

УДК 004+372.31.4
МРПТИ 14.35.07

O.G. Smolyaninova^{1*}, V.V. Korshunova²

^{1,2}Siberian Federal University, Russia

(E-mail: smololga@mail.ru)

**The competencies of teachers - mediators for the education system through
the implementation of practice-oriented continuing education courses:
the experience of the Siberian Federal University**

Abstract

The material was prepared within the framework and sponsorship of the project powered by the Russian Foundation for Basic Research (RFFR). No 18-013-00528 «The study of mediation practices in the field of education for harmonization of interethnic relations in a multicultural environment». Analysis in the article shows a low level of multicultural competency and reveals multinational composition of members of the educational process in the frames of distance learning. The authors of the research highlight the fact that mediation plays an important role in improving interethnic relations in a multicultural environment”.

The article describes the most popular methods for the development, testing and practical use of electronic educational resources to build the competence of teachers and the training of mediators for the education system through the implementation of practice-oriented continuing education courses. A detailed description of the latest innovations in the use of electronic content and virtual environments in the educational process for the formation of skills in using mediation practices is given. The retraining program for mediators and advanced training courses described in the article has a modular structure taking into account the practical tasks that specialists working with conflicting parties in educational organizations encounter in their work. The authors of the article substantiate the high efficiency of practice-oriented refresher courses and a retraining program for teachers in the field of mediation, which suggests the need to shift priorities from the use of traditional educational resources to electronic ones in the conditions of COVID self-isolation

The text of the article consistently reveals the main advantages of using electronic educational resources on the portal of the Siberian Federal University to support the implementation of practice-oriented advanced training courses and retraining programs for the formation of mediator's competencies for the educational system by means of funds. The article deals with the issues of changing the content of professional training of teachers, the formation of their multicultural and conflict-related competencies for building a conflict-free environment of an educational organization.

Keywords: Continuing Teacher Education, Practical Orientation of Training, A Modular Program, Mediation, Education, Training Content; E-Learning Environment; Electronic Educational Resources; E-Learning, Practical Experience, Retraining of Mediators.

Introduction

Analysis of the development of interethnic relations in the Krasnoyarsk Territory, as well as in Russia as a whole, demonstrates the insufficient level of formation of multicultural and conflicting competencies of teachers and managerial personnel in the field of education. It should be noted that, as the results of the study, it demonstrates a deficiency in the use of productive technologies for the prevention and resolution of contentious conflict situations at all levels of education. The above problems and risks actualize the need to use mediation practices to resolve ethnic conflicts in the field of education. This fact is also confirmed by modern trends in the development of a safe educational environment, taking into account the specifics of a multicultural region. The scientific substantiation of approaches to preventing and productively resolving conflicts among participants in the educational process is important.

It is worth noting that the orientation of modernization of education towards universal values and personal cultural traditions of each people requires fundamentally new approaches to the development of technologies for conflict-free interaction of participants in the educational process. The issue of using the mediation resource, that is, the inclusion of an intermediary from among the subjects of the educational process, in order to prevent and resolve conflicts in the field of education is becoming relevant.

The authors note the importance of training unique specialists to resolve conflicts using mediation practices in terms of harmonizing interethnic relations in the educational space. The authors of the article note that the appeal to mediation in the field of education is the consolidation of knowledge from the fields of pedagogy, psychology and sociology to harmonize interpersonal and interethnic relations and resolve interpersonal and interethnic conflicts. The formation of a culture of interethnic interaction requires the development of a multicultural dialogue and the conflicting competence of subjects of education. The use of

mediation practices contributes to the harmonization of society, the creation of conditions for diagnosing conflicts and their constructive resolution in a multicultural educational environment.

Materials and methods

The main research methods were the analysis of various scientific sources and regulatory legal acts, the study and generalization of foreign and domestic mediation implementation practices, theoretical analysis and synthesis, classification, synthesis of data from reports of Russian monitoring of school reconciliation services and data from the Main Education Department of the Administration of the city of Krasnoyarsk.

In 2020, at the final stage of the RFBR project on the topic “Study of mediation practices in the field of education to harmonize interethnic relations in a multicultural environment”, one of the applied tasks is the organization and conduct of continuing education courses for teachers to develop their willingness and ability to use mediation practitioner in a multicultural educational space. This task is relevant for the professional and pedagogical community of the Krasnoyarsk Territory as it requires the inclusion of specialists in the process of peaceful conflict resolution, taking into account the multicultural multinational multiconfessional composition of the participants in the educational process, but also in the context of the introduction of distance learning in the context of the COVID-19 [1].

