

Ethno mediation in international conflicts prevention in conditions of polyethnic educational environment

La mediación étnica en la prevención de los conflictos interétnicos en las condiciones de un entorno educativo poliétnico

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ABSTRACT:

The urgency to study the reasons of inter-ethnic conflicts in educational institutions is connected to insufficient knowledge on the psychological and pedagogical causes of children and students' aggressive behavior, leading to the importance to disclose the conditions, mechanisms, means of its correction and prevention taking into account inter-ethnic relations. The purpose of the paper is to reveal the peculiarities of children and students' aggressive behavior studying in classes and groups with different poly-ethnic composition and, on this basis, to develop the areas of application of mediation technologies for solving interethnic conflicts among students in conditions of a multiethnic educational environment. The author defines the main types, forms and features of aggressive behavior manifestation among students in poly-ethnic groups. The directions of mediation technologies application for interethnic conflicts prevention are proposed in conditions of the educational organization, where a special role belongs to the ethno-mediation, as a way of settling interethnic relations, the prevention of radical

RESUMEN:

La relevancia de estudiar las causas de los conflictos interétnicos en las instituciones educativas se asocia con un conocimiento insuficiente de las razones psicológicas y pedagógicas del comportamiento agresivo en niños y jóvenes, la importancia del esclarecimiento de las condiciones, mecanismos y medios para su corrección y prevención en consideración a las relaciones interétnicas. El objetivo del artículo es revelar las peculiaridades del comportamiento agresivo de niños y estudiantes en clases y grupos con la composición poliétnica variada y desarrollar las áreas de aplicación de tecnologías mediadoras para resolver conflictos interétnicos entre estudiantes en condiciones de un entorno educativo multiétnico. Se proponen los métodos de aplicar las tecnologías mediadoras de la prevención de los conflictos interétnicos en una institución educativa donde la mediación étnica desempeña el papel más importante como medio para regular las relaciones interétnicas, para prevenir la difusión de las ideologías radicales en un entorno educativo poliétnico.

Palabras clave: mediación, mediación étnica,

1. Introduction

Globalization and integration world tendencies, changings of the geopolitical world picture activate the process of population migration. The emergence of migrants' large populations in different countries, including Russia, has exacerbated the problems of their adaptation in a new socio-cultural environment, making significant changes in the society of the country hosting migrants (Valeeva & Gafurov, 2017). Children, adolescents, and young people are difficult to integrate into the migration process, especially when migrants with a different mentality are immersed in the current environment, including in the educational organizations. Therefore, this aspect is very relevant for study, both in pedagogical science, and for the practical life of modern society.

Researchers (Mityushin, 2012; Shilov, 2016; Baranov, 2017) note that despite the diversity of the national and religious composition of the population in the Russian Federation, the centuries-old experience of intercultural and interreligious interaction, the tradition to take into account potential and interests of all peoples living on its territory, a high level of self-awareness of ethnic communities constituting an integration resource, modern migration processes exert a socially destructive influence on interethnic relations (Masalimova et al., 2018). Migrants with a low level of education, knowledge of the Russian language, all-Russian social and cultural values and rules of social behavior generate migrant phobia (Samsonova, 2014; Sviridov, 2014; Nemechkin, 2015; Sukhorukova, 2015; Lopatina et al., 2015; Grebennikov et al., 2016), which leads to aggravation of ethnic extremism, negative trends in social cultural sphere, the growth of nationalistic sentiments in society.

