Model for Forming Readiness for Online Mediation of Masters of Psychological and Pedagogical Direction

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Abstract. The results of a theoretical analysis of Russian and foreign practices and educational programs on the mediation of higher educational institutions are presented. The insufficiency of methodological study of the possibilities of using remote technologies in the activities of mediators in the education system is proved due to the lack of their professional training. The authors believe that the readiness for online mediation in the conditions of informatization of education directly depends on the formation of not only mediative, but also digital competencies. The paper proposes a methodological model for the formation, development and evaluation of the constituent elements of mediative and digital competencies. The methodological model, which includes value-motivational, conceptual, content, technological and evaluative-effective components, is based on an electronic professionally-oriented educational and methodological complex for online mediation. The results of experimental work as part of the introduction of a methodological model into the educational process of masters of the psychological and pedagogical direction recorded a positive trend in relation to all elements of mediative and digital competencies, in particular, an increased interest in self-development, self-knowledge in the information and communication environment, awareness of the values of using distance technologies in professional activities, a high level of knowledge of online tools and the ability to use them at different stages of the procedure, the ability to prevent digital risks and assess their own professional deficits.

Keywords: online mediation, mediation competence, digital competence, methodological model, professionally oriented educational and methodological complex.

Research area: pedagogy.

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Модель формирования готовности к онлайн-медиации магистров психолого-педагогического направления

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Аннотация. Представлены результаты теоретического анализа российских и зарубежных практик и образовательных программ по медиации высших учебных заведений. Доказана недостаточность методологической проработки возможностей использования дистанционных технологий в деятельности медиаторов в системе образования ввиду дефицитарности их профессиональной подготовки. Авторы полагают, что готовность к онлайн-медиации в условиях информатизации образования напрямую зависит от сформированности не только медиативной, но и цифровой компетентностей. В работе предложена методическая модель формирования, развитие и оценки составляющих элементов медиативной и цифровой компетентностей. Методическая модель, включающая ценностно-мотивационный, концептуальный, содержательный, технологический и оценочно-результативный компоненты, основана на электронном профессионально-ориентированном учебно-методическом комплексе по онлайн-медиации. Результаты опытно-экспериментальной работы в рамках внедрения методической модели в образовательный процесс магистров психолого-педагогического направления зафиксировали положительную динамику в отношении всех элементов медиативной и цифровой компетентностей, в частности, повышенный интерес к саморазвитию, самопознанию в информационно-коммуникативной среде, осознание ценностей использованию дистанционных технологий в профессиональной деятельности, высокий уровень знаний онлайн-инструментов и умения их использовать на разных этапах процедуры, умения предотвращать цифровые риски и оценивать собственные профессиональные дефициты.

Ключевые слова: онлайн-медиация, медиативная компетентность, цифровая компетентность, методическая модель, профессионально ориентированный учебно-методический комплекс.

Научная специальность: 5.8.2 – теория и методика обучения и воспитания (по областям и уровням образования)

Introduction

The need to introduce online mediation is dictated by the need for specialists to ensure the formation of a safe educational environment in the face of increasing conflict in educational institutions, the development of various forms of destructive behavior, the complex specifics of work in educational institutions, the possibilities of remote technologies, and at the same time the insufficient methodological development of educational programs for the use distance technologies in mediation activities and the educational system as a whole.

The situation with the COVID-19 pandemic has caused fear and anxiety among people around the world, had a negative impact on their psychological state, contributed to the rapid and large-scale transition of all

areas of activity to the digital environment, and led to an increase in conflict potential. According to statistics for 2020, emotional shock during self-isolation and a sharp transition to distance learning affected the mental health of students and led to mental borderline disorders in 83.8 % of cases, only 13.4 % of students adapted to these conditions (Popov, Aleksandrova; 2020: 28–35), (Jakobuk, Vinogradova; 2018: 242–246). At the same time, the educational system was not ready to quickly adapt educational programs to a distance environment, provide psychological and pedagogical support, and take preventive measures (Altbach, Hans de Wit; 2020: 6–8), (Maliataki, Kirichek, Vendina; 2020: 56–66). Many universities are faced with the unavailability of teachers and platforms used to use high-tech equipment (Grunt, Belyaeva, Lebedkina; 2021: 192). As a result, the need has increased to use more effective ways to resolve conflicts, to solve the problems of creating a restorative culture of relations in an educational institution, which underlies the activities of a teacher-psychologist (mediator), and to train specialists for online mediation.

