PEDAGOGICAL CONFLICT RESOLUTION TECHNOLOGY RELATIONSHIP BETWEEN CONFLICTOLOGY AND PEDAGOGY

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Abstract:

In this article, the reasons for the emergence of pedagogical conflicts in the educational system and the formation of concepts for their elimination. Pedagogical conflict is a common situation in social life. Pedagogical conflicts in schools, higher and secondary special education institutions and the process of finding effective ways to resolve conflict situations will be discussed.

Keywords: aggression, opponent, pedagogical conflict, disagreement, competition, development, conflict, educator, reaction, neglect, assessment.

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1. Introduction

Contemporary conflicts encourage the public consciousness of people to understand the inevitability of conflicts in various spheres of human activity, including pedagogical spheres. However, the low level of conflict awareness of students and heads of educational institutions, the inability to find the best methods of practical management of school conflicts, their prevention and elimination, as a rule, has a negative effect on the organization of the educational process at school. shows. In the educational process of finding the source of pedagogical conflicts, it is also important to create a pedagogical environment based on humanity. Forming solid knowledge, skills and competencies in students in a humane, democratic, collective and cooperative process, treating them with kindness and love, loyalty, encouraging them to do good deeds, cooperation, interaction and communication. it is necessary to show skills, to create a positive atmosphere among students, to be tolerant and tolerant towards their shortcomings. [1,2] Prevention and resolution of conflict situations taking into account the characteristics of the school community, recommendations on creating a comfortable moral and psychological environment, individual counseling methodology taking into account the person and component of the conflict are very necessary today. Many of the events that take place in it are a problem of building human relations in the activity of public health and pedagogical management. Therefore, today it is important to implement the technologies of "organization" of a healthy society into daily practice, to establish normal relations between its official and unofficial structures. One of the effective ways to prevent conflicts is to optimize all forms of communication, to provide psychological and pedagogical support to people who come to the Uuz for various reasons. His state of mind needs it in these circumstances. There is growing interest in developing the issues of adapting employees and teachers to the socio-psychological conditions of the team, regulating identification and integration processes, achieving the psychological adaptation of these people and the comfort of their interpersonal relationships. Monitoring of socio-psychological studies of conflict management services and activities in educational institutions is relevant today. A word that is used carelessly blurs the meaning, distorts the content, and weakens attention. It is necessary to control oneself both when eating and drinking. It is not without reason that the words speech, speaker, and logic are derived from the same root. [2,3] It is a requirement of the time to manage communication at a high level, to adhere to professional and ethical standards by every leader, and to be able to lead conflicts arising in school groups to constructive use. Therefore, it is natural that professional competence is a part of the priority structure, and a modern leader takes a specific set of knowledge and skills. In addition, certification of managers and trainers is mandatory and a requirement for assessing human competence, including training in conflict management. In this regard, in 2001, for the first time, the Department of Humanistic Technologies of the Institute of Education and Training of Public Education in Moscow developed a diagnostic map to determine the level of humanistic competence of modern teachers. The actions and scientific development of the past 20-30 years have shown the real importance of the basic content of pedagogical conflictology, the experience of practical participation of conflictologists in various fields of activity, and increased the "multifaceted method, theory and urgent need". It is necessary to conceptualize the methodological work of conflictological knowledge, to develop the relevant conceptual apparatuses, and to effectively regulate them in order to develop the conflicting situations that have come to us. Discussion of theoretical, methodological and practical problems of conflictology is of great importance. It should be noted what is its special feature.

In order not to cause a pedagogical conflict, the teacher should be a sensitive psychologist and a skilled pedagogue. By means of theoretical knowledge and pedagogical sensitivity, the teacher easily communicates with teachers and students, engages in joint activities in and outside the school, and acquires the art of directly and indirectly controlling the thoughts, feelings and will of the teacher. [4,4] The peculiarity of pedagogical work is that the work of a student, regardless of whether it belongs to a social activity (according to the classification of types of activities by E. N. Klimov), continues individually as the work of a person. . Working one-on-one with a group of students, the teacher is, as a rule, in a state of tension and stress, because he has to actively regulate his own behavior and the behavior of students in different situations. It should be noted that teachers are very sensitive to the assessment of their personal data. The teacher is used to judging others. It is very difficult to agree with the conclusions that the unfavorable development of the pedagogical situation is often predetermined by personal and professional weaknesses and shortcomings. It is known that 83% of the school's teachers are young people. According to experts, interpersonal conflicts often occur in same-sex communities, which eventually affect the business sphere of employee relations and turn into business conflicts that do not contribute to the normal development of a person and the effectiveness of

