METHODS OF RESOLUTION OF CONFLICT IN THE PEDAGOGICAL PROCESS

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ABSTRACT

The article covers the design of processes of conflict interaction, problem solving and constructive communication in the teaching staff. It attempts to make recommendations on 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.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Conflicts in pedagogical activity arise quite often. Currently, this problem is relevant for parents, teachers, methodologists, principals and school psychologists, suggesting the possibility of constructing processes of conflict interaction, problem solving and constructive communication. Modern actualization of interest in pedagogical conflictology is due to many reasons. Changing previously established institutions of socialization and Sun power, significant changes in the field of cultural orientations common stvennoj system authoritarianism in school management, the increased tension in interpersonal relations in the school society, neurotic style of communication in many families are responsible for the emergence of a variety of problem and conflict situations.

The relevance of studying this problem helps to minimize 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 goals, interests, positions, opinions or views, expressed in an aggravated, rigid form

Pedagogical conflicts are also distinguished by their specific features.

They can be classified as: intrapersonal ; interpersonal ; m Ezhgruppovy ; short-term; and protracted; explicit; with indoor, etc.

Depending on the resolution method, productive (constructive) and destructive conflict are distinguished.

Especially relevant today monitoring social but psychological studies of conflicts, school societies, the establishment and functioning konfliktologicheskih services in the forming GOVERNMENTAL institutions.

Need of the hour is to ensure a high level of management communication, respect each head of professional ethics, the ability to send the head of the conflicts that arise in the school number of groups and an Therefore, it is logical that the priority component of the professional competence of a modern leader is his <u>conflict resolution competence,</u> which includes a set of specific knowledge and skills. Moreover, the requirement to Atta habitats and guidance of teachers is to estimate chelovekovedcheskih competence [4 , 56.], including conflict resolution training.

By **pedagogical conflicts** include interpersonal conflicts between teacher and pupil (teacher and student, parent and child), as well as inter-group conflicts , if they arise between the teacher and the class.

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 her, respect, sincerity in expressing feelings and feelings in interpersonal communication. Another well-known 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 refers to socionomic activity (at class fication of activities EN Klimova) flows individually, as a single work. Working with pupils group one by one, a teacher, as a rule, it is in a strong mental tension, because he has ac tively regulate both our behavior and the behavior of pupils in different situations. "This initially increased neuropsychiatric load spo Property increased likelihood maladaptive regulation of emotional and intellectual spheres " [3 , 7c.]. Clashes pupils and teachers woven into the fabric of educational situations and act as a factor of spe cific components of the social experience of pupils. Thus, against the decision of the challenges of training and education Yar to manifest conflict potential pedagogical society. All this leads to the conclusion that conflict is a natural Stu functioning pedagogical society. However, this regularity strength may not be a purely private matter of each participant of the educational process, and deserves a thorough professional races watching. This initially increased neuropsychic load increases the likelihood of maladaptive regulation of the intellectual and emotional sphere. It should be noted that teachers are keenly responsive to the assessment of their personal data. The teacher is used to evaluating others. It is very difficult for him to agree with the conclusions that the unfavorable development of the pedagogical situation is often predetermined by his own personal and professional weaknesses and shortcomings. In addition, most of the teachers have a high personality hydrochloric anxiety, by virtue of which tend to exaggerate, dramatize, or indulge in the dead of psychological protection.

There are two sides to the life of a teacher's collective : formal (functional-business) and informal - emotional-personal. Psi hologicheskoe unity in the society can be achieved through joint activities and healthy interpersonal relations. Differentiation in the sphere re-functional status of relations generates social inequality, which also provokes psychological tension [4, 12c] .

