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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, 2018, Especial N°

15

Revista de Ciencias Humanas y Sociales
ISSN 1012-1537/ ISSNc: 2477-9385
Depósito Legal pp 198402ZU45



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The formation of conflict logical readiness of the future teachers-psychologists

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Abstract

The purpose of the research was to develop and implement the models of conflict logical competence formation among the future teachers-psychologists. The pedagogical experiment with pre- and post-test demonstrated the growth in the formation degree of conflict logical readiness of the teachers-psychologists in experimental groups that the model of conflict logical readiness formation was realized in. During the research it was found that the application of the offered technique led to the growth in the number of students possessing a high level of knowledge and skills in conflict resolution, the ability to manage their emotions and professionally important personal qualities.

Keywords: conflict, logical, competence, resolution, training.

La formación de preparación conflictológica de los futuros maestros-psicólogos

Resumen

El propósito de la investigación fue desarrollar e implementar los modelos de formación de competencia lógica de conflicto entre los futuros profesores-psicólogos. El experimento pedagógico con pre y post prueba demostró el crecimiento en el grado de formación de la disposición lógica de conflicto de los maestros-psicólogos en grupos experimentales en los que se realizó el modelo de formación de preparación lógica para conflictos. Durante la investigación se descubrió que la aplicación de la técnica ofrecida llevó al crecimiento en el número de estudiantes que poseen un alto nivel de conocimiento y habilidades en la resolución de conflictos, la capacidad de manejar sus emociones y cualidades personales profesionalmente importantes.

Palabras clave: conflicto, lógica, competencia, resolución, entrenamiento.

1. INTRODUCTION

The scholars from around the world note the growth in the amount of conflicts and in the degree of their destructiveness. Shamlikashvili (2014) points to a constantly growing significance of the quality of conflict resolution in human life. This is the basis of the process of achieving agreement between the parties and the factor that the stability of the achieved agreements depends on. The students of caring professions nurses Cheng (2015), HR-managers (Karpova, 2015), accept the necessity of obtaining conflictological competence. In our opinion, the new life conditions that are highly prone to conflict

require specific competences associated with conflict diagnostics, prevention and resolution. The scholars and practitioners are faced with a task to develop the techniques of formation of these competences. The researchers state that those children and adolescents who do not possess conflict resolution skills face a higher risk of deviation that is associated with aggression: crimes, violence victimization, etc. (Akgun & Araz, 2014). This is the reason why the programs of peaceful conflict resolution are globally developed. They are aimed both at school and university students. Despite of the differences in the content and methods that are used, all the training programs of conflict resolution pursue two main goals. The first one is related to the creation and maintaining of safe educational environment where students are able to fully realize their potential. The second goal is associated with the formation of conditions that will allow to develop the students' general competences aimed at raising their life quality and competitiveness. The achievement of these goals will allow to hope for the opportunity to raise a new generation that is oriented towards a peaceful interaction, peaceful society and is able to solve its problems in a peaceful way. Many training programs of conflict resolution methods that were offered by teachers demonstrated rather promising results. Foreign literature shows repeated attempts to conduct a meta-analysis of the researches of conflict resolution training programs' effectiveness. Meta-analysis of 89 researches that was conducted by Ttofi and Farrington (2011), showed that the majority of these programs had resulted in the decrease in the school violence. Turk (2018) summarized the results of 23 researches of the effectiveness of mediation and conflict resolution training programs

and concluded that they exerted great influence upon the students' adaptation. The American researchers proved that the mastering of the mediation technique had favored the development of communicative skills, raised the level of empathy, self-evaluation and performance among the middle and high school students (Malizia & Jameson, 2018). This research also states that teaching meditation in conflict resolution promotes the development of socio-emotional skills that help to prevent health problems caused by over-pressure (Turk, 2018).

