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Humanitarization of University Training by Means of Mediation: Problem Statement

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Abstract. The article examines the problem of humanitarization of educational activities at the university by means of using mediation for conflict resolution, and the creation of a psychologically comfortable educational environment, ensuring social and emotional security of the individual. The purpose of the study is to identify and substantiate humanitarian potential of mediation as a psychological and pedagogical phenomenon that initiates cooperation of the actors of the educational process to prevent and resolve conflicts in training and professional activity. Such cooperation and interiorization of culture of mediation contribute to the students' personal and professional development. The authors analyze and identify the essential characteristic features of interrelationship of mediation and humanitarization as an integrative phenomenon contributing to the development of university cultural and educational environment. The research outcomes lay the ground for developing a model and describing organizational and pedagogical conditions for humanitarization of the university activity by means of mediation. This article presents a survey analysis carried out among students and teachers of Siberian Federal University. The purpose of the survey is to study the state and identify the prospects of humanitarization, implement the institution of mediation at the university, assess students' and teachers' interest in humanitarization and mediation, and the opportunities of their integration.

Keywords: humanitarization in higher education, humanization, conflict-related nature, mediation, culture of mediation, cultural approach, multiculturalism, tolerance, empathy, intercultural communication, psychological safety.

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Гуманитаризация учебно-воспитательной деятельности в вузе средствами медиации: к постановке проблемы

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Аннотация. Представлена проблема гуманитаризации учебно-воспитательной деятельности в университете средствами медиации для урегулирования конфликтов и формирования психологически комфортной образовательной среды, обеспечения социальной и эмоциональной безопасности личности. Цель работы – выявление и обоснование гуманитарного потенциала медиации как психолого-педагогического феномена, инициирующего сотрудничество субъектов образовательного процесса по предупреждению и разрешению конфликтов в обучении и профессиональной деятельности, способствующего личностно-профессиональному развитию студентов за счет интериоризации медиативной культуры. Выделены и проанализированы сущностные характеристики медиации как интегративного элемента культурно-образовательной среды. По материалам исследования разработаны модель и организационно-педагогические условия гуманитаризации деятельности университета средствами медиации. Представлены результаты опроса студентов и преподавателей Сибирского федерального университета о возможностях и перспективах развития гуманитаристики и института медиации в вузе, показана оценка интереса студентов и преподавателей к аспектам гуманитаризации и медиации и возможности их интеграции.

Ключевые слова: гуманитаризация в вузе, гуманизация, конфликтогенность, медиация, медиативная культура, культурологический подход, поликультурность, толерантность, эмпатия, межкультурная коммуникация, психологическая безопасность.

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Introduction

In the context of rapid digitalization in various spheres of life, growth of social volatility, diversity, and conflict potential threats of ignoring humanitarian culture, loss of spiritual and moral component of education, blurring moral principles of professional activity are becoming more urgent and aggravated. In recent years insufficient attention has been given to filling the deficit in spiritual and moral development by improving methodology of teaching, education and development. It contradicts the declared humanistic approach of modern educational science. Culturological approach is fundamental in education, together with the humanistic paradigm which is the foundation of theory and practice of education in the 21st century; it ensures humanistic nature of educational activity and interiorization of values among students. It is fundamentally important for personal development, which correlates with the professional one.

Increasing dehumanization as one of the main negative characteristic features of social life leads to a decrease in quality of education. The latter, due to the eclectic nature of the picture of the world typical for schoolchildren and students, is influenced by technocratism; collective consciousness reflects unstructured fragmented modern culture. This tendency is better illustrated by a change in the structure of National educational standards for higher education. In the latest edition general cultural competencies, intercultural interaction being part of them, are replaced by one generalized group of universal competencies (UC-5). However, it should be admitted that other universal and general professional competencies contain cultural component as well.

Technocratic thinking contradicts philosophical moral basis which forbids using a person as a means of solving someone else's problems, and leads to the growth of social infantilism. Social infantilism in general is understood as immaturity of personality and insufficient development of a person's emotional and volitional sphere (Demidenko, 2018). As a result, fewer and fewer students have such qualities as self-organization, responsibility for the results of educational activity, and critical thinking.

