. Basic functional skills. They are essential to start work with digital technologies. These skills include the ability to use devices, access the Internet, make an account, find required information or resource on the net.

2. Standard digital skills. These incorporate the ability to effectively use online applications and services; knowledge on how to assess the sources and relevance of the data received, to store and organize the information found; the ability to protect devices being used and the information received from viruses and Internet attacks. These skills imply understanding how copyright law functions on the web and what specific government legislation exists on the Internet.

3. Advanced skills. These can be subdivided into 1) technical skills: programming, application development, network administration, data analysis; and 2) "twenty-first century skills": teamwork skills, critical thinking, innovative mindset, creativity, entrepreneurship (Report of UNESCO and ITU, 2017).

One of the most significant approaches to defining digital competence was covered in G.U. Soldatova's all-Russian study "Digital Competence of Adolescents and Parents" (Soldatova et al., 2013). It formulates the following definition: "By digital competence we mean the ability of an individual to confidently, ef-

fectively, critically, and safely choose and apply info-communication technologies in various spheres of life (information environment, communications consumption, technosphere). This ability is supported by continuous mastering of competencies (knowledge, skills, motivation, responsibility), as well as the person's readiness for such activity". Writing about the structure of digital competence, G.U. Soldatova singles out several components (knowledge, skills, motivation, responsibility and safety) and spheres (content, communication, technical aspects and consumption).

In general, most researchers identify similar basic components of digital competence:

– technical or technological competency (skills in the fluency in devices, programs and services, security of information storage and transmission);

– information competency (information search and its evaluation, structuring and analysis);

– social and humanitarian (communication skills, teamwork competencies, critical thinking, responsibility and motivation).

Thus, it is possible to distinguish the basic component of digital competence of a modern professional. The digital competence of a specialist in a certain sphere is calculated after the analysis of one's activity as well as a number of documents regulating requirements and professional duties.

To determine the structure of digital competence of a mediator in an educational organization, we have studied professional standards in the field of mediation in Russia, international professional standards of mediators, recommendations on the school mediation services in educational organizations, and research on the problems of communication security in the virtual environment and online conflict resolution.

The professional standard of a mediator defines the following crucial knowledge and skills to be used. The work activity "Organizational, technical and documentary support of mediation procedure" assumes knowledge of peculiarities of basic office programs (text editors and programs for making presentations) and skills of using office devices.

The website of the International Mediation Institute contains the professional standards of mediators, including those of a specialist in Internet dispute resolution (IMI, 2020), the analysis of which highlighted the following knowledge and practical skills.

Knowledge:

– Situational Awareness (in ICT);

– Basic Knowledge of online negotiation laws and regulations;

– knowledge of technologies and platforms for online media (Platform/Technology);

– impact of digital technology on the negotiation process (Process/Impact);

– compliance with the principles of mediation and consideration of the capabilities of parties in digital communication (Communication with Parties).

Practical skills:

– Skills related to technology;

– organizing the e-Mediation process (Skills related to the e-Mediation process);

– conducting online mediation (During e-Mediation),

– Reaching Agreement;

– organization of the Post-mediation process.

The studies devoted to the features of Internet communication of children and teenagers (Soldatova, Chigar'kova, Lvova, 2017) are unison in the opinion that the intensity of facing aggressive communication on the net increases. The most common types of aggression are flaming, trolling, and cyber-bullying. At the same time, the authors admit that children prefer to express aggression online rather than offline.

According to the research data (Soldatova et al., 2013), every third teenager has at least once dealt with communication risks, among which cyber-bullying is the leader, since every fourth teenager indicated that he/she suffered insults, humiliation or harassment online.

Meanwhile, the authors descry (Soldatova, Rasskazova, 2014) that the own capabilities of teenagers to ensure their safety on the Internet, as well as the capabilities of their parents are relatively small. Internet risks can be minimized when there are skills of safe behavior

on the Internet and if parents and teachers have the digital competence.

Recommendations on the school mediation services in educational organizations set their main goal the creation of safe, humane and secure space (environment) for the full development and socialization of children and adolescents, including problematic situations and conflicts with the law. The main areas of activity of the mediator in an educational organization comprise the prevention of conflicts in this organization, inter alia those related to the activities of students on the Internet.

Kalinina supposes in her research (Kalinina, 2018) that the work on prevention of Internet risks in educational organizations involves about 70% of students. 83% of parents stated that schools and colleges, where their children study, carry out activities to prevent risks and threats of Internet communication. However, it is noted that preventive work has an informational and instructional inclination on the part of teachers. Only 16% of students mentioned that they had participated in specialized trainings and 10% had taken part in trainings for safe behaviour on the Internet.

The aforesaid allows distinguishing specific components of the digital competence of a mediator in education. These components can be represented by the following areas:
– online mediation;
– information-psychological security;
– conflict prevention.

## Discussion
### *Structure of the digital competence of a mediator in education*

Based on the research of G.U. Soldatova (Soldatova, 2003), we reveal several components in the structure of the digital competence of a mediator in education, namely knowledge, skills and motivation, as well as spheres of basic and professional levels (see Fig. 1).

To determine the digital competence indicator of a mediator in education we have developed specific parameters for selected areas of professional level (see Table 1).

In order to test the model empirically, we conducted a survey of specialists in mediation in education.

We polled 46 specialists in the field of mediation from various educational organizations: general education – 65%, additional education – 15%, professional education – 11%, other – 9%. Work experience in the position of a mediator: less than a year – 24% of the respondents, 1-3 years – 43%, 4-8 years – 22%, more than 8 years – 11%. The age structure of the interviewees: 20-29 years old – 20%, 30-39 years old – 33%, 40-49 years old – 30%, 50-59 years old – 13% and over 60 years old – 4%. The level of training in the field of mediation: specialized higher education – 22%, professional retraining (more than 250 hours) – 11%, advanced training courses (72 hours and more) – 46%, advanced training courses (less than 72 hours) – 22%.

To assess the digital competence of a mediator in education, the Digital Competence Indicator methodology was used (Soldatova et al., 2003). It allows the researchers to evaluate both the integral index of digital competence and its 4 components using a subscale of knowledge, skills, motivation and responsibility (the latter includes safety). The methodology also measures digital competence in four areas of Internet activities by the following subscale: communication (socialising), content (search for the content, its selection, creation and distribution), technical aspects of Internet services and consumption (use of services, payments, online shopping). The methodology was successfully tested and psychometrically processed during the all-Russian study of digital competence, the results of which confirmed its reliability and validity (Soldatova, Rasskazova, 2018).

In addition, a pool of questions was designed to assess the level of knowledge (9 points), skills (9 points), motivation (9 points) in the three professional areas of mediators who work in educational organizations (ensuring online mediation, conflict prevention, information and psychological security).

We took advantage of the Kruskal-Wallis criterion to review the statistical significance of the digital competence indicator for different groups of mediators.

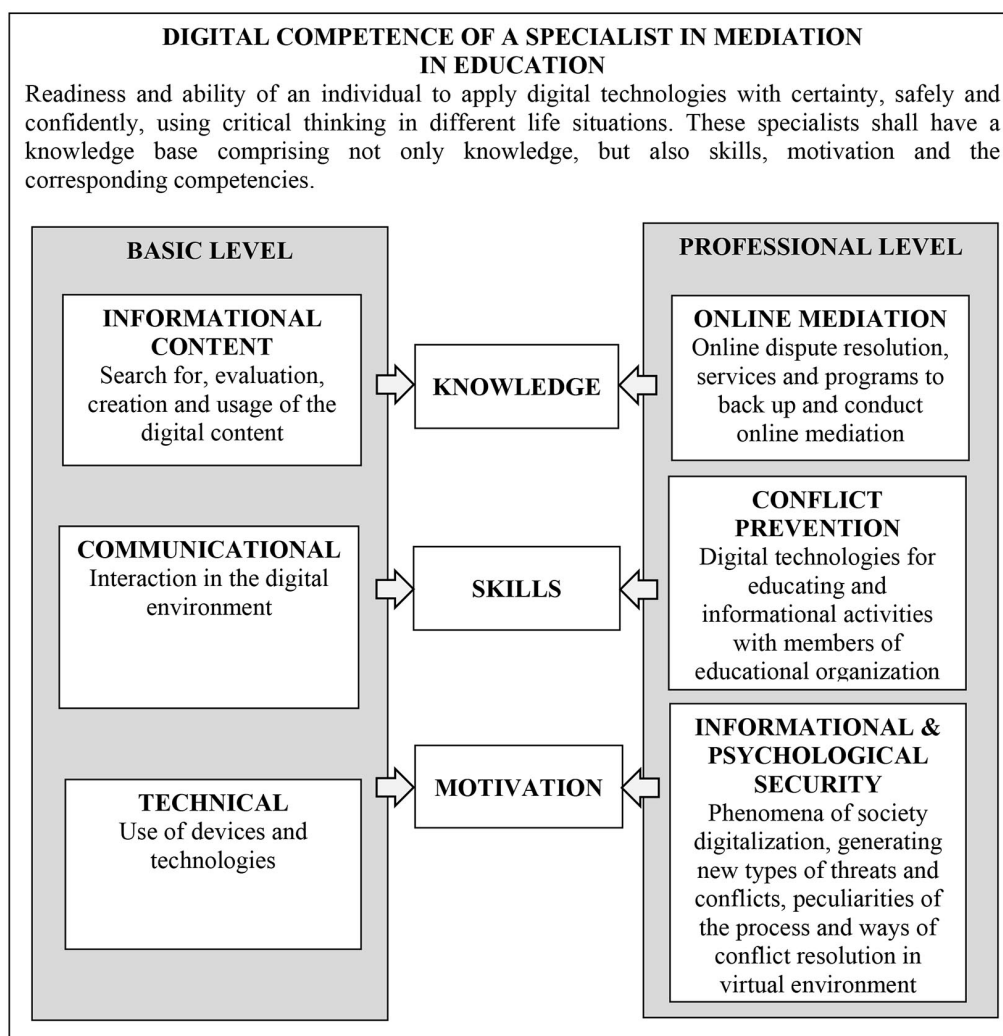The results of the study are presented in the form of values of digital competence indi-

**DIGITAL COMPETENCE OF A SPECIALIST IN MEDIATION IN EDUCATION**

Readiness and ability of an individual to apply digital technologies with certainty, safely and confidently, using critical thinking in different life situations. These specialists shall have a knowledge base comprising not only knowledge, but also skills, motivation and the corresponding competencies.

| BASIC LEVEL | | PROFESSIONAL LEVEL |
|---|---|---|
| **INFORMATIONAL CONTENT**<br>Search for, evaluation, creation and usage of the digital content | **KNOWLEDGE** | **ONLINE MEDIATION**<br>Online dispute resolution, services and programs to back up and conduct online mediation |
| **COMMUNICATIONAL**<br>Interaction in the digital environment | **SKILLS** | **CONFLICT PREVENTION**<br>Digital technologies for educating and informational activities with members of educational organization |
| **TECHNICAL**<br>Use of devices and technologies | **MOTIVATION** | **INFORMATIONAL & PSYCHOLOGICAL SECURITY**<br>Phenomena of society digitalization, generating new types of threats and conflicts, peculiarities of the process and ways of conflict resolution in virtual environment |

Fig. 1. Model of digital competence of a specialist in mediation in education

cators, as well as their individual components. (see Table 2).

The Basic Digital Competence Indicator (BDCI) of a mediator in education is 0.58 and the Professional Digital Competence Indicator (PDCI) is 0.49.

The comparative analysis of representatives of different age groups of mediators revealed a statistically significant connection with both the Basic Digital Competence Indicator (p =.0020) and the Professional Digital Competence Indicator (p =.0116).

High levels of BDCI were found in the group of 20-29 years old people – 0.67, and low levels are demonstrated by the group of 60 years and older – 0.36. PDCI in these groups are 0.56 and 0.24, respectively.

This confirms the conclusions made in the work studying the digital competence of Russian teachers (Soldatova, Shliapnikov, 2015), which found a higher indicator demonstrated by young specialists – representatives of the "digital generation", and a lower indicator – by specialists of the elder age group.

At the same time, the group of 20-29 years old showed the highest indicators in the "knowledge" component – 0.92 of the Basic Digital Competence Indicator and the lowest

Table 1. Spheres, components and indicators of the digital competence of a mediator in education

| Spheres and components | Knowledge | Skills | Motivation |
|---|---|---|---|
| **Online mediation** (online dispute resolution, services and programs to back up and conduct online mediation) | • Possibilities of using programs and e-services for organizational, technical and documentary support of the mediation procedure;<br>• Digital services and platforms for online dispute resolution;<br>• Features of the application of digital technology in online mediation | • Work with office programs and mobile applications for processing the documents in the course of mediation;<br>• Using the Internet for online mediation;<br>• Organization of a group video conference to discuss a conflict situation (online supervision) | • Automation of text documents creation;<br>• Using cloud and mobile technologies to develop diagnostic tools;<br>• Advantages of online services and platforms for online mediation |
| **Conflict prevention** (digital technologies for educating and informational activities with members of educational organization) | • Using digital technologies for educational and informational activities in an educational organization;<br>• Ways and means of developing learners' digital competence in communication and constructive dispute resolution on the Internet;<br>• Regulatory documents setting the directions of activities aimed at prevention of delinquency of children and adolescents on the Internet | • Development and distribution of multimedia content focused on explaining the pros of the mediatory approach in an educational organization (digital leaflets, videos, presentations, etc.);<br>• Conducting classes targeted at developing the students' skills of constructive communication and responsibility for activities on the Internet;<br>• Running the events aimed at developing digital literacy among various participants in educational process (students, parents, teachers) | • Development and promotion of digital educational content for conflict prevention in educational organizations;<br>• Legal basics of work with information in the Russian Federation (legislative acts, online information systems "Consultant Plus", "Garant");<br>• Features of organizing preventive measures using digital technologies (social networks, messengers, webinar platforms) |
| **Informational & psychological security** (phenomena of society digitalization, generating new types of threats and conflicts, peculiarities of the process and ways of conflict resolution in virtual environment) | • Possible threats to the informational and psychological safety of children and adolescents on the Internet;<br>• Risks associated with Internet communications and steps to minimize and eliminate them (cyber-bullying, trolling, flaming, hating, sexting, grooming);<br>• Features of the course and ways of conflict resolution in the e-environment | • Set of rules and norms of Internet communication for different participants of educational relations (in social networks, messengers, forums, chats, etc.);<br>• Analysis, interpretation and critical assessment of the causes and consequences of conflicts in the e-environment;<br>• Work as a mediator in the resolution of disputes and conflicts in the e-environment | • Features of communication and socialization of children and adolescents in the virtual environment;<br>• Theory and practice of successful digital communication through different technologies and platforms;<br>• Ensuring digital security when using Internet services (legal and technological regulations) |

Table 2. Digital Competence Indicator for a specialist in mediation in education (n=46)

| Components of spheres of digital competence indicator | Mean | Median | Std.Dev. |
|---|---|---|---|
| Digital competence indicator (basic) | 0.58 | 0.59 | 0.19 |
| Content | 0.62 | 0.60 | 0.20 |
| Communication | 0.63 | 0.62 | 0.20 |
| Technical sphere | 0.46 | 0.46 | 0.22 |
| Consumption | 0.58 | 0.58 | 0.25 |
| Knowledge | 0.72 | 0.70 | 0.24 |
| Skills | 0.59 | 0.54 | 0.22 |
| Motivation | 0.50 | 0.40 | 0.33 |
| Responsibility/safety | 0.50 | 0.45 | 0.28 |
| Digital competence indicator (professional) | 0.49 | 0.48 | 0.17 |
| Online mediation | 0.43 | 0.44 | 0.23 |
| Conflict prevention | 0.48 | 0.55 | 0.22 |
| Informational and psychological safety | 0.55 | 0.55 | 0.22 |
| Knowledge | 0.41 | 0.33 | 0.21 |
| Skills | 0.41 | 0.33 | 0.23 |
| Motivation | 0.64 | 0.66 | 0.28 |

value in the "motivation" component – 0.34. Simultaneously, the Professional Digital Competence Indicator values do not differ much – 0.56 and 0.58, respectively. This can be explained by the fact that the young specialist believes that he/she does not need to improve their digital competence in the basic field because they have already got the necessary knowledge, but as for the professional field they are motivated to develop to get promotion.

The highest values of the motivation component in the 50-59 years old group – 0.9 for BDCI and 0.93 for PDCI, and the lowest in the 60+ age group – 0.2 for BDCI and 0.39 for PDCI characterize the assessment of the importance of digital skills at this age.

The Professional Digital Competence Indicator values for specialists from different educational organizations do not differ much. However, there are differences in the value within the "Conflict Prevention" component. For mediators from general education organizations it is equal to 0.53, for professional education organizations – 0.49, for organizations of additional education – 0.38, and for others (educational centres and non-profit organiza-

tions) – 0.28. This divergence can be attributed to the specific activities of specialists in these organizations and the relevance for them of conflict prevention and aversion in the digital environment.

There is a statistically significant connection between the type of training of a specialist in the field of mediation and the component "motivation" of PDCI (p =.0127). Educators with specialized higher education (bachelor, specialist, master) have the highest value of PDCI "motivation" component – 0.77. Educators who have completed 72 hours or more of professional development courses – 0.67 of PDCI "motivation" component, professional development courses less than 72 hours – 0.56, professional retraining – 0.51. This indicates the need to raise awareness of the possibilities of digital technologies in mediation among specialists who work after professional retraining. No statistically significant link has been established between the level of mediator training and the value of digital competence indicators.

All in all, it should be summed that the Professional Digital Competence Indicator is at

the level of under 0.5, which evinces the insufficient knowledge and skills of specialists.

**Conclusion / Results**

The study of digital competence indicators made it possible to identify the main drawbacks and therefore to develop recommendations on improving the digital competence of mediators working in education. Eventually, the profile digital competence indicator is less than the basic one, which proves the lack of measures to develop the digital competence of mediators in education.

For training specialists who have applied for the master's program "Mediation in Education" at the Siberian Federal University we introduced a course aimed at forming basic level knowledge and skills. The advanced level can be achieved either through doing a special course devoted to informational and psychological security, online mediation and conflict prevention in the virtual environment, or through the addition of digital technologies to the courses of profile mediator training.

Since the motivation in all areas is quite high and the level of knowledge and skills is lower, the educators should use professional tasks and cases for which it is necessary to use digital technologies. The teachers have to include in their syllabi tasks aimed at settling online disputes on the specialized platforms and resolving online conflicts in the virtual communication environment, like messengers and social networks. Furthermore, when online mediation in education and conflict prevention in the digital environment become the topics of masters' theses, it will improve the digital competence of graduates.

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# Цифровая компетентность специалиста по медиации в образовании

**Е.В. Ермолович, А.В. Тимошков**

*Сибирский федеральный университет*
*Российская Федерация, Красноярск*

**Аннотация.** Статья посвящена исследованию цифровой компетентности как компонента профессиональной деятельности специалиста по медиации в образовании. Выполнен анализ профессиональных стандартов специалиста по медиации в России и за рубежом, трудовых функций медиатора в образовательных организациях и разработана модель цифровой компетентности специалиста по медиации в образовании, включающая в себя базовый и профессиональный уровень, представленный тремя сферами: онлайн-медиация, профилактика конфликтов в виртуальной среде и информационно-психологическая безопасность. Проведено эмпирическое исследование, направленное на выявление индексов цифровой компетентности специалистов по медиации в образовании Сибирского региона. Определены дефициты и зависимости индексов в разрезе сфер и компонентов цифровой компетентности. С целью развития цифровой компетентности специалистов по медиации в образовании сформулированы предложения по совершенствованию подготовки магистрантов в Сибирском федеральном университете. Представленные в статье результаты выполнены при поддержке благотворительного фонда программы В. Потанина «Практико-ориентированная магистерская программа «Медиация в образовании» в стратегическом партнерстве университетов и профессиональных сообществ медиаторов Сибири и Казахстана».

**Ключевые слова:** цифровизация, медиатор, модель цифровой компетентности, индекс цифровой компетенции, модель обучения.

Научные специальности: 13.00.00 – педагогические науки; 19.00.00 – психологические науки.

# Online Restorative Mediation Practices

## Anton Iu. Konovalov*

*State Budget Institution of Moscow City Center
of Psychological and Educational Assistance
Moscow, Russian Federation*

**Abstract**. In 2019–2020, the COVID threat has changed ordinary life in many countries, including Russia. The fear of epidemic has affected people's condition and caused anxiety. Many people have found themselves isolated, unable to leave their homes and go to work, which further increased tensions. Those minors, who were shifted to distance learning format and forced to stay at home, also felt vulnerable. The specialists of the "helpline" note growing number of calls, including those related to family and child-parental conflicts. The author organized a series of expert webinars, where the features of restorative practices and online mediation were discussed. The participants were practicing mediators, restorative justice specialists, children's helpline psychologists, members of the All-Russian Association for Restorative Mediation, and other specialists from Russia, Latvia and Ukraine. The results of these discussions have formed this research.

The most important result is that when it is impossible to use the means of face-to-face communication, then the mediator (facilitator) needs to develop and master other methods and techniques for successful communication management, as well as trust and sincerity between the participants. Let us imagine it in a way: an author of a fiction book and a director of a film based on the same book will use different means to convey its meaning and states of the participants, but in the book through descriptions, and in the film through music and other cinematographic techniques, there will be a single content and the essence of the work.

The ideas and recommendations for online mediation described here can be useful not only for the isolation period, but also when working with those people who are difficult to access directly. For example, for those who live in closed institutions: hospitals, specialized educational institutions, temporary detention centers, penal institutions with remote location without an opportunity to come to a meeting, homeschooled students and their parents, if the parties do not want to communicate in direct contact with the members of network communities, etc. Moreover, Russia has already such experience and it needs to be expanded further.

**Keywords:** restorative mediation, restorative justice, restorative approach, conciliation services, online mediation, online restorative practices.

* Corresponding author E-mail address: Konovalov-A@yandex.ru
  ORCID: 0000-0002-7077-0962

Research area: education.

**Introduction**

On the 2000 initiative of Interregional Social Center "Judicial and Legal Reform", in Russia, restorative mediation and justice programs have been developing in the form of territorial and school reconciliation services (Konovalov, 2012) aimed at resolving conflict situations and preventing of juvenile delinquency. The importance of reconciliation services development in Russia is reflected in the following federal documents:

• "Methodological recommendations for creation and development of reconciliation services in educational institutions" (Ministry of Education and Science of the Russian Federation, 2015).

• "Methodological recommendations for mediation (reconciliation) network services in educational institutions and organizations for orphans and parentless children" (Ministry of Education of the Russian Federation, 2020).