The Turkish researchers studied the influence of conflict resolution training programs in school on the level of social competence and aggression among children. The results pointed to the potential of these programs to decrease the level of aggression among senior (Akgun & Araz, 2014; Türnüklü et al., 2010) and middle (Kabasakal, Sağkal & Türnüklü, 2015) school students. Another research that was conducted in Turkey showed that teaching mediation led to the increase in the students' self-evaluation (Kasik & Kumcagiz, 2014). The Spanish scholars developed the program of conflict resolution competence formation in professional activity and implemented it among the sample that consisted of school staff teachers and master's students-teachers. The distinguishing feature of this project was the use of online training technologies that demonstrated rather high level of effectiveness in solving of the researchers' tasks. The extending scope of researchers supposes that conflictological competence formation programs are extremely important and necessary for modern society. However, they are not so widespread in Russia. Though many authors accept the necessity of

conflictological competence formation among children (Kilmashkina et al., 2017), the domestic researchers focus their efforts upon teaching the bases of conflict resolution among future specialists in the field of management Gerasimova (2011), HR-managers (Karpova, 2015), university lecturers (Nikulina & Solovova, 2018), students (Krylova, 2016), teachers (Shishkina, 2008; Aleksandrova & Zhdanova, 2015) and teachers-psychologists Bisembaeva (2017), etc. On the one hand, this is conditioned by the educational reform that implies the use of elements of the European educational model (especially, competence-based approach). On the other hand, this is conditioned by understanding of the fact that the formation of conflictological competence among children should be preceded by the formation among teachers. The majority of the domestic publications are devoted to theoretical issues of studying of conflictological competence, namely, to the definition of the notion “conflictological competence” and its differentiating from other related notions; to the analysis of conflictological competence structure, to the choice of the most perspective methods of competence development and formation that are needed for conflict resolution. Only a few articles provide the experience in the formation of conflictological competence among students. However, the authors do not cite empirical data that allow to evaluate the effectiveness of the offered models and program.

The formation of readiness for effective conflict resolution must be the task of higher education. This idea deserves special attention in the context of the problem that is being considered (Cominelli, 2016). Unfortunately, the Russian university graduates find

themselves unprepared for a transformative conflictological activity in the interaction with the subject and social subsystems of the professional environment (Gerasimova, 2011). That is why we offered the conflictological competence formation model (Bisembaeva, 2017). The results of its approbation will be presented below. The purpose of the research was to develop and implement the models of conflictological competence formation among future teachers-psychologists.

2. METHODOLOGY

Empirical-exploratory work on the realization of the model of conflictological readiness formation among future teachers-psychologists was carried out at the Republican State Enterprise on the Right of Economic Use “Kostanay State Pedagogical Institute” and JSC “Kostanay Social Technical University named after the Academician Z. Aldamzhar” during 2013-2017. The participants were 234 students majoring in “Pedagogics and psychology” specialty (bachelor qualification (degree)). The following methods were used for data gathering: survey (questionnaire), testing and observation (Table 1). Table 1 shows the criteria that are being researched and the methods of their evaluation.

Table 1. The criteria and methods of the conflict logical readiness formation level.

Readiness components/Readiness evaluation criteria	Diagnostic methods
Cognitive	- conversation, questionnaires; - Themed-based tests.
Practice-oriented	- self-evaluation; - K. Thomas's method; - observation; - solving of practical tasks associated with conflict diagnostics, management and prevention.
Evaluative-reflexive	- test «Coworker relationships» by A.A. Ershov; - diagnostic method of the reflexivity level development; - A.V. Karpov's questionnaire.

During the course of the research and through the diagnostics of each conflictological readiness component, the students were assigned a category that reflected the level of its formation (high, middle or low). The comparison of the evaluation results of each component allowed to identify the degree of the students' conflictological competence formation. If the differences were detected in the formation level of certain components, the decision about the level of final value was taken on the basis of the observation and conversation results.

3. TRAINING MODEL

Basing on the system and competence-based approach, we developed a structural-functional formation model of the future teachers-psychologists' conflict logical readiness. The use of system approach determined the vision of the conflict logical readiness formation as a pedagogical system that included a complex of the following interrelated structural components: target- and content-related, methodological, methodical-technological, evaluative-criterial, result-related. Each of the components carries out certain functions that altogether ensure system integrity. We will consider these components and their functions in a consistent manner. The target-related block includes the purpose of the system: the formation of conflict logical competence of the future teachers-psychologists that includes personal position, value-based attitude, the attitude towards the conflict logical activity and readiness to realize it. This component carries out goal-directed, motivating functions. The methodological block sets the norms of building and interaction between the system components. Thus, it realizes normative (parameters of the system order) and predictive (prediction of the system development) functions. Basing on the system approach, we distinguish the following principles of formation of the future teachers-psychologists' conflict logical readiness: the principle of regularity and consistency; the principle of interconnection between theory and practice. The focus upon competence-based approach actualized the following principles: principle of agency, consciousness and responsibility, individualization and differentiation as necessary conditions for acquiring conflict

logical competence. The technique of conflict logical competence formation implies the realization of several principles: principle of visibility, reflexivity and discreteness. The content-related block explains the content of the conflict logical readiness formation in terms of its structural properties and its characteristics. The main functions of this block are as follows: training, developing and informative. This block includes five components:

