

CONFLICTOLOGICAL CLINIC AS A METHOD TO FORM CONFLICTOLOGICAL COMPETENCE

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Abstract: The theme of the formation and development of conflictological competence is quite relevant today. At the same time, it is not sufficiently investigated. This article analyses the concepts of conflictological competence and the competency, the structure of conflictological competence, its dynamics and methods of formation. An author's structure was developed, described from the point of view of elements of conflictological competence, which must be influenced in the educational process. Particular attention is paid to such a method as a conflictological clinic (it can have other names: mediation service, conflictological help service, mediation clinic, etc.). This method has an impact on most elements in the structure of conflictological competence, including practical, psychological, normative, value component. Therefore, it was taken as the basis for the study. The peculiarities of the work of conflictological clinic will be examined using the example of the Kazan Federal University and St. Petersburg State University.

Keywords: conflictological competence, mediation, mediation clinic, conflictological clinic, competence approach.

1 Introduction

In today's world it is necessary to have not only a rich theoretical base, but a set of relevant professional competencies, as well as social ones, which are necessary for constructive communication, building social ties and competent conflict resolution, which guarantees a satisfactory psychological climate in a team, a family, and an educational environment. It is precisely this situation that contributes to the quality performance of labor, educational and other duties.

The urgency of this issue underscores the Council of Europe's definition of the five key competencies that "young Europeans should be equipped with" among which the competency of non-violent conflict resolution is singled out (Walo, 1997; Villalobos Antúnez, 2016).

Therefore, at the present time, the development of ideas of the competence approach in modern education is becoming more urgent. So now the level of education is determined not by the presence of a certain amount of knowledge, but the ability on the basis of this knowledge to solve professional problems, including conflicts, of varying complexity. As a consequence, the question of the formation of the conflictological competence arises.

An important issue is the methods of formation of conflictological competence, which can not be solved without a detailed analysis of the structure of conflictological competence, dynamics and the conditions for its formation.

As one of the ways, it is precisely the conflictological clinic, which has not yet become widespread on the territory of the Russian Federation.

2 Methodology

The topic of the competence approach in education is actively studied by both Russian and foreign researchers. At the same time there is no unanimity among the researchers. Including definitions of the concepts "competency" and "competence" have different aspects. So, if you turn to the experience of foreign researchers, you can see that the American and English approach to competency are distinguished (Stoof et al, 2017). Sharing these approaches, the author relies on literature on the field of education, training and HR-management. The American approach focuses attention on behavioural characteristics of competency, and the main question solved within its framework is: what personality traits determine successful actions. The English approach draws attention to the nature of the activity, it becomes important to identify the main elements of the activity

that must be met in order to consider the result achieved, satisfactory.

A new stage in understanding the competence approach was the work of J. Raven "Competence in modern society", where the author first analyses the psychological nature of competence, draws attention to the features of its dynamics at various stages of human life. The scientist makes a special emphasis on the value and motivational aspects (Raven, 2002).

In national science, there is a more or less general understanding of competency and competence. However, there is no consistency in their relationship. Thus, the analysis of this topic is carried out by Bolotov, Serikov, Ermakov, Zeer, Zimnyaya, Markova (Konyakhina, 2012; Markova, 1995).

Turning to conflictological competence, it is important to have a common basic understanding of the conflict. In this article, we will adhere to the functional approach, which is based on the theory of the American sociologist L. Koser. The scientist in his work "The Functions of Social Conflict" (1956) defines conflict not only as a problem, but also as a phenomenon having a number of constructive functions (Lewis, 2000). This is an important element in the formation of the conflictological competence of the individual.

The topic of conflictological competence is quite young in scientific circles, nevertheless, very relevant. At the moment there is no single understanding and definition of this phenomenon. Parallel with the study of conflictological competence, such concepts as conflictological readiness, conflictological culture are also touched upon. There is terminological confusion and such concepts as: conflictological competence, conflict competence, conflict capacity, mediation competence, etc. The analysis of the concepts "conflictological" and "conflict" competence is handled by Leonov, Bashkin, Samsonov and Shcherbakova pay special attention to the themes of conflictological culture, conflictological competence and their correlation (Leonov, 2018; Bashkin, 2014; Samsonova, 2002; Shcherbakova, 2010).

Such researchers as Tsoi, Teploukhov, Sherniyazova, Yakovleva, Romanov, Romanova are engaged in the topic of conflictological competence, its structure and dynamics (Tsoi L.N. (2001; Teploukhov, 2012; Sherniyazova, 2011; Yakovleva, 2015; Nosyreva, 2012).

In their works, they analyse the experience of applying mediation in the framework of the activities of legal clinic, as well as the independent work of mediation and conflict clinic.