These processes pose new challenges in the sphere of state social policy, stipulating the need for systematic work in this area (Sibgatova et al., 2016; Galushkin, 2017; Song et al., 2017; Cao, Kirilova & Grunis, 2017). In the educational organizations of poly-ethnic regions, especially at the first stage of education, there is a continuous inflow of children from families of migrants for whom the Russian language is foreign one, Russian culture and customs and way of life are alien ones (Li, Pyrkova & Ryabova, 2017; Drovosekov & Sakhieva, 2018; Rozhina & Baklashova, 2018; Khuziahmetov & Valeev, 2018). The factor of multi-ethnicity is reflected in the emotional state and interaction of participants in the educational process, exacerbating the state of frustration, provoking aggression and auto aggression. The processes of social adaptation are especially acute from the moment the child enters school (Bystritskaya et al., 2013; Omelchenko, 2016; Simaeva, 2017; Kong, Kayumova & Zakirova, 2017; Akhmetzyanova, Nikishina & Petrash, 2017; Akhmetzyanova et al., 2017; Artishcheva, 2017; Yarullin et al., 2017). Already in the primary classes of the school (from the age of 7) the problem of child deviant behavior is acute, personality deformations are noted, and there is a state of dissatisfaction and, as a result, psychological discomfort. In conditions of the environment's poly-ethnic nature, the existence of these phenomena can lead to conflicts on interethnic grounds, which makes it urgent to study the problem of the aggressive behavior of children and students studying in classes and groups with different poly-ethnic composition and using ethno-mediation in the educational process. Unfortunately, at present there is no single solution to this problem, just as there is no systematic technology for accompanying migrant children in an educational institution. That is why the education system needs a theoretical and practical analysis of the available technologies of social and pedagogical activity, which should help migrant children less painfully to adapt to a new socio-cultural environment, harmoniously to exist and develop, to be able to solve conflicts.

2. Materials and Methods

2.1. Features of a Poly-Ethnic Educational Environment

Currently, there is no established notion as a multi-ethnic educational environment. It is used, understanding as an environment in which the subjects of education interact, belonging to different ethnic groups.

Based on the research of T.V. Poshtareva (2008) one can conclude that poly-ethnicity is a characteristic feature of the social environment of modern man. The poly-ethnic environment, being a way of existence, activity and communication of people of different nations and nationalities, includes the environment of the individual, represents the unity of the essence and existence of man and nations in certain concrete historical and geographical conditions (Panfilov, 2014; Lebedeva et al., 2018). The poly-ethnic environment forms a person as a subject of ethnic self-awareness and culture, through which the appropriation of universal human culture takes place.

Any society, including a multinational society, is interested in the predictability of its members' behavior in this or that situation (Neverkovich et al., 2018). It is especially important to study the standards of behavior in modern conditions, when geopolitical and socio-cultural problems exacerbate interethnic conflicts, creating the ground for the spread of radical ideologies and their dangerous manifestations.

The reality of ethnic specifics existence in the psychology of the individual leads to the conclusion that as long as a division exists into "we" and "they", until the boundaries of "we" have spread to all humanity, and until the synthesis of cultures is fully realized, it is necessary to study, analyze and to predict these or those phenomena of social life, taking into account the ethnic component (Poshtareva, 2008).

One of the first was the concept of development of the child's awareness of belonging to a national group proposed by J. Piaget (Pavlova & Fedotov, 2010). He analyzed - as two sides of one process - the formation of the concept of "homeland" and the developing images of "other countries" and "foreigners" simultaneously with it. The development of ethnic identity is considered by the scientist, first of all, as the creation of cognitive models, the answer to which is ethnic feelings.

Piaget J. distinguishes three stages in the development of ethnic characteristics:

- 1) At 6-7 years old the child acquires the first - fragmented and unsystematic - knowledge of his ethnicity;
- 2) In 8-9 years the child already clearly identifies himself with his ethnic group, puts forward the grounds for identification - the nationality of the parents, the place of residence, the native language;
- 3) In 10-11 years, ethnic identity is formed in full, as features of different nations; the child marks the uniqueness of history, the specificity of traditional everyday culture.

It is worth emphasizing that the ethnic identity of students is not static, but dynamic emergence: the process of its formation is not over. Therefore, the youth environment of multi-ethnic communities is potentially conflict-prone (Kabanova, 2013; Pochebut, 2013). This is explained by the action of a number of factors associated with the peculiarities of the course of social processes in the environment under consideration. One of the important signs of youth is the socio-psychological characteristics due to the transition age, unstable psyche, biological maturation, the predominance of emotions and affects.