In this regard, the project participants developed a modular retraining program for mediators, taking into account the practical tasks that specialists who have to build productive communication among the conflicting parties and contribute to the peaceful settlement of disputes, informing about mediation in educational organizations. The program is headed by a doctor of pedagogical sciences, professor, academician of the Russian Academy of Education Smolyaninova Olga Georgievna, project manager of the Russian Federal Property Fund and the supervisor of the master's program “Mediation in Education” of the Siberian Federal University [7].

The Institute of Pedagogy, Psychology and Sociology of Siberian Federal University is a leader in the implementation of professional development and retraining programs. In this connection, the project team analyzed various approaches to the system of practice-oriented training [6].

The narrowest approach connects practice-oriented training with the formation of professional experience in mediation when immersed in a professional environment during various practices (Yu. Vetrov, N. Klushina).

The second approach (authors T. Dmitrienko, P. Obratsov) for practice-oriented training involves the use of professionally-oriented teaching technologies and modeling techniques for fragments of future professional activities based on professionally directed study of specialized and non-core disciplines [2]. The third, broadest approach, according to which a practice-oriented education is aimed at acquiring, in addition to knowledge, abilities, skills, practical experience in order to achieve professionally and socially significant competencies. This ensures the involvement of students in the work and their activity, comparable to the activity of the teacher. This kind of practice-oriented approach is an activity-competent approach. Thus, to build a practice-oriented education, a new, activity-competent approach is needed. As a unique experience of the Siberian Federal University we can distinguish the process of formation of competencies of teachers and the training of mediators for the education system through the implementation of practice-oriented continuing education courses and retraining programs for teachers in the field of mediation. The formation of the competencies of teachers in the preparation of mediators for the educational system of activity means to a greater extent the experience of educational and cognitive activity, and the acquisition of experience is carried out in the framework of the traditional didactic triad of “knowledge – skills – skills [3].

It should be noted that in the framework of the continuing education program and the retraining program for mediators, the formation of practical skills in students takes place within the framework of the competency-based approach in the traditional triad, supplemented by a new didactic unit: “knowledge - skills - skills – experience”. It should be noted that among the students of the course there are: directors, deputy directors, school teachers, psychologists and social educators, coordinators of school mediation services, future teachers, undergraduates of the Mediation in Education program and practicing mediators [4].

The organizers and developers of digital practice-oriented content for the course program were representatives of the academic community of various universities in Siberia, practicing mediators in the education system. The training is conducted by Russian invited lecturers – experts in the field of mediation approaches, scientists and practitioners in the field of conciliation justice, psychologists and leaders and leading specialists in mediation services and youth policy, sociology, digitalization [5]. Design and testing of digital practice-oriented content for the training of unique specialists using mediation technologies in building an alternative peaceful resolution of the conflict that arose among the subjects of the educational process is based on data from the results of two stages of the implementation of a scientific project implemented with financial support from the Russian Foundation for Basic Research for the project No. 18-013-00528 “Study of mediation practices in the field of education for the harmonization of interethnic relations in a multicultural environment.

Results

The benefits of practice-oriented training in the framework of the program of additional professional education (professional retraining program) of the Federal State Autonomous Educational Institution of SFU “Mediation. Psychology of Conflict Management” using electronic content and the digital educational environment Moodle:

- exchange of practical experience with the teacher and undergraduates;
- effectiveness of training;
- time saving and convenience of the process of obtaining knowledge;
- consistency and systematic training;
- accessibility, clarity and visualization of training;
- activity in training and development of independence;
- ability to put into practice the generated skills;
- individualization of training.

Discussion

The development of mediation in educational organizations is a priority in the regional and municipal policies of the city of Krasnoyarsk. The leading regions in which mediation in the educational environment is developed today are Irkutsk, Novosibirsk, St. Petersburg, and Moscow. From the point of view of the practical component of training, the main goal of these advanced training courses and a retraining program is to note the experience gained in performing mediation procedures among all participants in the educational process, including using specialized techniques of mediator communication competence, including online.

