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імені І. Я. Горбачевського МОЗ України***ЗМІСТОВИЙ КОМПОНЕНТ МЕДІАТОРСЬКОЇ КОМПЕТЕНТНОСТІ
У ПІДГОТОВЦІ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ**

Abstract. A high level of conflictogenic potential in the context of world globalization is one of the characteristic features of modern society, which is very threatening fact. The article analyzes mediator competence that combines professional knowledge, skills, qualification of the mediator, experience in mediation etc., which would allow making certain objective judgments and correct decisions for conflict resolution and satisfy expectations of the conflict parties. It was found that when training specialists, especially social workers, for the role of a mediator, one should take into account the goal, tasks, principles of mediation. It is necessary to form and advance their knowledge, skills and abilities related to mediation for them to be able to provide social and legal protection of people basing on an interdisciplinary approach in the field of conflictology, law, psychology, jurisprudence and personal characteristics and experience.

Key words: mediator competence; social workers; training content; interdisciplinary approach; conflict resolution.

Анотація. Однією з ознак суспільства сучасного типу є висока конфліктогенність, яка відображає наявність загрози суспільству. У статті проаналізовано медіаторську компетентність, що поєднує комплекс професійних знань, умінь та навичок, досвід власної діяльності, що би дозволило зробити певні об'єктивні судження і приймати правильні рішення для врегулювання конфліктів. З'ясовано, що при підготовці фахівців, особливо соціальних педагогів, до ролі медіатора слід враховувати мету, завдання, принципи медіації, формувати знання, уміння й навички соціальних працівників, які будуть здійснювати соціально-правовий захист осіб й опиратимуться на знання і практичні вміння на основі міждисциплінарного підходу в галузі конфліктології, права, психології, юриспруденції й особистісних характеристик та досвіду.

Ключові слова: медіаторська компетентність; соціальні працівники; зміст навчання; міждисциплінарний підхід; врегулювання конфліктів.

Introduction. In Ukrainian society, we may observe the transformation of ideas about the resolution of conflicts at different levels (personal, financial, political, or emotional), giving preference to negotiations as the best way of disagreement resolution. It creates favorable conditions for a new level of relationships, tolerant attitude towards each other and promotion of democratic values [9, 15].

The issue of conflict resolution was studied and discussed by many scientists, as A. Havrylishyn, V. Ko-

zyrev and K. Malyhina. Certain aspects of mediation and other alternative conflict resolution procedures were described in the works of O. Bandurka, N. Bilyk, I. Vashchenko, M. Matviychuk, L. Morska, and others. However, not all aspects of the mentioned problem have been sufficiently studied, in particular, the issue of social workers training using the possibilities and features of conflictology mediation technology [2, 4, 6, 8, 10–12, 14].

The aim – to analyze the mediating competence of social pedagogues, which includes a complex of

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professional knowledge, abilities and skills, own experience.

Theoretical framework. Most scholars define mediation as an interactive approach to conflict resolution in which an impartial third party assists a conflicting parties in resolving conflict using a wide variety of techniques to help the parties find a mutually acceptable resolution of disputed issues [2].

All interpretations of the concept of mediation emphasize the participation of a third party – a mediator, who provides some assistance in establishing mutual understanding, whose interests are not directly related to the subject of conflict. An active third party guides the process, facilitates the interaction and communication between the parties, helps in adoption of an optimal solution, reduces emotional tension, etc.

Given the fact that the concept of “mediator competence” does not have a clear interpretation in the scientific literature, its definition should be provided for further analysis. Mediator competence is a complex of professional knowledge, abilities and skills, as well as experience, which allow making objective judgments and correct decisions for reaching an agreement between opposing interests.

The purpose of mediator competence, formed in the educational process, should not consist only in learning information, but also in inculcation of the skills of independent critical thinking, active listening skills, empathy, questioning skills, social maturity. Such an attitude is characteristic of “innovative”, “developmental”, “critical”, and “active” concepts of education [3].

A person involved in a conflict sometimes loses the ability to understand it and his/her role in it. One should not let it happen, especially since the conflict requires application of his/her professional skills, and to reconstruct the conflict reality he/she needs certain knowledge, general and special qualifications, and stereotypes of behavior. The educational process can be considered as the first stage in the process of development and subsequent formation of mediator competence, where its core is a conflict situation or a real conflict between disputing parties.

It is worth mentioning five specific components of mediator competence: theoretical knowledge in the field of conflictology (pedagogical, legal, psychological, sociological, etc.); acquirement of special techniques of prevention, management, and minimization of destructive forms of a conflict; formation of a professional type of thinking, which includes reflexivity, summarizing, comprehensiveness, creativity etc.; acquirement of psychohygiene and stress

resistance technologies in conflicts; implementation of the ethical code of a practicing mediator [4].

The characteristics of mediator competence include: a high degree of intellectual, emotional and psychological intensity, conducting classes in the form of an experiment, aggravation of real contradictions and conflicts in the learning process; the emergence of unexpected results such as new ideas, relationships, views, methods, theoretical schemes, and the possibility of transition to a qualitatively new level of development of decision-making technologies in conflict situations etc. [5].