The growing infantilism reinforces the worldview crisis characteristic of Russian society, and the associated global problem of the existential vacuum. It manifests itself in the loss of meaning and, as a consequence, intensifies aggressiveness caused by fear of uncertainty¹. Identity crisis, in its turn, manifests itself in intrapersonal conflicts and, therefore, becomes a mechanism for initiating open conflict interactions in the society and within educational environment, on the one hand, and makes a person vulnerable to bullying and other forms of psychological violence, on the other hand. In this context education may serve as a means of resolution of basic contradictions causing conflict interactions and intrapersonal conflicts. These contradictions are connected with:

- aspiration of the individual to identify himself as part of a group or majority and at the same time the desire to be unique and autonomous;
- search for harmony within and around oneself in spite of the opposite desire for making an effort and overcoming monotonous routine;
- social nature of production, which contradicts the individual in appropriation of the goods produced, including knowledge (Khasan et al., 2019).

In addition to the decline in the moral level, decline in personal and social responsibility, the identity crisis is expanding. The consequences of dehumanization are deterioration in psychological health, in the ability to think independently and creatively, as well as an increasing Internet addiction among young people (Strokov, 2021). All mentioned above increases conflict potential of the society, which, in its turn, requires conflict prevention and conflict resolution culture, manifested in the elements of conflict competence and readiness to mediation. A. S. Chupris defines the latter as a universal competence of an individual, including:

- experience in conducting mediation meetings;

¹ Gost' Evgenii Iamburg. Pozner. Vypusk ot 17.05.2021 [Guest Evgeny Iamburg. Posner. Issue dated 17.05.2021] (2021). Available at: <https://www.ltv.ru/shows/pozner/vypuski/gost-evgeniy-yamburg-pozner-vypusk-ot-17-05-2021>.

- a complex of cognitive and predictive abilities for processing information about mediation process, for recognizing and preventing negative emotional reactions of negotiating parties;
- ability to use mediation expediently;
- emotional and value-based attitude to the democratic style of communication and engagement in the conciliation procedure (Chupris, 2018).

Theoretical framework

The answer to the challenges of dehumanization and the growth of conflict potential within the society is humanitarization of education, which integrates the philosophy of humanism. Conceptual foundations of humanitarization in education are described in the works of Ia. A. Komensky, V. A. Sukhomlinsky, A. Maslow, K. Rogers, J. J. Rousseau and others. In modern science the problem of humanitarization is reflected from various positions:

- philosophical underpinnings of humanitarization (D. V. Pisachkin, E. A. Reznichenko, E. A. Avdeeva, M. V. Shmanova, A. B. Kasaeva);
- humanitarization in the historical and pedagogical context (T. I. Platonova, O. N. Chernova, Liu Xiaoyan, L. R. Kostyleva, E. L. Sharapova);
- interdisciplinary aspect of humanitarization (E. A. Ganaeva, L. V. Moskalenko, O. T. Korosteleva, A. Iu. Belogurov, Iu. N. Karpova);
- identifying opportunities for using humanitarization in developing natural science education (E. A. Tebenkova, N. A. Khomutsova, T. V. Barsukova, S. A. Komissarova, T. V. Kokutenko, I. F. Markinov, A. V. Kolokolov), in developing general education system (L. P. Sheina, O. N. Zhuravleva, R. D. Dylgyrova, E. V. Predeina, V. A. Mirakova, T. A. Ivanova, O. V. Domozhakova);
- identifying opportunities of using humanitarization for developing teaching non-humanitarian (Iu. M. Yezhova, N. A. Ulchenko, G. A. Zhdanova, G. V. Lavrentiev, I. Iu. Demyanenko, A. N. Krechetnikov, O. Nemirovich, A. M. Mamchur, N. L. Uvarova) and hu-

manitarian sciences (A. V. Gorchakova, A. Kh. Naziev, E. G. Maruseva, Z. M. Kondrashova, D. M. Maltsev, N. A. Nazarova), for improving the systems of secondary vocational education and additional vocational education (L. N. Dudareva, O. A. Matskailova, T. G. Kholopova, E. Yu. Rubinstein).

From the anthropological point of view, humanitarization of education as a means of its humanization serves as a vector for understanding the meaning of existence, general cultural principles, and value of human personality. Humanitarization acts as a system, forming an integral personality by means of developing a humanitarian worldview, reflection, self-reflection, and familiarization with the world values. Humanitarization involves searching innovative approaches and means of improving education, and providing conditions initiating personal meanings (Dylgyrova, 2017). Humanitarian training is one of the leading factors developing innovative potential and employability of young professionals – yesterday's graduates (Loginova, 2015).

According to N. M. Chedzhemova, humanitarization implies not filling the curricula with humanitarian courses, but forming the students' need for interiorization of the world culture, which ensures the integrity of personal development, taking into account such components as knowledge, abilities and behavioral skills, aesthetics, morale and ethics (Chedzhemova, 2004).