- 1) Intellectual component as a cognition of types of conflicts, causal relations of conflict initiation, strategies and main techniques of conflict resolution;
- 2) Predictive component as mastering of the skill to predict the behavior of another party in conflict situations, further scenario of conflict development and its consequences;
- 3) Communicative component as mastering of the skill of constructive communication with due regard to the conflicting parties' emotional-personal features. It includes perceptual-conflict logical abilities that ensure correct perception, understanding and evaluation of one's own and counterpart's personality, overcoming of perceptual stereotypes;
- 4) Self-regulative component as formation of the subject's readiness to organize his own activity for adequate resolution of the conflict situation, the formation of his ability to ensure the control of his own emotions in conflict, empathy and reflexivity;
- 5) Practical component as mastering of the basic conflict logical skills that ensure the ability to make immediate

(operative) and reasoned decisions, to diagnose and prevent conflict, to ensure the decrease in the level of destructive influence and to carry out mediative work.

The methodical-technological component explains the procedural element of the students' conflict logical readiness formation that includes the following stages: adaptational-introductory, formative, productive. This component also describes the characteristic of the means, methods and forms that are used to organize this training on each stage. This component carries out organizational function. Following the route of the gradual growth of agency in operating of the conflict logical knowledge, conflict resolution skills, we draw upon active and interactive methods in the organization of training sessions (visual-aided lectures, problematic lectures, practical courses with the use of practice-oriented tasks, seminars-disputes, finding decisions for cases, etc.) and of extracurricular activity (e.g. optional project group "Mediation school" with leading methods of conflict logical skills training, role-based exercises, reflection). On the adaptational-introductory stage the students study theoretical bases of conflictological activity, analyze their own experience in conflict resolution, become aware of their own position, personal resources. The following methods are used during this stage: the formation and analysis of the problem-motivational situations, visualization, schematization and systematization of the material, psychological training. During the formative stage the students get involved in the process of applying of methods and mastering of conflict logical activity skills and abilities. They act within simulated situations

drawing upon and developing their personal resources. The following methods turned out to be the most actual in the formation of the students' conflict logical readiness: collective cooperation in micro-groups, imitation and role-based exercises, business and role games, cases, project research tasks, training of reflection, making of personal professional plans. The productive stage moves to the formation of experience in resolving of specific conflict situations in the subject's practice during his practical work as a conflict expert. The following methods are used at this stage: negotiations, collective analysis of resolution of conflict situations that were faced in practical activity, consulting, project work, productive tasks (elaboration of instructions, memos, informational leaflets, etc.).

The evaluative-criterial block sets the basis in order to diagnose and monitor the level of the students' conflict logical readiness formation. It comprises the criteria that correspond to its components (cognitive, practice-oriented, and evaluative-reflexive), research indicators and methods (Table 1), the characteristic of levels (low, middle, high). This allows to realize the controlling function. The result-related block includes gathering and analysis of information about the students' achievements, about the difficulties that arose during the process of conflictological readiness formation. This allows to immediately take corrective measures. This block carries out analytical function. The realization of the system is carried out on the basis of the technique of the formation of future teachers' conflictological readiness. This technique consists of three modules:

- 1) Incorporating of the students into informational space of the conflictological training;
- 2) Activation of conflictological agency of the students as subjects;
- 3) Mastering of the constructive practices of conflictological activity with due regard to individual features and basing on a student's self-education.

