

instability, and wartime challenges in Ukraine. A successful manager must be capable of controlling their emotions, demonstrating psychological stability and self-regulation skills, remaining balanced and composed, and, when necessary, acting with a sufficient degree of self-control. For this reason, the development of stress resilience among future managers should be regarded as an essential component of their professional training in educational institutions of various levels of accreditation.

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CONCEPTUAL FOUNDATIONS FOR THE DEVELOPMENT OF MEDIATION COMPETENCE IN FUTURE SOCIAL WORKERS

Abstract. *This article explores the conceptual foundations for developing mediation skills among future social workers through a mediation development program. It has been proven that the implementation of the program helps students transition from the role of “arbitrator” (who delivers a verdict) to that of “facilitator” (who creates conditions for mutual understanding). It has been determined that integrating mediation training into the educational process for the “Social Work” major provides graduates with tools for nonviolent*

communication, which is a key factor in humanizing the social sphere and professionally preventing burnout syndrome.

Key words: *mediation, competence, future social workers, development program.*

Presentation of the main content. The contemporary paradigm of social work is shifting from a paternalistic model to a model of partnership and self-help. In conditions of a highly conflict-prone social environment, mediation competence becomes an invariant component of a specialist's professionalism. It enables not only the resolution of existing disputes but also the prevention of the escalation of social tensions at the community level.

For the scientific substantiation of a program aimed at developing mediation competence, it is necessary to rely on the works of domestic and foreign scholars who consider mediation as an interdisciplinary phenomenon at the intersection of psychology, law, and social pedagogy.

In the works of N. Kabachenko and I. Zvereva, social work is considered an activity aimed at activating the client's internal resources. In this context, mediation functions not only as a means of dispute resolution but also as an instrument of "social facilitation" [3; 4] Research by L. Coleman and D. Bowling confirms that the integration of mediation techniques into social practice increases the level of client agency, which is essential for social rehabilitation.

The development of empathic listening and emotional intelligence, which form the basis of training, is grounded in Carl Rogers' concept of humanistic psychology.

In Ukrainian scholarship, the issue of conflict-related competence among social workers has been thoroughly studied by H. Lozhkin and N. Poviakel [5]. The researchers emphasize the importance of psychological resilience and the ability to reflect as components of professionalism. They view conflict as a point of personal growth, which correlates with the goal of mediation – the transformation of relationships.

The development of mediation skills in students corresponds to the competence-based approach developed in the works of N. Bibik, I. Yermakov, O. Ovcharuk [2]. According to the research of A. Andreev, S. Tkachenko "pedagogy of cooperation" serves as the foundation for training methodologies [1]. The scholar emphasizes that negotiation culture should be formed through the simulation of real social conflicts, which is implemented in the "Procedural Block" module.

In the context of training students in the “Social Work” specialty, “mediation competence” is viewed as an integrative construct that includes:

- *cognitive component*: knowledge of mediation algorithms and conflict typology;
- *conative (behavioral) component*: mastery of techniques for neutralizing aggression and facilitating negotiations;
- *affective component*: a high level of empathy, emotional intelligence, and the ability to maintain neutrality.

The training program is based on the following principles: subject–subject interaction, where learning takes place through dialogue and equality; contextual learning – the use of case studies specific to the social sphere (domestic violence, inclusion, deviant behavior); and reflexivity – continuous analysis of one’s own behavioral strategies in conflict situations.

The proposed training program is decomposed into four interrelated parts:

1. *Propaedeutic part*: transformation of destructive attitudes toward conflict; adoption of the “Win–Win” philosophy.
2. *Instrumental-technological part*: mastery of techniques of “active listening,” “reframing,” and “positive connotation.”
3. *Procedural part*: practice of a five-stage mediation model (from pre-mediation to the signing of a mediation agreement).
4. *Ethical-deontological part*: examination of dilemmas of mediator neutrality in situations of social injustice.

After completing the program, students should know the legal and ethical foundations of mediation in Ukraine. They should be able to maintain a neutral position in highly emotional situations and master paraphrasing and negotiation techniques. Since social work often involves working with vulnerable population groups, special attention in the training should be given to non-verbal communication (posture, gestures, tone of voice), as these elements form up to 80% of trust in the first minutes of an encounter.

Conclusions. The implementation of the program promotes the student’s transition from the role of an “arbiter” (who delivers a verdict) to the role of a “facilitator” (who creates conditions for mutual understanding). The effectiveness of the program is proposed to be evaluated through a comparative analysis of pre- and post-training indicators of conflict resilience and communicative tolerance. The integration of mediation training into the educational process of the “Social Work” specialty provides graduates with tools for non-violent communication, which is a key factor in the humanization of the social sphere and the professional prevention of burnout syndrome.

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ANALYSIS OF THE LEVEL OF TOLERANCE AMONG STUDENTS IN GENERAL SECONDARY EDUCATION INSTITUTIONS

The article examines the level of tolerance and empathy among students in general secondary education institutions as components of social-emotional competence. The study combines testing, observation, and training sessions conducted among students of different grades. The results show a generally high level of tolerance, with some differences depending on age and behavioral tendencies. The effectiveness of training as a practice-oriented method for developing social and communicative skills is confirmed. The findings highlight