2.2. The Potential of Ethno-Mediation in a Poly-Ethnic Educational Environment

N.A. Asipova (2015) notes that people who are in a multiethnic environment, in general, are characterized by international activity, they are trying to make friends among representatives of other nationalities, showing interest in international actions. Against this background, sociability and benevolence towards others, regardless of their nationality, are developing. In an educational organization, international activity can be formed through the use of mediation technologies. At the same time, it is necessary to take into account that in the process of formation of ethnic identity the trainee goes through a series of stages that are correlated with the stages of his or her mental development. Typical psychological

characteristics of adolescence are multiplied by a lack of understanding of speech and cultural structures and this makes the poly-ethnic educational environment a source of conflict.

Ethno-mediation is a way of avoiding conflicts caused by interethnic contradictions, which can include as individuals so groups of people. Today ethno-mediation acts as an urgent requirement of time for the making and stabilization of relations between representatives of different cultures, speakers of different languages (Kunitsina, 2015; Konovalov, 2012; Nechaev, 2010, etc.).

The task of the educational system in the present situation is the organization of a mediation service that can reduce the level of tension in an educational multiethnic environment, help in resolving conflicts arising from interethnic relations, and the implementation of educational preventive measures - a variety of educational and cultural activities aimed at building tolerance and positive interaction in multi-ethnic training teams.

School, college, university are a mini-society, and how children, adolescents learn to interact with peers and representatives of other generations in the school influences the way how they can do it in a real adult society. If conflicts play a destructive role in a person's life, their negative consequences will also come true after decades (Bubnova & Rerke, 2016). Therefore, ethno-mediation is a necessity and an innovative approach to resolving and preventing disputed and conflicting interethnic situations at all levels of the Russian education system, since it allows closely addressing the problems of preventing interethnic conflicts, focusing on the needs of the individual.

2.3. Experimental Base and Methods of Research

This study was conducted during 2014-2017 on the bases of educational organizations of poly-ethnic regions of the Russian Federation - Moscow, Kazan, Irkutsk. The psychological-pedagogical survey covered 1000 students (schoolchildren (384 people) students studying in college (262 people) and students of universities (364 people), the average age of the subjects was 15.2 years, 780 of them (78%) are local residents (control group, CG) permanently residing in the surveyed cities of the territory, 220 people (22%) came from the territories of the near abroad: the North Caucasian republics (Tajikistan, Kyrgyzstan, Moldova, Azerbaijan, Armenia) and Estonia (the experimental group, EG). About 30% of young students - migrants do not speak Russian well. In the course of the conversation with the pedagogical staff, it was found that the parents of these students were forced to leave for another place in search of work; they had relatives in these territories and used their native language at home. The choice of the average age of the respondents was due to the importance of preventing interethnic conflicts long before the onset of adolescence and the possibility of effective introduction of ethno-mediation technologies into the educational and upbringing process.

A diagnostic study of young people with a poly-ethnic composition was carried out in order to identify aggressive trends in their behavior, peculiarities of their manifestation, as well as to define poly-ethnic dissociations, using the method of A.V. Sukhareva (2002), represented by the drawings tests "Natural-landscape images" and "Faces". The direction and form of aggressive manifestations were determined with the help of the "Scale of frustrated values" (a modified version of L.N. Sobchik's technique (2005)).

3. Results

In general, the entire group of young students (control and experimental groups) was examined by us for studying the aggressive behavior and the degree of manifestation of aggressive behavior. According to the technique for determining poly-ethnic dissociations, A.V. Sukhareva (2002), represented by the picture tests "Natural-landscape images" and "Faces", it was found that 61% of respondents showed a high level of dissociation in relation to the alien environment and climate, as well as people's appearance, the average level of such dissociations was revealed among 22% of people, and low level - among 13% of tested. The level of dissociation with respect to the alien natural environment and climate,

as well as the people's appearance, was impossible to determine because of the lack of a system and logic in preferences among 4% of the subjects.