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the educational process. The following contrast is also important: different claims-expectations, different social orientations, different psychophysical abilities of teachers united with one professional activity in a common social space and time. The teaching profession is directly related to the voice characteristics of the student. A teacher with a lively and sonorous voice can captivate his students with the sweetness of his voice. In order to achieve this success, it is necessary for the student to know the strength, richness and flexibility of his voice. He should have the skills to learn from him when necessary. The student, noticing a weakness in his voice, tries to make it disappear. For this, it is necessary to constantly train on the technique of making a sound and improving it. It was not possible to improve the voice with one or two exercises. [3,5] Conflicts between schoolchildren and teachers are woven into the fabric of educational situations and serve as a factor in the formation of specific components and parts of the social experience of students. All this leads to the conclusion that the conflict is the law of the activity of the pedagogical community. However, it cannot be the individual case of each participant of the educational process, but deserves careful professional consideration.

Pedagogical conflict resolution methods: "Emotional release" method (a person is given the opportunity to express his negative feelings to a psychologist or psychotherapist, and the listener requires emotional support and sympathetic understanding from the interlocutor);

"Hissiu kompensatsiua" method (the interlocutor (enemy) is conditionally considered as a suffering person who needs respect, compassion, praise);

The method of "exposing aggression" (a psychologist, teacher, psychotherapist (or other person) gives the conflicting parties an opportunity to express their dissatisfaction in his presence);

The method of "forced listening to the opponent" (training in the course of an argument between disputing parties, a psychologist, psychotherapist (or another person) gives both sides the following instructions: Each of you repeats his words before answering the opponent and both sides listened carefully to each other);

Direct and indirect methods of conflict resolution are based on morals and principles, do not degrade human dignity and serve the spiritual development of a person. Conflicts are inherent in all areas of human life. They are an integral part of human relationships. Contradictions are an inevitable phenomenon of social life arising from the characteristics of human nature. Pedagogy studies conflicts, it is necessary to create a comfortable and pleasant environment in the educational group, because an unfavorable climate makes it difficult, and sometimes impossible, for people to have a normal, satisfactory life. It is recommended that the student only move forward during the training process. From that point, it is the opinion of the students. When facing forward, the teacher can highlight important events, so that the students will listen to the lesson with full attention. [8,6]

The relevance of the theory is conflictology, including the effective resolution of problems, so that each member of the pedagogical team should have the necessary theoretical knowledge and practical behavior skills. Empirical studies are conducted to assess the level. Competition dominates before 30 oosh, and keuin from 50 oosh dominates. Based on this, it is possible to judge the ghawa before 30 washes. It is distinguished by the presence of contradictions between 30 and 50 and between 50 and 50. It can be assumed that the majority of students have low self-esteem and insufficiently developed social intelligence, which can lead to an increase in business intelligence. The best way to resolve conflict is to avoid it.

"Two passionate men could not agree" (Deul Carnegie). Try to do everything you can to keep yourself in an acute situation, and do not get upset in any case.

"Slow down the reaction!" You should not immediately enter into a polemic with your opponent, especially if his actions do not endanger others. You should pretend that you don't notice the offender, while at the same time making it clear that you approve of his actions. The essence of the admission is that it emphasizes the secondary importance of the offender's submissive behavior, and therefore does not need to be spent on teaching time or distracting from the lesson. The "fact of not noticing" a clear violation allows some confusion in the actions of the troublemaker and reduces his activity.

"Translate Reaction!" It serves to highlight the significance of the act and the identity of the perpetrator. This method is technically implemented by performing everyday tasks (greeting, working with documents, looking out the window, etc.) regardless of the emergency situation. In the end, the hero is left with a conflict. It undermines the "plan" of the struggle.

"Be an innovator!" It is known that everything that becomes funny and absurd in the eyes of others loses its effect and ceases to be dangerous.

"Be Padoxal!" From time to time, try to turn your opponent's cunning plan to your own benefit and business. It is recommended to "splash" (with quinoa, of course) in order to express gratitude for breaking the essence of the situation.