The analysis of research on humanitarization of education indicates that this issue is often considered in the context of developing technologies for teaching non-humanitarian disciplines. Most of such domestic research was carried out in the early 2000s, during computerization development period, which is incomparable in the scale and cultural consequences with the current era of digitalization. The phenomenon of humanitarization is gaining special significance today in the context of continuous education and widespread use of digital technologies. Development of theoretical and methodological foundations of digital lifelong education makes it possible to equalize the ratio and interdependence of humanitarian and technical knowledge. It is in

the context of teaching natural and engineering sciences that the deficit of humanitarian training is most noticeable. However, humanitarization concerns not only technical and natural science training programs, but also teaching the Humanities. Humanitarization implies variability of humanitarian training, tolerance of the actors of the educational process to each other, formation of the university humanitarian environment (Sereda, 2004). Systemic humanitarization of student training develops such qualities as intelligence, good manners, and creativity (Oreshnikov, 2015). The resultant professionals should also be stress-resistant, and able to work productively avoiding conflicts within the team. These qualities determine lifelong competitiveness on the labor market.

As noted earlier, conflicts are inevitable in everyday life and happen in the university educational environment as well. The results of this year's bullying survey conducted by the All-Russian Public Opinion Research Center revealed that half of Russian people faced bullying for the first time at an adult age (53 %), and 13 % of the total number of the respondents, as it turned out, often faced bullying during the period of study at a higher or secondary vocational educational institution². The causes of conflicts at the university are varied, they are associated not only with academic performance, but also with different social and cultural status and worldview, with the lack of tact from someone's side. Conflict situations may arise due to the lack of tolerance to another culture, or traditions and customs of other ethnic groups. Conflicts often have destructive consequences for individuals and organizations. During the escalation of conflict situations, the parties cannot identify the cause of the conflict, hear the opponent's point of view and understand his feelings and true interests. Mediation in this sense is one of the modern ways of resolving the conflict, allowing the parties to establish a communica-

tive relationship with each other. At the legislative level, it is defined as «an alternative way of resolving conflicts with the participation of a neutral, impartial actor (mediator) based on the voluntary consent of the parties to achieve a mutually acceptable solution»³. The universal character of mediative approach lies in the fact that the skills of building interactions obtained within mastering the principles of mediation and their application as a method of preventing or resolving conflicts will be useful both in professional activity and in everyday life: at home, at school, in the bus, in the street, in communication⁴.

Since humanitarization as a pedagogical phenomenon is directly related to tolerance, it can be viewed as a prospect for harmonizing intercultural relations in the modern university environment. This is an urgent task. According to the Ministry of Science and Higher Education of Russia in 2019 about 300,000 foreign students studied at domestic universities, and, according to forecasts, their number will grow to 425,000 by 2024⁵. In addition, the latest studies on tolerance carried out in 2020 by Mikhailov & Partners in 82 regions of Russia demonstrated the following results. Every sixth person has experience of discrimination (17 %). However, 2/3 of Russians, that is, more than half of the respondents, have never addressed anybody with complaints about such issues. Only 10 % of the respondents turned to lawyers or human rights bodies. Moreover, more than half (60 %) of those who have ever filed an official complaint about the oppression

² Bulling, on zhe travlia: masshtab problemy i puti resheniia [Bullying, aka badgering: the scale of the problem and solutions] (2021). Available at: <https://wciom.ru/analytical-reviews/analiticheskii-obzor/bulling-on-zhe-travlja-masshtab-problemy-i-puti-resheniia>.

³ Federal'nyi zakon "Ob al'ternativnoi protsedure uregulirovaniia sporov s uchastiem posrednika (protsedure diatsii)" ot 27.07.2010 N 193-FZ (posledniaia redaktsiia) [Federal Law "On alternative dispute settlement procedure with the participation of an intermediary (mediation procedure)" dated 27.07.2010 N 193-FZ (latest version)] (2010). Available at: http://www.consultant.ru/document/cons_doc_LAW_103038/.

⁴ Osnovy mediativno-vosstanovitel'nykh tekhnologii dlia uchastnikov obrazovatel'nykh otnoshenii: Metodicheskie materialy [Fundamentals of mediation and recovery technologies for participants of educational relations: Methodological materials] (2019). Moscow, 68 p.

⁵ Chislo inostrannykh studentov v rossiiskikh vuzakh za 10 let uvelichilos' pochti vdvoe [The number of foreign students in Russian universities has almost doubled in 10 years] (2020). Available at: <https://nauka.tass.ru/nauka/7562175>.

of their rights and freedoms have not been able to solve the problem of discrimination⁶.