3 Results and Discussion

The process of forming and studying the competence approach has a relatively short history. I. A. Zimnyaya the doctor of psychological sciences on the basis of many works revealed the following periodization: the first stage (1960s - 1970s) - characterized by the first studies in this field and the introduction of the category of "competency"; the second stage (1970s - 1990s) characterized by the emphasis on social competence / competency, the work of the British psychologist J. Raven "Competence in modern society" appears, where the author pays special attention to the value, motivational component; the third stage (since 1990) becomes a stage of detailed study of both the competent approach itself and some kind of competencies.

Studies in the field of competence approach are quite time consuming, until now the development of basic concepts, their properties and characteristics continues. In addition, there is a phenomenon in which practice and theory develop at different rates, and to some extent in Western communities the former overtakes the latter.

In this same study, delineating the concepts of competence and competency, we will adhere to the views of the Doctor of Psychological Sciences, A.K. Markova. The scientist defines competence as a combination of mental qualities, as a mental state, thanks to which an individual can act responsibly and independently (effective competence), and is also understood as mastering a person's ability and ability to perform labor functions (Markova, 1995; Folarin & Folarin, 2018). Competency is defined as a certain range of issues that an individual has the opportunity to solve.

Under conflictological competence, according to the dictionary of the conflictologist, is meant the cognitive-regulatory subsystem of a professionally significant part of the individual, containing relevant special knowledge and skills (Antsupov, 2006). Conflictological competence, being an element of socio-psychological competence, presupposes the existence of knowledge about the laws of origin, development and completion of conflicts; skills to analyse the conflict situation, to predict scenarios of its development, and also includes the choice of the most constructive methods for its resolution.

Turning to the concretization of concepts of conflictological and conflict competence it should be noted that for the former, the importance of theoretical knowledge is primarily important; the second is literacy at everyday level, which is formed from the personal experience of the individual, so we can say that to some extent this phenomenon is accidental. In addition, a constructive conflict requires a good theoretical preparation, which includes the following basic categories: the structure of the conflict, its dynamics, interests and needs of the parties, effective communication, strategies for behaviour in the conflict, etc. This knowledge is important for an adequate understanding of the conflict situation and development of the most qualitative plan of action.

Considering the concepts of conflictological culture and conflictological competence, it should be noted that the latter is the previous level for the first. Conflict competence is an important element in the structure of social competence, that is, in the process of ordinary everyday communication and conflict resolution. Conflict culture is an element more characteristic of people professionally engaged in this field.

If we turn to the consideration of the structure of conflictological competence, we can note the following. At present, there are several models of the structure of conflictological competence, each of them emphasizes a certain element. At the same time, each of the levels is important in a holistic analysis of conflictological competence. Considering the structure from the point of view of the elements to which it is necessary to influence the formation of conflictological competence, the following levels can be distinguished:

1. Theoretical. Supposes system conflictological knowledge.
2. Practical level includes the experience of practical activities in conflict resolution, the ability to use various strategies and tactics.
3. The psychological level assumes personal characteristics of the personality, its attitudes and stereotypes, the ability of emotional regulation, as well as the reflection of its behaviour in the conflict.
4. The normative level is the knowledge and understanding of the norms of law, as well as the ethical norms of the conflictologist.
5. The value level includes a value-motivating component, that is, those values that underlie professional activity.

If we turn to the consideration of the dynamics of the formation of conflictological competence, then this process can be considered from two points of view:

In terms of personal dynamics, the following stages are distinguished: training, professional preparedness, professional experience and professionalism (Zhmakina, 2010). In the university you can work on the first three levels. The stages of training and professional preparedness are realized within the

framework of professional experience can also be acquired in the development of various projects and participation in them. It is important to understand that conflictological competence develops and changes throughout life.

If we look at the dynamics of the formation of conflictological competence from the organizational point of view, we can distinguish three main stages: preparatory, formative and analytical.

Each phase of conflictological competence formation and each structural unit corresponds to certain methods of influence on students and interaction. One of the most effective methods in the development of conflictology competence is conflictological clinic (other names: mediation service, conflictological assistance, etc.).

Conflictology clinic (or Conflict Relief Service) is an element of the clinical approach in education. This approach assumes the inclusion of the student directly into professional activities. Clinical campaign is actively implemented in the field of legal education, where it has 2 goals: developing students' practical skills, helping low-income groups of the population.

Since the development of the clinical approach in the humanities and social disciplines has arisen in legal education, let us consider in more detail the features of legal clinics.

