

School Mediation as a Means of Preventing Social Maladjustment of Students from Risk Groups

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Abstract: This research study examines issues related to the prevention of social maladjustment of students from risk groups through the use of school mediation. The relevance of the stated research topic is due to the significant scale of the spread of juvenile delinquency in modern Ukrainian society and the growing popularity of school mediation to resolve and prevent emerging social problems at the school stage. This research study aims to identify and state the main aspects in the impact of the practice of school mediation on the factors that are fundamental in the social adaptation of students from the risk group in the modern realities of Ukrainian society. The leading approach in this scientific research is a combination of analytical and logical methods of researching the issues presented as the main ones in this work. The main results of this research study were: identifying the degree of the positive impact of mediation practice at school on the students' consciousness in the context of the need for their subsequent social adaptation and stating the fact that this practice is promising in the future to resolve issues of social fitness specifically for students from risk groups in modern social conditions. The applied value of this research work is identifying the prospects for further research of a complex of factors affecting the social situation in Ukraine in the context of the subsequent spread in a society of groups that pose a social danger, and the possibilities of school mediation as a means of preventing the development of such a phenomenon already in the early stages. Subsequent scientific research on the role of school mediation in the context of preventing the development of juvenile delinquency and assessing its effectiveness in preventing the social spread of students at risk will help supplement the existing information picture of research in this area and will become the starting point for an objective analysis of the need to use school mediation as means of preventing the spread of juvenile delinquency in Ukraine.

Keywords: Conflict, conflict interaction, prevention, social educator, social rehabilitation.

INTRODUCTION

The problem of full-fledged social adaptation of secondary school students from risk groups is quite acute today. At the present stage of development, the Ukrainian education system is faced with the urgent need to prevent the emergence of such risk groups among students arising from unfavourable social conditions in modern domestic society. Changes are planned and adopted in the Ukrainian education system, making it possible to increase the requirements for the quality of education management and the prevention of various risks. All of this necessitates acquiring new knowledge that will effectively resolve issues related to the role of the modern Ukrainian school in preventing the social inability of students from risk groups in modern social conditions [1-6].

School mediation as a means of preventing the spread of conflicts has recently aroused wide interest among people who are often completely far from pedagogy and psychology. Mediation is one of the most common ways to resolve conflicts and prevent

them [2]. There are different methodological approaches to mediation, conditioned by different theoretical and methodological platforms. The most relevant and demanded of them today are the narrative, transformative ecosystem [2]. The narrative approach is built as a process in which a mediator constructs a new history of a conflict under study. The covered facts can radically change the parties' attitude to a conflict towards him, which will resolve the conflict situation. The transformative approach assumes that the participants in a situation independently build the order of mediation, and a mediator in it is assigned a secondary role. The ecosystem approach to mediation is used, as a rule, to resolve family disputes; occasionally, it is used to resolve interpersonal conflicts [6-15].

The main task of mediation is to resolve controversial issues by focusing all participants in this procedure on issues that are brought up as the main ones for specific mediation practice. In this aspect, the personal responsibility of the parties participating in the practice is decisive in assessing the quality of the final result. As the main assumption, this approach includes the judgment that the direct participants in mediation (not a mediator) clearly understand the essence of the dispute and have clear tools for its competent

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resolution in their hands [3, 16-21]. It should be borne in mind that the above list of mediation practices is not exhaustive and final. The delimitation of the types of mediation leads to an awareness of the specifics of certain areas within the existing legal field and the choice of the most optimal way to resolve the conflict situation based on the current legislation [3].

Conflicts that arise between students at the secondary school stage should be given the highest priority. The modern Ukrainian school is a miniature model of the social environment, and the ability of children to interact with each other and with their elders already at the stage of schooling determines how they will behave in real life and how they will begin to build relationships. In the event that conflicts will accompany a student at the stage of schooling, he will be involved in them in adulthood [22-25]. If participation in conflicts during his school years teaches him to treat the conflict as an assemblage point, as an opportunity to reach the level of a deep understanding of his opponent; then such a positive experience can be fruitfully applied in the future. Communication will not be dangerous for such a person that will significantly expand his opportunities both in professional activity and in personal life [26-31]. School mediation is a new way of resolving and preventing controversial and problematic situations at any stage of the education system in modern Ukrainian society. When working with adolescents, introducing such a practice is especially important since it is in adolescence that values are reassessed, and some idols are replaced by others [32-38]. The practice of school mediation makes it possible to come close to a child's problems, placing the problems of his personality in the centre of attention [4].