The activities of school and local reconciliation services are based on the values of restorative justice, focused on the situation in educational organizations. They are formulated by the author on the website of the school reconciliation services (Konovalov, 2020).

Let us list them here:

• Restoration of the ability of the parties to conflict / violation to understand the consequences of the situation for themselves, their families and/or the other party.

• Responsibility of the offender to the victim (in case, if there is any offender) is to eliminate, as much as it possible by the offender himself, the harm (or strong offense) caused.

• Overcoming a victim state for those who have suffered harm, offense, aggression or injustice (if any) by expiating the damage caused to the victim and answering the victim's concerns by the offender and his/her relatives.

• Parties to the conflict situation (if they are "equal") assume responsibility for its settlement, excluding violence or further harm,

end to mutual enmity, stabilize their relations and support responsible behavior.

• Planning by the parties to the conflict of their future (and their specific actions – who and what will do), which would allow to avoid such situations to repeat again in the future, stigmatize and reject any of the parties.

• Peers and respected people's support in moral guidelines and values activization, the absence of which has led to the conflict / violation. Support for positive changes and implementation of the concluded conciliation agreement (plan) on the part of relatives, peers, respected people and school community.

• Restoration of parents' responsible educational position towards the situation with their child.

These values are realized in the following restorative programs:

• "Circle of responsibility" – primary prevention, when there is no obvious conflict, it is highly to happen in the future (for example, in case of two classes merging, with the parents of 1st grade pupils, with children and their parents when moving to a middle school, etc., or when there is tension among students and / or parents.

• "Reconciliation program" – resolving conflicts between schoolchildren (students).

• "Restorative mediation" – resolving conflicts between teachers and parents, as well as students and teachers.

• "Community circle" – resolving group conflicts in a classroom or within a group of parents by appealing to moral values, reaching agreement and mutual responsibility.

• "Family meetings" – coordination of the positions and interests of children, parents and teachers in relation to the educational process, parents' greater involvement and children' responsible behavior.

• "Harm reparation program" – secondary prevention and dealing with fights, theft, damage to property, etc. (including cases submitted

to the court and the juvenile justice commissions).

• "School-parent council" (circle) – complex multilateral conflicts between all the parties of educational process (when children, parents, teachers, administration, education authorities, media, and others are involved in the conflict).

• Restorative approach to the classroom management – for educators and class teachers.

• Restorative approach to the management and development of educational organization – for the administration and management and educational team.

These programs are conducted by a trained facilitator (or a team of facilitators) who first meet with each of the parties separately, prepare them for a joint meeting, and then organize a productive dialog, acting there as neutral intermediaries. As a rule, such meetings are held with a direct involvement of all parties to the conflict, but if it is impossible to meet face-to-face, one can hold it online.

**The problem of online using restorative practices and mediation and research method**

As the researches show, conflicts in the school environment occur quite often. And in 2019–2020, the threat of COVID – virus has also changed the usual way of life in Russia. Many people have found themselves being isolated, with no permission to leave their homes and go to work, which further increased the tension. The minors forced to a distance learning format and to stay at home – in a limited space – have also felt vulnerable. The specialists of the "helpline" informed us of increasing number of calls, including those related to family and child-parent conflicts. Thus, on the one hand, due to escalation of social tension and conflicts, some steps were required to resolve them, including mediation and restorative programs; on the other hand, they could only be carried out online, as required by the isolation regime. For most specialists it became a challenge, because online interaction differs from a face-to-face dialog – so much important in humanitarian practice.

In this situation, the author has organized a series of expert webinars, where the fea-

tures of restorative practices and online mediation were discussed. The participants were practicing mediators, specialists in restorative justice, psychologists of the children's helpline, members of the All-Russian Association for Restorative Mediation and other specialists from Russia, Latvia and Ukraine. The results of these discussions have formed this article.

**Research results**

It is worth noting, that many specialists are somewhat afraid of a distant communicating (via telephone, Internet, by e-mailing, etc.). But let's think how much time we spent on phone or in texting with friends, helping them solve their problems and, usually, successfully. We can say that each of us has had a practice of support and assistance in a distance format, even if it is friendly, not professional. However, when we talk about an expert position, we must communicate with an unfamiliar person professionally, which causes difficulties. Many mediators note a lot of stress in online professional interaction. Perhaps, the human brain gets tired faster if it lacks information and cannot effectively understand and read information through other signals (timbre, speech rate, etc.). Therefore, young mediators quickly get tired at first, but as they gain experience, they start notice different nuances better, and, thus, this tension goes away.

What helps to understand a person behind the screen? As the seminar's participants say, first, it is camera. Moreover, not only the face should be visible on the screen, but, if possible, an image up to the chest, where one can see the body turns, hand gestures, etc. Some people are shy to turn on the camera – sometimes they do not have any make-up or there are any other members of the family and they do not want to show their flat – and therefore the participants connect online being in the car or walking in the park, which distracts both the person and other participants. Thus, while preparing for the meeting, we ask to be able to turn the video on, make a neutral background, and some programs like Zoom and Teams allow you to automatically create the background behind you.

If it is impossible to turn the camera on and the person uses just his/her voice, then the mediator and other participants are guided by the speech rate, changes in the voice timbre, pauses and so on, which can signal emotional stress, attempts to avoid answering, etc. These techniques are mastered by, for example, specialists working on the "trust line", which allows them to monitor the state of a person by their voice.

If a person can only write in a chat (it also happens, for example, in case of a poor Internet connection), then additional information can be given by the speed of writing, misspellings and typos (some programs allow the facilitator to see what the person is writing and then erase or correct), quickness in answering, etc. All this is better to clear up at preliminary meetings.

There is another important aspect – safety. While in face-to-face mediation the parties usually come separately and then leave separately, then in isolation-time, the parties to the conflict are often locked up in one space (family conflicts, child-parental conflicts). Therefore, the mediator needs to make sure that they are safe: at least the parties should be in different rooms (better – in different places), do not talk to each other, and not leave their rooms after the end of the meeting for at least 15 minutes. The last requirement helps them to stay alone for a while and to comprehend the conversation.

In distance mediation, the issue of ensuring confidentiality also put certain difficulties. The mediator cannot remotely verify confidentiality; therefore, it is recommended that a part of the security and confidentiality requirements be included in the agreement on mediation procedure as the parties' responsibility, which they must ensure.

A strong Internet connection is a bottleneck for online media. It concerns not just the need for high-quality video and sound (poor sound confuses, and the information can be lost). No less relevant for the mediator is whether the person consciously leaves the mediation, or whether the connection is broken. If the person falls out of communication unexpectedly, then not only the mediator may have misunderstanding, but also the other party, which begins to interpret this communication gap in one's own way, and often not toward cooperation. Therefore, it is recommended to agree on a signal for the end of mediation (even if the person wants to interrupt it – so that he/she informs about it), as well as to think of an alternative way of communication (telephone, mail) in advance, so that the mediator has an opportunity to quickly make sure that everything is ok and whether the person will turn back to communication.

It is worth saying how difficult it is for the mediator to remotely read the signals of the participants, it is no less difficult for the participants to understand what is happening. Therefore, the mediator (facilitator) is required to provide the parties and participants with more support, attention and feedback than during normal communication.

Here are some techniques that the webinar participants shared to help establish communication:

−   ask to indicate full names during registration (not *user*, etc.) so that the speaker's full name can be seen under the video;

−   ask to turn off the microphones for those who are not speaking now, so that there is no background noise (the mediator can usually turn off the microphones, but it is better for the participants to be sure of this);

−   set the time for communication and breaks, given that the participants start feel tired faster than in face-to-face communication;

−   ask the participants to take water or tea;

−   ask not to write in a general chat during the discussion (otherwise it creates parallel discussions and distracts the participants), not to experiment with the screen. If you have an urgent question, you can write to the mediator personally;

−   make sure that everyone has their speakers, microphones and other equipment;

−   the mediator writes in the chat the current stage of the meeting, topic or main question, so that everyone could read what is being discussed;

−   show the participants how they can "raise their hand" if they want to express their

voice, or to order the speakers – we gave the floor alphabetically and everyone knew who and after what time he/she would be given the mic;

– agree on whether the mediation (Circle) will be recorded, to whom and how it will be provided later. In most cases, we do not keep any records, but on training Circles, the recording is allowed with the consent of the participants.

To summarize, we note that "According to a study by Independent Mediators (UK) conducted in July 2020, more than 90% of those who have already participated in online mediation would agree to participate in the online procedure again and more than 40% of respondents would to take part in online mediation, provided that some of the participants are physically together during the process, while others are online", which indicates the willingness of the parties to accept such format (Independent Mediators, 2020).

**Conclusion**

Conducting restorative practices and mediation online is possible, but it requires readiness and certain competencies, both from the presenter (mediator) and the participants. As we believe, the traditional mediation of interests is more suitable for the online format than the restorative one, since in restorative mediation, there are more informal personal aspects (hostility suspension, repentance of the offender, victim restoration, etc.), which are difficult to actualize remotely. However, in restorative mediation, mixed formats are possible: preliminary meetings with the participants can be held online, while the general meeting – face-to-face.

As experience is being gained, the regulations for interaction and memos to the participants will be developed, which will spell out basic rules and conditions for working online, and there already are examples of such regulations.

Online restorative practices can be successfully used by the teachers in distant learning, when there are no strong conflicts, but it is important to maintain discipline and interaction with the class online. More information about the elements of restorative practices can be found in the materials of the website on school reconciliation services in the section for teachers and tutors (School reconciliation services / class teachers, 2020). It is also possible to work with adults, for example, an online restorative program "Circle of Responsibility" was worked out for teachers and parents in the schools of Moscow and in other regions during the pandemic period. Most of the Circle members has noted its effect, since many have found themselves in uncertainty, and communication was limited within the family, and the Circle has given the participants an opportunity to talk about the future, make and agree on plans, take responsibility and control over what is happening.

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# Практики восстановительной медиации в формате онлайн

**А.Ю. Коновалов**
*ГБУ «Городской психолого-педагогический центр
Департамента образования и науки города Москвы»
Российская Федерация, Москва*

**Аннотация.** В 2019–2020 гг. угроза заражения вирусом COVID изменила привычный уклад жизни во многих странах, включая Россию. Страх людей перед эпидемией отразился на их состоянии и тревожности. Многие люди оказались в изоляции, без возможности покидать свое жилище и выходить на работу, что вдобавок увеличило напряженность. В уязвимую ситуацию попали и переведенные на дистанционный формат обучения несовершеннолетние, которые вынуждены были находиться в ограниченном пространстве дома. Работающие на «телефоне доверия» специалисты сообщали нам об увеличении числа обращений, в том числе по семейным и детско-родительским конфликтам. В это время автором была организова-

на серия экспертных вебинаров, на которых обсуждались особенности восстановительных практик и медиации в онлайн-формате. Участниками были практикующие медиаторы, специалисты по восстановительному правосудию, психологи детского «телефона доверия», члены Всероссийской ассоциации восстановительной медиации и другие специалисты из России, Латвии и Украины. Результаты этих обсуждений легли в основу данной статьи.

Основной вывод заключается в том, что когда невозможно использовать средства очной коммуникации, то ведущему (медиатору, фасилитатору) необходимо разрабатывать и осваивать иные методы и приемы для эффективного управления коммуникацией, а также достигать доверия и искренности между участниками. Можно предложить такой образ: автор художественной книги и режиссер фильма по этой же книге будут использовать разные средства для передачи ее смысла и состояний участников, но и в книге через описания, и в фильме через музыку и другие приемы кинематографа будут передаваться единое содержание и суть произведения.

Собранные здесь идеи и рекомендации по проведению медиации в режиме онлайн могут быть полезны не только при работе в режиме изоляции, но и в работе с теми людьми, к которым затруднен непосредственный доступ. Например, находящихся в закрытых учреждениях: больницах, СУВУ, центрах временного содержания, местах заключения, находящихся в отдалении без возможности приехать лично на встречу, детей на домашнем обучении и их родителей, при нежелании сторон коммуницировать в непосредственном контакте, с участниками сетевых сообществ и т.д. Тем более что в России такой опыт уже есть и его надо расширять.

**Ключевые слова:** восстановительная медиация, восстановительное правосудие, восстановительный подход, службы примирения, медиация онлайн, восстановительные практики онлайн.

# Specifics of the Attitude of Students with Deviant Behaviour to School Mediation Service

**Olga O. Andronnikova and Olga E. Radzikhovskaya\***
*Novosibirsk State Pedagogical University*
*Novosibirsk, Russian Federation*

**Abstract**. This article discusses the perception of the effectiveness of school mediation services by adolescents with deviant behaviour. The research was based on Russian speaking adolescents aged 13-17 years (128 interviewees, including 78 girls and 50 boys). The questionnaire was developed in compliance with similar researches using expert evaluation. The results of the research are analyzed as per the Pearson correlation coefficient. The analysis of the difference in the perception of the effectiveness of mediation practices by a group directly involved in the implementation of mediation practices (group 2 of 40 persons) and a group with no direct experience of mediation (group 1 of 88 persons) resulted in some conclusions. The participants of group 2 consider the mediation method an effective means of resolving conflicts, increasing interpersonal skills, and respect for the interlocutor. Mediation is also an effective means of self-development and self-understanding for group 2. Group 1 displays infantile expectations of mediation effects and high sensitivity to fairness.

**Keywords**: mediation, deviant behaviour, adolescents, interpersonal relations, conflict competence, victimization, education.

Research area: education.

\* Corresponding author E-mail address: andronnikova_69@mail.ru, o.radzihovskaya@gmail.com
    ORCID: 0000–0002–1756–7682 (Andronnikova); 0000–0002–9282–2997 (Radzikhovskaya)

## Introduction

Children and adolescents with deviant behaviour are often involved in conflicts, become violators or victims. The severity of the problem of countering the juveniles' deviant and victimized behaviour is not reduced. To a large extent, the juveniles' deviant behaviour is the basis for the emergence of criminal behaviour in adulthood, which raises the extremely acute issues of timely intervention. The emergence of conflicts in the educational environment is inevitable, but the current forms of solving school conflicts often do not produce the expected effects. Conflicts remain unresolved, and conflict participants experience a whole range of negative feelings (resentment, anger, frustration, and a sense of injustice), the intensity of which does not decrease over time (Boulton, Boulton, 2011). For children and adolescents whose personal characteristics or conditions of social upbringing are factors of deviance, the experience of such feelings can become the basis for violation of social norms, conflictogenic behaviour, or strengthening the state of helplessness and fixation in a victim's role.

The need for peaceful conflict resolution in an educational organization has resulted in the need for the development of school mediation services aimed at both conflict resolution and teaching students a non-conflict interaction and competences in solving emerging interpersonal difficulties (Amador Buenabad et al., 2020). The use of restorative mediation practices in school allows the participants to get rid of negative experiences, learn to express feelings and emotions, independently resolve the situation (including compensation for damage), and reach an agreement, avoiding any repetition in the future.

## Theoretical Framework

Restorative mediation practices emerged in schools in response to the need for anti-bullying and anti-violence programmes at the beginning of this century. Among the works aimed at finding the ways to prevent conflicts, bullying and organizing school life, there are many empirical and theoretical studies that show the effectiveness and specificity of using mediation programmes (García-Raga, Bo Bonet, Boqué Torremorell, 2016; Tucker, Maunder, 2015; Pulido, Martín-Seoane, Lucas-Molina, 2013).

Analyzing various aspects of the effectiveness of school mediation services, the researchers note several important parameters. According to Puig-Gutiérrez & Morales-Lozano (2015), participation in mediation contributes to the development of students' activity, strengthens their ability to interpersonal communication, and stimulates the adequacy of perceiving the issues of justice. Munné & Mac-Cragh (2006) claim an increase in decision-making and dialogue-building skills among the students involved in mediation processes. García-Raga et al. (2016) consider the educational potential of mediation, as it affects the development of its participants' personalities, the improvement of interpersonal relationships and school microclimate.

It should be noted that the school mediation service is aimed at solving a number of tasks significant for an educational organization. These tasks are implemented through the main functions of the service: a restorative function aimed at conciliatory resolution of existing conflicts; an educational function related to the possibility of using the skill of constructive conflict resolution outside the school; a pedagogical function that forms the students' appropriate values and norms; a preventive function aimed at preventing interpersonal relationships and acquiring the skill of constructive interaction. According to Khabibullin (2018), in Russia, the school mediation service mainly consists of a team of tutors and students who are directly involved in the process of restorative mediation. However, there are other forms of mediation services, including the centres that help educational institutions resolve conflicts. The structure, algorithms, and technologies of mediation recovery work are described in the Russian authors' scientific research (Belonogova, Prokopyeva, 2020; Andronnikova, Radzikhovskaya, 2020, et al.).

Given that educational activities are initially highly conflictogenic, it is conflict prevention that is the leading activity of school mediation (García-Raga, Grau, López-Martín, 2017; Masharova, 2019). Masharova (2019) notes that in order to achieve a positive

result in the implementation of reconciliation practices, the mediator has to start with him/herself, learning to control his/her feelings, reflection, effective communication skills, respect for the interlocutor, and technologies to dampen down an incipient conflict. In addition, when at the meeting the mediator should be able to listen carefully to the participants' opinions, accept their point of view and experiences, and help the participants understand their own emotional states and attitude to what is happening. All this leads to the mediation participants' significant psychological growth and increased competence in interpersonal interaction. The same opinion is shared by Pérez-Albarracín & Fernández-Baena (2019), who analyzed 157 school mediators. The authors note significant changes in the acquisition of conflict resolution skills and socio-emotional training of mediators themselves in the process of organizing reconciliation. Iriarte & Ibarrola-García (2018) emphasize the development of the participants' emotional intelligence, social-cognitive skills, and morality in the mediation process.

The expediency of using mediation programmes to prevent the students' deviant behaviour is quite actively discussed in modern science (Sudakova, Koryagina, 2017; Lee, et al., 2020; et al.). Thus, Sudakova, Koryagina (2017) note the increased conflictogenity of the adolescents with deviant and criminal behaviour that requires special technologies to reduce it. The authors refer to school mediation services as an early preventive system for juvenile delinquency. They emphasize the importance of making up for the harm and resolving compensation issues that are necessary for a truly effective resolution of emerging conflicts. For adolescents with anger control problems and deviant behaviour, mediation can be accompanied with anger control training, the effectiveness of which is reflected in the research by Sezen & Bedel (2015).

In addition to the positive aspects that arise during mediation, it is necessary to note the negative ones that are distinguished by García-Raga, Chiva Sanchís, Moral Mora & Ramos Santana (2016). These are students' poor training in mediation and a low use of me-

diation in resolving conflicts between teachers and students. It is even less often when mediation is used to resolve vertical conflicts between the administration and the teachers as well as conflicts between the teachers themselves.

Currently, in scientific literature, there have appeared the researches on the specifics of organization and effectiveness of school mediation services in different countries of the world (García-Raga, Grau Vidal, Boqué Torremorell, 2019; Pérez-Albarracín, Fernández-Baena, 2019; Lozano-Martín, Gutiérrez-Extremera, Martínez-Martín, 2018). In their cluster-randomized study involving 40 schools, Bonell et al. (2019) claim that mediation technologies have contributed to some improvement in school microclimate as well as in contact between the students with deviant behaviour. Analyzing the results of reconciliation programmes for secondary and high school adolescents, Li, Luo, Zheng et al. (2019) note a decrease in depressive symptoms and anxiety. Gong, Ren, Wu et al. (2019) claim the importance of mediation in reducing cases of non-suicidal self-harm and effectiveness when working with students with a high level of self-criticism.

However, we have not found the researches that would allow us to understand the perception of the effectiveness of school mediation services for students in Russia. This determined the focus of our research aimed at studying the perception of the effectiveness of school mediation services by adolescents with deviant behaviour.

**Design and Methodology of the Research**

This research is aimed at analyzing the students' views on the effectiveness and necessity of school mediation, the sample being Russian speaking respondents.

The objectives of the research were to identify the prevalence of school mediation services; to highlight the students' views about the strengths and weaknesses of school mediation; to determine the areas of effective development when participating in school mediation services.

Questions on the students' ideas about school mediation service were drawn up sim-

ilarly to the questions from García-Raga, Grau Vidal & Boqué Torremorell's research (2019) and were peer-reviewed (10 experts). In addition, 6 questions were added to identify the inclination to deviant behaviour and risk. Introductory questions related to the interviewees' age, place of residence (a city, a small settlement, and a village), gender, and the views on the mediation service. All the questions in the questionnaire (except for the introductory ones) were of a closed type with two answer options (Yes/No).

The interviewees were teenagers aged from 13 to 17, who answered the questions of the questionnaire published on the Internet and on the site for online research (https://forms.gle/TCNgEfa5jLAWHbYb9). To avoid adverse effects on the results of the responses certain criteria were introduced. The criteria for selecting the group under the survey were the respondents' age and their experience of contact with the school mediation service (the respondents have participated in the mediation service, there is the mediation service at their school, there is no mediation service at their school, but they know about such a service).

The empirical group consisted of 128 respondents, including 61% of girls (78 persons) and 39% of boys (50 persons). There was a certain category of the interviewees with no experience of contacting the mediation service but with some relation to the issue under the discussion. This category included 75 persons who were not among the participants in the common group. Yet, their attitude to the service is given below as an interesting social context.

The mathematical calculation was performed with the SPSS statistical package, version 20.0, which is used for descriptive and logical analysis. The calculations use the Pierson criterion for determining the respondents' ideas on the effectiveness of the school mediation service, both the respondents studying at schools with the mediation service and the respondents studying at schools without such a service but having some experience of contacting the mediation service in other social conditions.

**Research results**

A group of the respondents (75 persons) was selected from the total number of all the questionnaire respondents. These respondents did not come into contact with the school mediation service and sometimes did not know what it was. Yet, hypothetically, they had an idea of how useful such a service could be. 62% of boys and 38% of girls were among the participants of this group. If they knew nothing about the mediation service, they believed that such a service was unnecessary and would be useless. However, they positively answered all the questions related to mediation as a form of work. Up to 98% of the respondents in this group gave positive answers to questions 12, 14, 19, 24 and wrote about the importance of mediation in conflict resolution in their comments. This situation allows us to conclude the necessity to spread information about the mission and technologies of the school mediation service, its mediation function.

Quantitative and qualitative analysis of the results of an empirical group (128 respondents) on their attitude to the school mediation service has revealed the data shown in Table 1.

The results of the questionnaire show that 88 respondents (68%) study at schools without the school mediation service, and 40 respondents (32%) study at schools with the school mediation service. Undoubtedly, it should be remembered that, according to the research by García-Raga et al. (2019), up to 65.5% of the respondents studying at schools with the mediation service knew nothing about its activities. This means that some of the respondents, who answered that there is no mediation service in their school, study at schools where such a service is available. However, based on the current situation of self-isolation and collection of the information data via the Internet, there is no way to verify this fact.