We are sure that one of the productive means of harmonizing a multicultural educational environment is a mediative approach that integrates knowledge and technologies from different humanitarian spheres. Knowledge of culture, traditions of other peoples and specific behavior in a conflict helps multicultural mediators to build negotiation processes and help conflicting parties in resolving the conflict. Increase in the level of tolerance is possible due to relevant psychological and pedagogical forms or means aimed at team building, developing individual communication skills, using humor as a resource for coping behavior (S. A. Khazava), creating a friendly and playful atmosphere, and providing eventful educational activities: trainings, business games, educational activities, etc. However, at universities these events often have one-time character, and therefore formation of the conflict-free communication culture is not carried out systematically. One of the key conditions for organizing educational process at the university is creation and maintenance of a conflict-free educational environment, which implies developing personal qualities of the actors of the educational process, the qualities necessary for positive interaction: empathy, benevolence, authenticity, purposefulness, initiative, openness, decisiveness, reflexivity (Smolyaninova, Korshunova, 2019; Smolyaninova, Posokhova, Izotova, 2020). It is possible to develop these qualities while mastering basis of mediation.

Humanitarian essence of mediation can be traced in the art, e. g. in the lines by B. Sh. Okudzhava: «... holy science – to hear each other ...». It means readiness and ability of each of the conflict parties to open communication and joint decision-making, to understanding a different point of view, even if it does not correspond to a personal vision of the conflict situation. Without building productive communication it is impossible to find a mutually acceptable solution to the conflict.

⁶ Proekt “My schitaem”: “Tolerantnost’: Rossiia za ili protiv?” [The project “We believe”: “Tolerance: Russia for or against?”] (2020). Available at: <https://m-p-a.ru/proekt-myi-schitaem-tolerantnost-rossiya-za-ili-protiv.html>.

According to the classical Harvard methodology of using mediation the most important result of resolving a conflict situation is preservation and development of relationships, while restorative mediation aims at reparation for the damage caused by the abuser. According to a number of authors (Byvshenko et al., 2021), this is the pedagogical essence of mediation as a form of intervention. The latter clearly illustrates one of the basic spiritual ideas – the idea of justice, which may be inadequately rendered or cannot be solved by means of legal instruments.

Thus, humanistic nature of mediation directly correlates with the ideals of humanism and serves as a tool for their implementation. The phenomenon of mediation is systemic, interdisciplinary and applied, since it is connected with ethnopsychology, is explored in various areas of study in addition to psychology, pedagogy, sociology and law, it is becoming popular in philology, medicine and business. The use of mediation in various fields, including education, has been rapidly increasing in recent years. Mediation is actively used in educational institutions, mainly in schools and in the system of secondary vocational education. Monitoring of mediation services activities in Russian regions, conducted by the Federal Institute of Mediation in 2020 over the past four years (starting from year 2016–2017), indicates that the number of mediation services in educational institutions has grown by 34 % (15,382). Siberian Federal District closes top three in terms of the number of mediation and reconciliation services, the Krasnoyarsk Krai being the leader among Siberian regions. It is interesting that the overwhelming majority of mediation services in the Krasnoyarsk Krai (787) were created at educational organizations⁷.

Statement of the problem

From the point of humanitarization, it is fundamental that the teacher, in addition to teaching, performs the function of a cultural

⁷ Analiticheskii doklad “Monitoring deiatel’nosti sluzhb mediatsii v sub’ektakh Rossiiskoi Federatsii” [Analytical report “Monitoring the activities of mediation services in the constituent entities of the Russian Federation”] (2021). Available at: <https://fcprc.ru/wp-content/uploads/2021/03/Monitoring-2020-goda.pdf>.

intermediary. However, the time of real communication between a teacher and a student is significantly reduced due to the tendency to decrease classroom workload at the universities, development of elearning, and almost ubiquitous transition to distance formats of interaction. That is why there is a tangible distance in communication and the deficit in the cultural interiorization both between a teacher and a student, and between students, which, in the context of global instability and long-term social isolation, increases social tension.

A meditative approach may become a core factor in terms of developing conflict management skills within the university environment, developing conflict competence components of the participants of the educational process, and creating a safe psychological atmosphere. The humanitarian potential of educational mediation for teachers and students is manifested in the formation and development of a self-care culture for maintaining self-control and dignity in extraordinary conditions and emotionally stressful situations; in developing humanistic orientation of the individual by means of acquiring social and cultural experience of participation/conducting a mediation procedure, which is not yet traditional for the Russian mentality. In other words, from a didactic point of view, mediation focuses on cultural conformity and is innovative content of education itself.

