

METHODS FOR CONFLICT RESOLUTION IN THE PEDAGOGICAL PROCESS

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Annotation: The article deals with the designing the processes of conflict interaction, problem solving and constructive communication in training and teaching the pedagogical personnel. It attempts to make recommendations and advices related with this issue for parents, teachers, methodologists, principals and psychologists of schools.

Keywords: pedagogical conflict, systemic contradictions, pedagogical activity, interpersonal conflicts, intergroup conflicts, teacher, student, class.

It is known that conflicts in pedagogical activity arise quite often. Currently, this problem is relevant and necessary for parents, teachers, methodologists, principals and school psychologists, suggesting the possibility of constructing conflict interaction processes.

Modern actualization of interest in pedagogical conflictology is due to many reasons. Changes in the previously established institutions of socialization and upbringing, significant shifts in the field of cultural orientations of the social system, authoritarianism in school management system, increased tension in interpersonal relations in school society, and the neurotic style of communication in many families cause a variety of problematic and conflict situations and can be reason for such kind of situations.

The significance of studying this problem helps to minimize the aggressive forms of interaction and the development of constructive communication skills in conflict situations at school.

A pedagogical conflict is a manifestation of spontaneously aggravated systemic contradictions in pedagogical activity, which forms a negative emotional background of communication between all subjects of pedagogical activity.

Conflict – a clash of differently directed and targeted goals, interests, positions, opinions or views, expressed in an aggravated, rigid form.

Pedagogical conflicts are also distinguished by their specific features and characteristics.

They can be classified as the following:

- 1) interpersonal
- 2) intergroup
- 3) short-term and protracted
- 4) explicit
- 5) hidden and etc.

Depending on the resolution method, productive (constructive) and destructive conflicts are distinguished. Today, of particular relevance, there are some monitoring socio-psychological studies of the conflict nature of school societies, creating and functioning of conflict services in educational establishments.

The demand of the time is to ensure a high level of communication management, compliance with professional ethics by each leader, and the head's ability to direct conflicts arising in school groups into a constructive direction. Therefore, it is logical that the priority component of the professional competence of a modern leader is his conflict resolution competence, which includes a set of specific knowledge and skills. Moreover, an obligatory requirement for certification of executives and pedagogical personnel is an assessment of human history competence, including conflict management training.

Pedagogical conflicts include interpersonal conflicts between the teacher and the pupil (teacher and learner, parent and child), as well as intergroup conflicts, if they arise between the teacher and the class, for example. The nature of pedagogical conflicts is determined by the status of the parties to the conflict (vertical type of interpersonal interaction), the presence of legal, moral and professional responsibility of the administration of the educational establishment and training and teaching the staff for the life, health of students and the results of educational activities; significant differences in ages, life experience, civil rights (schoolchildren are minor citizens), education of students and teachers, and other specific features and characteristics.

Pedagogical conflict is a normal social phenomenon, quite natural for such a dynamic society as a modern school. The modern conflict logical paradigm focuses the mass consciousness of people in understanding the inevitability of conflicts in various fields of human activity, including pedagogical activity. However, poor conflict management training of teachers and heads of educational establishments, inability to manage school conflicts in practice, to find the best ways to prevent and overcome them, as a rule, negatively affect the organization of the educational processes at school.

The demonstration of their superiority, their special status, unfortunately, is too common in the educational environment. Not all teachers and parents have the ability to close and constant attention to the personality of another person, a deep understanding of him/her, respect, sincerity in expressing feelings and feelings in interpersonal communication. Another well-known and famous psychologist P.P.Blonsky in the incorrect relations of the teacher with the children saw the causes of many errors leading to the emergence of a pedagogical conflict. It should be noted that the work of the teacher, despite the fact that he belongs to sociology activity (according to the classification of the types of activities of E.N.Klimov), proceeds individually, as a loner. Working with the student team one on one, the teacher, as a rule, is in a strong mental stress, because he/she must actively regulate both his/her behavior and the behavior of students in various and different situations. Clashes between schoolchildren and teachers are woven into the fabric of educational situations and act as a factor in forming specific components of the social experience of pupils and students. Thus, against the backdrop of solving the difficult tasks of training and education, the conflictogenity of pedagogical society is clearly manifested. All this leads and takes to the conclusion that conflict is a regularity of the functioning of pedagogical society. However, this pattern cannot remain a purely personal affair of each participant in the educational process, but deserves a thorough professional review.

There are two sides to the life of a teacher's collective: formal (functional-business) and informal - emotional-personal. Psychological unity in society can be achieved through co-operative activities and good interpersonal relationships. Differentiation in the sphere of functional-status relations generates social inequality, which also provokes psychological tension.

As it is known that the demographic feature of the teaching staff is 87%, i.e. this is the percentage of the women schoolteachers in the republic. According to experts, interpersonal conflicts are becoming more frequent in groups that are homogeneous by gender, which ultimately affect the business sphere of employee relations and develop into business conflicts that do not contribute to the normal development of the personality and the effectiveness of the educational process. Such a contradiction is also significant and relevant: different claims-expectations, different value orientations, different psychophysical capabilities of teachers, united by one professional activity in a common social space and time.

However, the weak conflict management training of teachers (in the broad sense), the inability to manage conflicts in the field of education in practice, to find the best ways to prevent and overcome them, as a rule, negatively affect not only the organization of the educational process, but, ultimately, the success reproduction of culture and conflict of the future society. The demand of the time was the introduction into everyday practice of education of the technologies of “designing” a good educational society, which requires the ability to direct pedagogical conflicts in a constructive way. In the educational sphere, the increase in conflict is caused not only by the specifics of the educational process, but is also largely determined by reasons common to all areas of public life. These are just the most important causes and reasons of conflict in education and in an educational field.

One of the trends is the identification of the type of pedagogical conflicts associated with educational activities. According to Uzbek professor E.Goziev, conflicts in the field of didactic interaction are primarily associated with teachers' mistakes and faults in the methodology of assessing and evaluating children's knowledge and skills, and the manipulation of assessments. Reasons for student dissatisfaction are also such methodological flaws in the teacher's work in the lesson as an incomprehensible explanation, unsystematic exposition, complicated language, lack of repetition, just reading the presentation of material, inability to connect certain problems have been identified that determine the directions for the further development of pedagogical conflictology. In order to minimize conflict situations at school, the most significant, in our opinion, are the following stages of work:

- development of the theoretical foundations and conceptual framework of pedagogical conflictology;
- conducting monitoring studies to identify the causes and the conditions for the emergence of conflict situations in the educational field;
 - development of technological methods for anticipating and resolving authentic pedagogical conflicts;
 - organizing the activities of conflict services in the field of education;
- teaching subjects of education the basics of conflict knowledge and skills as a result of specialized educational programs and trainings (training of new conflict specialists for the educational sphere).

Thus, in the 21st century, issues and problems of developing conflict minimization in educational establishments are becoming more relevant and significant. Therefore, it is so important and necessary to put certain limits on the manifestation of conflict in society, finding acceptable ways and means for this.

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