The analysis of the specifics of the responses on the effects of the mediation service and its role in changing interpersonal relationships and developing communication skills results in a number of conclusions. Most participants believe that the method of school mediation would reduce the number of sanctions against students and improve the relationship between

Table 1. Primary results of the responses to the questionnaire questions

| Questionnaire questions | Yes | Yes% | No | No% |
|---|---|---|---|---|
| 1. The "school mediation" method is used by the students at my school to resolve conflicts | 40 | 31 | 88 | 69 |
| 2. I believe that the "school mediation" method has helped to reduce the number of sanctions (punishments, bans) at my school | 118 | 92 | 10 | 8 |
| 3. The "school mediation" method has increased the respect among the peers | 58 | 45 | 70 | 55 |
| 4. The "school mediation" method encourages the dialogue between the peers | 33 | 26 | 95 | 74 |
| 5. Due to the "school mediation" method the relations between students and teachers have improved | 120 | 94 | 8 | 6 |
| 6. Introduction of the "school mediation" method has reduced the number of conflicts at school | 6 | 5 | 122 | 95 |
| 7. The "school mediation" method allowed resolving small conflicts that would eventually turn into more serious problems | 10 | 8 | 118 | 92 |
| 8. Since my school started using the "school mediation" method, the teachers can better teach their subjects | 48 | 38 | 80 | 63 |
| 9. The "school mediation" method has helped me to avoid punishment | 32 | 25 | 96 | 75 |
| 10. The "school mediation" method helped me get out of the problem | 34 | 27 | 94 | 73 |
| 11. The "school mediation" method has helped me learn to communicate better | 58 | 45 | 70 | 55 |
| 12. Thanks to mediation, I realized my guilt and am ready to eliminate the damage caused | 95 | 74 | 33 | 26 |
| 13. I am satisfied with the mediation process | 48 | 38 | 80 | 63 |
| 14. It is through mediation that I have learned to listen to others better | 58 | 45 | 70 | 55 |
| 15. The "school mediation" method has helped me learn to recognize and express my feelings | 56 | 44 | 72 | 56 |
| 16. The "school mediation" method has helped me to know others better | 49 | 38 | 79 | 62 |
| 17. The "school mediation" method allowed me to get to know myself better | 108 | 84 | 20 | 16 |
| 18. The "school mediation" method has helped me communicate with others better | 50 | 39 | 78 | 61 |
| 19. Through mediation I have been considering various ways of conflict resolution | 116 | 91 | 12 | 9 |
| 20. The "school mediation" method has improved my creativity | 5 | 4 | 123 | 96 |
| 21. The "school mediation" method has helped me to be more respectful towards others | 56 | 44 | 72 | 56 |
| 22. Having become familiar with the "school mediation" method, I could recommend it to a friend | 56 | 44 | 72 | 56 |
| 23. The skills I have acquired through mediation can be applied to other situations in my life (family, friends ...) | 57 | 45 | 71 | 55 |
| 24. I would like to see more mediation in society | 118 | 92 | 10 | 8 |
| 25. Have there been any violations of legal norms in your life? | 122 | 95 | 6 | 5 |
| 26. Have you ever done anything risky in your life? | 124 | 97 | 4 | 3 |
| 27. Have you ever had an experience of using drugs or alcoholic substances? | 121 | 95 | 7 | 5 |
| 28. Do you smoke? | 86 | 67 | 42 | 33 |
| 29. Have you ever been in an unpleasant situation as a result of your behaviour? | 103 | 80 | 25 | 20 |
| 30. Do you tend to violate the rules and regulations adopted in your immediate environment (family, school, …) | 102 | 80 | 26 | 20 |

students and teachers. However, this form of interaction is not expected to reduce proneness to conflict and increase conflict competence (points 4, 6, 7, 10, 11). Moreover, this method is not considered by the students as a technology for improving communication skills (points 11, 14, 15, 16) either. Students are more likely to perceive mediation as a technology of pressure on themselves and forcing them to become aware of guilt (question 19). According to the majority of the participants, the method can be a way to learn how to repair the damage caused. This may be due to the age-specific need for justice, which has peculiar forms in adolescents. In her research Avdulova (2015) claims that violation of faith in a fair world is characteristic for many deviant teenagers. This leads to the formation of an accusatory position with the attitude that for others "the world is fairer". In addition, the author argues that when the faith in the "common fair world" decreases, the faith in the "personal fair world" increases. It is within the latter when fixation on sacrifice and understanding of justice as revenge take place. This sensitivity to justice in adolescents can form a willingness to act "hot on the trail" and constitute a victim's sensitivity that incites the adolescent to self-serving behaviour. According to the research by Nartova-Bochaver & Astanina (2014), a victim's sensitivity is always destructive for the individual and leads to destructive experiences that will later be expressed in the adolescent's behaviour. This is confirmed by Astanina's research (2017) The scholar claims the offenders' higher sensitivity to justice, which is associated with psychological well-being. This may mean that the extreme value of justice determines the deviant behaviour that occurs in a conflict situation.

Quite often, students regard the method of school mediation as an information resource. The majority of the participants noted that the method of school mediation allowed them to get to know themselves better (point 17) and start thinking about various ways to resolve the conflict (point 19). However, the majority of the respondents are not satisfied with the results of school mediation. This can be explained by the discrepancy between the target orientation of mediation technologies and the expectations of

its participants (reduction of sanctions, achieving justice in their understanding, compensation for damage by the abusers, improved interaction with teachers). Therefore, it is clear that the majority of the respondents believe that it is unnecessary to recommend school mediation to friends and that the skills obtained as a result of mediation are not necessary for life and cannot be used in other life situations. It is possible that the difficulties of transferring skills from one area of activity to another may also be related to age characteristics or explained by the adolescents' infantilisation.

To identify the distribution of the responses between the groups of the respondents from schools with the mediation service and from schools where such service is not available the correlation criterion was used to process and calculate the results. The significant differences in the questionnaire questions between the groups are shown in Table 2.

**Discussion**

It should be noted that for questions 2-8 about the effectiveness of the school mediation service in organizing the educational process and improving interpersonal interaction between the participants in the educational process there is a significant difference in the answers of the groups.

Group 1 (the participants of the group had no direct experience in mediation practices) have more optimistic expectations of the work of the service on several issues. The respondents reliably expect it to have such effects as the reduction of certain sanctions (punishments, bans) at school and the improvement of the relations between students and teachers. Students in group 2 who have some experience of direct participation in the reconciliation service do not expect any reduction in sanctions. Yet, they note such effects as increasing respect among the peers (point 3) and encouraging the dialogue between the peers (point 4). It is worth while mentioning that mediation practices were highly evaluated as the resources for conflict resolution (questionnaire questions 7, 19) in group 2, whereas group 1 do not consider the school mediation method as one that reduces conflicts.

Table 2. Significant differences in responses to the questionnaire questions in the groups
of the respondents from schools with the mediation service (group 2) and the respondents
from schools without the mediation service (group 1)

| 1,00 | | Cross-tabulation | | Value / range | Correla-tion coeffi-cient | Value |
|---|---|---|---|---|---|---|
| | | 2,00 | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I believe that the "school mediation" method has helped to reduce the number of sanctions (punishments, bans) at my school | Group 1 | 2 | 86 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 10 | 118 | 0,306 | 0,293 | ,001 |
| 3. The "school mediation" method has increased the re-spect among the peers | Group 1 | 63 | 25 | | | |
| | Group 2 | 7 | 33 | | | |
| | Total | 70 | 58 | 0,504 | 0,450 | ,000 |
| 4. The "school mediation" method encourages the dia-logue between the peers | Group 1 | 87 | 1 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 95 | 33 | 0,836 | 0,641 | ,000 |
| 5. Due to the "school mediation" method the relations be-tween students and teachers have improved | Group 1 | 0 | 88 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 8 | 120 | 0,383 | 0,358 | ,000 |
| 7. The "school mediation" method allowed resolving small conflicts that would eventually turn into more serious problems | Group 1 | 87 | 1 | | | |
| | Group 2 | 31 | 9 | | | |
| | Total | 118 | 10 | 0,369 | ,346 | ,000 |
| 8. Since my school started using the "school mediation" method, the teachers can better teach their subjects | Group 1 | 64 | 24 | | | |
| | Group 2 | 16 | 24 | | | |
| | Total | 80 | 48 | 0,313 | 0,299 | ,000 |
| 11. The "school mediation" method has helped me learn to communicate better | Group 1 | 62 | 26 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 70 | 58 | 0,470 | 0,425 | ,000 |
| 12. Thanks to mediation, I realized my guilt and am ready to eliminate the damage caused | Group 1 | 1 | 87 | | | |
| | Group 2 | 32 | 8 | | | |
| | Total | 33 | 95 | 0,836 | 0,641 | ,000 |
| 13. I am satisfied with the mediation process | Group 1 | 64 | 24 | | | |
| | Group 2 | 16 | 24 | | | |
| | Total | 80 | 48 | 0,313 | 0,299 | ,000 |
| 14. It is through mediation that I have learned to listen to others better | Group 1 | 62 | 26 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 70 | 58 | 0,470 | 0,425 | ,000 |
| 15. The "school mediation" method has helped me learn to recognize and express my feelings | Group 1 | 64 | 24 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 72 | 56 | 0,493 | 0,442 | ,000 |
| 16. The "school mediation" method has helped me to know others better | Group 1 | 63 | 25 | | | |
| | Group 2 | 16 | 24 | | | |
| | Total | 79 | 49 | 0,301 | 0,288 | ,001 |

Continued Table 2

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| 17. The "school mediation" method allowed me to get to know myself better | Group 1 | 3 | 85 | | | |
| | Group 2 | 17 | 23 | | | |
| | Total | 20 | 108 | 0,499 | 0,447 | ,000 |
| 18. The "school mediation" method has helped me communicate with others better | Group 1 | 63 | 25 | | | |
| | Group 2 | 15 | 25 | | | |
| | Total | 78 | 50 | 0,324 | 0,308 | ,000 |
| 19. Through mediation I have been considering various ways of conflict resolution | Group 1 | 4 | 84 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 12 | 116 | 0,246 | 0,239 | ,005 |
| 21. The "school mediation" method has helped me to be more respectful towards others | Group 1 | 64 | 24 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 72 | 56 | 0,493 | 0,442 | ,000 |
| 22. Having become familiar with the "school mediation" method, I could recommend it to a friend | Group 1 | 64 | 24 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 72 | 56 | 0,493 | 0,442 | ,000 |
| 23. The skills I have acquired through mediation can be applied to other situations in my life (family, friends …) | Group 1 | 63 | 25 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 71 | 57 | 0,481 | 0,434 | ,000 |
| 24. I would like to see more mediation in society | Group 1 | 2 | 86 | | | |
| | Group 2 | 8 | 32 | | | |
| | Total | 10 | 118 | 0,306 | 0,293 | ,001 |
| 29. Have you ever been in an unpleasant situation as a result of your behaviour? | Group 1 | 25 | 63 | | | |
| | Group 2 | 0 | 40 | | | |
| | Total | 25 | 103 | 0,332 | 0,315 | ,000 |
| 30. Do you tend to violate the rules and regulations adopted in your immediate environment (family, school …) | Group 1 | 26 | 62 | | | |
| | Group 2 | 0 | 40 | | | |
| | Total | 26 | 102 | 0,340 | 0,322 | ,000 |

There are no significant differences in the points of evaluating the impact the school mediation service has on reducing conflict at school (point 6). Both groups believe that introduction of the school mediation service did not reduce conflicts at school, but, in the opinion of group 2, it allowed for the resolution of small conflicts that would eventually become more serious problems. This evaluation might be related to an increased focus on conflicts.

The mediation method is also regarded as a good technology for increasing the skills of constructive interpersonal communication in group 2 (points 11, 14, 18). The participants who study at schools with mediation services report that their communication skills and ability to listen to the interlocutor have improved. It is worth while emphasizing a significant difference between the groups as per the parameter of respect for the interlocutor (the correlation coefficient is 0.000). The participants with some experience in the work of the mediation service have learned to treat the interlocutor more respectfully in a conflict situation, which is extremely important for the formation of conflict competence. The participants of group

2 also appreciate the role of the school mediation service in establishing the safety of the educational environment and the school microclimate, which improves the quality of the learning process. A significant difference is observed in the correlation coefficient for point 8 (0.00) – "teachers can better teach their subjects".

The respondents of group 2 note an improvement of their ability of self-understanding and that of regulating their own emotions (points 15, 17). The ability to recognize and express their feelings and self-understanding has also improved. This is consistent with the researches by Masharova (2019), Pérez-Albarracín & Fernández-Baena (2019), Iriarte & Ibarrola-García (2018).

There are also certain differences between the groups in the ability to use conflict resolution skills (point 23) in other areas of life (family, friends...). The revealed difference with the correlation coefficient of 0.000 may mean a stronger ability to transfer the acquired skill to other areas of life, which also indicates some improvement of an adolescent's competence of interpersonal interaction. Point 24 on the desirability of improving mediation in the society also reveals a significant difference between these groups. However, despite the marked differences, both groups note the need to increase mediation in various areas of social interaction.

As for points 25, 26, 27, 28, there is no significant difference between the participants in the groups. Almost all the participants gave positive responses to the questions concerning the propensity to violate legal norms and rules (point 25), risky behaviour (point 26) and experience of using alcohol and/or drugs (point 27). There is also no difference in the participants' involvement in smoking (point 28). This is the sign of homogeneity of the sample across the groups of the participants and some features of deviance. However, there is some differentiation between points 29 and 30. Answering the questions "Have you ever been in an unpleasant situation as a result of your behaviour?" and "Do you tend to violate the rules and regulations adopted in your immediate environment (family, school, …)?", all the participants in group 2 noted that there were troubles in their

lives related to the consequences of their actions caused by violation of rules and norms. This may be due to a higher level of awareness in adolescents' behaviour and an increased ability to recognize the consequences of their actions.

**Conclusion**

The research of the students' perception of the effectiveness of the school mediation service results in some conclusions.

The views on the effectiveness of the mediation service are differentiated depending on whether the student has directly experienced the work of the service. The students who have been directly involved in the school mediation service evaluate it positively as the service contributing to the management of emerging conflicts, which is consistent with the researches by Villanueva, Usó & Adrián (2013), Hansberry & Hansberry (2018).

It should be noted that monitoring the mediation service activities from the outside does not make it possible to evaluate its effectiveness, since many students have distorted expectations of the mediation service as leading to a reduced number of sanctions against them. In addition, many deviant adolescents are sensitive to justice that distorts the views on the expected effects of mediation. In this context, we suggest that involvement in school mediation and changing the students' views on justice, linked to their focus on universal social justice, will result in the adjustment of expectations in the direction of realism of the latter.

A complex issue is the ability to transfer the skills acquired in the mediation process to other environments, but the reasons for the difficulties are currently not properly clear and require further research.

The effectiveness of the mediation service in the improvement of the skills of interpersonal relations among the participants in conflict resolution can be regarded as a positive conclusion. There is a significant improvement in the ability to self-knowledge and self-understanding, which is one of the functions of mediation. The participants involved in mediation processes are ready to recommend this service to

their friends, which is consistent with numerous researches abroad.

Thus, the work of the school mediation service is not only a technology for reducing conflict. It is also aimed at reducing the person's infantilism, its signs being children's expectations of reducing sanctions for inappropriate behaviour and a more loyal attitude on the part of teachers, inability to transfer experience, a distorted desire for justice and perception of conflict from the aspect of guilt.

Promising research areas related to the need to form a culture of mediation in educational communities are highlighted.

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# Специфика отношения к к школьной службе медиации учеников с девиантным поведением

## О.О. Андронникова, О.Е. Радзиховская

*Новосибирский государственный педагогический университет*
*Российская Федерация, Новосибирск*

**Аннотация.** В данной статье рассматриваются вопросы восприятия эффективности школьных служб медиации подростками с девиантным поведением. Исследование проведено на русскоязычной выборке подростков в возрасте 13–17 лет (128 испытуемых, из них 78 девушек и 50 юношей). Анкета разработана на основе аналогичных исследований с использованием экспертной оценки. Результаты исследования проанализированы при помощи коэффициента сопряженности Пирсона. Анализ разницы в восприятии эффективности практик медиации группой, непосредственно участвующей в реализации практик медиации (40 человек – группа 2), и группой, не имеющей непосредственного опыта медиации (88 человек – группа 1), позволил сделать ряд выводов. По мнению участников группы 2, метод медиации выступает эффективным средством решения конфликтов, увеличения навыков межличностного взаимодействия и уважительного отношения к собеседнику. Также медиация является эффективным средством саморазвития и самопонимания для участников группы 2. В группе 1 наблюдаются инфантильные ожидания эффектов медиации и высокая чувствительность к справедливости.

**Ключевые слова:** медиация, девиантное поведение, подростки, межличностные отношения, конфликтная компетентность, виктимизация, образование.

Научная специальность: 13.00.00 – педагогические науки.

# English Language's Functioning in the Student's Microcommunity: a Case of Kazakhstan

**Saule A. Shunkeyeva[a], Bakytgul A. Zhetpisbayeva[a], Gulnara T. Smagulova[b], Lyailya S. Syrymbetova[a] and Dmitriy V. Dyakov\*[a]**

*[a]Innovative University of Eurasia
Pavlodar, Kazakhstan
[b]Karaganda University
named after academician E.A. Buketov
Karaganda, Kazakhstan*

**Abstract.** The trilingual strategy in the context of state language policy of the Republic of Kazakhstan predetermined the research needs to specify the functioning of English language as well as its spreading, status and role in the communicative and language space of Kazakhstan. It is the purpose of the article to investigate the specified functioning of English language in the student's micro society under the conditions of Kazakhstani polylingualism.

The research is based on the concepts of sociological and interactional (social induced) communicative and theoretical sociolinguistics. The student's microcommunity with peculiar linguistic and behavioral characteristics is meant to be the object of research. There are applied the principal empirical method of obtaining knowledge for pedagogical and sociological research that is sample-based questioning and mathematical and statistical analysis.

The main results involve the analysis of the empirical data obtained during questioning. While researching the authors revealed the specifics of English language's functioning in the student's microcommunity that initially caused by individual and personal motivation of the native speakers.

In the conclusion the authors deduce that specifics of English language's functioning in the student's microcommunity is determined by the unique language situation in Kazakhstan due to cooperative functioning of two powerful languages that is the Kazakh and Russian in the united communicative space. The authors state that communicative function of English language in the student's environment at the present stage is generally

\* Corresponding author E-mail address: saule_shunk@mail.ru, zhetpisbajeva@mail.ru, leila0767@mail.ru, miss.syrymbetova@mail.ru, diakovd@mail.ru

ORCID: 0000–0001–9733–0943 (Shunkeyeva); 0000–0002–1528–4494 (Zhetpisbayeva); 0000–0003–0616–0067 (Smagulova); 0000–0002–5063–3231 (Syrymbetova); 0000–0001–6113–6065 (Dyakov)

realized in the academic sphere (study and science) and more rarely in the daily sphere of communication.

**Keywords:** sociolinguistic monitoring, English language, trinity of languages policy, student's microcommunity, communicative linguistic space, questionnaire, level of English proficiency.

Research areas: sociology; education.

## 1. Introduction

The last two decades in the terms of moderate language policy implementation (definition by William Fierman[1], the American scientist, Professor of Indiana University's Department of Central Eurasian Studies) in Kazakhstan are characterized by cardinal changes in public, political and economic spheres of social life. These changes are caused to a certain extent by the processes of globalization and internationalization to encourage English language's strengthening and wide spreading as the language meant for international communication.

The language educational policy of the Republic of Kazakhstan in recent times is defined by implementation of the "Trinity of Languages" cultural project reflected in the paradigm of trilingual education. The strategic objective of trilingual education consists in laying the groundwork for simultaneous mastering three target languages by the citizens of Kazakhstan, that is, Kazakh, Russian and English, and according to the international standards. Thus, acquisition of Kazakh language as the nation's official one is meant to promote successful civil integration of the republic residents, the Russian language proficiency provides strengthening of the peoples' friendship and mastering the English language acts as means for integration into world economy (Syrymbetova et al., 2017).

Development of trinity of languages is considered to be an important aspect of economic and social modernization of the country, with recognizing the English language's importance to be the determinant of competitiveness of the young specialist in labor market[2]. English communication skill is considered to be "one of the most important employability requirements" because of "job market is quite demanding and challenging" (Clement & Murugavel, 2015). Satisfactory English proficiency is needed "to compete against other nations' members in national, regional, and international job markets" (Kanoksilapatham, 2017).

The issues dealing with English language's spreading, the status and role of language in cross-cultural and interethnic communication, the functioning in language continuum of multicultural and polylingual society similar to Kazakhstani one, fall within the scope of sociolinguistics and meant to be the focus of the sociolinguistic researches. From this point of view, the recent foreign and domestic publications concerning English functioning in terms of multilingualism (Botha, 2017, Mohr & Ochieng, 2017, Gorban, 2016, Aimoldina, 2012) seem to be advantageous for us. According to Anyanwu (2016), the sociocultural factors affecting the English language use concern the challenges abound in the teaching and learning of English. The statement has something in common here due to the list of these factors: the first language influence, the nature of the English language, specific background of En-

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[1] Website liter.kz. (2015). Available at: https://old.liter.kz/ru/interview/show/10167-uilyam_fierman_yazykovaya_politika_v_kazahstane_umerennaya_ (reference date: 28.10.2017).

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glish users or learners and their attitude towards English learning.

The questions of language's social conditionality and usage in Kazakhstan have become the actual ones since gaining independence and increasing need of identity in the multiethnic and polylingual society. The unique linguistic space in modern Kazakhstan is characterized by sociolinguistic and demographic complexity because of being multilingual society with more than 100 ethnic groups' representatives. Therefore, the functioning of national Kazakh language and international Russian language should be considered in interaction within united communicative and language space. Moreover, there has been observed recently the tendency of active English penetration into communicative and language space of Kazakhstan and change of emphasis in English learning and usage in the professional sphere.

In the course of our research we made an attempt to study efficiency of the language policy adopted in Kazakhstan and realized by means of language planning regarding the English language's status and acquisition by the socially active part of young generation of Kazakhstani citizens, especially by the student's youth. We wondered what extent the student's youth of Kazakhstan mastered English to, what communicative functions the English language exercised in student's microcommunity, what role and place the English language had got in the hierarchy of interacting languages of communicants.

The primary goal of the article is to investigate the specified functioning of the English language in the student's microcommunity under the conditions of Kazakhstani polylingualism.