In the modern education system, attention is focused on ensuring equal access to education, regulated by the Federal Law of December 29, 2012 N 273-FZ (as amended on December 30, 2021) «On Education in the Russian Federation», the federal project «Success of every child» of the national project «Education», Strategy for the development of the Arctic zone of the Russian Federation and ensuring national security for the period up to 2025.

The results of a theoretical analysis of regulatory documents (Federal Law «On Education in the Russian Federation», Decree of the President of the Russian Federation of May 9, 2017 «Strategy for the Development of the Information Society of Russia for 2017–2030», the national program «Digital Economy of the Russian Federation», «Strategy for the Development of Information Technologies in Russia for 2014–2020 and until 2025») determine the need for the development of distance technologies in the educational system and the training of specialists with digital competence. That is why the strategic direction is the use of remote

technologies as an opportunity to apply new forms of work organization.

The need for the introduction and development of online mediation as a tool for creating a comfortable educational environment and ensuring equal access for students to education is associated with the widespread introduction of distance technologies in all spheres of life. The latter actualizes the problem of the lag in the adaptation of legal acts, educational programs and methodological framework to the training of mediators who own remote technologies, the poor theoretical knowledge of this issue and, as a result, the lack of a single conceptual and categorical apparatus in relation to online mediation.

Along with this, S. G. Grigoriev, V. V. Grinshkun (Grigoriev, Grinshkun; 2008: 71–78), M. V. Noskov, V. A. Shershneva, R. A. Baryshev, M. M. Manushkinv (Noskov, Shershneva, Baryshev, Manushkinv; 2016: 151–155), S. I. Osipova, N. V. Gafurova (Osipova, Gafurova; 2010: 117–124), O. G. Smolyaninova, E. S. Egle, N. A. Ivanov (Smolyaninova, Ivanov; 2019: 97–101), (Smolyaninova, Egle, Ivanov; 2020: 1481–1498) note the importance of mastering distance technologies by educational psychologists, their active participation in the formation of an information educational environment, including on the basis of electronic educational resources that promote new educational opportunities, personal, cognitive and socially oriented development, a high level of individualization of the information offered, based on the capabilities of students. The development of the process of informatization of education is especially emphasized by providing the educational environment with methodology and practical developments aimed at the optimal use of new information technologies in the process of implementing psychological and pedagogical education.

The necessary knowledge, skills and abilities for the implementation of the mediation procedure using distance technologies in the educational system are considered by O. G. Smolyaninova, V. V. Korshunova, O. O. Andronnikova (Smolyaninova, Korshunova, Andronnikova; 2020: 413–428). The need for the formation of significant personality

traits in the profession of a mediator, such as empathy and neutrality, was noted in the work of O.G. Smolyaninova, S.T. Possokhova, M. Kh. Izotova (Smolyaninova, Posokhova, Izotova; 2020: 219–230). Thus, the mediator's key competencies in the conditions of informatization of training include mediative and digital, as well as the ability to determine the moral and social value in relation to professional activity. However, the structure of mediative and digital competencies is multifaceted, which is why, having synthesized the approaches of L. Vygotsky, A. Leontiev, V. Slastenin, the constituent elements of mediative and digital competencies include motivational-value, cognitive, activity-operational, reflective-personal, evaluative-effective, allowing to most fully reflect the entire range of knowledge, skills and abilities necessary for the successful implementation of the online mediation procedure.

The effectiveness of the formation of knowledge, skills and abilities in the conditions of informatization of training is determined by A.N. Pryadyokho, A.A. Pryadyokho (Pryadyokho, Pryadyokho; 2008: 51–56), I.V. Fominykh (2014: 307–309) in the context of the development and implementation of an educational and methodological complex as a didactic tool that ensures meaningful and productive activities of students and educators to achieve the goal with the maximum possible effect. At the same time, E.N. Zemlyanskaya (Zemlyanskaya; 2013: 35–43), N.A. Kozyrev, O.A. Kozyrev (Kozyrev, Kozyreva; 2011) associate long-term planning of educational activities with its modeling, which is an effective method of cognition and research of an object, its optimal design by reflecting the relevant and essential properties of the original, the possibility of gradual adjustment of the goals, content and organizational structure of professional training.