Thus, the practice of school mediation in the system of modern Ukrainian education contributes to the diverse development of a student's personality and the correct direction of this development [39-41]. Diverse mediation practices, mutually complementing each other, help successfully solve the problems of forming a student's personality and create conditions for students to realise their place in society [5, 42-43]. The issues of preventing the social spread of students from risk groups are decisive in the conduct of school mediations in the context of the formation of modern Ukrainian schoolchildren responsibility for the decisions made, the way of thinking and a set of actions aimed at finding their own place in society and the role in the adopted system of social values [4].

LITERATURE REVIEW

Questions of the role of school mediation in preventing a social disorder of at-risk students occupy an important place in the modern research literature. The variety of opinions expressed and assessments of modern researchers determines the importance of this issue. So, I.S. Bubnova and V.I. Kerke, conducting research on the introduction of special technologies to prevent extremism in the conditions of a modern secondary school, note the importance of teaching school mediation for both the children themselves their parents. The researchers note, "Teaching school mediation is also useful for parents because it helps them establish communication with their children. The family is the first social community that lays the foundations for the personality of the child's qualities" [4]. For his part, D.S. Kulapov, researching the currently known types of mediation, draws attention to the fact that, "There are many types of mediation. This is determined by the traditions and specifics of a particular country, as well as the sphere in which this procedure is applied" [3]. Separately assessing the effectiveness of mediation practices as a means of resolving emerging conflicts, the researcher notes "the type of mediation used to resolve a conflict is determined both by nature of a conflict itself and by the methods of its practical resolution. The main purpose of understanding mediation is to resolve a dispute through understanding. A deeper understanding by the parties of their own perspectives, priorities and interests, as well as the prospects, priorities and interests of all other parties, makes them capable of joint efforts to overcome a conflict that has arisen between them" [3].

A.N. Mayorov, exploring the issues of monitoring the system of information support for the management of the education process, draws readers' attention to the role and importance of timely tracking of negative trends in modern education. According to the scientist-researcher, "To make effective decisions in education management requires: analysis of a situation, building models of events, descriptive analysis, diagnostics, forecasting, planning, designing a "project of decisions", programming with the development of clear indicators for assessing the results of actions" [1]. E.V. Grebenkin, researching approaches to mediation, notes, "success in mastering school mediation depends not on theoretical knowledge, but on the ability to apply it" [2]. At the same time, the researcher draws attention to the features of preparation for mediation in relation to secondary school. "Schoolchildren will not study the manuals remotely,

and they come to mediation in order to communicate. Communication is based on interest, so they choose those who, and they'd be wiser as mentors. A mediator-mentor is just an adult with unregulated forms of behaviour and equal communication" [2]. At the same time, he points out, "... mediation is not a panacea, in any case eliminating all conflicts. Mediation skills allow avoiding conflicts solely as an auxiliary tool. Schools that have initiated the use of school mediation in their practice should pursue two goals: the resolution of momentary conflicts, the development of a culture of non-violence in general" [2]. Thus, the researcher directly points to the fact that mediation itself is not an unconditional panacea for conflicts – it is just one of the ways to resolve them successfully.

The study of the impact of school mediation in terms of preventing the social maladjustment of students from the risk group occupies a significant place in modern psychological literature. Further consideration of related aspects will complement the existing picture of research in this area and expand the existing understanding of the possibilities of school mediation [6, 7].

MATERIALS AND METHODS

This research study examines issues related to the use of school mediation to prevent social maladjustment of students from risk groups. The research objects are both the school mediation itself and the reasons for the emergence of a situation of the social inability of students. A scientific study of the issues of the influence of school mediation on students at risk, in the context of preventing their inability to adapt in the future to adaptation in the conditions of modern society, was conducted. The methodology of this research study was based on a combination of analytical and logical methods of researching issues related to the role of school mediation in preventing the social inability of students who are at risk. The chosen methodology of this research contributed to the highest quality disclosure of the topic and in-depth analysis of the issues raised in the topic of this research. An analytical approach to the issues under consideration ensured the most objective and complete disclosure of the problems of this study in the context of identifying the prerequisites for finding the essence of school mediation as a means of preventing the social inability of students who are at risk.