## 2. Statement of the problem and Methods

The structure of society presented by the model of social stratum or groups having own culture and subculture with relevant language structures and levels rather than language by itself is considered to be the starting point of sociological linguistics. The structured language or its version as the structure's characteristic is compatible to the social structure, and language is treated as the group forming factor.

What is more, the society structuring, the role and functional values of society are considered to be the general subjects (Amanbayeva & Shunkeyeva 2016: 14).

Thus, the object of our research appears to be such social group in the Kazakhstan's society structure as the student's microcommunity with peculiar linguistic and behavioral characteristics to be considered regarding to the English language, linguistic performance when interacting, including professional communication.

The selection of the student's youth as the research object is made for a good reason. Students as a specific part of the country's youth are classified as quite numerous and important social and demographic group and appear to be the source for reinforcing professional community with qualified specialists, including the intellectuals (Sergeyev, 2010).

To observe the English language's spreading dynamics and functioning in the student's microsocial community of Kazakhstan is the goal of our research. We treat sociolinguistic monitoring as systematic collecting, processing and analysis of obtained information for solving the problems, concerning improvement of current situation regarding English language's mastering and acquisition in the student's microcommunity.

The method of mathematical and statistical analysis, the empirical method of obtaining knowledge in pedagogical and sociological researches that is sample-based questioning formed the basis for sociolinguistic monitoring. While drawing up the questionnaire we applied the principles of anonymity, scientific objectivity, thematic ranging of question indicators. The closed and open-ended questions as well as the mixed type were presented in the questionnaire. The inquiry form included the questions covering several parameters and systematized by 5 blocks. These groups of parameters gave an option to highlight the respondents' level of English proficiency, the respondents' attitude to the trilingual policy implemented in the country and to the place of English language in society as well as the level of practical English usage in respondents' lives, the languages functioning in student's

microcommunity, and also the social characteristics of respondents (21 points in total). The respondents were inquired during the period of February to June, 2017.

Questioning of the student's youth was conducted both in paper and electronic format: there is access mode of questionnaire in Russian[3] as well as access mode of questionnaire in Kazakh[4].

Ultimately, the students from the following 9 Kazakhstani higher education institutions located in four regions of the country took part in questioning: Buketov Karaganda State University, Karaganda State Medical University, Gumilev Euroasian National University (Astana), Kozybayev North Kazakhstan State University (Petropavlovsk), Pavlodar State Pedagogical Institute, Shakarim Semipalatinsk State University, Auezov Southern Kazakhstan State University and Regional social innovative university (Shymkent), Dosmukhamedov Atyrau state university. 306 respondents were inquired in total, that is the students from both the language and non-language departments, such as, for instance, philological, physical and mathematical, physics and technology, economic, pedagogical, biological and geographical faculties, faculties of physical culture and sport, psychology and defectology, philosophy and psychology, information technologies, general medicine and stomatology, etc.

### 3. Discussion

While processing results of questioning we applied the method of direct average of the results in the course of calculating the open-ended questions (Chumichkin, 2009: 119), however, dividing up general sampled population, such as, for example, samples by the principle of belonging to the proper course year, faculty, higher education institution and region were not implied during research. For processing responses to the requests demanding "yes" or "no" decision-making there was calculated the share of positive and negative answers of the total number of interrogated respondents.

Survey findings by the block 1 "Level of English proficiency". 94% of respondents have already learned English at school, college, intensive English language courses, private tutor classes, by online learning, individual study before entering the higher educational institution. Meanwhile, the number of negative answers (6%) came as a surprise. Furthermore, these respondents specify their learning English in higher education institution at the moment.

The question "How long do you learn English?" indicates that the most part of students has learnt English for a long time: 42,7% of respondents have studied for over 7 years, 22% of the students have learnt about 5 years; but the 9,55% share of students learning English less than 1 year seems to be rather high. However, we observe that more than a half of respondents have learnt English for a quite long time to testify continuity of English studying in the school-college-higher education institution system. This fact is meant to be a positive factor for English acquisition since continuity being the universal pedagogical phenomenon is treated as the continuous and successive knowledge process and as connection between previous material and the subsequent one (according to Ya.A. Komensky[5]). Otherwise speaking, it is the process of advanced development of the learner at any stage of continuous education system, and the process to be implemented by support and consideration of the previous stages, provided that the subsequent results by discipline studying are always based on previous ones fixing them (Tulassynova & Panina 2016: 73).

The last question in the block 1 (question 4) was intended for respondents' defining the actual level of English proficiency according to the Common European Framework of Reference (CEFR). The students were provided with an example of language proficiency levels from A1 to C2 with a short definition. The responses to the question let see that the most part of students knowing English at the elementary level or Survival (A1) amounts to 29,77%, 25,85% of students containing the following large group determined their level as the Threshold one

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5  Komensky, Ya.A., Locke, D., Russo, Zh.Zh., Pestalozzi, I.G. (1989). *Pedagogicheskoye naslediye* [*Pedagogical heritage*]. M.: Pedagogics. P. 34-38. Available at: http://school3semey.ucoz.ru/111/kamenskij_russo_pistolocii.pdf

(B1), the Way-stage level (A2) was pointed by 23,9% of respondents, the Upper Intermediate level (B2) was indicated by 15,1% of students, and only the small part of respondents knew English at the professional level, i.e. perfectly, thus, the Advanced level (C1) was marked by 3,15% of respondents and the Proficiency level (C2) was indicated by 2,2%.

Since in the course of our research we interrogated generally the senior students (3-4 course years), the obtained results highlight failure to follow the university program by English in the higher education institutions of Kazakhstan to a large extent. After completing English study the students who had lower than A2 language level by the time of entering had to master levels from minimum and sufficient (A1) to the level of basic commonality (B2); and the students who had higher than A2 level of language proficiency had to master foreign language to the level of upper and basic commonality (C1)[6]. According to ultimate objectives of this standard program only the small share of learners successfully masters the university program on foreign language. Hence, it appears either to revise requirements of the standard educational program on foreign languages, or to raise demands for the level of foreign languages teaching in higher education institutions, or to lift a level regarding foreign language skills for the learners entering higher educational institutions of the country. The share opinion concerning starting level of English proficiency of the students going to higher educational institutions and revision of standard educational programs at any level of foreign language training is given in a number of articles of the Kazakhstani colleagues, for example, by Shaykhyzada Zh.G. (2016), Kassymova G.M. (2013), Mikhaylova G.M. (2014), etc.

Survey findings by the block 2 "Prospects for trilingual policy implementation and studying English language". Within this block the students were offered to express their attitude to the trilingual educational policy adopted in the state. According to questioning,

the most part of students support the trilingual policy implemented in the country and see the need of studying English language. The questioning results on the point are presented by percentage ratio from 56,3% to 80,6% of those who completely agreed. Broadly speaking, relevance of English language in the educational and professional environment is certain to be conditioned.

Moreover, this statement is confirmed by respondents' answering the following question: What purpose do you learn English for? While responding the students could choose some options among the offered ones, or add any version.

The answers of respondents create a positive profile of modern students, thus, 216 respondents which amounts 70,58% of the total number learn English for general development; 137 students (44,77%) associate English language with career development in Kazakhstan; 135 respondents (44,3%) learn English for further study abroad; English is required by 128 students (41,8%) for tourism purposes; 76 respondents (24,8%) do not avoid chance of working abroad by means of English comprehension. In contrast to positive attitude of the students' youth there are also non-academic and personal motives for studying language, thus, for example, 20 respondents (6,5%) learn English for further emigration; 1 respondent (0,3%) fairly admitted studying English as an obligatory component of the curriculum by specialty and therefore to have to learn it; another respondent (0,3%) is not intended for studying English.

In our opinion, the responses according to the question "Do you intend to continue studying English language after graduating from the university?" seem to be interesting and optimistic. 87,75% of the respondents answer in the affirmative to indicate the students' interest in English. Moreover, the interest exceeds the limits of academic course and university program in whole. Then, most of students are suggested to associate English knowledge with future professional activity and personal development. However, 11,67 % of respondents do not plan to learn English after graduating from the higher education institution. We think,

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[6]  The standard education program on "Foreign language" discipline for non-language specialties of higher education institutions (for baccalaureate specialties) (2013). Almaty.

there is indicated the normal and quite measured response of the part of student's youth who objectively assess their possibilities, abilities and needs for studying English.

At next point the respondents were offered to choose from the list (with several possible variants of answers) or to add the more efficient way for studying English in their opinion.

Most of students represented by 157 respondents (51,4%) consider studying English on an individual tutor basis to be the most effective way, 124 respondents (40,5%) think that the group English course classes rank second by efficiency, individual study is indicated as an effective means by 80 students (26,2% of the total number). Some respondents hold the opinion that the most effective ways are meant to be studying in the linguistic (English-speaking) environment (3 respondents, 0,95%) and practice with native speakers (4 respondents, 1,4%) (Fig. 1).

Survey findings by the block 3 "Practice applying the English language in various spheres". While there are the questions implying the answers by declarative character in the first two blocks, the questions presented in the block 3 are aimed for identifying the qualitative level of English proficiency expressed by descriptors of practical skills as well as for revealing the actual English usage in the respondents' life. The responses appeared to be unexpected, they did not confirm the previous results (block 1, question 4), as well as surpassed some indicators, and exceeded number of students mastering English was indicated at the A2, C1 and C2 levels.

The students objectively identified the level of English proficiency in general. The most of respondents were divided according to A1 level (23,4%), A2 level (26,5%), B1 level (23,8%) similar to answers to the question 4 in the block 1 (Figure 3). However, there is observed reducing of share of the respondents with A1 level (by 6,37%) and B1 level (by 2,05%) as well as increasing of number of the students with A2 level (for 2,6%). In the case for B2, C1 and C2 levels there was indicated insignificant reduction of the share of respondents having B2 level (by 1,9%) as well as increasing at C1 and C2 levels by 3,15% and 2,2% respectively. We think the data presented in the block 3 are more reliable as the students identified the level by certain criteria descriptors, applying them to own language experience, not simply being guided by the level description. Thus, the students are certain to be quite inadequate to differentiate levels of foreign language proficiency if they have no accurately registered and transparent criteria.

By means of the following question we specified how often students used English in their everyday life and out of study. According to inquiry, the student's youth uses English language out of study, however, not "often" (12% of respondents) as wished it to be, but "sometimes" (indicated by 46,5% as the greatest number of answers); another quite large group of respondents "seldom" uses English language in everyday life (29,8%); there is great share of respondents who never uses English language out of study (11,6%).
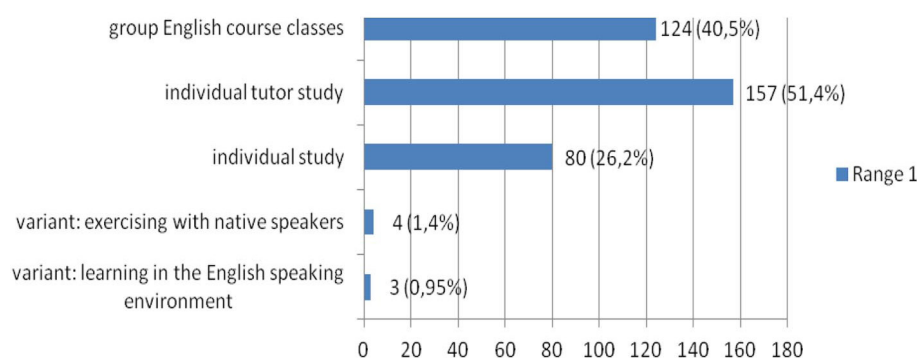


Fig. 1. Effective ways for studying English

Further we asked students to specify where and how they used English out of study in everyday life. Thus, there were presented some activity types and opportunity to add the types and forms they actively used in life as well as the choice of several variants. The results are plain to see (Table 1).

The issue we would like to emphasize is meant to be practicing with friends, when students artificially maintain the linguistic environment, thereby tend to developing and improving the practical English skills. Moreover, any of activity types specified in the table and used by respondents in everyday life, is indicative of the student youth's recognizing the importance of studying English as well as the position of English language in their life.

The need for English language's learning was confirmed by the results of responses to the question: "Have you ever run into difficulties due to ignorance of English language?" More than half of all respondents (55,8%) said that they had to come across the situations requiring the English proficiency. The academic orientation is clearly in evidence according to the situations described by the students (pro-vided by questionnaire) and caused considerable difficulties for communication in English. Everyday life situations are typically concerned with social life communication when respondents felt "ashamed". Furthermore, students specify they faced with difficulties while watching movies and reading books in English, being abroad, communicating with foreigners by Skype. The high rate of respondents (44,2%) having no situations concerned with ignorance of English language, perhaps, implies either the students' successful communication in English when interacting in various situations, or lack of similar situations in everyday life.

Responses by two following questions indicated the importance of English language in future professional activity and further life in general. It is recognized by 62,75% of respondents while English knowledge is considered to be obligatory for further life by 70,95% of students. The students are obviously inclined to consider that knowledge of English language is more actual and applicable in life, the share of sceptics and those who deny the fact is very insignificant that is 3,8% and 1,6% respective-

Table 1. English usage by students in everyday life according to types of activity

| Types of activity | Number of students | % |
|---|---|---|
| Watching movies in English | 159 | 52,2% |
| Reading original books by English and American authors | 84 | 27,3% |
| Listening to radio in English | 55 | 18,0% |
| Regular communication with acquainted foreigners often acting as the mediator between them and countrymen | 70 | 22,9% |
| Using services by on-line stores in English | 110 | 36,1% |
| Taking part in various events where volunteers with English proficiency are required | 37 | 12,2% |
| Practicing English with friends in free time | 119 | 39,0% |
| Writing letters to acquaintances from different countries in English or communicating with them by Skype | 36 | 11,7% |
| Always reading instruction in English while purchasing some foreign goods | 68 | 22,4% |
| Variants: <br>- Using English in computer online games <br>- Listening to songs in English <br>- Learning in English <br>- Using English in chats and forums <br>- Using English while working on the Internet | 4<br>3<br>1<br>1<br>1 | 1,46%<br>0,97%<br>0,5%<br>0,5%<br>0,5% |

ly. Consequently, the English language is considered to play a strong role in life of the youth.

Survey findings by the block 4 "Functioning of languages in the student's microcommunity". This block consisted of total three questions. The question: "What languages do you know?" introduced a wide range of various languages not to be connected by genealogy but related to different language families the student's youth could speak. The assortment includes both the traditional languages for Kazakhstan that is the Kazakh and Russian and various foreign languages meant to be the English, German, French, Spanish, Chinese, Korean, Japanese, Arab, Turkish, as well as the languages of the ethnic groups living in Kazakhstan, such as the Uzbek, Kyrgyz, Turkish, Karakalpak, Tabasaran. Moreover, there is an interesting individual statistics according to the languages, and it comprises monolinguals as well as bilinguals and polylinguals. Thus, monolingualism is presented by Russian or Kazakh, however, the Kazakh language is spoken only by the title nation's representatives while the Russian monolingualism is presented by the Russian nationality as well as by the Kazakh representatives.

Two languages proficiency is mainly presented by Kazakh-Russian bilingualism and less frequently by the Russian-Kazakh, Russian-English, Kazakh-English bilingualism; there are even ranged such pairs of languages as Kazakh-Turkish, Kazakh-German, Kazakh-Korean and Russian-Arab. Results of inquiry indicate a quite high percentage that is 58,7% or 179 respondents who know three and more languages. Trilingualism is generally presented by Kazakh, Russian and English languages in different variations depending on the respondent's nationality. Moreover, the

several variations of languages seem to be the followings: Russian – English – Japanese/ French/ Turkish, Uzbek – Kazakh – Russian, Kazakh – Russian – Spanish. Polylingualism in the student's environment is presented by four and more languages. The variations of four languages appear to be the followings: Kazakh – Russian – English – German/ French/ Chinese/ Turkish/ Uzbek/ Korean/ Tabasaran, Kazakh – Russian – Uzbek – English, Kazakh – English – German – French/ Chinese, Russian – French – German – English, Russian – Uzbek – German – English. The remarkable linguistic variety of the respondents who know more than 4 languages is meant to be the following samples: Kazakh – Uzbek – Karakalpak – Russian – Turkish – English, Russian – English – Turkish – Korean – German – Japanese, Kazakh – Russian – English – Kyrgyz – Uzbek, Russian – Kazakh – English – Turkish – Uzbek, Kazakh – Uzbek – English – Turkish – Russian, Kazakh – Russian – English – Turkish – Korean/ Uzbek, Kazakh – Russian – Turkish – Chinese – Uzbek, Kazakh – Uzbek – Russian – English – German and Kazakh – Russian – English – Chinese – Uzbek. Specific polylingualism is customary for the representatives of various ethnic groups, namely the Kazakhs, Russians, Uzbeks, Tajiks, Kyrgyz, Kabardians, Tatars, Tabasarans, Koreans.

According to the chart (Fig. 2), there is a big majority of students as the respondents who know three languages. First of all, three target languages' proficiency that is Kazakh, Russian and English implies the working trilingual policy. There are good reasons to include the share of respondents who know four and more languages in the same group since there are target languages practically in any combination of languages specified above. The share



Fig. 2. Language proficiency (%)

of bilingual in the youth environment seems to be very high that is 32,3%; and there is 8,95% of the young who know no more than one language. In this case the reason is likely to be unwillingness and demotivation for studying another languages, first of all, the nation's official language. Nevertheless, in general, there is the demonstration of students' ambition and motivation to studying not only English, but also many different languages.

However, the most part of students (43,97%) uses only one language in everyday life that is language the respondents perfectly know, even though all linguistic variety is represented in the previous question. The share of those who usually speaks two languages they know well in everyday life is high by contrast and accounts for 36,9%. Moreover, such students often change languages using various language codes in the course of conversation. As little as 10,3% of respondents can use any language they know as appropriate in everyday life. As few as 8,8% of respondents specify they use English language at the level of lexical units, phrases and even sentences in addition to the languages they know well in everyday life. Thus, monolingualism and bilingualism of the Kazakh and Russian languages initially dominate in actual everyday life even though a good many of students speak three and more languages. Primarily, it is explained by the lack of natural linguistic environment for effective functioning of different languages in the republic.

Further, we enquire about attitude of the student's youth towards the polylingual personality who speaks by changing several languages in equal measure. Speaking about polylingual personality, we accept the opinion of A.V. Hekett-Jones referring to the individual who "… does not keep them (several languages) in consciousness separately, but forms the unique communicative competence on the basis of acquired knowledge, skills and abilities generalizing cultural and linguistic experience" (Hekett-Jones, 2016: 106). The responses according to the point in question revealed that 43,85% of young people respect that sort of personality; but 22,55% of respondents feel no excitement over abilities of polylingual person-

ality; 20,75% of students are normally disposed towards such person, moreover, their attitude implies that there is a lot of similar people surrounding them and therefore there is nothing extraordinary. According to one of the students, "it is considered to be quite normal phenomenon in our society". However, polylingual personality appears to irritate any number of respondents that is 9,65%.

Nevertheless, it can be said according to the results of inquiry that the positive identity of personality who knows several languages and operates with various language codes within one communicative act has been developed to a greater extent in the youth environment.

The questionnaire's last block "Respondents information" included 4 questions: about higher education institution, faculty, course year and respondent's nationality. The review regarding to higher education institutions, faculties and courses was done above. Answers of the students according to the fourth question revealed ethnic variety of Kazakhstan's population in general and the student's youth in particular. Thus, representatives of 10 ethnic groups of the republic took part in questioning. The most part of respondents is presented by title ethnos that is the Kazakhs accounted for 79,2%; the rest of respondents is presented by the Russians, Germans, Uzbeks, Tatars, Tajiks, Kyrgyz, Koreans, Kabardians, Tabasarans.

Anyway, we can speak about the ethnolingual virtual space created in student's microcommunity where there is used the set of various language codes even though the separate ethnic groups (the Germans, the Tajiks, the Kyrgyz, the Kabardians and the Tabasarans) are presented in small quantity, only by one representative.

## 4. Conclusions

Thus, the results of sociolinguistic monitoring in the student youth's environment of the Republic of Kazakhstan indicate that the language policy implemented in the republic regarding the status of English language and its learning by the young Kazakhstani citizens is supported by the students. Most of the student's youth intensively learn English, but there

is still insufficiently high level of language proficiency, that is basically A2, B1. However, the results of research afford predicting the growth of qualitative level of English proficiency of the young people, both for the professional purposes and, generally, for life.

Specific functioning of English language in the student's microcommunity is determined by the unique language situation in Kazakhstan caused, first of all, by the cooperative functioning of two powerful languages that is the Kazakh and Russian in the united communicative space (Kassymova 2013:19). From this perspective, the English language cannot compete yet with dominant languages traditionally used in the republic. Nevertheless, it can be said that English language extensively penetrates into communicative and language space of the student's microcommunity that is primarily based on the individual and personal

motivation. These days the English communicative function is implemented in the academic sphere (study and science), that is mainly in the student's surroundings and less commonly in the daily sphere of communication.

The fact that the English language has not acquired the nature of common and preferable lingua franca in the hierarchy of interacting languages in course of daily communication of the student's youth is clear in general.

In our opinion, the sociolinguistic monitoring we have conducted to be of practical effect. The results of research are certainly to be applied for formulating recommendations to develop educational language policy in the republic regarding English language, especially, how to improve the English teaching system in higher educational institutions of the country as well as to cultivate international tolerance, formation of public opinion on the matter.

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# Функционирование английского языка в студенческом микросоциуме (на примере Казахстана)

**С.А. Шункеева[а], Б.А. Жетписбаева[а], Г.Т. Смагулова[б], Л.С. Сырымбетова[а], Д.В. Дьяков[а]**

[а]Инновационный Евразийский Университет
Казахстан, Павлодар
[б]Карагандинский университет им. Е. Букетова
Казахстан, Караганда

**Аннотация.** Политика трехъязычия в контексте государственной языковой политики Республики Казахстан предопределила необходимость исследования специфики функционирования английского языка, его распространения, статуса и роли в коммуникативно-языковом пространстве Казахстана. Цель статьи – исследовать специфику функционирования английского языка в студенческом микросоциуме в условиях казахстанского полилингвизма.

Исследование опирается на концепты социологической и интеракционной (социально обусловленной) коммуникативно-теоретической социолингвистики. Объектом исследования выступил студенческий микросоциум с присущими ему

лингвистическими и поведенческими характеристиками. Основной метод исследования – эмпирический метод познания педагогических и социологических исследований – анкетирование, имевшее выборочный характер, а также метод математически-статистического анализа.

Основные результаты заключаются в обобщении полученных при анкетировании эмпирических данных. В ходе исследования авторы выявили специфику функционирования английского языка в студенческом микросоциуме, обусловленную, прежде всего, индивидуально-личностной мотивацией языковых носителей.