However, at present, not all Russian universities systematically work at developing readiness for mediation, it is a fact that mediation is not a widely spread practice. For the university environment, the most familiar and less costly way of resolving a conflict is using administrative resources, not negotiations between the disputing parties, which contradicts the humanistic position of the mediative approach, since administrative measures take usually the form of an order. Moreover, as noted by E. N. Iarkova, development of mediation as an institution requires its scaling in accordance with the cultural transformation paradigm (Iarkova, 2018).

Methods

Humanization and humanitarization of higher education are possible to provide with

interconnection with science, culture and production. At the same time, humanitarian disciplines are often taught without taking into account their interdisciplinary character, supporting the formation of a person's worldview and cultural generalization of knowledge (Dobruskin, 2005). In this regard, it is fair to conclude that humanistic pedagogy in integration with the mediative approach is important. It will allow developing empathy and communicative multicultural competence for further constructive interaction within the conflict on the basis of knowledge, understanding and acceptance of another culture.

Philosophy of mediation and its potential for developing humanistic values make it possible to consider it as a culture-forming basis for the personal and professional development of the actors of the educational process. We consider it as a humanitarian potential for improving cultural and educational environment of the university. Expanding the phenomenon of humanitarization in conjunction with mediation is possible due to the scientific and methodological support by means of developing culture of mediation as a part of spiritual culture. The integrative phenomenon is the basis for the formation and development of mediative competence and readiness for mediation, and the important factor of multicultural communicative competence and conflict competence. We understand culture of mediation as a complex of knowledge, beliefs and personal attitudes based on awareness, understanding and acceptance of the principles and methods of mediation, introducing a person to a humanistic nature of the mediation procedure and resolution of conflicts, contributing to a humanistic consciousness of an individual manifested in the ability to build constructive communication with conflict participants within the mediation procedure.

Discussion

As part of the study of educational opportunities at the border of humanitarization and mediation, we have worked out a pedagogical model of humanitarization of educational university activity by means of mediation. The model consists of the four blocks: conceptual,

target-based, organizational and methodological, and learning outcome (Fig. 1). The purpose of implementing the model is to establish and develop the culture of mediation in the educational environment of the university in the context of humanitarization of teaching and