Based on the foregoing, the formation of readiness for online mediation of masters of the psychological and pedagogical direction is understood as a pedagogical process that is carried out when implementing the methodological model by means of an electronic professionally oriented educational and methodological complex for online mediation (hereinafter referred to as EUMC), aimed at developing the constituent elements of mediation and digital competencies.

Theoretical framework

Currently, researchers in the field of pedagogy, psychology and computer science pay special attention to the training of specialists who own remote technologies, the adaptation of educational programs and methodological bases to the digital environment, and ways to minimize conflict factors (Smolyaninova, Ivanov, Podusova; 2021: 1308–1321). Such interest is due to the increasing level of conflict in the educational system, the development of new forms of destructive behavior such as school-shutting, cyberbullying, etc., leading to suicidal actions, and new requirements that apply to specialists at the state level.

Online mediation is rightly considered in the context of an alternative mediation procedure. For example, E. Katsh, J. Rifkin (Katsh, Rifkin; 2001: 155–179) understand online mediation as a method for resolving conflict situations based on alternative dispute resolution methods via the Internet, when traditional means of conflict resolution become ineffective or inaccessible. In turn, O.G. Smolyaninov and V.V. Korshunova (Smolyaninova, Korshunova, Andronnikova; 2020: 413–428) emphasize the need to integrate knowledge from the pedagogical field, psychology and anthropology in order to implement a mediative procedure and conduct rehabilitation programs in order to promote favorable interaction between the subjects of the educational process.

The tasks of the online mediator are complemented by the choice of online tools at various stages of the conflict in order to eliminate misunderstanding between the parties to the dispute, online risks during the online mediation procedure, while maintaining the confidentiality of the procedure (Smolyaninova, Alekseeva; 2022: 168–190).

Therefore, the training of specialists with digital competence and the large-scale implementation and development of the online mediation procedure are impossible without a theoretical understanding of the specifics of the online mediator's activities, the capabilities

and specifics of online tools, how they can be used at different stages of the procedure, and the methodological development of appropriate educational programs in the design effective educational environment in terms of informatization of training.

The study is based on a systematic approach that allows us to consider the components of the methodological model for the formation of readiness for online mediation of masters of the psychological and pedagogical direction as a holistic pedagogical process, carried out in the conditions of informatization of society. The activity approach orients the educational process for the formation of readiness for online mediation of masters of the psychological and pedagogical direction to the priority use of active learning technologies.

A comprehensive consideration of the educational results of the methodological model of formation of readiness for online mediation based on the EUMC, as consisting of motivational-value, cognitive, activity-operational, reflective-personal, evaluative-effective elements, is possible through the use of a competency-based approach. And, finally, taking into account the personal characteristics and needs of undergraduates of the psychological and pedagogical direction in the conditions of informatization of training, the activation of the processes of self-knowledge, self-government are possible through the use of a personality-oriented approach.

Statement of the problem

There are many studies on the training of mediators, but they do not take into account: the dynamic nature of the process of formation of readiness for the mediation procedure due to constantly improving information technologies; transformation of the systemic vision of the subject of activity in the context of modern «digitized» conditions for the functioning of the professional industry.

Russian and foreign researchers equate the terms "online mediation" and «online dispute resolution», violating the basic principles of the mediation procedure. The conceptual and categorical apparatus, which is important for the implementation of the mediation procedure using remote technologies, for example, «online mediator», «remote online mediation technologies», «online mediation tools online», is completely absent. The theoretical study of the practices of using online tools in resolving conflict factors, how to use online tools at different stages of the conflict, is devoted to the minimum amount of research. The issues of the essence of the online mediation procedure in the education system are considered in more detail by the scientific school of O. G. Smolyaninova (Smolyaninova, Gruzdeva, Smolyaninov; 2021: 346–361), (Smolyaninova, Alekseeva; 2022: 168–190), identifying successful practices, online tools and shortcomings of the legislative regulation of mediation.