В заключение сделаны выводы о том, что специфика функционирования английского языка в студенческом микросоциуме детерминируется своеобразием языковой ситуации в Казахстане, обусловленной, прежде всего, софункционированием в едином коммуникативном пространстве двух мощных языков – казахского и русского. Авторы отмечают, что коммуникативная функция английского языка в студенческой среде на современном этапе реализуется преимущественно в академической сфере (учеба и наука), реже – в повседневной сфере общения.

**Ключевые слова:** социолингвистический мониторинг, английский язык, политика трехъязычия, студенческий микросоциум, коммуникативно-языковое пространство, анкетирование, уровень владения английским языком.

Научные специальности: 22.00.00 – социологические науки; 13.00.00 – педагогические науки.

# Subjective Well-Being and Conflicting Social Identities in the Frontier Regions of Russia

## Anna V. Nemirovskaya

*National Research University Higher School of Economics*
*Moscow, Russian Federation*

**Abstract.** This study analyses how subjective well-being indicators and territorial social identities vary in the Russian frontier and core regions. It is assumed that the frontier history of settlement and border location of the regions has an impact on various socio-cultural and socio-political features of its communities, thus shaping the specific territorial social identities of people living on the front lines of Russia. These identities might be in conflicting relations, especially when taken as a factor for shaping specific public attitudes and moods, in particular, satisfaction with life. Based on the surveys in four border, or frontier and two central, or core, regions, conducted in 2016 (total n of respondent = 5000), the paper presents an explanatory model for life satisfaction in a comparative aspect, where different factors of socio-economic, socio-demographic, psychological, attitudinal, and cultural nature are considered. The impact of different territorial social identities on life satisfaction in the frontier and central regions was revealed. For both groups of the regional samples, the assessment of the state of affairs in the region, and the country as well, demonstrated a stable positive effect on life satisfaction, as well as the factors of locus of control, income group, and economic optimism. The predictor of social cohesion appeared to be significant only for frontier regions of Russia, in line with the classical concepts of the frontier. At the same time, age and religiosity factors predicted life satisfaction in the core regions only. This study contributes to the research on the border and frontier areas, as well as regional specifics of Russian regions, representing it as a vast and heterogeneous in terms of socio-cultural and socio-economic division country.

**Keywords:** subjective well-being, life satisfaction, territorial identity, Russian regions, frontier.

\* Corresponding author E-mail address: annanemirov@hse.ru
ORCID: 0000–0003–2013–0964

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Research area: sociology.

**Introduction**

This paper considers subjective well-being and the social identities of the population of five regions, which, according to their socio-historical, territorial-geographical, and settlement characteristics, belong to the contemporary frontier of Russia. Historically developed socio-cultural uniqueness and the strategic geographical location of the frontier regions of Russia, an example of which in this study are the Crimea, the Primorsky Territory, the Kaliningrad and the Murmansk regions determines the importance of their study in the light of country's socio-economic development, national security and migration. Frontier regions act as an arena of confrontation between different types of identities (local, regional, all-Russian, cosmopolitan, patriotic, independent, and so forth) and in the event of a decline of the general national type of identity and the prevalence of exclusively local, regional or separatist ideological discourse, these regions might become potentially "weak links" and sources of possible conflicts, as well as subjects of manipulation for different political forces.

For this reason, the subjective well-being in general and life satisfaction in particular of the population living in the geostrategic territories of Russia, remote from the federal center, and bordering with other states, are essential parameters for assessing public moods in the region, including the factor of possible outbound migration of the regional population. Not only the specificity of the geographical location and the history of the settlement of the frontier territories have an impact on the socio-cultural features of the population. In turn, public attitudes, hypothetically, can also act as one of the factors influencing the degree of "frontier self-perception," including the identity of the population living on the "frontlines" of Russia. In this context, considering life satisfaction and subjective well-being as essential aspects of public moods, it is necessary to analyze its various indicative parameters for the population of the frontier regions, as well as their ideas about the state of affairs in the region of residence and the country.

These regions can conventionally be viewed as the Southern, Eastern, Western and Northern frontiers – territories of specific socio-economic conditions associated with more intensive cross-border communication and increased influence of various neighboring "frontier" states and cultures (Turkey, Japan, China, Eastern, Central, and Northern Europe). In an interdisciplinary sense, the term frontier is applicable to the study of border regions of Russia, since it is not just a spatial metaphor, which stands for discovery and advancement, but also includes the meaning of a place that is facing an expansive force of various nature, varying from the dominance of foreign neighborhood to political regimes, or global socio-economic phenomena (Imamura, 2015). In this study, the understanding of the term "frontier" differs from the classical one introduced by Frederick Turner (Turner, 1920). We focus more on the aspect of "borderland" and neighboring, rather than on development, or reclaiming, or conquering, guided, among other things, by Turner's comment that "Russia needs its concept of interpreting the development of its frontiers."

Following the concept of Frederick Turner (Turner, 1920), we may assume that the borderline geographical position, as well as the his-

tory of the settlement of frontier regions and their current socio-economic conditions, leave their imprint on the social relations, value orientations, attitudes, and identities of the population living on the "frontiers" of Russia. "The people of the frontier" in many characteristics contrast with the inhabitants of the regions of the central part of Russia, for example, in such socio-cultural traits as higher initiative, independence, entrepreneurship, the ability to rely on their capabilities, and not on help from the state, and others. According to the frontier theory, the typical properties of the identity of a resident of the frontier also include openness to the outside world, readiness for a certain external expansion, initiative, and independence in decision-making (Turner, 1920). It is expected that frontier location manifests in a specific territorial identity of the population of such regions. For instance, it may result in more pronounced features of a local, or regional identity, which can prevail over a general federal identity, and also differ from territorial identity attitudes in the inner regions of Russia. Therefore, this paper is focused on the study of the territorial identity of the population of the border, or frontier territories, and its influence on their life satisfaction, in comparison with inner, central, or core geographical areas of Russia.

**Theoretical framework**

According to E. Diener, subjective well-being is a complex psychological phenomenon, comprising of several distinct, but closely related constructs of cognitive evaluations and emotional experiences (Diener et al., 1999). Subjective well-being is made up of two components, one referring to the emotions, moods, and feelings (affective balance) and another denoting quite stable, cognitive measures of general judgments about satisfaction with life and satisfaction with specific life spheres like family, work, leisure and others (life satisfaction). In this study, it is assumed to consider a person's self-assessment of his life as a whole, as an integral characteristic, which largely depends on the conditions of the living environment, the socio-economic situation in the region of residence. The affective component expressed in the assessment of one's near

future will also be analyzed. Since the psychological traits closely associated with subjective well-being (DeNeve, Cooper, 1998; Tay et al., 2014; Dolan et al., 2008), this study will also consider the locus of control, that is an extent to which individuals believe that they can control events that affect them and the religiosity, which fulfills the needs of a person. Previous studies also find a significant positive effect of having children on life satisfaction. However, when controlling for other circumstances that can be relatively negative, e.g., family composition and income level, the factor of having children seem to be an additional challenge to well-being (Dolan et al., 2008).

Social identity is of fundamental importance for personal well-being (Dovidio et al., 2005), an affective attachment to social identities, such as identification with one's nation-state, especially in a civic sense, fosters subjective well-being (Reeskens et al., 2010). Individuals develop identifications with different communities, varying geographically from local to the nation, or world scale. The territorial dimension of social identity can be defined as a sense of belonging and loyalty to a community of some area that is formed when individuals categorize themselves as members of a particular country, region, or place of residence. For instance, regional identity is grounded in the regional history, in the geographical location and surrounding landscape, and a variety of socio-cultural features. It can be seen as a part of self-identity and is, therefore, the personal attachment to a region, shaping a positive feeling of a collective towards a region or formed by a region (Pohl, 2001). Similarly, national and local territorial identities reflect the positive attitude to the country of the whole or the place of residence, to which an individual has an emotional attachment and forms various personal associations and opinions. Social attitudes and perceptions of the regional population are the primary socio-cultural factors affecting socio-cultural, economic, and political processes in the country. Among their most important forms are the views of residents about their region, about Russia as a whole, about federal and regional authorities (Nemirovsky, 2013). It can be assumed that the socio-cultur-

al and historical characteristics of the respondents' place of residence have an impact on the perception of the region, country, and place of residence. For instance, the study the image of Russia in eight border regions of the Urals, Siberia and the Far East revealed a controversial image of a country: the positive features are related to the international prestige of Russia, its historic achievements and cultural heritage, while the negative ones are determined by the low standard of living, social inequality and the imperfection of the economic system (Maksimova, Morkovkina, 2017). The authors point out that the opinion of the respondent from the border regions of the country may differ significantly from the views of the inhabitants of the internal territories of Russia. Based on regional survey data, it was also revealed that feelings of pride in the country are also associated with attitudes towards faith: non-believers are less inclined to be proud of their country (Maksimova et al., 2015).

People form a regional community by producing and reproducing social cohesion by their practical consciousness and actions (Pohl, 2001). Social cohesion, impacting subjective well-being, has strong similarities as a concept with social capital. However, it focuses more on the importance of shared values, generalized trust, attitudes, and relationships among members of society (Klein, 2013). Similarly, social capital also makes an important contribution to the subjective well-being of a person, representing networks of social relations formed based on social interaction and trust, that provide individuals with the resources for cooperation. In addition, correlations were revealed between the respondent's social capital and their locus of control (Guzhavina, 2019). In the frontier territories, the experience of settlement, as well as living in the distance from the state authorities, are conducive to the formation of norms of community solidarity and cooperation. Using the World Value Survey's data in Russia, the USA, Canada, and Brazil, it was found that higher level of social capital, expressed in voluntary activity, social trust, tolerance of outgroups, and civic protest is a distinctive feature of modern frontier life in general (Foa, Nemirovskaya, 2019).

Another significant factor affecting subjective well-being is wealth (Diener et al., 1995) since it allows a person to achieve their life goals and enhance their social position. In other words, material well-being leads to an increase in subjective well-being primarily through the realization of primary physical needs (Veenhoven, 1991). However, the wealth or income level does not have a long term effect on subjective well-being and is efficient in the case when the basic needs of a person are not satisfied. Generally, people tend to adapt to their income level (Easterlin, 1974), and its impact on subjective well-being decreases. When a certain level of subjective well-being is reached, the importance of post-materialistic values increases (Inglehart, 1990). However, we have to assume regarding most Russian regions that the standard of living of the population has not yet reached a high level. At the same time, the differentiation in income continues to be is very high. For this reason, following the Maslow's hierarchy of needs (Maslow, 1954), when sufficient income gives advantages in terms of basic needs, security, and the realization of one's abilities, in this study, we consider not only a financial situation of the respondent "How would you estimate the current economic situation of your family?"), but also use another indicator for the self-assessment of the financial capabilities of a person in accordance with their needs and income level ("Which of the following groups in terms of living standards would you most likely attribute yourself to?"). What is more, such an indicator also serves as a socio-economic identity, as it implies either the respondent's idea of their consumer capabilities and reveals the level of deprivation of needs, and also allows to locate a person in the economic stratification of the region.

**Statement of the problem**

In line with the abovementioned reasoning, we proposed several hypotheses to test in this research:

1) Territorial identity as an indicator of attitude towards people's immediate socio-cultural environment will have an impact on their subjective well-being. In particular, national, regional and local identities as factors of sub-

jective well-being of a person will act in different ways in the center and on the frontier of the country, since the residents of the frontier may have a more prominent local and state patriotism, a strong identification both with their place of residence and the country as the whole, considering themselves true representatives of their state on its borders.

2) In the case of prevailing national territorial identity, life satisfaction will be higher. In contrast, the dominant regional or local identities may come into conflict with a person's ideas about their country, its economic situation, governance institutions, and thus contribute to a feeling of dissatisfaction.

3) In turn, a favorable assessment of the state of affairs in the region and the country will have a positive effect on subjective well-being in general and satisfaction with life in particular, since people do not exist outside their regional and country socio-cultural environment and assesses their life course, achievement, and their social position according to the regional and national context.

**Methods**

This paper is based on analyzing the data of the initiative research project «Russian Frontier: Civic Identity at the Frontline of the Country" was implemented in collaboration with ZIRCON Research Group using targeted funds allocated by a non-profit foundation. The contributor is one of the developers of the design and methodology of this study, as well as the co-author of the analytical report based on the results of this research project. The study was aimed at studying the Russian frontier regions, specifically identifying the presence/absence of differences in social identities, cultural and political attitudes, social capital, and life satisfaction of the population of the Russian "border" and "internal" regions.

The fieldwork was conducted in September – December 2016 in 6 Russian regions. The empirical study was carried out in four frontier regions – the Republic of Crimea (more precisely, in the united Crimean region – the Republic of Crimea and the city of Sevastopol), the Primorsky Territory, Kaliningrad and Murmansk regions, as well as in two control

regions located in the inner part of the Russian Federation – Kostroma region and the Republic of Chuvashia. The sample size is 1000 respondents in each frontier region and 500 respondents in each control region. In total, 5000 people were surveyed. The sample represents the adult population aged 18 and older of each of the six regions in terms of gender, age, education, type of place of residence (the type of settlement). Surveys were implemented by the method of personal interview (face-to-face) at the place of residence of the respondent.

Regarding the empirical technique, we adopt the methods of descriptive statistics and OLS regression for explaining life satisfaction in the frontier and the core regions. For regression modeling, the sample was divided into two parts, each comprising of four frontier regions and two core regions, respectively.

The dependent variable is general life satisfaction, measured with "How satisfied are you with your life as a whole these days", a 4-point scale, where one means "absolutely dissatisfied", while five is "absolutely satisfied".

The independent variables include:

- national, regional and local territorial social self- identification (measured with a question "Who do you personally consider (feel) yourself first of all?");

- social cohesion as an indicator of social capital ("Do you think there is more agreement, solidarity or disagreement, disunity among people in your region today?" with a 4-point scale, where one stand for "obviously disagreement and disunity" and 4 – "definitely agreement and solidarity");

- religiosity ("Do you consider yourself a believer," 1 – yes, 0 – no);

- locus of control ("At present, on what your (your family) financial situation depends to a greater extent: on you – on your efforts, qualifications, will, or on external reasons beyond your control (situation in the country, the world, a coincidence of circumstances, luck, bosses and so forth)? with a 5-point scale, where one means "mostly due to circumstances beyond my control" and 5 "mostly depends on me");

- income group as the self-assessment of the household's consumer status ("Which

of the following groups in terms of living standards would you most likely attribute yourself to?", with a 5-point scale, where one stands for "We can barely make ends meet. There is not enough money even for food" and 5 — "We can afford quite expensive things — an apartment, a summer residence and much more").

- economic optimism ("In a year from now, you (your family) will live better than now, worse or the same as now?", with a 5-point scale, where one is "much worse" and five is "much better");

- satisfaction with the state of affairs in the region ("Are you satisfied or not satisfied with the state of affairs in the region?", with a 5-point scale, where one means "absolutely dissatisfied", and five is "absolutely satisfied");

- satisfaction with the state of affairs in the country ("Talking about Russia as a whole, are you satisfied or not satisfied with the state of affairs in the country?", with a 5-point scale, where one designates "absolutely dissatisfied", and 5 — "absolutely satisfied")

Independent variables also include several controls such as age, gender, number of children in the family, and type of settlement (1 — rural settlement, 7 — city with more than 1 million inhabitants).

**Discussion**

We consider the social well-being of the population of the frontier and control regions using several traditional indicators: general life satisfaction, economic optimism (measured as the expectations regarding the near future), and the current self-assessment of the family's consumer status. The comparative analysis of life satisfaction demonstrates the visible differentiation between the studied regions (Fig. 1). The four frontier regions show especially noticeable results: the percentages of respondents who declare a certain degree of satisfaction with their current life (in the aggregate of the replies, the "quite" and "rather" satisfied) differ by almost 20 pp: if in Crimea and the Murmansk region such replies accounted for three-quarters of the population (76-77%), then in the Kaliningrad region and the Primorsky Territory – only 55% and 58%, respectively. As for the control regions, the share of respondents declaring their satisfaction with their life is lower than in Crimea and the Murmansk region, but higher than in the Kaliningrad region and the Primorsky Territory: 65% in the Kostroma region and 70% in the Chuvash Republic.

Needless to say, satisfaction with life is determined by a combination of factors of different nature; nevertheless, the material factor probably plays a major role. Hence, the respondents were asked to assess the current level of their financial situation and the consumer status of their families. In all six regions of the study, the majority of respondents (from 56% to 65%) estimated the financial situation of their house-
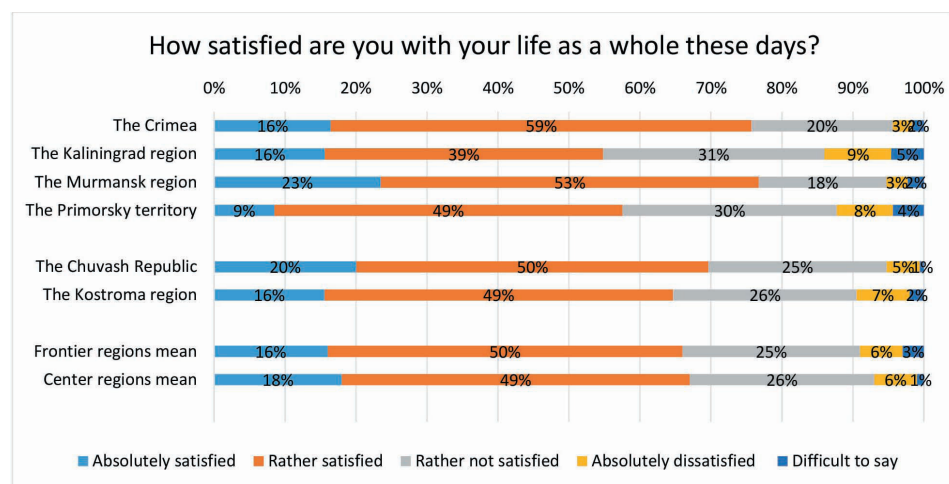


Fig. 1. Life satisfaction, 2016

holds as "average". That is why the ratio of the shares of positive and negative assessments is more informative for the analysis. Only in two regions, which are Crimea and Murmansk region, the share of positive assessments of the household's financial situation prevails over the share of negative ones. Recall the satisfaction with life is also the highest in these regions. On the contrary, in the remaining four (two frontier and two core) regions, the ratio is opposite, i.e., the share of negative assessments is higher: 1.8 times (Kostroma region), 1.5 times (Kaliningrad region and Chuvash Republic), 1.3 times (the Primorsky Territory).

The socio-economic identity is analyzed using the self-assessment by the population of six regions of the household's consumer status, reveals both similarities and differences (Fig. 2). Among possible alternatives, respondents from every region most often chose the middle option "There is enough money for food and clothes. However, buying durable things is difficult for us." Nevertheless, the differentiation is quite noticeable, for instance, 62% of the respondents from Crimea chose the "average" option, and only 45% of survey participants from the Chuvash Republic do the same. The ratio of the shares of groups with low and high consumer status (the former includes the cumulative share of answers "We are barely

making ends meet. There is not enough money even for food" and "There is enough money for food, but buying clothes causes financial difficulties", the second comprises of the cumulative share of answers "We can easily acquire durable things. However, it is difficult for us to acquire costly things" and "We can afford quite expensive things – an apartment, a summer residence and much more") in almost all regions is in favor of the former, except for the Primorsky Territory, where even a minimal preponderance of high ratings can be observed. Especially noticeably, the share of citizens who assess the consumer status of their family low exceeds the share of citizens with high ratings in the Kaliningrad and Kostroma regions and Crimea as well (2.3-2.4 times). In the Murmansk region and the Chuvash Republic, the gap is not so high and amounts to 1.3 and 1.5 times, respectively.

Thus, negative trends in self-assessments of the household's financial situation are most consistent in the Kaliningrad and Kostroma regions. The self-assessments of the population of the Murmansk Region and the Primorsky Territory, on the contrary, in both cases look slightly higher or at the average level. The replies of the respondents from Crimea and the Chuvash Republic are less consistent. The Crimeans exhibit rather high self-assessments
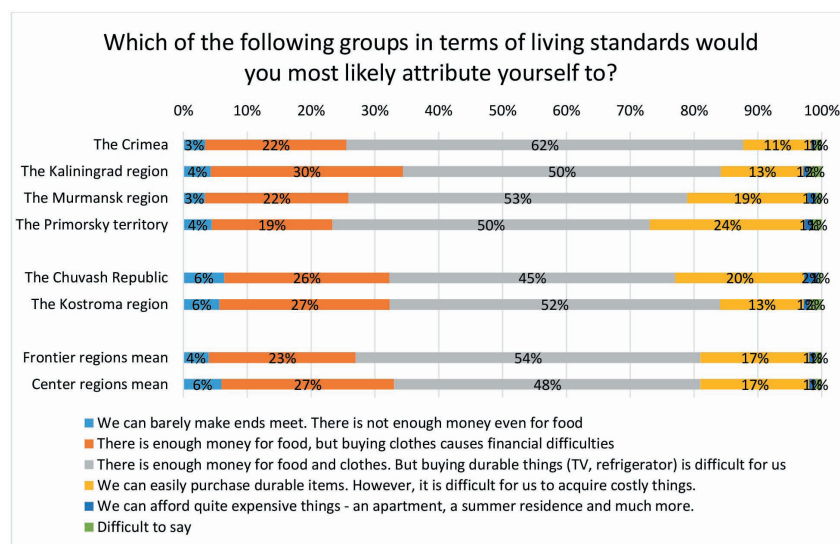


Fig. 2. The self-assessment of the household's consumer status as socio-economic identification, 2016

of the family's financial situation at the general level, but the self-assessments of consumer status are, on the contrary, rather low. Probably, the inconsistency of the assessments is affected by the ambiguity of the processes in the Crimean economy and the financial support of citizens (the growth of pensions, salaries for specific categories of citizens, the extension of support to residents in the form of maternity capital with a simultaneous increase in prices). Assessing their financial situation, the respondents from the Chuvash Republic more often than others chose the option "average". However, in self-assessments of the household's consumer status, on the contrary, the average answer alternative was indicated most rarely. However, in terms of the ratio of negative and positive assessments in both cases, the results are the same.

The analysis of the survey of the regional population revealed the territorial differentiation in the expectations of the population from the near future (economic optimism) (Fig. 3). According to the survey data, the most optimistic today are the residents of Crimea. Here, only 6% of citizens expect a deterioration in the life of their families in a year, which is at least half as less as in other studied regions. Besides, Crimea has the highest share of optimists (32%). Most likely, a relatively significant part of the respondents remains euphoric about

joining Russia, which affects the nature of their expectations. In three other regions, the excess of the share of optimistic expectations over the share of pessimistic ones can be noted: Murmansk Region, the Primorsky Territory, and the Chuvash Republic.