Separately, for each group of subjects, the results of the study were distributed as follows:

1. The control group of respondents is characterized by a high level of dissociation for factors of the natural environment, climate, people's appearance (it was revealed among 76%); the average level - 22% (170 people); the low level of dissociation - 2.6% (20 people);
2. The experimental group (migrants youth) is characterized by a fundamentally different dissociation: 19% (40 people) have a high level of dissociation; 25% (60 people) - showed an average level; among 9% (20 people) the level of dissociation was not determined due to the language barrier; 47% (100 people) of the respondents showed a low level of dissociation.

The results of diagnostics give us reason to conclude that respondents from other territories are characterized by a low and average level of dissociation by factors of the natural environment, climate, people's appearance, they are more tolerant of manifestations of a different culture, they are loyal to the need to be among people with external signs which differ from their own ones.

The data obtained testify that, basically, migrants try to adapt to the new environment, have high indicators of adaptive activity, and, as E.N. Korneeva (2007), admits at the same time the adaptive capabilities of migrants are low. The reason is often the stereotype of the attitude towards others, lack of command of the language, and other cultural and religious preferences.

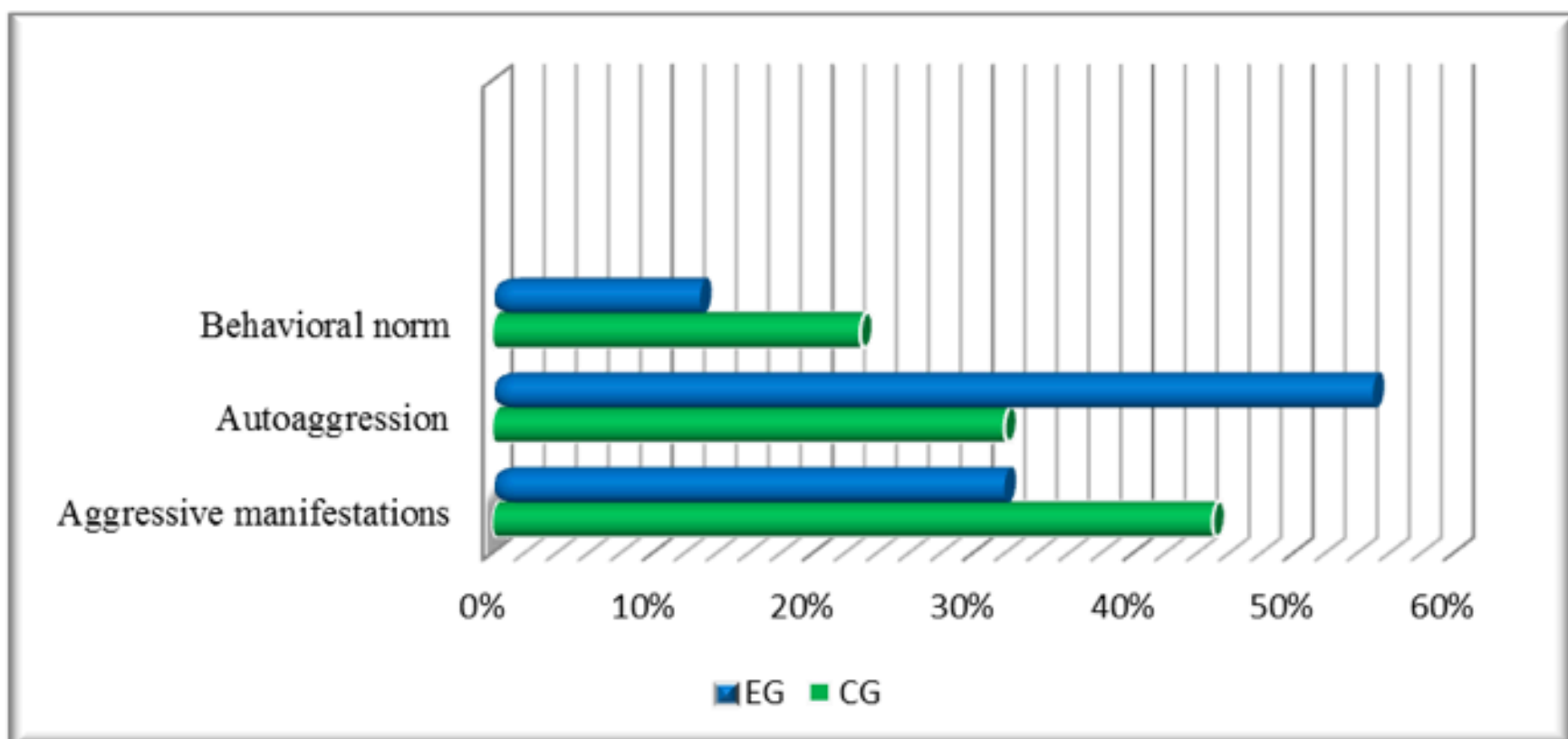
In our study, the results of diagnostics in two subtests demonstrate the peculiarity of migrant young students' choice of ethnic and climatic-geographical features. Thus, local respondents (CG) like different natural and landscape images not only of their territory, but of one that they have not met in real life (73%); they choose the territory where they would like to visit and live (68%); they would like to invite friends on their birthday and make friends with many (81%). However, youth - migrants (EG) are limited to 1-2 alternatives, which, when calculated, gives an idea of the low or average level of dissociation in relation to other people, alien territory and climate, as well as the low level of adoption of climatic and geographical and ethnic signs of the territory on which they live at the moment. Such results were revealed among 68% of respondents. It can be assumed that this group of students does not care whether people are similar to them, what kind of nature surrounds them. At the same time, this category of respondents most often want to be friends, to invite for a birthday the same social environment, therefore, we can assume that they can be either emotionally immature and therefore easily manageable or forced to accept what they have and because of what experiencing discomfort. In addition, this fact explains the nature of their auto-aggression.