Among the master's programs for the preparation of mediators, there are over 90 around the world. They train specialists in resolving conflict factors in education, family relationships, jurisprudence, etc. However, the term «mediation» itself is included in the name of a few of them: International University of Valencia «Mediation and Conflict Management», MSUPE «Mediation in the Social Sphere» (Moscow), IPPSF SFU «Mediation and conflict management in education» (Krasnoyarsk), SFU «Primary prevention of addictions and mediation» (Rostov-on-Don), etc. In Russia, there are over 30 master's programs in the field of resolving social conflicts at 24 universities across the country. But to a greater extent, the emphasis is on the resolution of disputes in the legal field and interdisciplinary interaction. To a lesser extent, educational programs are devoted to the mediation process in the educational environment. The methodological foundations of educational programs on mediation contain disciplines for the application of innovative processes in conflict resolution, as well as distance technologies at the level of universal competencies.

Methods

The methodological basis of the study was theoretical methods (analysis of philosophical, psychological and pedagogical, normative, methodological literature on the research prob-

lem; hypothetical-deductive, generalization, analogy), empirical (verification, testing, comparison, projective methods, interviewing, survey), statistical (stratified sampling, sampling analysis, comparison).

Discussion

Training of mediators in the conditions of informatization of education

The problem of training modern specialists raises the question of modifying the forms of organization of the educational process, adjusting educational programs. The teacher should have not only knowledge in the field of ICT, dictated by the course of computer science, but also be able to apply innovative technologies in pedagogical activity (Chernobay; 2010: 90–96).

As a result of the theoretical analysis of the Federal State Educational Standards of Higher Education (3 ++) in the direction of the master's program «Psychological and pedagogical education», the Professional standard «Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education)», the Professional standard «Specialist in the field of mediation (mediator)» in terms of expanding the basic meanings of the conflict component and developing the necessary knowledge, skills, abilities dictated by the informatization of society and education, contradictions were revealed between the requirements for the educational system, mediators and the conditions for teaching the mediation procedure, restorative practices. The scarcity of research in the field of online mediation, the lack of legal documents and educational programs in relation to this procedure are most sharply emphasized.

At the same time, the direction of master's programs in the field of mediation in the educational system is justified due to a number of adopted documents: in 2013, the professional standard of a teacher, which implies the ability to diagnose, resolve and prevent conflict factors, and also in November 2013, the decision to create school services mediation, adopted by the Ministry of Education and Science of the Russian Federation.

Essential characteristics of online mediation

In the course of theoretical understanding of foreign and Russian practices of using remote technologies in conflict resolution, technologies and mechanisms of online mediation have been identified, which consist in the use of psychological and communication techniques and techniques, online tools at certain stages of the conflict.

Different interpretations of the term «online mediation» by foreign researchers are associated with the identification of the terms «online mediation» and «online settlement (resolution) of disputes», which violates the basic principles of the mediation procedure and loses the semantic characteristics of «online mediation». Based on the approaches of Russian and foreign researchers, by «online mediation» we mean the process of resolving conflict factors with the help of a mediator using remote technologies, which preserves the basic principles of the mediation procedure, and we consider it through the definitions of mediation activity through a competency-based approach.

The online mediation procedure is characterized by the preservation of the stages of the alternative procedure, psychological and communicative tactics and techniques (Smolyaninova; 2020: 1428–1434), while online tools act as auxiliary tools that contribute to the operational method of conflict resolution, and at the same time online mediator new knowledge and skills, including in relation to the elimination of digital risks during the procedure.

Based on the study of O. G. Smolyaninova, E. A. Alekseeva (Smolyaninova, Alekseeva; 2022: 168–190), «online mediation tools» are defined as part of «remote technologies», including platforms for creating websites, visualizing data, conducting sociological research and text, audio, video communication online mediator in relation to the parties to the conflict in order to promptly prevent conflict factors.

On the basis of synthesizing successful practices of using remote technologies in conflict resolution, types of online tools are structured: e-mail, online platforms, social networks, applications, proprietary programs. At the same time, the main digital risks that

violate the basic principles of the mediation procedure are highlighted: illegal receipt or transmission of unprotected information through online platforms, services, etc., information leakage during the transfer of document flow, recording by the parties to the conflict of an online session with subsequent transmission of data, eavesdropping of online sessions by other persons, the complexity of the electronic signing of the mediation agreement.