The least optimistic expectations are reported in Kaliningrad and Kostroma regions. Low self-assessments of the material situation were also recorded in these regions, as well as a low level of life satisfaction in the Kaliningrad region. The share of respondents from the Kaliningrad region, declaring negative expectations about their future, is significantly higher than in the other five regions and accounts for more than a quarter of survey participants (28%). Moreover, there are fewer optimists than pessimists (23%) only in the Kaliningrad region too. Perhaps the expectations of the residents of the Russian exclave are relatively more alarming than the expectations of residents of other regions of the country due to current international geopolitical pressure. Interestingly, the prevailing opinion about the near future was not observed in the Kostroma region: optimistic and pessimistic answers distributed almost in equal shares (15% and 14%, respectively), and a significant majority of citizens either do not expect any changes (52%) or find it difficult to predict the future (19% ).
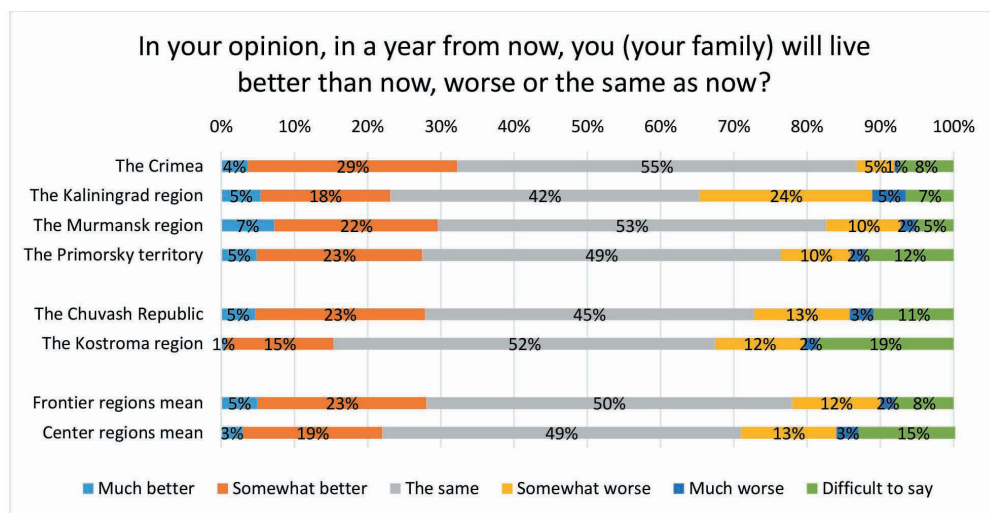


Fig. 3. Economic optimism, 2016

To sum up, according to the mentioned above indicators of the social well-being, the self-assessments of the population of two regions, the Kaliningrad and Kostroma regions, are the least favorable. Apparently, this phenomenon has different grounds, including an essential factor for the Russian exclave influencing self-esteem is its geographical location, proximity to European countries, which sets high standards for comparison. Comparatively, more favorable self-assessments of social well-being were recorded in Crimea and the Murmansk region. Accordingly, the social well-being of the population in the Chuvash Republic and the Primorsky Territory has got average scores for the six regions of the study.

The assessment of the state of affairs in the region of residence plays a vital role in the subjective well-being of an individual since the region is the closest socio-cultural environment that determines the level and quality of life of people, and in which their life plans are realized. The degree of satisfaction of the population of the studied regions with the situation in the region of their residence is highly differentiated (Fig. 4). The share of respondents who expressed satisfaction with the situation in the region ranges from 18% (in the Kostroma region) to 51% in the Crimea, i.e., differs almost threefold. Crimea is mainly distinguished by high assessments of the state of affairs in the region since there is the lowest share of negative assessments (only 7%). The worst of all, the situation is presented in the assessments of the population of the two control regions of the study, the Kostroma region, and the Chuvash Republic. In both of these regions, the share of residents who expressed dissatisfaction with the situation in the region of residence is significantly higher than the share of those who gave affirmative answers. As for the frontier regions, in terms of the level of satisfaction with the state of affairs in the region, they surpass the Kostroma region and the Chuvash Republic but are inferior to the Crimea. In these three regions, the assessments of the residents are very heterogeneous; there is virtually no prevailing opinion.

The well-being of people and their assessment of their lives and perspectives cannot be studied in isolation from the broader socio-cultural and economic situation, their perception of the state of affairs in the country where they live. In general, the indicators of satisfaction with the situation in the country in the studied regions hardly look optimistic, but, at the same time, they are far from the critical threshold. The results of the survey demonstrate an uncertain or cautious position of the majority of the respondents in all the regions (Fig. 5). The extreme points of view, such as "completely satisfied" and "completely dissatisfied" are present in the overwhelming minority (only 3-5% each). A moderately restrained position
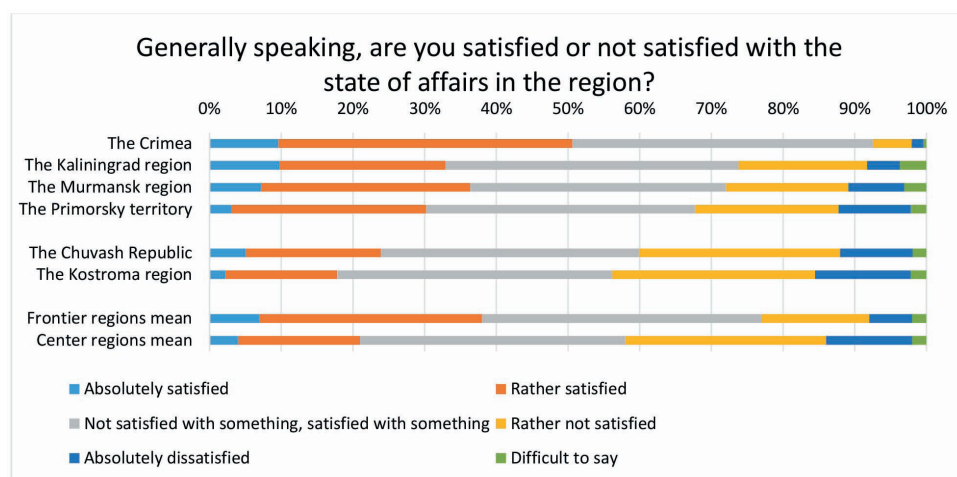


Fig. 4. Satisfaction with the state of affairs in the region of residence, 2016
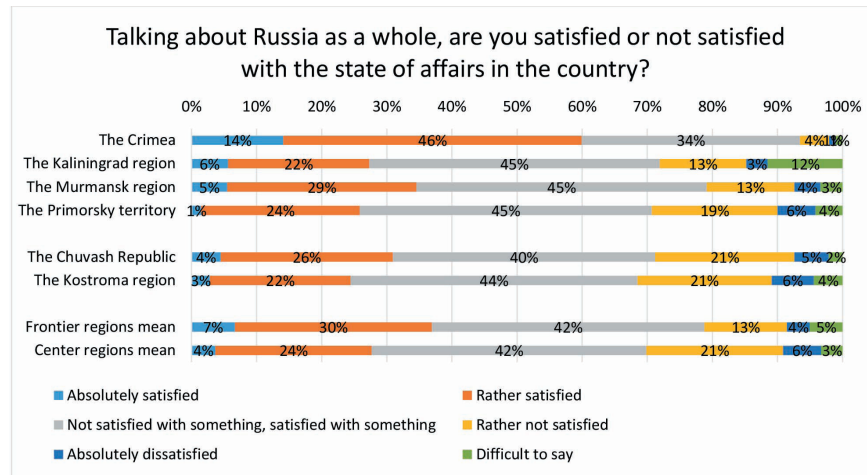
Fig. 5. Satisfaction with the state of affairs in the country, 2016

prevails, since about 45% of the respondents chose the answer "in some ways satisfied, in others not".

Still, the range of responses is slightly biased towards the positive: the number of replies "rather satisfied" is one and a half to two times higher than "rather dissatisfied". Among the frontier regions, Crimea stands out in terms of the share of positive-minded residents, where the favorable assessments prevail. There are two times more of them than in the rest of the frontier regions and control regions as well. The negative assessments are not at all popular with Crimean respondents. In the Kaliningrad region, there is a high proportion of respondents who found it difficult to answer (12% vs. 2-4% for the rest of the regions), which means that they are undecided in their assessments or are cautious. The Primorsky Territory is the closest to the core regions among all frontier regions in terms of the assessment of the state of affairs in the country. The share of average ratings here is about the same as in other regions, e.g., the shares of those satisfied and dissatisfied with the state of affairs in the country, as well as in the control regions, are practically equal here.

To determine the territorial identity of the population, more specifically, how respondents identify themselves as members of different territorial communities, the instruments of regional surveys included questions to measure the respondents' identity, understood as referring themselves to one of five types of identities: local-territorial, regional, national (state), international, and cosmopolitan (meta-national). The analysis of the results obtained demonstrates a noticeable differentiation between some regions (see Table 1).

First of all, three regions with a similar type of territorial social self- identification should be noted: two frontier regions (Kaliningrad and Murmansk regions) and one core region (Chuvash Republic). The prevalence of country or national identity distinguishes these regions: the majority of respondents (57-60%) consider themselves, first of all, "Russians, citizens of Russia." Attention is drawn to the fact that the prevalence of national identity in the Kaliningrad and Murmansk regions is combined with a high proportion of non-indigenous residents. It becomes evident that for those who have arrived from other regions of the country and have connections with them, it is more natural to consider themselves a part of the whole country than to associate themselves with a specific region. Other types of territorial identity are also represented in these three regions in close proportions: regional identification or identity with the region of residence is characteristic of 10-11% of residents in each of the three regions mentioned above. Local identification, or identity with the settlement of residence, is more widespread (22-25%).

Table 1. The territorial identity of the respondents, 2016

| Who do you personally consider (feel) yourself first of all? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | The resident of my town, district | The resident of my region | The Russian, the citizen of Russia | The citizen of CIS, former USSR | The European, the resident of Europe | The citizen of the world, the resident of the planet | Other | Difficult to say |
| The Crimea | 16% | 35% | 41% | 3% | 1% | 3% | 0% | 1% |
| The Kaliningrad region | 24% | 10% | 60% | 2% | 1% | 2% | 0% | 1% |
| The Murmansk region | 22% | 11% | 57% | 5% | 1% | 4% | 0% | 1% |
| The Primorsky territory | 30% | 20% | 41% | 2% | 1% | 2% | 0% | 3% |
| | | | | | | | | |
| The Chuvash Republic | 25% | 10% | 58% | 2% | 0% | 4% | 0% | 1% |
| The Kostroma region | 44% | 9% | 42% | 2% | 0% | 2% | 0% | 1% |
| | | | | | | | | |
| Frontier regions mean | 23% | 19% | 50% | 3% | 1% | 3% | 0% | 1% |
| Center regions mean | 34% | 9% | 51% | 2% | 0% | 3% | 0% | 1% |

Each of the three other regions in this research (the Primorsky Territory, the Kostroma region, and the Crimea), show their peculiarities in terms of the territorial identity of their residents. The only feature in common is relatively low, as compared to the other regions in the study, level of national self-identification (41-42%, less than half of the respondents). Along with the reduced expression of national identity, the highest level of local identity is observed in the Kostroma region, where 44%, or almost half of the surveyed residents, tend to identify themselves with the settlement, which makes this region stand out from others. Regional and other types of identities are much less common there. As for the Primorsky Territory, the level of local identity (30%) is lower than in the Kostroma region but is higher than in other regions of the study. However, in contrast to the Kostroma region, about every fifth respondent from the Primorsky Territory said that they consider themselves to be a resident of their region (expressed regional identity). The local and regional identity in a Far Eastern region can be shaped by many factors, among which are the geographic remoteness of the region from central Russia, the positioning of the region as a unique and strategically significant

territory for interaction with the Asia-Pacific Region, the feeling of being "on the edge of the earth." All these produce the awareness of belonging to one's city/village or the region of residence than the awareness of belonging to the country to most of the surveyed inhabitants.

Crimea is a separate unique case since this is the only region out of six in which regional identity is more salient than the local one; here, the level of regional identity is generally the highest – 35%. Probably, it is explained to a certain extent by the current situation, the entry of Crimea into the Russian Federation, and the change of the citizenship of its inhabitants, which entails a shift in identity. The enhanced regional identity might be an expression of a way of adapting to socio-political changes. Besides, Crimea as a peninsula is a geographically integral object, and it is perceived in this way, as a holistic, independent region. What is more, the regional identity, the feeling of being "a true Crimean" is today a factor mobilizing most of the region's population.

According to the survey, the other types of territorial identity, international and cosmopolitan (meta-national) ones, are not widespread. No more than 1% of the respondents consider themselves "Europeans", even in the Kalini-

grad region, which is geographically close to Europe. Only 2-3% of respondents identify themselves as the residents of the CIS or the countries of the former USSR, which are the values within the statistical measurement error. The only exclusion is the respondents of the Murmansk region, who provide this reply a bit more often (5%). Similarly, the identity "a citizen of the world, an inhabitant of planet Earth": it is chosen only from 2% to 4% of respondents in different regions.

It is also worth noting the influence of the material factor on the territorial identity. The representatives of groups with high and middle incomes more often identify themselves as "citizens of Russia, first of all" than low-income categories of the population.

The respondents were also asked about their religiosity and religious identity, which is not only one of the primary social identifications of a person, but also an essential factor for their subjective well-being. The survey included two questions: Do you consider yourself a believer and, if yes, what religion do you adhere to? There are apparent differences concerning this type of identity in the Primorsky Territory; the situation is more or less similar in other regions, where the majority of respondents – from 67% to 73% – identify themselves as "Orthodox Christians". It is essential to notice that the proportion of those who go to church is much lower, as this indicator serves mostly as a cultural identity. The percentage of residents who define themselves as "Orthodox Christians" is noticeably smaller in the Primorsky Territory (46%). At the same time, this region is distinguished by a relatively high proportion of atheists (34%), which is twice or even three times higher than in other regions. There is also the highest proportion (16%) of those who declare that they do not belong to a particular confession. It might be assumed that one of the reasons for the high proportion of non-believers in the region is the influence of the proximity of eastern countries and the absence of deep Christian roots, compared to the central part of Russia. It should be added that Crimea also stands out in religious identity, but regarding the share of Muslims, mainly due to the Crimean Tatar population. The percentage

of Muslims in the Chuvash Republic is slightly higher than in other regions, except Crimea, and also partly due to the Tatars living here.

**Explaining life satisfaction**

In order to test hypotheses, separate regression models for the frontier and central regions have been built (Table 2). The indicators of territorial identity were introduced into the regression models only independently since they are in strong negative correlation with each other. What is important, the correlation coefficients between local and national identities are higher in the sample of the central regions (Phi Cramer's V is equal to -0,737), than in the frontier regions` sample (-0,556). As for the local and regional identities correlation, the results are almost equal in both samples, -0,235 for the center and -0,269 for the frontier. As for the correspondence between regional and national identities, the center's coefficient scores -0,330 and the frontier's coefficient accounts for -0,491. So we may conclude that the divergence between local and national identities is even higher than between the regional and national ones. All these make it even more interesting to see how different territorial identity factors contribute to the life satisfaction of the inhabitants of two types of regions.

It is important to note that self-identification as a citizen of a country affects life satisfaction only in the regions of the frontier (models 1, 4, 7, and 10 in table 2), not to mention the high significance of this factor. Interestingly, regional identity is significant only for the sample of regions of the frontier, while its influence on life satisfaction is negative (models 5, 8, and 11). It must be noted that the significance of regional identity appears only when predictors of satisfaction with the state of affairs in the region and country are introduced to the model. Likewise, local identity also evinces in the explanation of life satisfaction only in the frontier regions, while showing persistent negative influence across all models.

Regression modeling confirmed that regional and country-wide socio-economic contexts are essential for individuals` well-being. Thus, the satisfaction with the state of affairs in their region (models 4-9) and with the state of

Table 2. Regression models 1-12 explaining life satisfaction in the frontier and central regions of Russia

| a) Life satisfaction (dependent variable) | Model 1 | | Model 2 | | Model 3 | |
|---|---|---|---|---|---|---|
| 1 | 2 | | 3 | | 4 | |
| | Center | Frontier | Center | Frontier | Center | Frontier |
| Gender (male) | -0,049 | -0,067 | -0,045 | -0,064 | -0,046 | -0,069 |
| Age | **-0,727***** | **-0,104***** | **-0,725***** | **-0,099***** | **-0,735***** | **-0,100***** |
| Age squared | **0,642***** | 0,045 | **0,639***** | 0,042 | **0,649***** | 0,040 |
| Children | -0,053 | **-0,044*** | -0,050 | -0,042 | -0,048 | **-0,045**** |
| Religious person | **0,068*** | 0,024 | **0,069*** | 0,029 | **0,068*** | 0,023 |
| Locus of control | **0,133***** | **0,040*** | **0,131***** | **0,040*** | **0,133***** | **0,043**** |
| Income group | **0,257***** | **0,245***** | **0,263***** | **0,248***** | **0,261***** | **0,242***** |
| Type of settlement | -0,053 | -0,024 | -0,053 | -0,025 | -0,051 | -0,022 |
| National indentity | 0,055 | 0,077*** | | | | |
| Regional identity | | | -0,034 | -0,022 | | |
| Local identity | | | | | -0,025 | **-0,066***** |
| Social cohesion | **0,089**** | **0,189***** | **0,092**** | **0,190***** | **0,091**** | **0,043**** |
| R² | 0,161 | 0,136 | 0,159 | 0,131 | 0,159 | 0,135 |
| Adj. R² | 0,152 | 0,133 | 0,150 | 0,128 | 0,149 | 0,132 |
| N | 886 | 3112 | 886 | 3112 | 886 | 3112 |
| Standardized regression coefficients. Significance levels: *p < .05, **p < .01, ***p < .001 (twotailed) | | | | | | |

| b) Life satisfaction (dependent variable) | Model 4 | | Model 5 | | Model 6 | |
|---|---|---|---|---|---|---|
| | Center | Frontier | Center | Frontier | Center | Frontier |
| Gender (male) | -0,055 | -0,067 | -0,052 | **-0,063***** | -0,052 | -0,067 |
| Age | **-0,569**** | **-0,107***** | **-0,567**** | **-0,104***** | **-0,575***** | **-0,103***** |
| Age squared | **0,457**** | 0,042 | **0,453**** | 0,041 | **0,462**** | 0,039 |
| Children | -0,038 | **-0,036*** | -0,037 | **-0,034*** | -0,035 | **-0,037*** |
| Religious person | **0,073*** | 0,015 | **0,067*** | 0,020 | **0,068*** | 0,023 |
| Locus of control | **0,090**** | **0,042**** | **0,089**** | **0,042**** | **0,090**** | **0,044**** |
| Income group | **0,229***** | **0,192***** | **0,233***** | **0,196***** | **0,231***** | **0,190***** |
| Type of settlement | -0,041 | -0,017 | -0,042 | -0,018 | -0,040 | -0,015 |
| National indentity | 0,044 | **0,071***** | | | | |
| Regional identity | | | -0,033 | **-0,039*** | | |
| Local identity | | | | | -0,020 | **-0,048**** |
| Social cohesion | 0,033 | **0,140***** | 0,035 | **0,141***** | **0,034** | **0,142***** |
| Satisfaction with the situation in the region | **0,283***** | **0,292***** | **0,283***** | **0,296***** | **0,283***** | **0,291***** |
| R² | 0,231 | 0,217 | 0,230 | 0,213 | 0,229 | 0,214 |
| Adj. R² | 0,221 | 0,214 | 0,220 | 0,210 | 0,219 | 0,211 |
| n | 872 | 3056 | 872 | 3056 | 872 | 3056 |
| Standardized regression coefficients. Significance levels: *p < .05, **p < .01, ***p < .001 (twotailed) | | | | | | |

Continued Table 2

| 1 | 2 | | 3 | | 4 | |
|---|---|---|---|---|---|---|
| **c) Life satisfaction** (dependent variable) | Model 7 | | Model 8 | | Model 9 | |
| | Center | Frontier | Center | Frontier | Center | Frontier |
| Gender (male) | -0,052 | -0,043 | -0,048 | -0,038 | -0,050 | -0,043** |
| Age | **-0,539**\*\* | **-0,059**\*\* | **-0,532**\*\* | **-0,055**\* | **-0,548**\*\* | **-0,054**\* |
| Age squared | **0,450**\* | 0,025 | **0,400**\* | 0,023 | **0,458**\* | 0,021 |
| Children | -0,036 | -0,030 | -0,036 | -0,028 | -0,032 | -0,031 |
| Religious person | **0,068**\* | -0,004 | **0,069**\* | 0,002 | **0,067**\* | -0,004 |
| Locus of control | **0,112**\*\* | **0,052**\*\* | **0,111**\*\* | **0,053**\*\* | **0,112**\*\* | **0,134**\*\*\* |
| Economic optimism | **0,183**\*\*\* | **0,330**\*\*\* | **0,186**\*\*\* | **0,329**\*\*\* | **0,184**\*\*\* | **0,327**\*\*\* |
| Type of settlement | -0,044 | 0,017 | -0,045 | 0,016 | -0,043 | 0,019 |
| National indentity | 0,058 | **0,085**\*\*\* | | | | |
| Regional identity | | | -0,045 | **-0,046**\*\* | | |
| Local identity | | | | | -0,030 | **-0,058**\*\*\* |
| Social cohesion | 0,050 | **0,133**\*\*\* | 0,054 | **0,134**\*\*\* | 0,052 | **0,134**\*\*\* |
| Satisfaction with the situation in the region | **0,274**\*\*\* | **0,217**\*\*\* | **0,274**\*\*\* | **0,223**\*\*\* | **0,275**\*\*\* | **0,217**\*\*\* |
| R² | 0,221 | 0,271 | 0,219 | 0,266 | 0,218 | 0,267 |
| Adj. R² | 0,209 | 0,268 | 0,208 | 0,263 | 0,207 | 0,265 |
| n | 766 | 2882 | 766 | 2882 | 766 | 2882 |
| Standardized regression coefficients. Significance levels: \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (twotailed) | | | | | | |

| **d) Life satisfaction** (dependent variable) | Model 10 | | Model 11 | | Model 12 | |
|---|---|---|---|---|---|---|
| | Center | Frontier | Center | Frontier | Center | Frontier |
| Gender (male) | -0,050 | -0,044 | -0,045 | **-0,040**\* | -0,047 | **-0,045**\* |
| Age | **-0,594**\*\* | **-0,062**\*\* | **-0,586**\*\* | **-0,059**\* | **-0,605**\*\* | **-0,057**\* |
| Age squared | **0,519**\* | 0,026 | **0,508**\* | 0,025 | **0,529**\*\* | 0,022 |
| Children | -0,047 | -0,032 | -0,048 | -0,030 | -0,044 | -0,033 |
| Religious person | 0,052 | -0,017 | 0,053 | -0,011 | 0,051 | -0,019 |
| Locus of control | **0,125**\*\*\* | **0,056**\*\* | **0,125**\*\*\* | **0,057**\*\* | **0,125**\*\*\* | **0,057**\*\*\* |
| Economic optimism | **0,186**\*\*\* | **0,328**\*\*\* | **0,189**\*\*\* | **0,326**\*\*\* | **0,187**\*\*\* | **0,324**\*\*\* |
| Type of settlement | -0,041 | 0,025 | -0,041 | 0,024 | -0,039 | 0,027 |
| National indentity | 0,065* | **0,078**\*\*\* | | | | |
| Regional identity | | | -0,053 | **-0,041**\*\* | | |
| Local identity | | | | | -0,037 | **-0,058**\*\*\* |
| Social cohesion | 0,059 | **0,122**\*\*\* | 0,064 | **0,122**\*\*\* | 0,061 | **0,122**\*\*\* |
| Satisfaction with the situation in the country | **0,243**\*\*\* | **0,232**\*\*\* | **0,243**\*\*\* | **0,238**\*\*\* | **0,244**\*\*\* | **0,235**\*\*\* |
| R² | 0,208 | 0,272 | 0,207 | 0,268 | 0,205 | 0,270 |
| Adj. R² | 0,196 | 0,269 | 0,195 | 0,265 | 0,194 | 0,267 |
| n | 761 | 2826 | 761 | 2826 | 761 | 2826 |
| Standardized regression coefficients. Significance levels: \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (twotailed) | | | | | | |

affairs in the country (models 10-12) are equally significant and influential everywhere.