The main technique element that was reproduced within different forms is the following technological algorithm: 1) identification of conflict situation; 2) gathering of information about this situation; 3) analysis and choice of the methods of resolution; 4) realization of the plan of actions aimed at situation resolution; 5) analysis of the results, corrective actions; 6) self-analysis, plan of self-education. The realization of this algorithm displays its own features during the process of conducting of these modules. Within the module “incorporating of the students into the informational space of conflictological training”, the technological algorithm is reproduced on the level of discussion, reflection upon existing experience. It actualizes the comprehension of the conflictological knowledge application. Through studying of theoretical material, making check-out tasks, the tasks for individual work, practical tasks, the students use the examples of real-life situations to learn to search for information, to establish the relations between theory and practice, to choose methods and account for the consequences of this choice, become aware of their

own position and personal qualities that are important in conflictological activity.

The realization of the second technique module implied the realization of the technological algorithm in the conditions of imitation, playing out of a specific conflict situation and its solution. The use of various interactive methods serves as a basis of this process. As a result of such exercises, a student attempts to reproduce the supposed actions from professional reality. The realization of the third module implies the student's independent reproduction of the technological algorithm in real-life practice, the chance to obtain a specialist's advice and to subsequently reflect upon the results in the collective group work. Within this module the students realize their own projects as well. The opportunity to meet with mediators-practitioners and leading lecturers, the development of self-education programs in the field of conflictological training is a valuable experience for the students.

4. THE PROCEDURE

The students-participants of the research were divided into four groups: three experimental groups (EG-1, EG-2, EG-3) and one control group (CG). As far as the effectiveness test requires variation of the conditions that are tested, the experiment in the groups EG-1 (60 participants), EG-2 (58 participants), EG-3 (59 participants) was organized in the following way: the group EG-1 was used to test our

model and first module (incorporating of the students into the informational space of conflictological training), the group EG-2 was used to test the model, the first and the second modules (incorporating of the students into the informational space of conflict logical training and activation of a conflictological agency of the students as subjects), the group EG-3 was used to test the model, the first, the second and the third modules (incorporating of the students into the informational space of conflictological training; activation of the conflict logical agency of the students as subjects; and mastering of the constructive practices of conflictological activity with due regard to individual features and the student's self-education). The training sessions in the control group (CG – 57 participants) were carried out according to the standard curriculum (some information on conflictology was provided, certain methods of conflict resolution were used, etc.). The modules of the technique of conflictological readiness formation were not realized within this group.

Experimental design with pre- and post-testing of the four groups was used to evaluate the effectiveness of our model. The distribution of students in the groups with different levels of formation of the indicators under research was compared before and after the realization of the model of conflict logical readiness formation. The results of diagnostics were also separately compared before and after the realization of the model within each group that was researched. Pearson's χ^2 test was used for the mathematical treatment of the research results.

5. RESULTS

The research was aimed at identification of the formation level of individual components of conflict logical readiness among teachers-psychologists before and after the realization of the model that was developed. Figure 1 shows the diagnostic results of the cognitive component of the students-participants' conflict logical readiness. A low level of knowledge in the conflict ology field prevailed in all research groups before the realization of the model that was developed. The analysis of the distribution via Pearson's χ^2 test revealed that on the ascertaining stage of the research there were no significant differences in the distribution of the students with different level of knowledge in conflict resolution in all research groups.

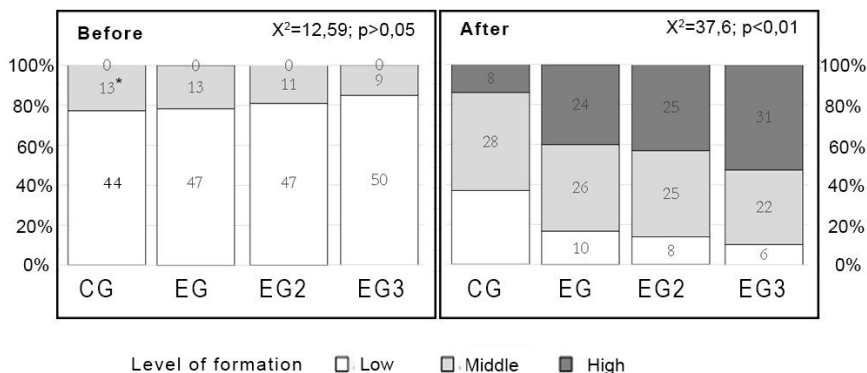


Figure 1. The evaluation results of the cognitive component of the students' conflict logical readiness.