In study of any method, it is important to understand its effectiveness, productivity. Thus, the following points of utility are highlighted in the report of the Committee on the Future of University Clinics of the Association of American Law Institutes, a brief summary of which is given in the Manual for Lawyers and Human Rights Defenders:

- Training of the lawyer practical skills;
- Learning the specifics of the profession on personal experience;
- Solving of current ethical problems, as a stage in the development of professional ethics;
- Students are introduced to the requirements and methods of performing the functions of a lawyer;
- Joint group training on the principle of cooperation;
- Awareness of the future lawyers of their obligations to the client;
- Learning and understanding of their capabilities and limitations in the activities of a lawyer.

It is possible to draw parallels with conflictology. So the conflictological clinic contributes to the development of practical skills of the conflictologist; the student learns from his own experience, solves ethical problems, begins to understand his responsibility to the client in resolving the conflict. Thus, there is a development of conflictological competence in several areas.

It should be noted that the mediation practice in education began to develop within the framework of the legal clinic. Later in Europe and America it was formed as an independent mediation clinic or clinic of mediation. Its form of development is a bit narrower - in the aspect of mediation.

If we analyse the Western experience, then there are many advantages of this form of activity: the mediation clinic is a good start for a successful career of a mediator in a greater degree in terms of ethics; students get acquainted with limitations and opportunities for mediation, acquire understanding and experience with emotions, attitudes and values of clients. And in the future, students who have gone through a mediation clinic can more competently provide their services (Kuklo, 2007).

If we turn to Russia's experience, then much can be given to an interview with E. N. Ivanova, the head of the first national Consultative Service in the conflict and mediation in St. Petersburg, Petersburg State University. The expert notes the effectiveness of the Service's activities is high enough. Observation of real cases, participation in conflict resolution allows you to acquire the experience that is difficult to obtain in

training mediations (dramatizations of one or another case), the results obtained on real consultations, help students to realize the importance of the whole future profession. Activity within the Service affects students not only as a result of acquiring certain skills and knowledge, but personal development of students also occurs, qualities that help in professional activities are formed, such as: responsibility, tolerance, sociability, perseverance, empathy. These facts indicate the development of conflictological competence of students.

Participants in the Conflict Relief Service at the Kazan Federal University also note the benefits of this structure. In the survey, students noted the following acquired qualities: knowledge and ability to conduct mediation and negotiation procedures; ability to build conflict-free interaction with colleagues, conduct conflict prevention; the ability to form conflict-free worldview attitudes; organization skills; feedback skills; teamwork skills. These competencies are both general and narrowly professional.

4 Summary

If to look more in detail, the method of conflictology clinic has an effect on the following elements of the structure of conflictological competence:

Practical. Students acquire new experience of direct work with a real conflict, develop their own style and behaviour strategies.

Psychological. Thanks to practical work, students understand the profession complexities and are aware of the problems that need to be overcome in the personal plan: such as different settings, stereotypes, clamps, etc. There is a regular reflection of their actions, which can be carried out in both individual and group order.

Normative. There is a constant need to address ethical codes of the mediator and conflictologist, to study the norms of legislation in more detail.

Values. Through work with a real conflict, students begin to realize the inner motivation, the values that determine its activity. In addition, the idea of free assistance brings a strong social aspect.

If we turn now to the dynamics of the formation of conflictological competence in its personal aspect, then we can say that the stage of training is realized within the classroom, and the stages of professional preparedness and professional experience have the opportunity to be realized directly in the process of the student's participation in the activities of the conflictology clinic. This is due to the fact that in this structure there is an awareness of the importance of their future profession, the willingness to enter into it, and self-development.

5 Conclusions

Thus, in this article the concepts of competency and competence, conflictological competence and conflict competence, their correlation with conflictological culture were considered. So, by conflictological competence is meant the cognitive-regulatory subsystem of a professionally significant part of the personality, containing the relevant special knowledge and skills. At the same time, conflictological competence is a stage in the formation of conflictological culture, which is more characteristic for professionals in their work. The difference between the phenomenon being studied and the conflict competency lies in the fact that the latter does not presuppose the presence of deep theoretical knowledge about the conflict.

The structure of conflictological competence consists of theoretical, practical, psychological, normative and value elements.

It was noted that the conflictological clinic contributes to the development of most structural components, which indicates its effectiveness in this matter.

They also determined that the method of conflictology clinic is applicable at the stages of the formation of professional preparedness and professional experience.

In addition, the results of interviews with the head of the Consultative Service in the Conflict and Mediation of St. Petersburg State University and the Conflict Relief Service of the KFU speak about the real results of the work in the clinical approach.

Thus, we can talk about the effectiveness of this method in the formation of conflictological competence. At the same time, it is important to understand that this is one of the methods that should be in the complex of a whole methodology for developing conflictological competence.

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