Competencies of an online mediator

Having studied the essential characteristics of the competence-based approach (Ermolovich, Timoshkov; 2020: 1499–1508), (Smolyaninova, Korshunova, Andronnikova; 2020: 413–428), an insufficient level of methodological developments for its implementation in the process of preparing mediators for professional activities using remote technologies.

Modern methodological approaches to the formation of mediative and digital competencies have confirmed the versatility of their content. In particular, mediative competence implies the possession of communicative, information-analytical, organizational and managerial, emotional and motivational competencies. Digital includes information, communication, technical, consumer and media competence. For a more complete understanding of the content of mediative and digital competencies, by synthesizing the approaches of A. A. Dubaseniuk, L. Vygotsky, A. Leontiev, V. Slastenin, readiness for online mediation is determined by the level of leading competencies (mediative and digital) in accordance with the constituent elements: motivational-value, cognitive, activity-operational, reflective-personal, evaluative- productive.

Mediative competence in terms of readiness for online mediation is understood as an integrated, dynamic personal quality that determines their ability to consciously integrate into professional activities, use the necessary knowledge, skills and abilities depending on the needs of the parties to the conflict and the specific features of the conflictological component, adequately perceive their own feelings, emotions, actions as a result of evaluating the effectiveness of the mediation process.

Digital competence in terms of readiness for online mediation is defined as an integrated, dynamic personal quality, which consists in the ability to confidently, safely and effectively identify and use remote technologies in conflict resolution, build productive interaction in the information space in order to minimize the conflict component, and be aware of the role of remote technologies. in the process of resolving disputes and identify their own professional deficits for continuous self-improvement.

Formation of readiness
for online mediation

The formation of readiness for online mediation of masters of the psychological and pedagogical direction is understood as a pedagogical process aimed at the formation, development and evaluation of the constituent elements of mediative and digital competencies using educational modeling by means of the EUMC (Fominykh; 2014: 307–309), (Kozyrev, Kozyreva; 2011), (Pryadyokho, Pryadyokho; 2008: 51–56).

The developed methodological model for the formation of readiness for online mediation is structural and functional, as it reflects the internal organization of the original and the behaviors characteristic of this system, and contributes to the formation of readiness for online mediation of masters of the psychological and pedagogical direction using EUMC.

The proposed methodological model for the formation of readiness for online mediation of masters of the psychological and pedagogical direction consists of five components: target, conceptual (approaches, principles), content, technological, result-evaluative.

1. *The motivational-target component* of the methodological model is aimed at the formation and development of a set of professional competencies (mediative and digital), which allow successful prevention of conflict resolution using remote technologies and effectively realize their own potential. At this stage, internal readiness is determined, a stable need for the implementation of the function of a mediator.

2. *The conceptual component* is represented by principles and approaches that contribute to the effectiveness of the educational process in the context of digitalization of training.

The methodological model is based on system-activity, personality-oriented, competence-based, digital, and medial approaches. The effectiveness of the pedagogical process for the formation of readiness for online mediation is determined by the principles of activity, independence, visibility, consistency, systematic, informatization, modularity, practice-oriented.

3. The completeness and effectiveness of the educational process in the context of informatization is ensured by a *meaningful component*, including an electronic professionally oriented educational and methodological complex for online mediation. A significant component of the educational and methodological complex is the inclusion of regulatory, educational and methodological components that provide students with a high-quality mastery of disciplines: RPD and FOS, electronic educational courses, presentations, recommended literature, teaching aids, control and diagnostic materials, etc.

The presented disciplines «Multicultural mediation: theory, practice, experience» and «Online mediation as a means of socialization of children with disabilities in the Arctic and the Far North» are based on the modular principle of education and are aimed at developing mediation skills, the ability to use online tools in conflict prevention in the process of solving non-standard tasks and designing a safe educational environment. Disciplines are implemented on the e-Courses and e-Siberia online platforms and involve remote interaction in the process of classroom and extracurricular work.

4. *The technological component* of the model and the effectiveness of the development of the constituent elements of mediative and digital competencies in the course of mastering disciplines is provided by current and final control, which are the most important components of the educational process.

Each module of disciplines includes intermediate tasks of various formats: case studies,

reports, forum theater, debates, tests, etc. The result of mastering the first discipline is testing, and the level of mediative and digital competencies in the course of mastering the discipline of online mediation is demonstrated by defending the project.