A systematic analysis of the mechanisms of the impact of mediation practices on students' creation was

conducted to find optimal opportunities to achieve the best results. The basis for such an analysis is the study of special literature on this issue, devoted to the study of various aspects of mediation practices, the analysis of their impact on the human psyche in general and secondary school students in particular. Based on the study, preliminary conclusions were drawn regarding the influence of mediation practice on students' consciousness from the risk group in the context of the formation of their social adaptation skills. Some of the information was taken from foreign sources to create the complete picture of research and form a qualitative, objective view of its results, and later it was translated into Russian to facilitate the reader's perception. Based on the preliminary conclusions obtained as a result of the implementation of the analytical research method, logical processing of the results of the preliminary analysis was performed with the formation of the final conclusions of this research work.

The results of this research were logically structured, highlighting the main aspects that are important in determining the degree of impact of school mediation on students from the risk group to prevent their social inability. All the results obtained within the framework of this research study were logically structured and summarised in the conclusions. The methodology chosen within the framework of this research work met the stated problems of research issues and could serve as a qualitative scientific base for subsequent research in this direction. The breadth of the topic taken for research determined the variety of different approaches to its coverage, one of which can be the one proposed in this scientific work. The problems of social adaptation of students from risk groups are quite acute in modern Ukrainian society, and in this context, school mediation is one of the effective means of preventing problems associated with the social inability of students from risk groups. This fact explains the importance of conducting research into the possibilities of alleviating the situation with the inability of certain social groups to resolve issues related to social adaptation successfully. The combination of research methods taken as a basis seems to be optimal for full coverage of the topic of this scientific work and the formation of objective conclusions, which in the future can become a qualitative basis for further research.

RESULTS

The study of the issues of school mediation as a means of preventing social maladjustment of students

Table 1: Comparative Analysis of Mediation with Some other Methods of Preventing and Combating Conflicts at School

	Efficiency	Persuasiveness for parties	Impact on the psyche of the conflicting parties
Mediation	Effective in the long term	Persuasive for both conflicting parties	Positive
Communication prohibition	Acts for a short time, after which a conflict situation repeats	Unpersuasive	Negative
Willful suppression	Unpredictable long-term outcome	Unpersuasive	Negative

from risk groups led to the following results. Mediation is a way of resolving disputes in which a third party (mediator) has no personal interest in any of the parties winning [44-46]. School mediation has developed in Ukraine in the last 7-8 years. Western concepts, the forms of work in which have become domestic analogues, served as the main training in mediation practices. At the same time, in the past few years, world-class practices have grown in Ukraine, capable of providing high-quality training to domestic mediation specialists. Currently, in Ukraine, there are no accepted standards in assessing the degree of effectiveness of mediation practice at school. The motivation of teachers attending mediation courses is low, and the attitude towards the results of such sessions is often sceptical [47-55]. Table 1 below shows the results of a comparative analysis of mediation with some other methods of preventing and combating conflicts in school.

According to Table 1, school mediation has an advantage over forceful options for conflict suppression and is effective as a means of preventing them. Such advantages of school mediation determine its future prospects to prevent conflicts and the social inability of conflicting parties when they belong to a risk group. For a mediator and the participants in mediation, the following principles of the procedure are binding:

1. Voluntariness. The rule is binding for all parties involved in the process – the mediator and participants.
2. Neutrality. A rule that is obligatory for a mediator, first of all.
3. Mutual respect. Mandatory for all participants in the process.
4. Keeping the essence of conflict in secret. All that has been said should not go beyond the circle of persons involved in the process.

5. Equal rights of participants. Without observing this rule, achieving the desired result is impossible.
6. Complete confidence of the participants in a mediator. Otherwise, without trusting an intermediary, the procedure is doomed to failure.

School mediation as a means of preventing social maladjustment of students from risk groups has the following advantages [56-59]:

- does not require significant expenditures of funds and time;
- does not imply the necessity to find the rightness of any of the parties involved in a conflict, but helps to find a way out of a current situation;
- takes into account the needs of each party;
- takes into account the individual characteristics of each of the parties involved in the process.

Figure 1 shows the results of studies of changes in the emotional background of mediation participants throughout a procedure.