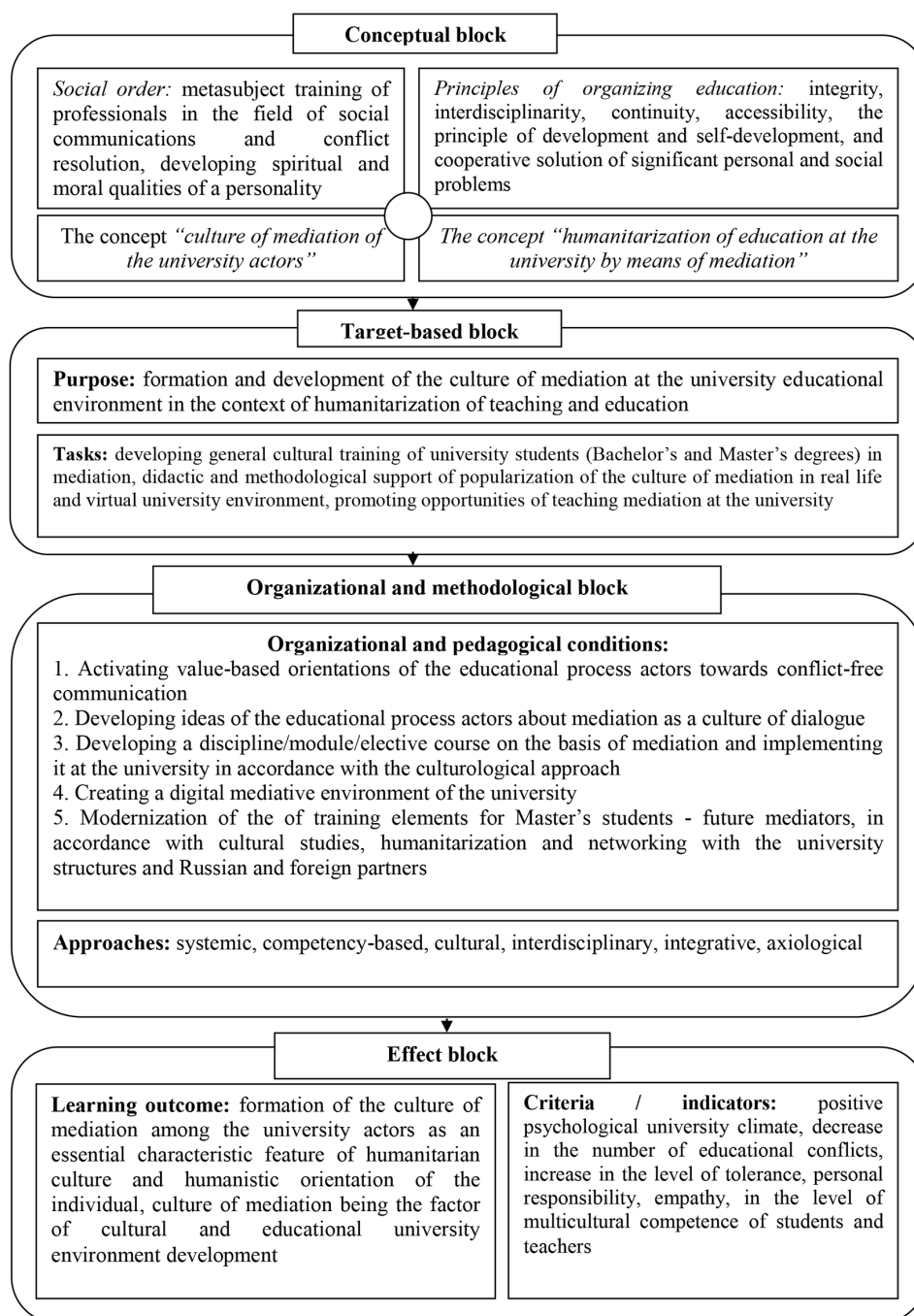


Fig. 1. Model of humanitarization of university teaching and educational activity by means of mediation

education. This goal may be reached if Bachelor's and Master's students get general cultural training in mediation; didactic and methodological support for developing the culture of mediation in the real life and in the virtual university environment at the university is worked out; and opportunities of teaching mediation at the university are promoted.

The conceptual block of the model is represented, among other things, by the concept of «humanitarization of education at a university by means of mediation», which we define as a system of teaching and education plus psychological and pedagogical actions, organizational and pedagogical conditions for education, aimed at interiorization of the essence and principles of mediation as a humanitarian culture of dialogue by the actors of education; and its subsequent representation in the context of professional activity, which together ensure formation of spiritual, moral, ethical and value consciousness of students and teachers, and develop cultural and educational environment of the university.

The central idea of the model is based on formation of a mediative environment as part of cultural and educational university environment, and the educating factor of an educational institution, realized by means of psychological and pedagogical training of the actors of educational relations. This training is carried out within the network interaction of the mediation scientific school with university departments and third-party organizations. The internal, backbone conditions for implementing the central idea are: expansion of the activities of the specialized subdivision (the Center for Mediation in Education), and modernization of training of multicultural mediators at SibFU within the framework of the Master's program. It is assumed that the mediation center personnel, professors training Master's students and Master's students themselves – future mediators – are carriers of the culture of mediation. Therefore, involving them in teaching and education at the university will contribute, on the one hand, to their creative and professional self-realization, and on the other hand, to the cumulative effect in developing a culture of dialogue in the educational university environ-

ment on the basis of mediation principles. The organizational and pedagogical conditions developed are of interrelating and complementary character. One of the key organizational and pedagogical conditions for humanitarization in the proposed concept is the development, adaptation and dissemination of the foundations of mediation as a discipline or an elective course. It may be realized within the educational modules of all educational programs in the humanitarian, natural scientific and technical areas of training at the university.

We expect expanding teaching mediation and implementing mediation, using digital mediative environment as well as a tool that integrates the components of the cultural educational university environment, and the resources of social networks and specialized open educational resources. With the project support from Charity Foundation by V. Potanin⁸ teachers and Master's students of the Siberian Federal University in 2020–2021 developed massive open online courses (MOOCs) on mediation in education on the platform of the regional center of competences in the field of online learning. These massive open online courses are a structured complex of complementary electronic educational resources in the form of interactive video lectures, tests, and visual compendiums.