19% of young students – migrants are characterized by a high level of acceptance of climatic, geographical and ethnic features of their territory and it can be assumed that, in this group of respondents, there is a mechanism of dissociation - a reaction to psychological trauma, to strong negative experience in conditions requiring emotional comprehension and control over their own actions. Therefore, these subjects control their aggressive manifestations.

It was revealed that 42% of the subjects show aggressive tendencies, 37% tend to auto-aggression, 21% have aggressive manifestations corresponding to the norm on the scale (according to the technique of L.N. Sobchik (2005)), see Fig.1.

Figure 1

Distribution of results by level and forms of aggressive manifestations among students (in %)



Comparative indicators of aggressive behavior manifestation among students - local residents (CG) and young people - migrants (EG) showed that aggressive manifestations in CG occur among 45% of tested, a tendency to auto-aggression was detected among 32%, indicators of aggressive behavior corresponding to the norm of behavior, are established among 23% of respondents. 32% of respondents among young migrants show aggressive tendencies, auto-aggressive manifestations are observed among 55%, behavioral norms show 13% (Table 1).

Table 1

Distribution of the sample from the number of students by the level of dissociation and factors of the natural environment, climate, appearance in the control and experimental groups (in %)

Levels and forms of dissociation of the natural environment, climate, people's appearance	Student youth among local residents (CG)	Student youth from the number of migrants (EG)
High level	75	19
Average level	22	25
Low level	3	47
Is not defined	0	9

Comparing the results of the study using two techniques, we found that the tested ones with a high level of dissociation of foreign culture, nature are characterized by aggressive manifestations (59%), 17% of young people tend to have an auto-aggression; respondents with an average level of dissociation were mostly characterized by auto-aggressive trends (82%).

The largest number of students with an indicator of aggressive behavior rate was found among people with a high level of acceptance of climatic, geographical and ethnic characteristics of the territory (68%). At the same time, aggressive and auto-aggressive manifestations are observed among 79% of respondents among which the level of acceptance of another's culture, nature and appearance of people was not determined (11.6%).