THE LIST OF SOURCES REFERENCE

- 1 Белогуров А.О приоритетах организации поликультурного образования в контексте глобализационных процессов // Образовательная политика. – 2009. – № 9. – С. 20-25.
- 2 Межкультурная образовательная платформа Сибирского федерального университета [Электронный ресурс]. – Режим доступа: <http://tempus-allmeet.ipps.sfu-kras.ru/index.php/>
- 3 Психологическая диагностика толерантности личности / под. ред. Г.У. Солдатова, Л.А. Шайгерова. – М.: Смысл, 2008. – 172 с.
- 4 Смольянинова О.Г. Медиативные практики в образовании: межкультурные контексты многонациональной Сибири / Образование и новые технологии обучения: материалы X Международной конференции (2-4 июля 2018 года). – Пальма-де-Майорка, Испания, 2018. – С. 862-867.
- 5 Смольянинова О.Г. Учебная модель магистратуры школы межкультурных медиаторов Сибирского федерального университета / Технологии, образование и развитие: материалы XIII Международной конференции (11-13 марта 2019 года). – Валенсия, Испания, 2019. – С. 230-238.
- 6 Смольянинова О.Г. Отношение участников образовательного пространства Красноярского края к медиативным практикам / Коршунова В.В. // Наука и образование сегодня, 2019. – № 9 (3). – С. 22- 29.
- 7 Коршунова В. В. Практико-ориентированный подход к подготовке тьюторов в Сибирском федеральном университете // Вестник Сибирского федерального университета: Гуманитарные и социальные науки. – 2019. – Том. 12 (2). – С. 167-174.

REFERENCES

- 1 Belogurov, A. (2009). O prioritetakh organizatsiipolikulturnogo obrazovaniia v kontekste globalizatsionnikh protsessov [On the organization's priorities of multicultural education in the context of globalization processes]. *Obrazovatelnaia politika – Education Policy*, 9, 20-25 [In Russian].
- 2 Mezkulturnaia obrazovatelnaia platformaSibirskogo federalnogo universiteta [Intercultural educational platform of Siberian Federal University]. (n.d.). base.garant.ru. Retrieved from: <http://tempus-allmeet.ipps.sfu-kras.ru/index.php/> [In Russian].
- 3 Soldatova, G. & Shaygerova, L. (2008). *Psikhologicheskaiadiagnostika tolerantnosti lichnosti* [Psychological diagnosis of person's tolerance]. M: Smysl [In Russian].
- 4 Smolyaninova, O.G. (2018). *Mediativnyepraktiki v obrazovanii: mezkulturnye konteksty mnogonatsionalnoi Sibiri* [Mediation Practices in Education: Intercultural Contexts of Multinational Siberia] Proceedings 10th International Conference on Education and New Learning Technologies (2nd-4th July, 2018 hoda) 10th International Conference. (pp. 862-867). Palma Mallorca, Spain [In Russian].
- 5 Smolyaninova, O.G. (2019). *Uchebnaia model magistratury shkoly mezkulturnykh mediatorov Sibirskogo federelnogo universiteta* [Training Model of School Intercultural Mediators Master's Programme at Siberian Federal University] Proceedings 13th International Technology, Education and Development Conference (11th-13th March, 2019 hoda), 13th International Technology, Education and Development Conference. (pp. 230-238). Valencia, Spain [In Russian].
- 6 Smolyaninova, O.G. & Korshunova, V.V. (2019). *Otnoshenie uchastnikov obrazovatel'nogo prostranstva Krasnoyarskogo Kraia k mediativnym praktikam* [Attitude of participants in the educational space of the Krasnoyarsk Krai to mediation practices]. *Nauka i obrazovanie segodny – In Science for Education Today*, 9 (3), 22. [In Russian].
- 7 Korshunova, V.V. (2019). *Praktiko-orientirovannyi podkhod k podgotovke tiutеров v Sibirskom federalnom universitete* [Practice-Oriented Approach to Training Tutors at the Siberian Federal University]. *Vestnik Sibirskogo federalnogo universiteta – Journal of Siberian Federal University: Humanities & Social Sciences*. 12 (2), 167-174 [In Russian].

А.С. Смолянинова^{1*}, В.В. Коршунова²

^{1,2}Сібір федералды университеті, Ресей

**Үздіксіз білім берудің практикалық-бағытталған курстарын жүзеге асыру арқылы
білім беру жүйесі үшін педагог-медиаторлардың құзыреті:
Сібір федералды университетінің тәжірибесі**

Материал Ресейдің іргелі зерттеулер қорының (РФФИ) жобасы аясында және демеушілік қолдауымен дайындалған. № 18-013-00528 "Көпмәдениетті ортадағы этносаралық қатынастарды үйлестіру үшін білім беру саласындағы медиативтік тәжірибелерді зерттеу". Мақалада жүргізілген талдау көп мәдениетті құзіреттіліктің төмен деңгейін анықтайды, сонымен қатар қашықтықтан оқыту аясында білім беру процесіне қатысушылардың көпұлтты құрамын қарастырады. Зерттеу авторлары көп мәдениетті ортада этносаралық қатынастарды жетілдіруде медиацияның маңыздылығын атап өтеді".