Figure 1 reflects the results of studies of changes in the emotional background of participants in mediation during 20 minutes of the procedure. The diagram clearly shows a decrease in the level of mutual aggression of the participants and an increase in the acceptance degree of a conflict situation and readiness to reach a compromise solution. This fact testifies to the effect of mediation concerning the time of its implementation and the rapidity of the influence of mediation techniques on changing the emotional background of the participants. As the procedure proceeds, thanks to the intercession of a mediator, there is a gradual alignment of the psycho-emotional state of the participants in the dialogue, as a result of which the conflict situation between them is smoothed out. In the context of preventing the social

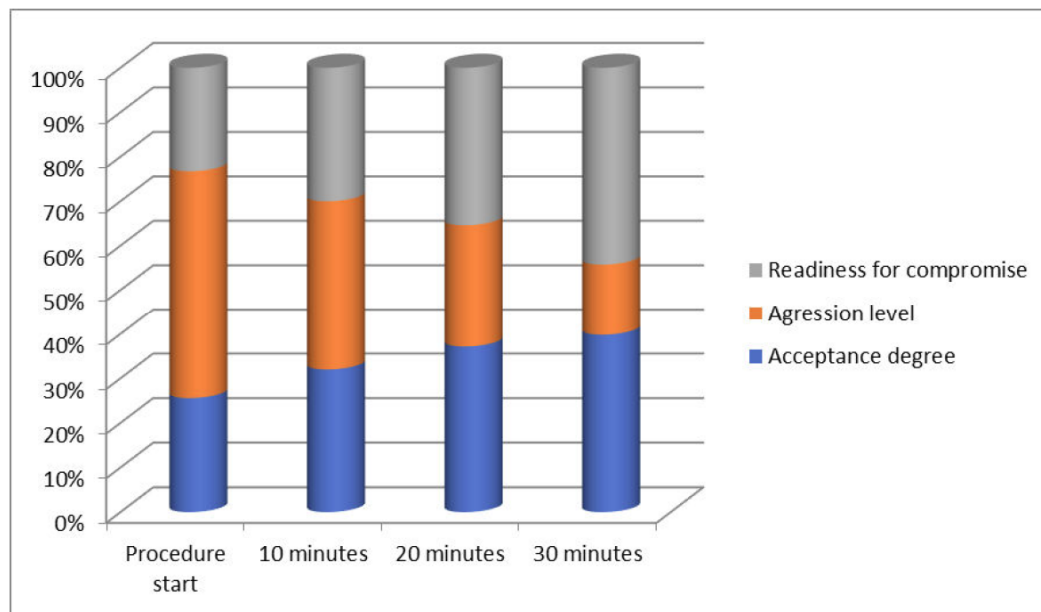


Figure 1: Changes in the emotional background of mediation participants throughout a procedure.

maladjustment of students from risk groups, this is especially important because, due to the specifics of their group affiliation, they regularly find themselves in conflict situations where it is necessary to smooth out in order to resolve them. Summarising the results presented above, it is worth noting the main aspects of the perception and practical application of school mediation as a means of preventing the social inability of students from the risk group:

1. Mediation smooths out the severity of a conflict situation and contributes to the restoration of a normal psychological climate between parties.
2. A decrease in the level of aggression of participants in mediation, an increase in their inclination to compromise solutions to issues and the acceptance degree of traumatic situations helps to level the psychological state of students belonging to risk groups.
3. Mediation develops students' ability to solve situations by means of dialogue, which contributes to the development of the social fitness of the participants.
4. Thanks to the development of social adaptability, students avoid the risk of falling further into situations associated with the inability to adapt to changing social conditions properly.

School mediation is a powerful means of reducing the level of conflict in a situation and bringing it to an

equilibrium state. In turn, this contributes to an increase in the level of students' perception of the surrounding situation and awareness of their place in it. The social fitness of students from risk groups is manifested in the ability to find their own place in society, to solve problems of employment and social adaptation. By attracting students from risk groups to the practice of school mediation, their ability to conduct a dialogue and constructively resolve emerging communication problems develops, which is extremely important for the successful resolution of issues of social adaptation in the future. Thus, the practice of conducting school mediation to prevent the social inability of students from risk groups confirms its effectiveness and can be recommended for practical application in educational institutions.