Attention is drawn to the age factor, which is significant and stable in all models for the regions of the center, but not in the sample of the frontier: younger respondents are more satisfied with their lives in the regions of the center. However, the value of this factor is reduced by the introduction of satisfaction with the situation in the region or country into the model. Since the models in the table present standardized regression coefficients that allow us to estimate the relative contribution of each independent variable to the model, it can be concluded that the age factor is the most influential in all models explaining life satisfaction.

The expected influence of the factor of income, which represents here the attribution of oneself to the income group according to consumer possibilities. This primary indicator of living standards exerts its influence equally in the frontier and the center. In models 7-12, the income group predictor was replaced by the factor of economic optimism, since they correlate with each other. This factor also has the maximum level of statistical significance, but its contribution is not the same in the two groups of regions; in the frontier, it is twice as influential in terms of life satisfaction as in the center. Among the universal predictors of life satisfaction that are relevant both to frontier and region, it is also a locus of control. However, its weight in models for the regions of the center is twice as high.

The respondent's gender and place of residence were found to be insignificant factors in both samples. The influence of having children in the family has a feeble negative effect on life satisfaction only in the regions of the frontier. It disappears when the factor of economic optimism is included in the model. On the contrary, the factor of an individual's religiosity shows a weak positive relationship with life satisfaction only in the regions of the center of the country. It also disappears when the predictor of satisfaction with the situation in the country is added to the model. Finally, the classical for the frontier theory socio-cultural trait presented as an indicator of social cohesion showed its influence in all models for the frontier sample; in

the regions of the center, it showed weak significance only in models 1-3, before the inclusion of predictors of satisfaction with life in the region and the country.

### Conclusion

It has become commonplace in social research to speak of a high degree of territorial heterogeneity and socio-cultural diversity in Russia. This diversity is viewed both in an "optimistic" way as a country's development potential and in a "challenging" one, as a possible source of division and even separatism. The issue of the optimal level of regional differentiation in Russia is up to date, which, on the one hand, would support the development and active interregional "economic division," and on the other hand, would preserve the political and economic unity of the country. The frontier location of the region has an impact on various socio-cultural and socio-political features of its communities, thus shaping the specific territorial-civic identity of people living on the front lines of Russia. For instance, in the frontier regions, the cross-border mobility of the population is higher, leading to the familiarity with the social life and economic conditions of neighboring countries. This awareness determines that the population of the frontiers is more loyal and open to cultural exchange with the border states. Such features of the mass consciousness and social practice of the inhabitants of the frontier regions, presumably, are significant factors in the formation of a special territorial, social, and political identity. According to the descriptive analysis of the regional survey data, the frontier and core Russian regions differ slightly in terms of most of the analyzed indicators of social well-being. The residents of frontier regions are relatively more likely to express satisfaction with the state of affairs in their region than the residents of control regions. The studied regions turned out to be rather heterogeneous by territorial identity; however, some specificity has to be mentioned. National identity prevails in two frontier regions, Kaliningrad and Murmansk regions, and one control region, Chuvash Republic. Regional identity is relatively more salient in the Primorsky Territory and

especially in the Crimea. For the first region, the geographical remoteness of the Far Easter from central Russia, the feeling of being "on the edge of the earth" intensify the awareness of belonging to the region of residence. For the latter, the high level of regional identity may be explained by the relatively recent entry of Crimea into Russia and the change of citizenship, which entails a change of territorial identity; thus the identification with Crimea is of an adaptive nature and allows maintaining a sense of stability against the background of ongoing socio-political transformations. Representing the Russian core Kostroma region has the highest level of local identity: probably, many Kostroma residents, despite their belonging to the Central Federal District, also feel abandoned by the "center", which is also confirmed by the low satisfaction with affairs in the region.

Nevertheless, the "frontier" specifics in territorial identity was revealed in the regression modeling. Correspondingly with hypothesis one, by means of ordinary least squares model, we find that concerning life satisfaction, the attitudes of frontier and central populations are influenced by different territorial social identities that are also negatively correlated with each other. In line with hypothesis two, frontier inhabitants tend to be more satisfied with life is they associate themselves with the country as the whole, but not with their region or place of residence. However, this proposition did not work for the popula-

tion of the core regions. On the contrary, in the central regions, the territorial identity of any kind does not play any role in explaining its inhabitants' life satisfaction, the primary focus is on the factors of socio-economic, socio-demographic, psychological and cultural nature, such as income, economic optimism, age, locus of control and religiosity. In its turn, social ties and feeling of cohesion between the surrounding people contribute to the subjective well-being of the frontier residents. Finally, hypothesis three confirmed for both groups of the regional samples, as far as the assessment of the state of affairs in the region, and the country showed a positive effect on life satisfaction in all models.

Additionally, the study of attitudes and well-being of the population in the frontier regions of the country under the conditions of current geopolitical competition and challenging foreign affairs situation might contribute to the more profound understanding of modern Russian society. In the course of such work, it becomes possible to conduct a sociological comparison of the frontier and internal regions of the country, in the context of the theory of the frontier. This, in turn, contributes to the theoretical and methodological tools of studies of the border areas. The results of the study seem to be important for the public administration in charge of the socio-economic development of the country, for the specification of a strategy for the development of the regions of the Russian frontier.

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# Субъективное благополучие населения и конфликт социальных идентичностей в регионах российского фронтира

## А.В. Немировская

*Национальный исследовательский университет «Высшая школа экономики»*
*Российская Федерация, Москва*

**Аннотация.** В статье представлено исследование различных показателей субъективного благополучия и территориальной социальной идентичности во фронтирных и центральных регионах России. Предполагается, что фронтирная история заселения и пограничное расположение регионов оказывают влияние на различные социокультурные и социально-политические особенности региональных сообществ, формируя тем самым специфические территориальные социальные идентичности людей, живущих в рубежных регионах России. Эти идентичности могут находиться в противоречивых, конфликтных отношениях, особенно когда они рассматриваются как фактор формирования определенных общественных установок и настроений, в частности удовлетворенности жизнью. На основе опросов в четырех фронтирных, или приграничных, и двух центральных, или коренных, регионах, проведенных в 2016 г. (всего n респондентов = 5000), в статье представлена объясняющая модель удовлетворенности жизнью в сравнительном аспекте. В анализе рассматриваются факторы социально-экономического, социально-демографического, психологического, аттитюдинального и культурного характера. Выявлено различное влияние территориальных социальных идентичностей на удовлетворенность жизнью во фронтирных и центральных регионах. Для обеих групп региональных выборок оценка состояния дел в регионе, а также в стране продемонстрировала устойчивое положительное влияние на удовлетворенность жизнью, так же как и факторы локуса контроля, группы доходов по самооценке и экономического оптимизма. Предиктор социальной сплоченности оказался значимым только для фронтирных регионов России в соответствии с классическими концепциями фронтира. В то же время факторы возраста и религиозности предсказывали удовлетворенность жизнью только в центральных регионах. Данное исследование способствует изучению приграничных и фронтирных территорий, а также региональной специфики регионов России как обширной и неоднородной с точки зрения социокультурного и социально-экономического деления страны.

**Ключевые слова:** субъективное благополучие, удовлетворенность жизнью, территориальная идентичность, регионы России, фронтир.

# Personal Determinants of Improving Sports Effectiveness Among Young People

**Yulia V. Slobodchikova[a], Irina V. Semchuk[b],**
**Elena V. Skvortsova[c] and Oksana A. Musatova*[d,e]**

[a]*Department of Humanitarian and Social Sciences MIREA*
*Russian Technological University*
*Moscow, Russian Federation*
[b]*Russian Academy of Education*
*Moscow, Russian Federation*
[c]*Belgorod University of Cooperation, Economics and Law*
*Belgorod, Russian Federation*
[d]*Russian National Research Medical University*
*Moscow, Russian Federation*
[e]*Russian New University*
*Moscow, Russian Federation*

**Abstract.** The article focuses on the issue of improving athletes' performance. The subject of the research is personal determinants of improving the effectiveness of sports activities among young people. The purpose is to identify personal determinants that predefine the effectiveness of sports among young people. In the process of studying personal determinants that predefine the effectiveness of sports among young people we applied the methods of logical, theoretical and comparative analysis, content analysis, interpretation and scientific data interpretation, generalisation and modelling. On the basis of theoretical analysis the study identified the most significant personal determinants for the increase in the effectiveness of sports among youth, developed a theoretical structural and functional psychological "Personal determinants of improving the effectiveness of sports among young people" model and determined the interrelation of intrapersonal structures mediating the process of the influence of biological, social and individual personal determinants to increase the effectiveness of sports among young people.

**Keywords**: personal determinants, young people, improving the effectiveness of sports, model.

Research area: education.

\* Corresponding author E-mail address: uvs-1601@yandex.ru, semchirina10@yandex.ru, skvorcova.ev2012@yandex.ru, muoxa@mail.ru

ORCID: 0000-0002-1257-0284 (Slobodchikova); 0000-0001-9620-4494 (Semchuk); 0000-0003-1932-3443 (Skvortsova); 0000-0001-8893-4059 (Musatova)

Youth sports are the foundation of the nation's health; therefore, much attention is paid to the sports movement in any civilised country.

Regular sports activities significantly increase physical performance and positively affect the intellectual activity of a person. Therefore, experts say that the influence of sports on the human body is irreplaceable because systematic physical exercises develop general endurance, strengthen health, improve moral and volitional qualities and form a general positive emotional background. In the modern world, when the population of many European countries is getting older (there is an increase in people with high life expectancy), and the birth rate is becoming much lower, pension coverage looms on the problem-horizon, so one of the most important issues is the length of a person's working capacity.

However, social functions of sports activities, in relation to humanity as a whole or to an individual in particular, are different. Talking about a particular person, sport is a means of self-improvement, an opportunity to develop physical skills to the highest possible level. It is sport that allows a person to recover poise, form a critical attitude to mistakes and develop introspection and self-observation. Of course, the above is extremely relevant for today's young people.

High performance sports develop an individual's ability to observe, assess the situation quickly and react fast. Both physical and intellectual development is required for an athlete not only to study specialist literature, but also to critically analyse their own advantages and disadvantages, make decisions in time-limited situations and precisely perform tactical and strategic elements of the contest. Sport enables athletes to form such character traits as honesty, desire to help, kindness and selflessness in the course of performing tasks that are associated with training and competitions.

Sport is an extremely effective tool for the formation of a socially valuable individual. The need to perform significant amounts of training loads lays the foundation for hard work, discipline and teamwork, which means that it meets the needs of a person in an emotionally intense spare time. Significantly, sport fulfills a socio-political function strengthening international contacts, developing and promoting peace and international solidarity.

The key issue in sports is the athletes' performance growth, within the scope of which, based on the study of specialised works of both domestic and international scientists, the authors identify a number of different points of view.

By the way of illustration, Jack J. Lesyk highlighted as key such basic psychological indicators that affect athletic performance as motivation, positive attitude, the ability to set realistic goals, create positive mental images, the ability to overcome negative emotions and anxiety regardless of anyone, as well as the ability to effectively communicate with people around us (Lesyk, 1998).

V. Krane and J.M. Williams discovered that the most significant psychological characteristics of athletes are: the ability to set goals, increased concentration, self-regulation, motivation and high levels of self-confidence (Krane, Williams, 1998).

Dr. Steve Brennan (Ph.D.), in his research highlights such psychological qualities that are inherent in the individual: cohesion, confidence, motivation, communication skills, leadership, maturity, integrity and mental balance and confidence (Khairullin, Frolov, 2018).

Thus, domestic scientists A.M. Akhatov and I.V. Rabotin confirm the opinion of international researchers and temperament is considered the core personal property that determines the effectiveness of an athlete. After all, the temperament is based on innate properties of the nervous system and has a stable combination of dynamic features of the indi-

vidual's psyche (activity, emotionality, etc.) (Akhatov, Rabotin, 2000). E.P. Il'in, taking into account the structure of psychological indicators of the athlete, also identifies such indicators as equanimity, mobility, strength, lability, the author also points to the properties of the personality's temperament: extroversion or introversion, anxiety, lability and rigidity, activity and sensitivity (Il'in, 2008). Similar views are followed by Professor of the Department of Psychology of the Russian State University of Physical Education, Sport, Youth and Tourism V.F. Sopov who highlights the main psychological indicators of an athlete, such as individual biological properties, which include temperament and properties of the nervous system (Sopov, 2010).

V.P. Ozerov, a Russian scientist, developed a theory of levels of psychomotor abilities of an athlete. These levels include psychophysiological abilities of athletes in varying degrees of manifestation and different combinations (Ozerov, 2002).

Similarly, other domestic experts in the field of sports psychology, for example, Iu.M. Bludov, V.A. Marishchuk, A.D. Plakhtienko and L.K. Serova attach high importance to psychomotor differences of athletes. Specifically, sensorimotor reactions of an athlete, coordination, speed of actions, reaction to a moving object, memory, balance, proprioreceptive functions, muscle and joint sensitivity, distribution and switching of attention (Marishchuk et al., 1984).

Russian scientists believe that the motivational sphere of the individual is extremely important. Thus, one of the key psychological features is motivation for sports activities. Also important are the motives that encourage a person to work professionally.

The motivational sphere of the modern sportsman is recognised by Soviet and, subsequently, Russian scientists as the most important, even fundamental in the effectiveness of this type of activity.

The level of ambitions of young athletes, the direction of motivation to avoid failures and achieve success was studied by E.P. Il'in. The scientist described the process of an athlete making a decision about choosing a partic-

ular sport through motives and personal values (Il'in, 2008).

One of the most prominent sports psychologists R.M. Zagainov is at the same time an outstanding practitioner who has repeatedly stated in his works the importance of the personal component of a young athlete. He considers the focus and motivation to win in sports as a character-forming personal trait of the champion. After all, under the direct supervision of R.M. Zagainov many were brought up to be Olympic champions in various sports (Zagainov, 2006).

V.F. Sopov appears to offer the most advanced practical and theoretical models of psychological qualities, for example, a model of factors needed to achieve the highest sporting result. The scientist included six factors in this model: motivation, information space, biopsychic resonance, psychotechnical minimum of personality, behaviour management and compliance with the models of training sessions (Sopov, 2010).

Thus, the model of the personality of a successful athlete, a champion, must include individual personal and biological blocks.

Russian scientist L.L. Serova also compiled her own author's model of an athlete's personality, which, in addition to motivation, included communicative, emotional, volitional and even gender blocks (Serova, 2006).

The above models emphasise psychological qualities of an athlete. This is the identification of key properties from the position of the profession that ensure success of a highly qualified athlete. These models make it possible to identify the level of these qualities in line with the methods but do not answer the question about a systematic approach to the effectiveness in professional sports.

R.A. Akhmetov also worked on the problem of efficiency in sports, finding a solution through mathematical formulae. Thus, he deduced the dependence of the athlete's performance on his physical parameters (Akhmetov, 2011). The topic of mathematical processing of the forecast of sports performance was supported by D.A. Abramov and S.O. Mikhalkin. Their *Forecast of Sportsmanship by Individual Characteristics of Psychometric Indica-*

*tors* was written on the example of wrestlers (Abramov, Mikhalkin, 2006).

In other words, various author's models of psychological qualities of athletes achieve a strong position in methodology. However, a model that fully reflects the parameters that affect the performance of young athletes has not yet been developed. It is also necessary to develop a theoretical model of athletes' performance that could reflect the specifics of both individual and team sports.

Our research is based on the following principles of psychology: a generally accepted in the national science principle of consistency, which was proved by B.G. Ananiev, A.N. Leontiev and B.F. Lomov; such founders of Russian psychology as L.S. Vygotskii, V.V. Davydov, A.V. Petrovksii and D.B. Elkonin validated the principle of development; scientists K.A. Abulkhanova-Slavskaia, B.G. Ananiev, A.A. Bodalev, V.P. Zinchenko, A.V. Petrovskii and V.A. Petrovskii developed the principle of activity in modern psychological studies and, naturally, the principle of determinism (S.L. Rubinstein, A.V. Petrovskii, M.G. Iaroshevskii).

Our research is based on the theories and concepts of personality (B.G. Ananiev, A.N. Leontiev, A.V. Petrovskii), and takes into account the activity approach in Russian psychology developed by L.S. Vygotskii, A.N. Leontiev and B.F. Lomov.

Thus, based on the theoretical analysis of the main author's approaches of scientists engaged in the development of this problem, we identify the most significant personal determinants of improving the effectiveness of sports among young people. We developed a theoretical structural and functional psychological "Personal determinants of improving the effectiveness of sports among young people" model and conducted a study.

The **object** of the research is representatives of youth engaged in sports.

The **subject** of the research is personal determinants of improving the effectiveness of sports among young people.

The **purpose** of the research is to identify the personal determinants that predefine the effectiveness of sports among young people on the basis of theoretical analysis and experimental verification of the proposed provisions.

**Research objectives:**

1. Generalisation of the state of study of the problem under consideration.

2. Development of the theoretical structural and functional psychological "Personal determinants of improving the effectiveness of sports among young people" model.

3. Determination of the characteristics of personal determinants of improving the effectiveness of sports among young people. Identification of a group of personal factors that determine the formation and development of improving the effectiveness of sports among young people.

4. Development of recommendations for improving the effectiveness of sports among young people.

**Working hypothesis** of the research:

- Biological, social and individual personal determinants significantly influence the effectiveness of sports among young people.

- Adequate high self-esteem and ambitions significantly influence the effectiveness of sports among young people.

- High motivation to achieve success significantly influences the effectiveness of sports among young people.

**Empirical base of the research.** The study was conducted between 2018 and 2020, fifty-eight people were observed (fifty athletes aged 10-16 and eight coaches). Expert coaches and senior coaches of the Publicly Funded Institution of Moscow Oblast "Olympic Reserve School for Water Sports" with the experience of five to fifteen years and more and higher professional institution graduates.

**Methods of research.** The following methods were applied: content analysis, theoretical analysis, comparative analysis, logical analysis, interpretation of scientific data, generalisation, modelling empirical methods: questionnaire, conversation, analysis and self-analysis, testing, survey, overt observation and expert evaluation method. The study used Dembo-Rubinstein methods of self-esteem measurement and the motivation test by A.A. Rean.

The effectiveness in the field of physical education and sports is determined by the ra-

tio between the results and the expenditure on activities in an effort to improve the results and reduce costs at the same time. Personal qualities have a different impact on sports performance growth among young people.

In modern psychological studies, determinants of personality are considered as a group of factors that determine the formation and development of a personality. The most studied determinants are biological, social and individual personal ones.

The dispute regarding the relationship between the social and the biological in man dates as far back as a debate between Z. Freud and A. Adler. Z. Freud considered the sexual instinct, i.e. the biological mechanism, to be the basis of all human psychic life, and A. Adler saw the desire for excellence, i.e. the mechanism of social origin, to be the basic one.

In Russian psychology it is also a debatable issue. While K.K. Platonov considers personality as a biosocial structure, another idea is that biological upon entering the personality becomes social.

That is, biological factors as hereditary certainly affect the effectiveness of sports in accordance with the requirements of a specific type of an athletic activity.

Social factors (environment) also affect the personality of an athlete. This includes the specifics of upbringing, behavioural norms that are accepted in the inner circle, family, received in the company of friends or social groups. Social factors continue to affect the individual in adulthood. The individual is socialised in the workplace and social roles, in turn, influence the individual, having an effect on human perception and behaviour. In other words, social factors are the most important component for improving the effectiveness of sports activities among the younger generation.

An important contribution to human socialisation is made by the family, the culture of its social environment. Social family factors are characteristics of the socio-cultural environment that seriously affects a particular person, thus forming their social dynamics and values.

Family values and forms of personal behaviour vary in different family environments and it is the reason why special importance is attached to the study of social family characteristics of young athletes in this work.

The model developed by the authors has an individual personal block that includes a person's self-esteem and motivation.

Self-esteem is one of the key properties of a person since it is a regulator of activity, thereby ensuring the best adaptation of an individual to the constantly changing life conditions.

Given the above, we can conclude that most researchers of the outlined mental phenomenon (I.S. Kon, 1978; G.V. Lozovaia, 2002; A.A. Rean, 1999; I.I. Chesnokova, 1977; G. Corey, 1990) distinguish it as the most significant in self-consciousness and self-concept of a personality.

Sports psychology is actively working on the issue of the role of self-esteem in the adaptive capabilities of the individual athlete with much research having appeared on this topic recently. Thus, we have been studying young athletes' self-esteem, especially self-esteem of athletes by gender types, the nature of self-esteem due to a certain professional activity and its relationship with a number of personal characteristics of athletes, the characteristics of self-esteem of athletes who work out and do different sports (O.V. Dashkevich, 1981; S.V. Zhilin, 2003; L.Z. Levit, 1988; G.V. Lozovaia, 2002; A.V. Malchikov, 1979; V.V. Medvedev, 1993; V.G. Norakidze, 1981; V.I. Palii, 1987; V.A. Pegov, 1988; R.V. Plashko, 2001; A.L. Popov, 2000, etc.).