Symbols:

X^2 - empirical value of Pearson's χ^2 -test.
 p - significance level of differences
 CG - control group

EG - experimental group 1
 EG2 - experimental group 2
 EG3 - experimental group 3
 * - number of students

Table 2. The dynamics of cognitive component of the students' conflictological readiness

Group		CG	EG-1	EG-2	EG-3
		Number of students (%)			
before	Low level	77,2%	78,3%	81,0%	84,7%
	Middle level	22,8%	21,7%	19,0%	15,3%
	High level	0,0%	0,0%	0,0%	0,0%
after	Low level	28,1%	16,7%	13,8%	0,0%
	Middle level	54,4%	43,3%	32,8%	33,9%
	High level	17,5%	40,0%	53,4%	66,1%
X^2		30,43	52,35	60,79	93,17
p		p<0,001	p<0,001	p<0,001	p<0,001

Symbols:

X^2 - empirical value of Pearson's χ^2 -test.
 p - significance level of differences
 CG - control group

EG - experimental group 1
 EG2 - experimental group 2
 EG3 - experimental group 3

The post-test results revealed that the number of students with middle and low level of the cognitive component of conflictological readiness had grown in all groups that were researched (Table 1).

Moreover, the biggest proportion of the students with high level of the need for conflictological knowledge was found in the experimental group, while the smallest proportion was identified in the control group. The differences in the distribution of the students with different level of knowledge in conflictology field in the groups under research after the realization of the model were significant ($p \leq 0,01$) (Fig. 1). Figure 2 shows the diagnostic results of the skills and abilities in successful conflict resolution among the students that took part in the research. Before the realization of the model that was developed the low level of practice-oriented component of conflictological competence prevailed in all groups. On the preliminary stage no significant differences in the distribution of the students with the different distinctiveness level of this component were identified.

The post-test results pointed to a significant growth in the number of students with middle and high level of the development of the skills and abilities in conflict resolution in all groups (Table 2). The biggest proportion of the students with the high development level of these skills and abilities were found in the second and the third groups, while the smallest proportion was identified in the control group. The differences in the distribution of the students with different level of formation of motivational-evaluative attitude towards conflictological activity in all groups after the realization of the model were significant ($p \leq 0,05$) (Fig. 2).

Figure 3 shows the diagnostic results of the awareness of their own actions by the students that participated in the research. Before the realization of the model that was developed a low level of the evaluative-reflexive component of conflictological readiness prevailed in all groups. No significant differences in the distribution of the students with the different formation level of this conflictological readiness component were identified on the preliminary stage.

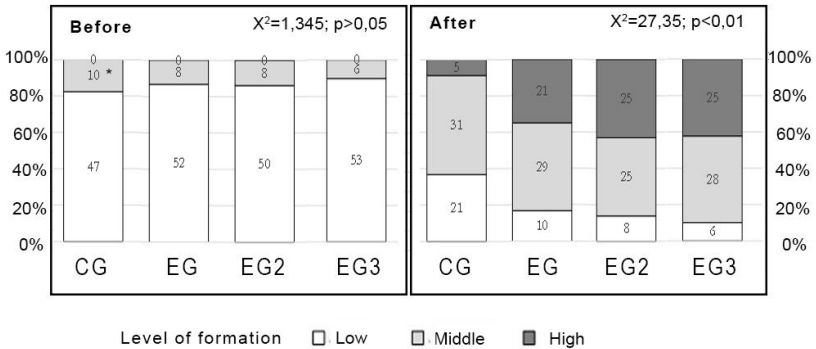


Figure 2. The evaluation results of the formation level of the practice-oriented component of the students' conflictological readiness

Symbols:

X^2 - empirical value of Pearson's χ^2 -test.
 p - significance level of differences
 CG - control group

EG - experimental group 1
 EG2 - experimental group 2
 EG3 - experimental group 3

* - number of students

Table 2. The dynamics of the development level of the practice-oriented component of the students' conflictological readiness.