Taking into account these data, we believe that aggression directed at oneself (auto-aggression) can be connected both with personal qualities, and with conditions of

psychological discomfort, anxiety and depression. Given the average age of the tested, the situation of their stay in a multiethnic environment, we tend to associate the presence of aggressive tendencies and auto-aggression with the state of discomfort and mental states of students.

Let us turn to the description of the statistical results of the study. According to the results of V.A. Sukhareva (2002) and her technique's modified tests on the severity of the emotional attitude to various groups of ethnic features and the identification of landscape preferences we determined the level of dissociation of tested according to the above listed indicators. A statistically significant ($p \leq 0.01$) positive correlation was found between the values obtained, indicating a close relationship between the indicators.

In the case of positive correlation, the tested ones who have a high, low or average level of dissociation of climatic-geographical and ethnic characteristics in a single test will have the same level for another test, i.e. young people with a high level of dissociation of another's nature will also be characterized by the non-acceptance of excellent traits in the appearance of the surrounding people.

Recommendations on the implementation of ethno-mediation in a multiethnic educational environment

Our study allowed us to determine the main types and forms of aggressive behavior manifestation among students studying in poly-ethnic groups, as well as to determine the directions of ethno-mediation in the prevention of ethnic conflicts in a multiethnic educational environment.

Undoubtedly, the success of migrant children's adaptation to cultural space can only be guaranteed if a single educational and upbringing space has been created "family-educational organization". For the successful adaptation of adolescents and young people - migrants, the systematic work of the whole pedagogical collective of the educational organization with the family is necessary, which includes:

- planning the content of communication with each family, a combination of individual and group forms of work;
- Daily information provision of parents about the adaptation of their children in the educational organization;
- Definition of "problem zones" of personality development in the educational organization and ways to solve them;
- Establishment of the requirement for comprehensive discussion and collegial development of constructive proposals in the emerging conflict situation;
- Increase of psychological culture of all participants' interaction in the pedagogical process teachers, parents, students;
- improving the style of communication with parents, adopted in an educational institution;
- ensuring the protection of students' rights in the educational organization and in the family.

Leading areas of interaction between the educational organization and youth - migrants can be: the study of the family, its problems and needs (questionnaires, monitoring, interviews, etc.); informing parents (parental meetings, open days, parental conferences, discussions, parental evenings, etc.); psychological and pedagogical education of parents (parental lecture hall, parent school, family living room, advisory service, conducting workshops and trainings with parents); joint activities of parents and students (organization of family competitions, a story about family traditions, hobbies, joint activities, celebrations and cases, creative meetings with parents, presentation of family dynasties, creation of thematic photo albums, etc.).

At the moment, there are three organizational models of the school reconciliation service. These include: a "preventive" model; "upbringing" (pedagogical) model; "Service" model. We believe that these mediation models are also appropriate for the prevention of ethnic conflicts in a multi-ethnic region. In the framework of the first, "preventive" model, the reconciliation service is called upon to decriminalize the social environment, to help eliminate the causes of students' unlawful behavior. Within the framework of the "upbringing" ("pedagogical") model, the creation of a service is seen as a manifestation of social activity, a way of self-realization of children and students in a positive way. Both

named models presuppose the organizational design of ethno-mediation: as a structural sub-unit of the socio-pedagogical unit of the educational organization's administration and as an "upbringing collective" (organizationally, this may be the volunteer organization, the association of additional education, etc.).

The third model - "service", differs from "preventive" and "upbringing" in that it is not aimed at modifying the social environment of the educational organization. Its task is to satisfy the request of students to solve a specific issue.

Technologically, the typology of ethno-mediation in a poly-ethnic educational environment was built by us on receptions and specific techniques that a mediator could use, proceeding to settle conflict situations within the framework of the chosen model:

Ethno-mediation, focused on problem solving. The main feature of this type of mediation is the focus on people's interests, not positions: the position is the desired option for resolving the conflict, which the party considers to be the most preferable; interests - a goal that must be met or achieved. In this case, the mediator first suggests that the parties fully present their positions, and only then helps them recognize that the parties have common interests and needs.