Modernization of training mediators as one of the conditions for implementing the model of humanitarization implies the expansion of general cultural training of students (Master's degree in Psychology and Education) by means of practical training in cultural mediation and art mediation within the course of training, with the subsequent transfer of the acquired cultural experience in museum communication to real mediation procedures in education. Humanitarian approach also implies supporting training program for mediators by means of disciplines or culture-forming modules of interdisciplinary character, such as «Mediation in Interdisciplinary Discourse», «Speech Culture of a Mediator», «Professional Image-

⁸ The study carried out with the support from the Charity Foundation of Vladimir Potanin. Project «Practice-oriented Master's programme «Mediation in Education» in the strategic partnership of universities and professional mediators' associations of Siberia and Kazakhstan». Application No. FK200000445.

ology in the Field of Mediation», «Acting as a Means of Professionalization for Mediators». Thus, teaching psychotechnics of acting in the mediative context may contribute to the emotional intellect development of the negotiator, and improve his communication and emotional self-regulation skills. The experience of human civilization in terms of morale, emotions, socialization and culture is concentrated in art (Moskalenko, 2001). Studying characteristic features of an actor's creative work and using elements of theatrical pedagogy in the educational process will contribute to the effective interiorization of such values as hard work, aesthetics, self-development, collectivism by the Master's students – future mediators. Formation and development of critical thinking by means of artistic culture is significant; it is also important to develop skills related to understanding the context of events or chronotope, specific features of the inner world and the logic of a character's actions, depending on various life circumstances.

In addition, within the framework of mastering IT disciplines or within practical training, Master's students – future mediators – may contribute to the development of a digital mediative environment by means of developing digital didactic and information materials on mediation (infographics, podcasts and videos, advertising and career guidance digital banners, topical posts in social networks, training courses, automated chat bots, gamification tools, automated tests and questionnaires, and electronic databases).

Networking partnership in training Master's students – future mediators – implies cooperation with Higher Media School and U-Radio (student radio) on developing and distributing content devoted to educational mediation, as well as interaction with the Center for Student Culture on preparing educational events devoted to mediation in education, festivals of peoples and cultures of the world. Networking with external organizations, including foreign partners, is planned, including cooperation within the digital mediative environment, which is expected to contribute to the development of intercultural interaction competencies, academic mobility of teachers and students,

implementing special projects in partnership with students and teachers of universities from other regions and countries, and with school-children (including peer mediators).

To study the state and prospects of humanitarization development and implementing the institution of mediation at the university, assessing cognitive interest of students and teachers in humanitarization and mediation, the prospects of their integration, a survey was carried out in the form of a Google questionnaire. The questionnaire consisted of 15 questions. 66 Teachers and 99 students of the Siberian Federal University took part in the survey (total number 165). The sample included a variety of statuses and positions of the respondents within the university. Among the respondents there were teachers and students of different areas of training: social and humanitarian (64.6 %), technical/engineering (21.5 %) and natural (13.8 %) sciences.

Analysis of the survey allows to assume that the university, at least at the level of associations, has formed the idea of characteristic features of humanitarization and related concepts. Among the characteristic features highlighted by the respondents there were: «humanity» (56.9 %), «humanitarian disciplines» (55.4 %), «culture» (40 %), «values» (35.4 %), «personality» and «multiculturalism» (27.7 %). The results of the questionnaire also indirectly confirm the respondents' understanding of the essence of humanitarization, mainly as a means of developing human qualities by means of general cultural training of students (26.2 %). One of the most popular and significant for the respondents was the definition of humanitarization as «a tool for finding new meanings in teaching natural sciences and technical disciplines, and realization their interrelation with humanitarian subjects» (26.2 %). Slightly fewer number of the respondents consider it significant for themselves to understand humanitarization as «a resource of humanization and meta-subject training of a professional, and developing his professional culture» (24.6 %).

The majority of students and teachers (70.8 %) consider humanitarian disciplines to be significant in professionalization and personal development. More than half of the re-

spondents (53.8 %) believe that humanitarian disciplines contribute to a more holistic mastering of professional knowledge, and motivate students to master humanitarian knowledge in their professional field (the questionnaire suggested a five-point scale to assess the level of self-motivation). 30.8 % of the respondents (teachers and students) show slightly less motivation to humanitarian training in their professional field (4 out of 5 points on a scale).

We may conclude that understanding of the phenomenon of mediation in the university environment, in general, has been formed. Almost every second person is familiar with this social, legal, psychological and pedagogical phenomenon (49.2 %). Approximately every third (30.8 %) is inclined to think that they have the idea of the essence of mediation. Most often, the respondents associate with mediation such concepts as «facilitation» (64.6 %), «dialogue» (63.1 %), «conflict» (53.8 %) and «compromise» (50.8 %).