The motivational-value component of mediative and digital competencies in the implementation of the disciplines developed by us is increased through the use of interactive and active learning technologies as the main condition for consolidating mediative and digital knowledge, skills and abilities in the process of solving non-standard tasks.

5. *Reflective-evaluative component*, characterized by a stable motivation for self-knowledge, self-development and self-improvement in professional activities; readiness to show responsibility for the work performed; the ability to independently and effectively solve problems in the field of professional activity, is measured by various valid methods in relation to each constituent element of mediative and digital competence.

Shows the integration of methods in assessing the level of motivational-value, cognitive, activity-operational and reflective-personal elements of mediative and digital competencies, which indicates their relationship and the need for integrated development for the effective implementation of the mediative procedure using remote technologies.

Results of experimental work

Master students of the Institute of Pedagogy, Psychology and Sociology of the Federal State Autonomous Educational Institution of Higher Education « Siberian Federal University», studying in the direction of training (specialty) 44.04.02 «Psychological and Pedagogical Education», in the amount of 84 people. Of these, 42 students were included in the control group, 42 in the experimental group.

In the experimental group of students, classes in disciplines were conducted in accordance with the developed methodological model by means of an electronic professionally oriented educational and methodological complex for online mediation, based on the principles of visibility, activity, consistency, system-

atization, informatization, independence, and modularity.

The results of the analysis of the level of formation of the constituent elements of mediative and digital competencies among the control and experimental groups at the ascertaining stage showed a similar initial level. To confirm the homogeneity of the data, which is expressed in the absence of significant differences in the sample of control and experimental groups, the method «Paired two-sample t-test for means» was used according to the Student's distribution.

A diagnostic study at the control stage after the introduction of a methodological model for the formation of readiness for online mediation made it possible to identify the dynamics in the formation of the constituent elements of mediative and digital competencies. To a greater extent, this effect manifested itself in the experimental group: the proportion of students with a «high level of mediative competence was 56 %, and digital – 53 %.

At the control stage, the experimental group recorded an increased interest in self-development, self-knowledge in the information and communication environment, awareness of the values of using remote technologies in the professional field (motivational-value component). Demonstrated a «high» level of knowledge of online tools and their essential characteristics, risks and opportunities for functioning in the digital space and a "medium" level in terms of understanding the essence of information activity, knowledge of office software products, basic services and methods of working in a digital environment (cognitive component). The predominantly "average" level of the activity-operational element of digital competence is shown, the skills of striving for introspection, self-development, cognition (reflexive-personal component) and high results in terms of regulatory assessment of one's own mediative knowledge, skills and abilities in a professional environment (evaluative-effective component) are demonstrated.).

The results of an expert survey on the study of effective ways to develop mediative and digital competencies, conducted among teachers of the master's program in the psy-chological and pedagogical direction of the Institute of Pedagogy, Psychology and Sociology of the Siberian Federal University (20 respondents), confirmed the need to develop these competencies to form the readiness for online mediation of masters of psychological and pedagogical pedagogical direction. At the same time, emphasizing the effectiveness of using interactive and active learning technologies such as modular learning, case technology and project-based learning.

Conclusion

The informatization of society and education, the directions of state programs, the increased conflict potential in educational institutions require the improvement of the training of psychologists taking into account modern requirements and update the development of a methodological model for the formation of readiness for online mediation by means of EUMC as an effective way to resolve conflicts in the educational environment.

In accordance with the results of experimental work, it can be stated that the formation of readiness for online mediation of masters of the psychological and pedagogical direction is a pedagogical process aimed at developing the constituent elements of mediative and digital competencies. Developed and tested methodological model, including motivational-target, conceptual, meaningful, technological and reflective-personal components. contributes to the development of readiness for online mediation

The effectiveness of the methodological model is dictated by the content component – an electronic professionally oriented educational and methodological complex for online mediation, based on the principles of modularity, practice orientation, systematization, activity, systematicity, independence, visibility, informatization and including normative, educational and methodological blocks that provide high-quality mastering by students of the content of disciplines in the field of mediation and online mediation and the comprehensive formation, development and assessment of the constituent elements of mediative and digital competencies.

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