DISCUSSION

The issues of attracting the practice of school mediation as a means of preventing the social maladjustment of students belonging to risk groups are widely discussed in the scientific and pedagogical literature due to the importance of the declared topic and its significance for the social sphere as a whole. This determines the variety of opinions expressed and assessments of researchers. D.S. Kulapov, in his research, points to such aspects of mediation practice as "Focusing on the interests of specific people, and not on their positions, since these interests are the goals that the parties have set for themselves" [3]. The researcher also notes the role of a mediator in the procedure and the specific goals it faces "the purpose

of mediation is to restore friendly relations between the parties that were previously violated. With the help of special techniques and the practical skills he has developed himself a mediator, creates conditions for normal and full-fledged communication of the participants in a dispute" [3]. Thus, the researcher emphasises the practical task of mediation practice, which is to restore full-fledged relations between the parties.

A.V. Milokhova, in her scientific research, points to a greater perspective of mediation practices compared to traditional litigation. The author notes: "... it seems expedient at the legislative level to provide for the mandatory mediation procedure for some categories of disputes, in which the use of mediation procedures in percentage terms has more chances of success than the consideration of the dispute in court. Judges who have undergone mediation training noticed that it turns out to be extremely convenient for the judges themselves when resolving certain categories of disputes (including family and other interpersonal conflicts, in which the rights of third parties are not affected) [8]. R.R. Salimzyanova and L.L. Sabirova, in a joint study of the essence of mediation practice, develop the theme "Knowledge of jurisprudence can be considered the key to the successful activity of a mediator. At the same time, mediators also use in practice the development of pedagogy, psychology, psycholinguistics and the theory of conflicts" [9, 10]. Thus, the researcher emphasises the importance of intercession by a mediator in the practical resolution of conflicts and the necessity for his multifaceted preparation to achieve a favourable final result. This research topic is also widely covered in foreign literature on the issues under consideration [60-64]. Thus, P. Timm, in his study of the problem of safety in schools, notes: "... the problems of safety in schools are relevant, as are the issues of ensuring safety. Mediation is one of the most effective methods for resolving interpersonal conflicts between parties" [5]. In turn, J.A. Fredricks, A.L. Reschly, and S.L. Christenson note, "the strategy of cooperation for conflict resolution in educational institutions play today a critical role in the subsequent social adaptation of students. The involvement of students in mediation dialogues contributes to the early resolution of conflicts" [7]. The importance of intercession, which is mediation, is emphasised in the studies of foreign authors [11-13, 65].

Thus, the issues of the practical application of school mediation in addressing the social inability of

students from risk groups find their wide coverage in modern domestic and foreign literature [14-16]. Attention to this issue in the present conditions predetermines the diversity of subsequent scientific research in this direction.

CONCLUSIONS

The study of a wide range of issues related to school mediation as a means of practical prevention of social maladjustment of students from risk groups led to the following conclusions. The practice of school mediation has been introduced into Ukrainian educational institutions relatively recently – in the last decade. Practical developments in this direction have demonstrated the significant advantages of this conflict resolution practice in comparison with traditional litigation, among which it should be noted: significantly lower expenditure of material resources and forces, the possibility of resolving a conflict not according to a template, the confidence of the parties to the dispute in the mediator, etc. At the same time, the practice of mediation at school shows its high efficiency as a means of preventing the social unsuitability of students belonging to risk groups, which is determined by: the development of acceptance among participants of resolved conflicts, after the procedure a desire to find a compromise in issues, as well as a decrease in the level of internal aggression as a factor that subsequently interferes with the solution of issues of social adaptation. As a result, students from the risk group who participate in school mediation procedures gradually develop the skills of practical resolution of conflict situations by accepting the other side's opinion, which, in turn, contributes to the development of their skills of social adaptation. They are much less likely to become socially maladapted compared to those at-risk students who do not participate in school mediation and do not develop acceptance skills. A mediator plays a key role in this situation. It requires wide erudition and the ability to take into account the interests of each side without emotional involvement in a situation. It should be recommended to include training courses for mediators in the curriculum of pedagogical institutions that train professional personnel for work in schools.

In general, the issues of school mediation in the context of using it as a tool for resolving issues of the social inability of students from risk groups require additional study due to the fact that psychological and pedagogical science does not stand still and is actively developing, offering new options for resolving conflicts in which mediation can play an important role. In this

context, high-quality training of mediators for the practical resolution of conflict situations in schools is of great importance.

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