Мақалада үздіксіз білім берудің тәжірибеге бағытталған курстарын іске асыру арқылы педагогтердің құзыреттілігін қалыптастыру және білім беру жүйесі үшін медиаторларды дайындау үшін электрондық білім беру ресурстарын әзірлеудің, апробациялаудың және практикалық қолданудың ең танымал әдістері сипатталған. Медиативті тәжірибені қолдану дағдыларын қалыптастыру үшін білім беру процесінде электрондық мазмұнды және виртуалды ортаны қолданудағы соңғы жаңалықтардың толық сипаттамасы берілген. Мақалада сипатталған медиаторларды қайта даярлау және біліктілікті арттыру курстарының бағдарламасы білім беру ұйымдарында жанжалға қатысушы тараптармен жұмыс істейтін мамандар өз жұмысында кездесетін практикалық міндеттерді ескере отырып, модульдік құрылымға ие. Мақала авторлары медиация саласында біліктілікті арттырудың практикалық-бағдарланған курстарының және педагогтарды қайта даярлау бағдарламаларының жоғары тиімділігін негіздейді, бұл дәстүрлі білім беру ресурстарын пайдаланудан covid-өзін-өзі оқшаулау жағдайында электрондық ресурстарға басымдықтарды ауыстыру қажеттілігін көрсетеді

Мақала мәтінінде Сібір федералды университетінің порталында электронды білім беру ресурстарын пайдаланудың негізгі артықшылықтары білім беру жүйесі үшін медиаторлық құзыреттілікті қалыптастыру бойынша практикалық бағдарланған біліктілікті арттыру курстары мен кадрларды қайта даярлау бағдарламаларын іске асыруды қолдау үшін дәйекті түрде көрсетілген. Мақалада мұғалімдердің кәсіби дайындығының мазмұнын өзгерту, білім беру ұйымының жанжалсыз ортасын құру үшін оларда көп мәдениетті және конфликтогендік құзыреттерді қалыптастыру мәселелері қарастырылады.

Түйінді сөздер: үздіксіз педагогикалық білім беру, оқытудың практикалық бағыты, модульдік бағдарлама, медиация, білім беру, оқыту мазмұны; электрондық білім беру ортасы; электрондық білім беру ресурстары; электрондық оқыту, практикалық тәжірибе, медиаторларды қайта даярлау.

О.Г. Смолянинова^{1*}, В.В. Коршунова²

^{1,2}Сибирский федеральный университет, Россия

**Компетенции педагогов-медиаторов для системы образования
через реализацию практико-ориентированных курсов непрерывного образования:
опыт Сибирского федерального университета**

Материал подготовлен в рамках и при спонсорской поддержке проекта Российского фонда фундаментальных исследований (РФФИ) № 18-013-00528 «Исследование медиативных практик в сфере образования для гармонизации межэтнических отношений в поликультурной среде». Проведенный в статье анализ выявляет низкий уровень поликультурной компетентности, рассматривает многонациональный состав участников образовательного процесса в рамках дистанционного обучения. Авторы исследования подчеркивают важность медиации в совершенствовании межэтнических отношений в поликультурной среде.

В статье описаны наиболее популярные методы разработки, апробации и практического использования электронных образовательных ресурсов для формирования компетентности педагогов и подготовки медиаторов для системы образования через реализацию практико-ориентированных курсов непрерывного образования. Дается подробное описание последних инноваций в использовании электронного контента и виртуальных сред в образовательном процессе для формирования навыков использования медиативных практик. Описанная в статье программа переподготовки медиаторов и курсов повышения квалификации имеет модульную структуру с учетом практических задач, с которыми сталкиваются в своей работе специалисты, работающие с конфликтующими сторонами в образовательных организациях. Авторы статьи обосновывают высокую эффективность практико-ориентированных курсов повышения квалификации и программы переподготовки педагогов в области медиации, что свидетельствует о необходимости смещения приоритетов с использования традиционных образовательных ресурсов на электронные в условиях COVID-самоизоляции.

В тексте статьи последовательно раскрываются основные преимущества использования электронных образовательных ресурсов на портале Сибирского федерального университета для

поддержки реализации практико-ориентированных курсов повышения квалификации и программ переподготовки кадров по формированию медиаторских компетенций для образовательной системы средствами фондов. В статье рассматриваются вопросы изменения содержания профессиональной подготовки педагогов, формирования у них поликультурных и конфликтогенных компетенций для построения бесконфликтной среды образовательной организации.

Ключевые слова: непрерывное педагогическое образование, практическая направленность обучения, модульная программа, медиация, образование, содержание обучения, электронная образовательная среда, электронные образовательные ресурсы, электронное обучение, практический опыт, переподготовка медиаторов.

Date of receipt of the manuscript to the editor: 2020/06/23