The conflict can be considered as a method and used for the formation of mediator competence. Conflict and conflict interaction are considered as necessary prerequisites and conditions for the development and implementation of new ideas, innovations, as well as for the intellectual, communicative, emotional, psychological and professional development of the individual.

Practice shows that typical behavioral strategies in conflict situations are communication withdrawal or a compromise agreement accompanied by pseudo-communication.

The choice of methodological tools for the development of mediator competence is determined by the development of attitudes, skills and qualities that ensure the ability of the future employee to minimize destructive forms of conflict and transferring socially negative conflicts into positive direction, i.e.:

- awareness about the range of possible strategies, methodology, advantages and drawbacks of the most common types of mediation, rules and procedure of the mediation process;
- competency in methods and schemes of formulating decisions to resolve the disagreement;
- familiarity with professional and procedural rules, norms, standards and behaviours;
- understanding how to use the mediation process effectively to develop a result good for all parties involved;
- ability to contribute to the implementation of constructive interaction in a specific conflict situation, which is realized in the skills and abilities that provide: gathering and clarifying information about the conflict, analyzing the conflict situation, choosing the right model and tactics of mediation, choosing a conflict resolution strategy adequate to the circumstances of the conflict, removal of post-conflict tensions, analysis of actions taken to resolve the conflict [7, p. 31].

According to L. Morska we can single out the criteria of mediator competence of future social workers:

- professional orientation and motivation;
- ability to easily adapt to the situation and establish contacts;
- erudition in the field of politics, law, conflictology and psychology;
- justness, endurance and politeness;
- sociability [14].

The implementation of pedagogical conditions – ensuring subject-subject interaction (pedagogy of dialogic interaction) of the participants of the educational process – leads to understanding that dialogue in the educational process provides multi-vector interaction. Due to this, students can share their thoughts on a certain topic, formulate an individual vision of the problem and propose ways to solve it, listen to the opinions of other students and the teacher. Owing to such interaction, the teacher is not only the organizer of the learning process, but also an equal partner, consultant, facilitator who opens and expands the boundaries of the learning process, rather than narrowing it down to himself, which ensures the achievement of learning outcomes through the joint efforts of all participants.

In order to implement the pedagogical conditions of the pedagogical system we have created (based on the results of scientific investigations by N. Bilyk [4]), we believe that the informational basis for dialogization is the text. In the formation of mediator competence, it is both a means of broadcasting professional information and a means of social communication.

The text is defined as “a message consisting of several (or many) sentences, characterized by content and structural completeness and a certain relationship of the author to the content of the statement” [13].

The causes of conflicts in our opinion are mostly very typical. In social groups often, there are some controversies, and participants may feel tension, loneliness, fear and isolation, self-doubt, when the reason is a lack of communication skills. In that case, frequent misunderstandings arise, as individuals misinterpret the intentions, feelings, desires, and actions of the people with whom they communicate. Trying to formulate their opinion, people can often make mistakes and do not know how to properly express their emotions and feelings. They start offending others, which in turn causes fear of interaction and ostentatious indifference, perceived by the interlocutor as emotional callousness. A low level of listening skills contributes to the avoidance of communication with society. Another reason for the conflict is the inability to express emotions. Emotions always accompany conflict situations, their correct

expression affects the further resolution of the conflict and determines its constructive or destructive outcome. The influence of mass media, social networks, as well as the example of other members of society contribute to the formation of a behavior style in conflict characterized by manifestations of power, pressure and aggression. Whoever is strongest wins. Another variant of a conflict situation is verbal violence (name-calling, insults, the desire to shout down). Often, lonely people use such forms of interaction due to the inability to choose the right forms of influence on others and the desire to be heard, to receive attention. Therefore, misunderstandings in relationships such as manifestations of aggression, bullying, harassment often turn into a conflict. The peculiarity of conflicts between lonely people is that, as a rule, they are protracted, complex, severe, and often violent. Their causes are often hidden, and therefore they are difficult to solve.

An important characteristic of the conflict is the method of its resolution, i.e. the elimination, completely or partially, of the causes that provoked the conflict, or a change in the goals of conflict parties, and thus the achievement of an agreement on the disputed issue between the parties [6, p. 31].

Social workers use traditional methods and techniques for resolving conflict situations between disputing parties: collaboration, compromising, involving the conflicting parties in creative activities, counseling, confronting, accommodating etc. When resolving a conflict, reliance is placed on authority, because the behavior strategy that an individual chooses to get out of the conflict is the basis for behavior in society and determines its destructive or constructive line.

The mediator (neutral party) acts as a moderator in the resolution of the conflict, promotes the creation of an atmosphere of constructive communication and is concerned about the tolerance of the parties towards each other. He/she also helps establish mutual understanding, monitors the negotiation process, encourages the parties to assess the situation realistically and make adequate decisions, helps reduce emotional stress, etc.