Group		CG	EG-1	EG-2	EG-3
		Number of students (%)			
before	Low level	82,5%	86,7%	86,2%	89,8%
	Middle level	17,5%	13,3%	13,8%	10,2%
	High level	0,0%	0,0%	0,0%	0,0%
after	Low level	36,8%	16,7%	13,8%	10,2%
	Middle level	54,4%	48,3%	43,1%	47,5%
	High level	8,8%	35,0%	43,1%	42,4%
X ²		25,7	61,37	64,17	76,68
p		p<0,001	p<0,001	p<0,001	p<0,001

Symbols:

X²- empirical value of Pearson's χ^2 -test.

p – significance level of differences

CG – control group

EG – experimental group 1

EG2 – experimental group 2

EG3 – experimental group 3

The post-test results pointed to a significant growth in the number of students with middle and high level of awareness of their own actions in conflict in all groups (Table 3). The biggest proportion of students with the high development level of the ability to evaluate and reflect upon their own behavior in conflict was found in the third experimental group, while the smallest proportion was identified in the control group.

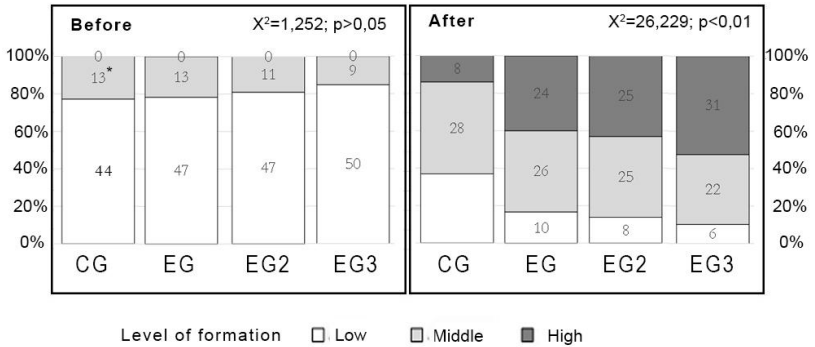


Figure 3. The evaluation results of the formation level of evaluative-reflexive component of the student's conflictological readiness

Symbols:

χ^2 - empirical value of Pearson's χ^2 -test.

p – significance level of differences

CG – control group

EG – experimental group 1

EG2 – experimental group 2

EG3 – experimental group 3

* - number of students

After the realization of the model, the differences in the distribution of the students with the different formation level of the evaluative-reflexive component of the conflictological readiness were significant ($p \leq 0,01$) in all groups (Fig. 3). Figure 4 shows the diagnostic results of the level of the students-participants' conflictological readiness. Before the realization of the model the low formation level of this readiness prevailed in all groups. No significant differences in the distribution of the students with different level of conflictological readiness were identified in the groups that were compared at the preliminary stage.

Table 3. The dynamics of the development of the evaluative-reflexive component of the students' conflictological readiness.

Group		CG	EG-1	EG-2	EG-3
		Number of students (%)			
before	Low level	77,2%	78,3%	81,0%	84,7%
	Middle level	22,8%	21,7%	19,0%	15,3%
	High level	0,0%	0,0%	0,0%	0,0%
after	Low level	36,8%	16,7%	13,8%	10,2%
	Middle level	49,1%	43,3%	43,1%	37,3%
	High level	14,0%	40,0%	43,1%	52,5%
X^2		21,63	52,35	58,1	71,02
p		p<0,001	p<0,001	p<0,001	p<0,001

Symbols:

X^2 - empirical value of Pearson's χ^2 -test.

p – significance level of differences

CG – control group

EG – experimental group

1

EG2 – experimental group 2

EG3 – experimental group 3

The post-test results revealed a growth in the number of the students with middle and high level of conflictological readiness in all groups (Table 4). Thus, it can be concluded that the formation level of the teachers-psychologists' conflictological readiness has grown during the training. However, this growth proves to be insufficient without special conflictological training programs, since the proportion of the students with high level of this readiness remains insignificant (14%). Nevertheless, the model that was offered favors a significant growth in the effectiveness of the students' conflictological readiness formation which is reflected in the growth of the proportion of students with high

level of its formation after the realization of the program and its three modules (up to 52,5%).