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In this case, the style of behavior is determined by the fact that it is conflicting, and the learner wants to satisfy his own interests and the interests of the other party acting jointly or individually by acting passively or actively. Solving conflicts in pedagogy is a collective integral of personal and educational education, its structure includes motivational-evaluative, cognitive and operational-executive components.

The basic conflict-free pedagogical method of communication is the formation of a higher level of pedagogical skills and the art of getting out, situations where conflict has not lost its value. It is known that now the school has completely different students than in the 90s. This is evidenced by the data of sociological surveys about the attitude of the Washes to work, study, and elders. 70% of schoolchildren do not have time to work, do not have the ability to save, their motivation field is sharply polarized: consumer motivation significantly exceeds creative motivation. Among the most important interests and values, a large number of schoolchildren are interested in the profession, and teaching at school takes the tenth place. In the last ten years, the attitude of the elderly to the elderly has changed radically: respect for the elderly has risen from the first place to the strongest position in the list of values. In the first decade of the 21st century, the development of the theory of the formation of cooperative activity skills in students based on mutual friendly relations has become a very urgent problem of pedagogy. [9,7]

Whenever there is a conversation with teachers about the difficulties of work, they always mention the problem of relationships with colleagues, parents, school students. Nowadays, the problem of mutual relations between the participants of the school and the pedagogical process is becoming more and more urgent. In recent years, the relationship between students and teachers has become more complicated and tense. This happens for many reasons, including a change in the relationship between the child and the adult. The experience of the elders and the younger generations are losing their importance. The real mechanism of establishing normal relations with students is to reduce their number and intensity by transferring them to a pedagogical situation. Relations between teachers and students are complex changes in each phase of pedagogical activity. This is related to the change of positions and roles of the student in relation to parents, other students and teachers. Interpersonal relations directly affect the nature of the relationship between the teacher and the student in the organization of group forms of classes. With these forms of work, informal leaders change, the criteria of student popularity, and the composition of

individual students change. there are contact groups, i.e. active building of relationships, which the teacher could not always follow. Today, the position chosen by the students is aimed at gaining specific opportunities. He shows the need to determine the values and content of pedagogical activity. Therefore, today, the pedagogical process demands a transition from the power of information-updating to a pedagogical situation focused on demanding the use of sophisticated technologies that attract morals and values.

Differences between these two pedagogical activities:

a) serves to convey clear, simple, but only basic knowledge to students;

b) aimed at ensuring independent organization of education and training in a more relevant and efficient manner. [1.8]

Researches (Uu.N. Kozurev, V.B. Olshanskiu) show that teachers have the worst ability to work with people. They are more concerned about their inability to solve psychological problems that arise in communication with school students, their parents, work colleagues and school administration. Psychologists emphasize that only one out of ten students has such important professional qualities as immediate and constant attention to the personality of another person, deep understanding, respect, and sincerity in expressing one's feelings and experiences in interpersonal communication. developed sufficiently. In connection with these situations, it is important for the student to master the technology of managing pedagogical conflict situations. The teacher's interaction with students takes place in different situations. Often, these situations are modeled and implemented by the teacher and are used to organize educational activities for pedagogical purposes, to scientifically justify the systematization of teacher and student interaction, and to influence school students. These situations are called pedagogical situations. Often they can have a conflicting character.

A conflict situation is a situation in which the participants (opponents) do not match their goals, interests and the object of the conflict with others. Rivals (adversaries in the conflict) differ from each other in terms of position, "kush" or "kush". The level of the opponent is a social characteristic of the individual. For example, a competitor of the first degree is a person who only pursues his own interests and goals; secondary opponent - a person who protects the goals and interests of a certain group, etc. A person with a high rank has more developed individual and personal qualities. An object is a conflict element that brings about a conflict situation. The object can be equivalent to a prize in sports, a monetary prize, the right to control, the right to human

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dignity. If an object is indivisible, it is one of the conditions of existence. If the object is to be divided, the method of division must be recognized as fair by all participants. An object can be both material and spiritual as a result of desires, interests, etc. The relationship between the object and the opponents can be formed as the object's access to the opponent. Thus, the conflict situation includes opponents, objects, goals and the relationship between them. Each of the competitors is characterized by the level of goals and interests, the convenience and level of the object. A change in one of them leads to a change in all other components and parts of the conflict situation. Be careful with your angry pout. After all, in this way, every word is a tool for your actions. Often gossip, incitement... it breeds anger and rage. Gossip and anger both hurt a person's heart. That's why you should avoid backbiting, lust and anger. If you control your anger, you will control your ego. When a person is angry, he acts unconsciously and does not know how to correct it. There is a proverb that says: "If you are angry, your eyes will be black, if you are angry, your face will be red." The conclusion is that a person who controls his tongue and hands when he is angry will avoid bad consequences. [18,10]