According to the research by a number of authors (W. James, 1990; E.S. Kuz'min, V.E. Semenova, 1987; A.I. Lipkina, L.A. Rybak, 1968; A.V. Petrovskii, 1982; V.F. Safin, 1975; A.R. Spirkin, 1972; V.V. Stolin, 1983; I.I. Chesnokova, 1977), self-esteem plays one of the key roles in the life of any person, whilst being its "model" (according to N.B. Stambulova). Given this, it is interesting from the point of view of science and useful from the point of view of practice to study the questions that researchers have not yet answered. For example, the question of the level of the impact of self-esteem on the growth of performance in youth sports.

It is difficult to talk about self-esteem without relying on such characteristic features of personal manifestations as behavioural motives or the level of claims.

Motivation, along with self-esteem, is of particular importance in professional activities, especially sports. The training process requires overcoming yourself and strong will, while motivation inspires a young athlete to win despite pain, fatigue and resistance.

High motivation shows additional potential in an athlete. The so-called second wind kicks in, a person works at the limit of their physical capabilities.

An athlete with a low motivation to achieve success simply gives up athletic classes at the stage of increased psychophysiological loads.

The theory of motivation for success and fear of failure was developed and advocated by A.A. Rean. This is a vector of the individual's aspiration in any activity, especially such a competitive one as sports. The level of aspirations of young athletes and their ambitions can be determined using this theory.

Scientific and methodological literature widely considers the issues of sports motivation, believing it to be a key factor in both successfully mastering and improving the skills of an athlete.

Based on the theoretical analysis of the basic author's approaches of scientists engaged in the development of problems of sports efficiency, we have identified the most significant personal determinants of improving the effectiveness of sports among youth and developed a theoretical structural and functional psychological model (Fig. 1).

Theoretical and methodological analysis of the subject of the research revealed the urgent need to include individualisation of training based on a personal approach in the training system of young athletes. The importance of the effectiveness of young athletes calls for high-quality solutions to professional problems. Hence, there is a natural interest in the problem of personal determinants of improving athletic performance.

Changing individual and personal determinants leads to an optimal level of athletic performance and activity. If one of the components of social factors is transformed, performance changes and sports performance deteriorates.

Individual and personal factors are strongly influenced by social and biological determinants of performance in sports.

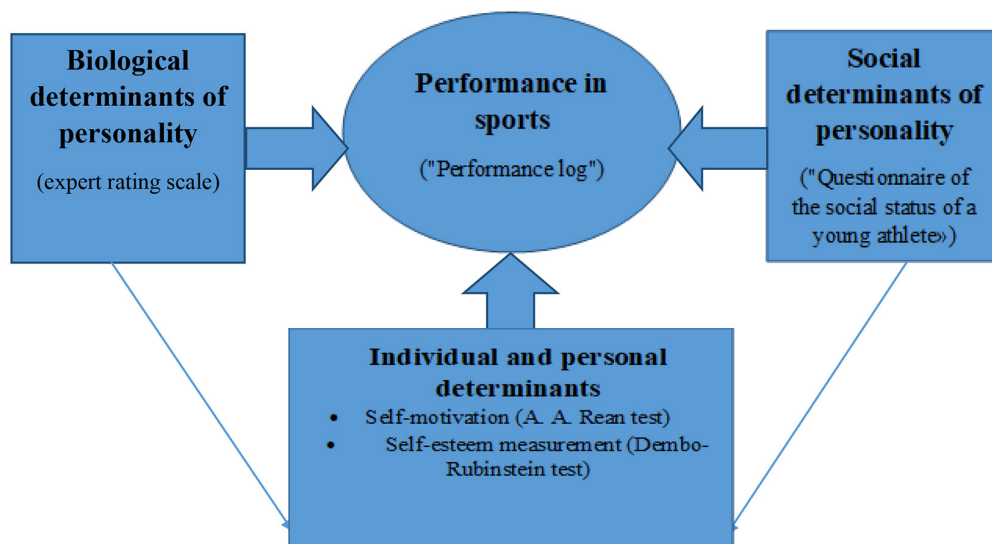Expert coaches were asked to fill in an athletes' performance log where each athlete's



Fig. 1. Theoretical structural and functional psychological "Personal determinants of increasing the effectiveness of sports among young people" model

scores are recorded on a ten-point scale and developed some criteria for the effectiveness of young athletes in this sport.

By effectiveness expert coaches mean the performance of an athlete.

The performance log also takes into account the speed of movement, the frequency and speed of reaction, which are significantly dependent on an athletic technique. Endurance is a very significant and necessary quality for a young person engaged in sports activities. At the same time, overall endurance was separately included in the effectiveness criteria, i.e. the ability to perform any activity for a long time, which involves the majority of muscle groups, as well as makes considerable demands on the body systems: respiratory, cardiovascular and central nervous. The same applies to special endurance which is due to the specifics of the requirements imposed on an athlete in the course of training in the chosen sport and is determined by the quality of condition of their organs and systems, physiological and mental capabilities relating to the chosen sport.

Special endurance is not only the ability to fight fatigue, but also the ability to perform tasks as effectively as possible under space-time constraints.

Each athlete's effectiveness was assessed by their coach on a 10-point scale, where 10 is the maximum score and 0 is the lack of effectiveness.

Expert coaches also compiled a scale for evaluating the biological data of young athletes. In particular, the criteria reflecting the specifics of the given sport were included. These are, for example, height, weight, arm length, jump height, etc. This assessment was carried out by distributing young athletes in the following groups:

Groups of criteria:

"Excellent" (5) – biological factors of the individual fully correspond to the specifics of the given sport;

"Good" (4) – biological factors of the individual mostly correspond to the specifics of the given sport;

"Satisfactory" (3) – biological factors of the individual partially correspond to the specifics of the given sport;

"Unsatisfactory" (2) – biological factors of the individual do not correspond to the specifics of the given sport.

The study found that athletes were distributed according to this criterion as follows:

"Excellent" – 14 people;
"Good" – 25 people;
"Satisfactory" – 7 people;
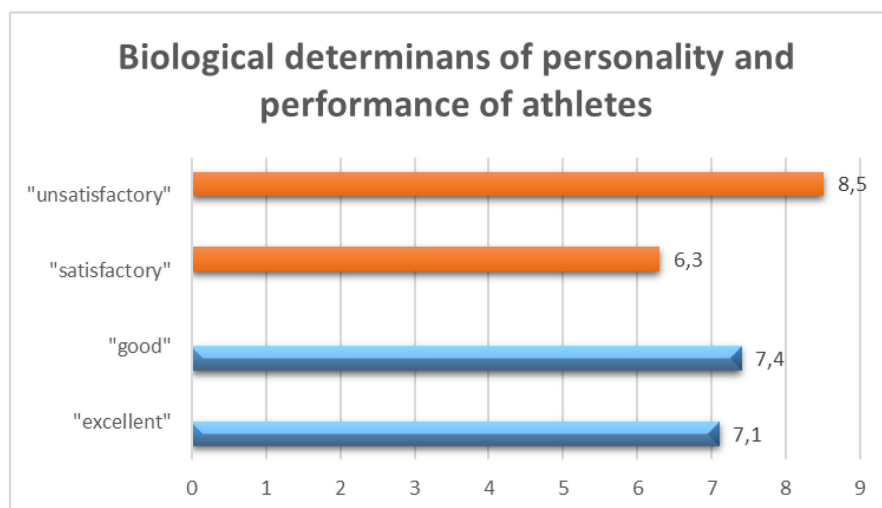"Unsatisfactory" – 4 people.



Fig. 2. Ratio of assessment issued by experts for biological indicators of athletes and in the athletes' performance log (points)

This distribution of young athletes according to the biological criterion of the compliance with the given sport is not homogeneous. Most of the athletes received "good", the second place in the number of athletes is the group "excellent", there are also athletes who partially meet the requirements, of such 14%. However, sports teams also train young athletes who do not meet the requirements of their sport according to their physical characteristics (in this case, it is the insufficient height of the athlete). The validity of the presence of such athletes in the team can be seen in the figure below.

In the course of the study, the following results were obtained: in a comparative analysis of the assessments, made by the experts evaluating the biological indicators of the athletes and in the athletes' performance log, the following trends can be registered:

• young athletes with excellent physical characteristics have the lowest performance indicators;

• young athletes with physical characteristics that do not meet the requirements of the given sport have the highest performance indicators.

To study social determinants of improving the effectiveness of sports among youth, we developed a *Questionnaire of the social status of a young athlete*. This questionnaire includes 23 questions that mainly clarify the composition of the family, living conditions, socio-psychological climate in the family, financial status and relationships between family members (Annex 1).

The following tendency appears among the most significant results: a considerable number of respondents (46%) have bad family relationships. This can be explained both by adolescence issues and by the fact that it is important for young athletes with a negative socio-psychological climate in the family to realise their potential in a different group.

These results can be interpreted as follows: young athletes from families with socially unfavourable climate are more motivated for sports achievements. At the age of 10 to 16 athletes who are actively engaged in sports activities undergo natural (at their own request) and professional (coaching) selection in athletic classes and teams. Without high motivation and efficiency at this stage of the sports career, it is impossible to stay in the team as psychological and physical loads increase.

Based on the "Personal determinants of improving the effectiveness of sports among young people", a theoretical structural and functional psychological model developed by the authors, the study of individual and personal factors of young athletes was conducted in two directions:



Fig. 3. Questions from the "Questionnaire of the social status of a young athlete"

• motivation (Test. Motivation for success and fear of failure by A.A. Rean);

• self-assessment (Test. Self-assessment by Dembo-Rubinstein).

Delivering strong performances requires not only the ability to set complex tasks, but also understanding of how athletes are able to evaluate their own capabilities objectively and critically. Self-esteem is the opinion of an individual about themselves, their own capabilities and skills and has been formed as a result of comparing themselves with other people who are specialists in the fields of the activity under consideration, including sports.

We used the classic version of the Dembo-Rubinstein test in our research. The interpretation was based on the number of points:

- the level of adequate self-esteem is within the range of 50 to 75 points;

- the level of inflated self-esteem is within the range of 75 to 100 points;

- if the number of points is less than 50, it indicates low self-esteem.

The results of the level of aspirations assessment:

- from 60 to 90 points – realistic, adequate level of aspirations;

- from 90 to 100 points – unrealistic level of aspirations, excessive requirements for their own capabilities;

- below 60 points – low level of aspirations.

The following dynamics can be observed in Fig. 4. A fairly high level of self-esteem can be observed among the young athletes who said yes to "you have bad relationships in the family". This category also has the highest level of aspirations. This may indicate that low social status increases the level of aspirations, athletes with an unfavourable family environment try to compensate for their situation by having highly ambitious goals. Conversely, respondents who said yes to "you have a good relationship with the whole family" have a level of self-esteem closer to low and a lower level of aspirations. Young athletes who live in a more favourable family environment are comfortable with their position in society, there is no special desire for super achievements.

Study of motivation according to the test. A.A. Rean's test helps to determine the direction of the vector of personal motivation. After the research it becomes clear what drives a person: the desire for success or the avoidance of failure.

This determines the complexity of the task that a person sets for himself. The fear of failure, disappointment or the risk of victory are at stake.
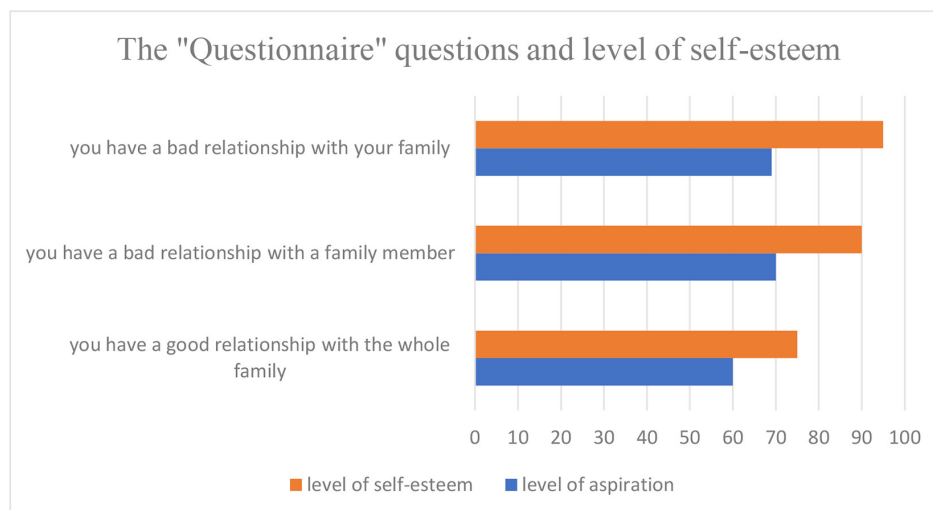


Fig. 4. Ratio of questions about the social status of a young athlete, the level of self-esteem and the level of aspirations according to the Dembo-Rubinstein test (points)
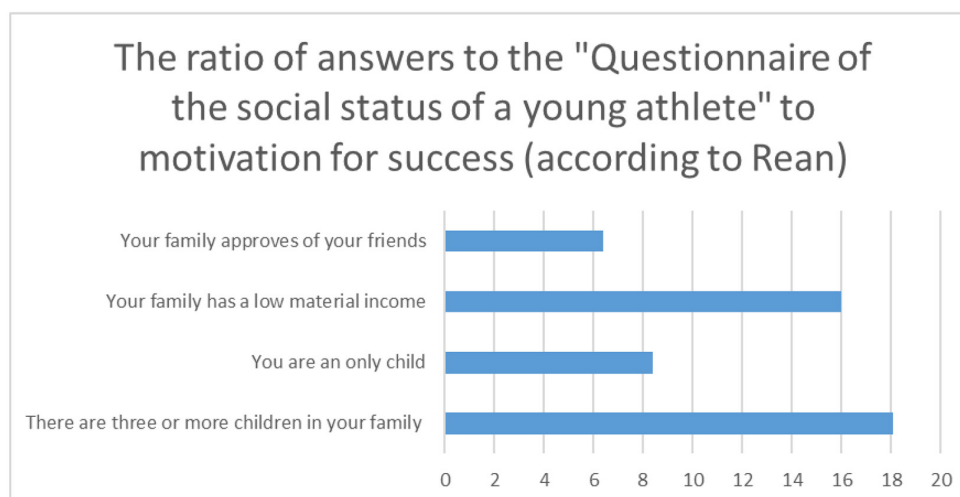
Fig. 5. Ratio of questions in the "Questionnaire of the social status of a young athlete" and the results of A.A. Rean's test of motivation for success (points)

The results are processed by counting points:

- motivation to achieve success if the subject scores from 14 to 20 points;

- undefined motivation if the subject scores from 8 to 13 points;

- motivation to avoid failure if the subject scores from 0 to 12 points.

Thus, in Fig. 5, the emerging trend is that the highest motivation for success is observed among the athletes who said yes to "your family has a low income" and "there are three or more children in your family". This can be explained by dissatisfaction with their position in the family and the desire to climb the social ladder. However, the motivation is closer to avoiding failure among the athletes who answered yes to "you are an only child" and "your family approves of your friends". The former can be explained by the fact that there is probably a child-centred environment in a family with only one child. The only child among adults is frequently surrounded by excessive care and attention, so they have a subconscious desire to stay in this comfort bubble by any means, and this is avoiding failure.

The latter, "your family approve of your friends", can be interpreted as the desire to be positively evaluated, if possible, to avoid con-flicts in the family, which also contributes to the motivation to avoid failure.

Fig. 6 shows the expected result. The higher the motivation for success, the higher the effectiveness of young athletes in sports is. Such results are described by both theorists and practitioners of sports psychology.

The results are summarised and analysed and are as follows.

Table 1 shows the most informative columns in the summary table of all research results and the following trends can be registered: those who responded positively to the questions of good socio-psychological climate in the family received the lowest ratings of their athletic performance (6.1 – 6.4 points on a ten-point scale); in addition, these respondents have a closer to low level of self-esteem and unexpressed motivation, prone to avoiding failure. Conversely, young athletes who indicated something negative in their family ("sometimes you are physically punished", "you have a bad relationship with your family", "your family has a low income") showed the highest performance indicators (8.1 – 8.8 on a ten-point scale). These athletes received the highest indicators of self-esteem and the level of aspirations (according to the Dembo-Rubinstein test) and motivation closer to achieving success (according to A.A. Rean's test).
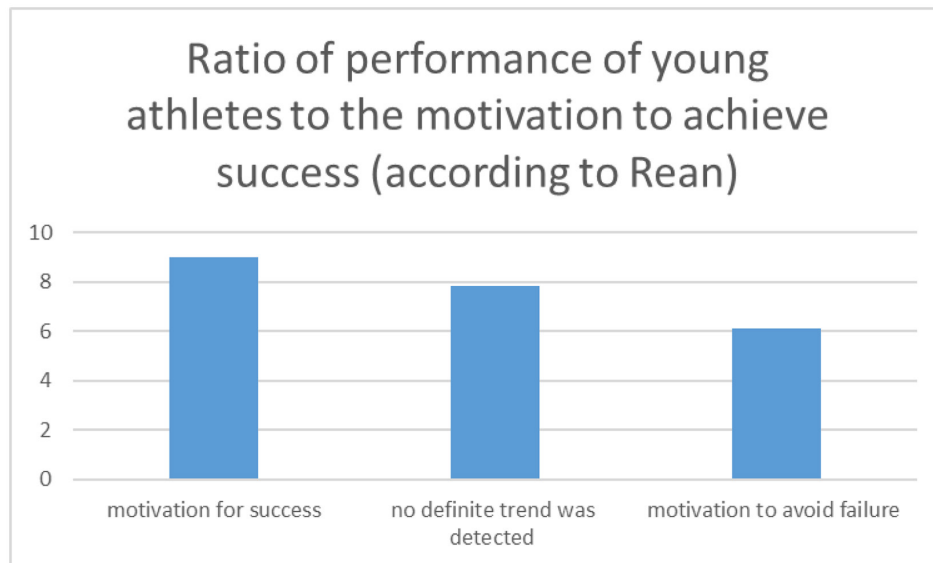
Fig. 6. Ratio of ratings from the athletes' performance log and the motivation of young athletes
(according to A.A. Rean)

Table 1. Research results summary table

| № | Questions | Number of positive responses % | Biological factors (assessment of experts) | Self-esteem / level of aspiration | Motivation for success | Average performance ratings |
|---|---|---|---|---|---|---|
| 1 | Do you live in a full family? (mother, father, child…) | 36% | 4.1 | 60/75 | 9 | 6.1 |
| 3 | You have a good relationship with the whole family | 42% | 4.5 | 55/70 | 9.7 | 6.4 |
| 4 | You have a bad relationship with your family | 18% | 3.9 | 79/95 | 17.5 | 8.1 |
| 5 | Sometimes you are physically punished | 26% | 3.8 | 60/90 | 16.5 | 8.8 |
| 6 | Your family has a low income | 24% | 4.1 | 60/95 | 17 | 8.8 |
| 6 | You are an only child | 14% | 4.8 | 70/75 | 10.5 | 6.4 |
| 7 | There are three or more children in your family | 40% | 4.5 | 70/95 | 15.1 | 8.1 |

**Conclusion**

Thus, the idea of this work is to study personal determinants of improving the effectiveness of sports among young people. The significance of the development of the topic is represented in the methodological development of the psychology of high achievements in sports.

Therefore, the results of the theoretical and empirical research can be formulated in the main conclusions:

1. Theoretical and methodological analysis of the problem under consideration shows the urgent need to introduce individualisation of training based on a personal approach into the training system of young athletes.

2. One of the main tasks determining the training of young athletes is to increase effectiveness, which is analysed here in the context of their professional activities, which involves a psychological study of

their features, highlighting the specific requirements of specific sports to their personal qualities.

3. Performance indicators of such individual and personal determinants as self-esteem and motivation, which are important for improving the effectiveness of sports among young people, have many common features. Therefore, based on the theoretical provisions of the study, it is possible to identify several general criteria for development, including orientation, activity and motivation, adequate self-esteem.

4. Experimental study of the influence of biological, social, and individually personal determinants on improving the effectiveness of sports among young people reveals the relationship of intrapersonal structures that mediate this process.

5. Personal determinants of improving the effectiveness of sports among young people can be divided into biological, social, and individual personal ones. Biological determinants of personality are dictated by the specifics of a particular sport, social determinants are considered in the context of social and family relationships, individual personal determinants are regarded in the focus of self-esteem and motivation in sports activities. Moreover, high biological and social indicators do not always directly affect the effectiveness of sports among young people.

6. The influence of individual and personal factors, such as self-esteem and personal motivation on improving the effectiveness of sports among young people suggests further study, which is planned to be conducted at the next stage of the research.

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# Личностные детерминанты повышения эффективности занятий спортом представителей молодежи Московской области

**Ю.В. Слободчикова[а], И.В. Семчук[б],**
**Е.В. Скворцова[в], О.А. Мусатова[г,д]**
*[а]Институт инновационных технологий и государственного управления МИРЭА*
*Российский технологический университет*
*Российская Федерация, Москва*
*[б]Российская академия образования*
*Российская Федерация, Москва*
*[в]Белгородский университет кооперации, экономики и права*
*Российская Федерация, Белгород*
*[г]Национальный исследовательский медицинский университет им. Н.И. Пирогова (РНИМУ им. Н.И. Пирогова)*
*Российская Федерация, Москва*
*[д]Российский новый университет*
*Российская Федерация, Москва*

**Аннотация.** В статье уделено внимание проблеме повышения эффективности спортсменов. Предметом исследования служат личностные детерминанты повышения эффективности занятий спортом представителей молодежи. Цель работы – выявление личностных детерминант, предопределяющих повышение эффективности занятий спортом представителей молодежи.

В процессе исследования личностных детерминант, предопределяющих повышение эффективности занятий спортом представителей молодежи, были использованы логический, теоретический и сравнительный виды анализа, контент-анализ, интерпретация научных данных, обобщение, моделирование.

В результате проведенного исследования на основе теоретического анализа выделены наиболее значимые личностные детерминанты повышения эффектив-

ности занятий спортом представителей молодежи, разработана теоретическая структурно-функциональная психологическая модель «Личностные детерминанты повышения эффективности занятий спортом представителей молодежи», выявлена взаимосвязь внутриличностных структур, опосредующих процесс влияния биологических, социальных, индивидуально-личностных детерминант личности на повышение эффективности занятий спортом представителей молодежи.

**Ключевые слова:** личностные детерминанты, представители молодежи, повышение эффективности занятий спортом, модель.

Научная специальность: 13.00.00 – педагогические науки.