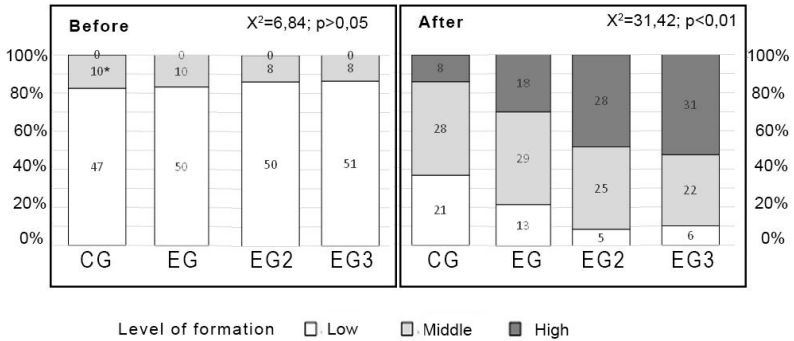


Figure 4. The evaluation results of the students’ conflictological readiness formation level

Symbols: EG – experimental group 1
 χ^2 - empirical value of EG2 – experimental group 2
 Pearson’s χ^2 -test. EG3 – experimental group 3
 p – significance level of * - number of students differences
 CG – control group

Table 4. The dynamics of the students’ conflictological readiness formation level.

Group		CG	EG-1	EG-2	EG-3
		Number of students (%)			
before	Low level	82,5%	83,3%	86,2%	86,4%
	Middle level	17,5%	16,7%	13,8%	13,6%
	High level	0,0%	0,0%	0,0%	0,0%
after	Low level	36,8%	21,7%	8,6%	10,2%
	Middle level	49,1%	48,3%	43,1%	37,3%
	High level	14,0%	30,0%	48,3%	52,5%

X ²	26,47	48,99	73,58	73,06
p	p<0,001	p<0,001	p<0,001	p<0,001

Symbols:

X²- empirical value of Pearson's χ^2 -test.

p – significance level of differences

CG – control group

EG – experimental group 1

EG2 – experimental group 2

EG3 – experimental group 3

6. DISCUSSION

The given research revealed that through the realization of our conflictological competence formation model the students obtained knowledge in conflictology field, the ability to interact in conflict, to manage the conflict. They learnt to use the strategies, methods and techniques of conflict resolution, to manage their emotions and behavior and acquired professionally significant personal qualities. It should be noted that positive dynamics in the formation of all conflictological readiness components under research are also observed among the students who study according to the standard program. This is logical, because certain elements of conflictological readiness are formed within different psychological disciplines. However, the control group demonstrated a significantly smaller growth in the number of students with high and middle level of conflictological readiness than in the experimental groups. Gerasimova (2011) concludes that the standard educational program does not allow to form the readiness for constructive conflict management and resolution. According to the data provided by other researches, 83% of

the higher education students consider their training in conflictology field to be insufficient (Karpova, 2015).

W.D. Johnson and R. Johnson's (2001) research shows the effectiveness of the five-step mediation training program. This program implied studying of what constitutes or does not constitute a conflict; conducting of negotiations in the conflict; mediation in conflicts with classmates; the realization of the program; continuous training. Having summarized the results of 17 researches, the authors concluded that the students who were trained according to this program are more prone to using mediation and effective methods of conflict resolution. The distinctive feature of our research consisted in showing a great potential of the technique modules that we offered in the conflictological readiness formation. In particular, it was established that the immersion of the students into the informational space of the conflictological training favored the growth of their readiness for constructive conflict resolution. The realization of all three technique modules that we offered (incorporating of the students into the informational space, activation of conflictological agency, teaching of constructive practices of conflict resolution) allows to achieve a high level of the students' conflictological readiness (52,5%).

7. CONCLUSION

Basing on the research results, the following conclusions were made:

1. Conflictological readiness implies a specially organized activity of acquiring conflictological competences in the field of diagnostics and prediction of incidents; of goal-setting and activation of the conflict strategies; of conflict prevention and resolution. Its efficiency is determined by the adequate formation level of conflictological knowledge, skills and conflict-generating personality traits that ensure effective activity.

2. The formation of conflictological readiness of the teachers-psychologists is possible through the realization of the following conditions: a) incorporating of the future teachers-psychologists into the informational space of conflictology throughout the training; b) the use of innovative interactive training techniques that activate the students' conflictological agency; c) the orientation of the students towards self-educational conflictological activity.

Acknowledgement

This research was carried out with the financial support of the Federal State Budgetary Educational Institution of Higher Education “Mordovian State Pedagogical Institute named after M.E. Evseviev” in compliance with the agreement for conducting the scientific research on “The Formation of conflictological competence of the future teachers” dated 04.06.2018 № 1/337.

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Revista de Ciencias Humanas y Sociales

Año 34, Especial N° 15, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

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