The analysis of similar facts in the school environment shows that, first of all, the conflict situation is subjective, i.e. according to the wishes of one of the parties, and can be resolved objectively. But not always the cause of the conflict is inappropriate actions of the student. In our example, the cause of the conflict was the teacher's ... actions, or rather, his pedagogically illiterate actions. Student Murodilla was in fact in a conflict situation, but if the student had not made some mistakes, the conflict could not have happened. Secondly, it is easier to prevent it than to solve it. The teacher's task is to avoid conflict situations (if possible). For example, read the health sheet and parent information in the class journal. If the child has a disease of the endocrine system, expect unreasonable actions and emotional outbursts. From this, an accident can happen both on the part of the student and on the part of the student. First of all, this applies to the emotional sphere (irritation, anger, dissatisfaction). In these cases, sanogenic thinking and behavioral skills encourage both learning and teaching. Ultimately, if conflict cannot be avoided, it must be resolved. Unresolved conflicts in pedagogy are dangerous for both teachers and students. This is a long process, but with its proper development, you are guaranteed educational success.

Conflict situations and conflicts can be caused by objective conditions, regardless of people's wishes and desires (such as traffic, being late for school), but they can also be caused by the initiative of rivals. Disputing parties can be accepted differently. The development of the conflict and the process of its resolution depend to a large extent on how correctly and fully the opponents perceive the content of the conflict situation and event. Social psychology distinguishes 4 pressures in the dynamics of conflict: 1) the emergence of objective contradictions; 2) awareness of the conflict situation; 3) transition to conflict actions; 4) dispute resolution. Let's look at each click in detail, but only in relation to the students' practice. At the root of any conflict (business or emotional) is conflict. Contradiction is the engine of progress, progress. Does it make sense to run away from it? Overcoming contradictions, differences in positions and views, we rise to the qualitative level of individual development. The entire pedagogical trick is based on the second step of conflict dynamics - understanding the situation. First, if there is a conflict in front of you where the object of the conflict simply does not exist, but there is a feeling of personal hostility, you do not need to evaluate the situation as a conflict. To ensure the functioning of mental defense mechanisms (see the self-regulation section) or spiritual health care, it is necessary to take care: wisdom, understanding of others and freedom to choose experiences. Secondly, if there is an objective contradiction, if there is an object of conflict (even something that you see the potential of education), you will evaluate the situation as constructive and go to conflict behavior. By "conflict behavior" we do not mean aggression or mutual pressure, but a purposeful pedagogical effect on the student's learning. He uses a well-thought-out system of actions to teach and study. This conflict behavior system is a well-known behavior pattern developed and implemented in conflict situations. Whether the conflict has a constructive or destructive effect on learning depends on the conflict correctly assessed by the teacher (whether there is a divisive or non-divisable conflict object in the conflict) and the optimally chosen one. depends on the behavior style.

In conclusion, interpersonal conflict is a social phenomenon that accompanies any development. Such is the nature of a dynamic society, such as a modern educational institution. In the article, as a result of the analysis of the main types of pedagogical conflicts conducted on the basis of the research of local and foreign scientists, it was found that the resolution of pedagogical conflicts in many cases depends on teaching. This means that the teacher in the modern educational space should have a special ability to teach the correct behavior in the conflict and to learn the basic methods of correct resolution of their basic types. It turned out that the dispute was based on

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the contradictions that came to the fore. Teachers should not be afraid of conflict, because only the "awakened" mind is able to identify the causes of conflict, as well as to determine the correct ways to resolve it. In order to resolve the conflict, it is necessary to choose a behavioral strategy. For this purpose, a review of basic behavioral strategies was carried out. But, of course, it is not enough to know strategies and general rules, it is necessary to know how to apply them correctly and on time. Thus, understanding the causes of conflicts and successful use of their management mechanisms is possible only if future teachers have knowledge and skills, and appropriate personal qualities.

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