Narrative ethno-mediation. The narrative type of mediation is based on the belief that mediators and participants in the conflict have a lasting influence on each other in the course of the dialogue, i.e. the process itself looks like a process in which participants present their views on what is happening.

Family-oriented ethno-mediation. This type of mediation is aimed at resolving conflicts with the "involvement" of parents, since the main task in resolving such conflicts is to help families overcome problems and maintain normal relations with children.

Restorative ethno-mediation. This is a kind of mediation, which is close in meaning to the "understanding". Restorative mediation is aimed at creating conditions for dialogue, in the process of which responsibility for the decisions made belongs to the parties - participants in the conflict, as a result of which harm is reduced and relations are restored.

The main goal of ethno-mediation is to resolve the conflict through understanding each other, because the deeper understanding by the parties of their own interests and perspectives, priorities, as well as the prospects, priorities and interests of all other parties, forms an opportunity to overcome the conflict, jointly. Thus, the main task of ethno-mediation is to create such conditions for the parties and their intercultural dialogue in which they themselves can come to an important reconciliation effect, helping to solve interethnic conflicts and prevent radical ideologies in the poly-ethnic region.

4. Discussions

Theoretical analysis of the research problem made it possible to disclose the issues of integrating family and school education in a multi-ethnic educational organization, as well as the adaptation of migrant children (Mokhova, Sagoyakova & Spirina, 2014; Mokhova, Sagoyakova & Spirina, 2015; Grigorieva & Bystritskaya, 2017). According to Korneeva E.N. (2007), it is possible to talk about the poly-ethnicity of students' composition when the number of migrant children reaches at least 15-20% of the total number of students. Single cases of school and social adaptation of subjects of a different culture determine the processes of forced and relatively rapid integration with the total mass of students, the assimilation of the peculiarities of the national culture of these children of Russian culture. Children from families of migrants find themselves in school in conditions of strict cultural and information restrictions: teaching is conducted in obscure language; contact with peers is often complicated by external dissimilarity. Children from families traditionally residing in a given locality face in the conditions of a multiethnic school collective with new, unaccustomed norms of social interaction. Students differ in different ethno-cultural preferences; show a different degree of acceptance and non-acceptance of other natural, climatic, cultural, external and behavioral characteristics of representatives of other ethnic groups (Pavlova & Fedotov, 2010; Spirina & Mokhova, 2014; Faiduk & Kharchencova, 2017). The urgency of studying the causes of interethnic conflicts in educational institutions is

related to the insufficient knowledge of the psychological and pedagogical causes of young students' aggressive behavior, the importance of disclosing the conditions, mechanisms, means of its correction and prevention, taking into account inter-ethnic relations. The problem of qualitative and quantitative assessment of aggressive manifestations with the aim of developing adequate preventive strategies is relevant both for educators working with students in multi-ethnic collectives and regions and for specialists in mediation services.

5. Conclusion

The role of education, and in a more particular case, an educational organization in which continuous interaction of different nationalities' representatives is carried out even before a child can identify its belonging to a particular nationality or ethnos, cannot be underestimated. Disclosing the issues of ethno-mediation as a function of interethnic relations' regulator, it is necessary to consider the reasons for local interethnic conflicts, in particular, to determine the model, directions and technologies of the ethno-mediation service. We found out that for students - migrants, a high level of acceptance of climatic, geographical and ethnic characteristics of their territory is characteristic. It can be assumed that, in fact, these students have a mechanism of dissociation - reaction to psychological trauma, a strong negative experience in conditions that require emotional comprehension and control over one's own actions. The results of the research obtained are alarming, determining the purpose of preventing interethnic conflicts in a multiethnic educational environment and the region as a whole.

The reasons outlined by us, based on the analysis of interethnic relations' modern practice in a multiethnic educational environment, expand the understanding of conflicts' causes on ethnic grounds, allow us to identify the areas of application of mediational technologies for the prevention of interethnic conflicts in the poly-ethnic educational environment of educational organizations and provide recommendations on technological methods of ethno-mediation to specialists of educational institutions.

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