Most of the respondents speak positively about the idea of studying the basis of mediation at the university (Fig. 2). However, some of the respondents believe that mediation training is necessary only in the field of social and humanitarian knowledge (7.7 %). It is interesting that this opinion is mainly supported by teachers of social sciences and humanities. Every second of the total number of the respondents considers it important to have additional training in mediation: introduction of disciplines

or training modules (50.8 %). However, the most popular option was teaching professional speech culture (61.5 %).

40 % of the respondents consider mediation a relevant means for humanitarization of the university activities, almost every third (30.8 %) is definitely sure that it is possible. About half of the total number of the respondents are inclined to agree that humanitarization of educational activities by means of mediation may contribute to the development of intercultural communication at the university (46.2 %), while 43.1 % are definitely sure in it.

Conclusion / Results

One of the mechanisms for ensuring psychological safety of the actors of the educational process, creating and maintaining a favorable emotional atmosphere in the educational environment is introduction and developing the institution of mediation within the education system. Mediation is viewed as an urgent educational practice for the employed in the social and humanitarian fields. In future such practice will be more widely spread, involving non-humanitarian professionals as well. For higher education, mediation as a procedure for resolving conflicts with the help of an intermediary is an innovative social and humanitarian technology.

The result of this study is scientific grounds for integrated use of the humanitarian potential of mediation at the university.

What is your personal attitude to the idea of introducing mediation at the university for all areas of training?
165 responses

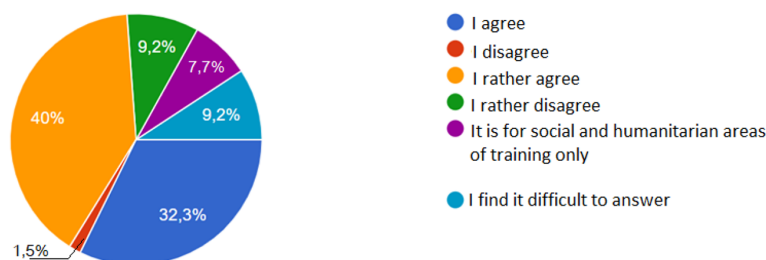


Fig. 2 Teachers' and students' answers to the question «What is your personal attitude to the idea of introducing mediation at the university for all areas of training?»

The research demonstrates that systemic work aimed at developing culture of mediation at the university community may become the factor influencing the development of cultural and educational environment of the university in the context of multiculturalism expansion in education and the growth of the conflict potential of the educational environment.

This study reveals the mechanisms of culture of mediation development within the university environment as an essential characteristic feature of the modern humanitarian culture of intercultural interaction. The scientific idea of the research is disclosed in the following theoretical outcomes:

- pedagogical meaning of mediation as a form of facilitation has been specified;
- humanitarian essence and humanitarian potential of educational mediation is disclosed;
- scientific definitions of culture of mediation and humanitarization of educational activity at the university by means of mediation are defined;
- the model and organizational and pedagogical conditions for humanitarization by means of mediation have been worked out.

The proposal for improving the teaching and educational activity of the university by means of systemic approach to implementing and development of the institution of mediation have been carried out. We also suggest modernization of training of Master's students – future mediators – on the basis of humanitarization, culturological approach and the opportunities of network interaction. The proposal follows a systemic approach to the formation and development of educational mediation on the example of SibFU. It is expected that the mentioned above will significantly reduce the number of

arguments and conflict situations in the educational environment of the university by increasing the level of tolerance and empathy, personal maturity and general cultural training of the actors of the educational process.

A pedagogically expedient system of measures supporting the formation and development of general cultural components in the content of education (on the basis of dissemination and implementation of a mediative approach) correlates with the needs of the labor market for specialists skilled in social interaction, and may contribute to the development of personal and professional qualities of students as the basis for the formation of their professional culture. Systemic humanitarization of educational activity by means of mediation will ensure developmental function of the conflict, integration of professional and universal competencies in teaching, and developing intercultural interaction competencies.

The results of the questionnaire survey among the university students and teachers confirm the validity and consistency of the idea of humanitarization of teaching and educational activities at the university by means of mediation, as evidenced by the respondents' answers analysis. However, a deeper and more comprehensive consideration of this phenomenon, additional large-scale research involving various actors of the educational process at the university is required. In this connection, the results obtained in the framework of this study are not claimed to be complete disclosure of humanitarization of teaching and education by means of mediation, but serve as a basis for further scientific research. Theoretical findings presented in the article may be used and scaled up by organizations providing mediation training services.

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