By using mediation to resolve disputes, the parties adjust to the method of cooperation, which is the main goal of the mediator - to impartially approach the discussion of the situation that has arisen and to help the parties make a mutually acceptable decision for its settlement [12, p. 85]. It is worth noting that the mediator does not take part in decision-making, but instead facilitates the expression by each conflict party of his/her vision of the situation and point of view;

controls that the parties to the negotiations express all their concerns and fears that arise; summarizes what has been said and identifies the key issues in relation to which negotiations are carried out and decisions are made; emphasizes the common positions and interests of the parties.

The structure of the mediation process of conflict resolution may include the following stages: preparation, i.e. familiarization with the participants to the process; defining dispute nature and diagnosis; announcement of the basic principles and rules of communication; regulation of time frames; risk analysis etc. At the preparatory stage, the parties formulate their goals, analyze and systematize the material, in order to confirm their positions. In turn, the mediator at this stage conducts conversations with the parties agreeing on his participation in the reconciliation process, collects information about the conflict and opponents, determine the tactics that will be used in the negotiations. It is necessary to carefully and systematically receive information from the mediation participants, which makes it possible to predict the initial diagnosis of the situation, determine the role of each party and possible alternative ways of satisfying their interests [11, p.40]. The mediator determines the tactics of negotiations and cooperation with the parties to achieve a better result.

The next stage of the mediation process is understanding the conflict. At this stage, the mediator listens to the opponents' stories, when everyone in turn expresses their vision of the situation that led to the conflict and their attitude towards it. Here, the mediator monitors time and rules compliance, uses active listening techniques. During negotiations, the following are determined: the beginning of negotiations, the research stage of negotiations, the stage of identifying general criteria for an agreement, the stage of finding ways to solve a problem, the stage of agreement and decision-making. At the beginning of the negotiations, it is mandatory for the mediator to briefly explain the goals of the mediation and the rules and regulations of the procedure.

The research stage includes possible confidential meetings of the mediator with each party and voicing of their vision of the situation. At the short meetings the parties and the mediator establish trusting relations, the participants make suggestions for alternative ways of resolving the situation. The mediator's task is to focus attention on the importance of clarifying one's own interests, arguing one's proposals for the settlement of disputed issues [8]. The mediator can ask the participants to make a list of disputed issues in

descending order of their importance, helps formulate a list of issues that will be discussed, summarizes the interests of the parties, motivates the parties to move from defending their positions to identifying opportunities to satisfy their interests.

An important stage is highlighting the causes of the conflict situation, determining all participants, finding out hidden motives and their discussion, selection of common and different points, and key positions for decision-making. At this stage mediator may need to involve experts or find additional sources of information for the participants. His task is to control the negotiation process, motivating the parties to find mutually acceptable solutions.

At a later stage, you can use brainstorming. The participants' should start discussion with the simplest issues and gradually move to more complex ones. Absolutely all proposed decision options are recorded by the mediator and may be supplemented or changed over time during the discussion. It is possible to make some decisions only partially so that the big problem can be solved at least in some aspects. The goal of the mediator is to follow the regulations, be persuaded that all participants are equally engaged in generating options and ideas for the solution of the conflict, not allow "unfair play" and to comply with the rules made at the beginning [1].

At the decision-making stage, there can be a situation when the negotiations come to an impasse. It can be done deliberately by one of the parties to increase the pressure on the other one, to test the opponent. The task of the mediator is to determine the reasons that brought the parties' discussion of the problem to such a situation and to use adequate techniques to get out of it. The mediator can initiate accepting a compromise, but this is a risky option. He/she can also find out from the opponents the consequences of negotiations failure or offer the parties to stand in each other's shoes and say what they would do in this situation in the place of the other. The mediator asks the parties whether they want to continue participating in the reconciliation procedure. The mediator tells about negative alternatives and about a positive case of conflict resolution through mediation.

The final stage is the stage of negotiations completion, at which the parties state the content of the reached agreement and formalize it with a protocol or set out in writing the possible reasons for disagreements and justify their positions. At this stage, the mediator helps the parties to draw up an agreement. It is necessary to remember that satisfaction with the negotiations

depends not only on reaching an agreement, but also on the procedure process and working atmosphere, namely on respect and active listening during the dialogue. The mediator should thank both parties for their contribution to problem solving, and cooperation. If the agreement has not been signed, then focus the attention of the parties on understanding each other's interests and needs, and offer the parties to repeat meetings for further dialogue. When reaching an agreement, the parties sign it. In complex cases, the mediator offers to review some issues and work on their improvement.

Conclusions and Prospects for Research. Confidentiality is a principle and one of the benefits of mediation. During separate meetings, the mediator agrees with each party the information he/she can share with the other. In order to use information about

a certain case in the educational process, the mediator must obtain the consent of both parties. If the parties believe that all information that became known during the mediation is confidential, the mediator is obliged to respect their decision.

The main task of the mediator is to listen to the parties actively, highlight the main and important things that the parties want to agree on, and encourage them to speak to the point, address the cause of the conflict without getting personal. Analyzing the causes of the conflict, the parties gradually establish communication in order to eliminate contradictions. It is the mediator who follows the rules and principles of the mediation procedure and reminds the parties of their behavior if they violate them. Usually, the main principles and rules of mediation are recorded in the mediation agreement.

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