It is important to emphasize that, in contrast to the events of the conflict in the medium vzro slyhom, conflict-generating events in the school reality

It is legitimate for some scientists to single out a type of pedagogical conflict, conventionally called "organizational" or "structural". The main source of this type of pedagogical conflict is

the lack of organization of the educational process: lack of continuity in the content and organization of training. This is associated with the difficulties of adaptation when moving to the next stage of education, high anxiety about the further prospects of education before each of these transitions, and unpreparedness for education at the next stage. Recommendations to pre-empt and resolve conflicts with Uche that features a school of society, to create a favorable mo eral psychological climate, the technique of individual konsultirova Niya, keeping personal component to the conflict are essential today to teachers.

The processes taking place in social life or, in con indiscrete, in teaching or management activities - is, first of all, the problem of building human relationships. Therefore, it is important today to introduce into everyday practice the technologies of "designing" a healthy society, confirming the normal relationship of its formal and informal structures. One of the effective ways to prevent conflicts is to optimize all forms of communication, provide psychological and pedagogical assistance to those who, due to various life circumstances, their spiritual condition, need it. The increased interest is the further development of adaptation of new workers and young teachers to the social and psychological conditions of the collective regulation of identification and integration processes, demonstrating the achievement of psychological compatibility of people and the comfort of their inter personal communication.

Taken in recent years trying to research the development of the foundations of Nogo content of teaching conflict resolution , the experience of practical participation of Conflict Resolution in the various fields of activity, showing its real significance, found "the urgent need for versatile Meto prelogical, theoretical and methodological work on conceptualizing conflictological knowledge, its equipping adequate conceptual ap Paraty and appropriate empirical procedures and means as for the development of conflict situations that have arisen nations, and for their effective regulation and resolution "[2 , 23s.].

As you know, the demographic feature of the teaching staff is that 87% of the school teachers in the republic are women. According to specialists, in one family on the floor collectives frequent interpersonal conflicts, which ultimately affect the business sphere of relations of employees and grow in business conflicts, are not conducive to the normal development of the individual and the effectiveness of the educational process. It is essential, and this contradiction: the different claims-waiting, different values, different psycho-physical capabilities of teachers, united by one about the occupational activity in the general social space and time.

Pedagogical conflictology develops the basic concepts and categories with which it is possible to analyze and resolve conflict situations that arise in the educational process. In general conflictology, to designate participants in a conflict, such concepts as "opponents", "opponents", "subjects", and "sides of the conflict" are used as synonyms. In pedagogical conflictology, the concept of "subjects of conflict" can be considered most acceptable, which should be understood as individuals or a group of people in educational society who are direct participants in the conflict and involved in all its stages. Important concepts without which conflict management (including pedagogical) as a science cannot function are: conflict situation, conflict interaction, incident.

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

requirement of the time was the introduction into everyday practice of education of the technologies of "designing" a healthy educational society, which requires the ability to direct pedagogical conflicts in a constructive way. In the field of education, 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 spheres of public life. These are just the most important causes of conflict in education.

The substantive and methodological imperfection of the educational upbringing is manifested in the absence of continuity in the content and organization of the main links of the educational upbringing process, and the lack of thought in introducing pedagogical innovations. A great influence on the conflict in education is exerted by the non-compliance with the psychological and pedagogical requirements for scheduling, the uneven or unfair distribution of the workload, the non-compliance with the norms for the filling of classes and groups, and the unclear separation of formal and informal relations in school society. Often, formal and informal relationships in educational institutions are not sufficiently streamlined.

In education, communication is of particular importance. Communication is not a peripheral component of the learning process, but the being and core of this process. In an innovative education strategy, learning is seen as an activity mediated by forms of communication. A poor communication culture often leads to conflict. So, 54% of teachers surveyed describe their position in conflict with students as "cooperation" and only 12% of students who come into contact with these teachers describe their mentors in conflict with them in the same way, that is, as cooperating

One of the trends is the identification of the type of pedagogical conflicts associated with educational activities. According to E. Goziev , conflicts in the field of didactic interaction are primarily associated with teachers' mistakes in the methodology of assessing 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, dry presentation of material, inability to connect certain problems have been identified that determine the directions for the further development of pedagogical conflictology . 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 space;
• creation of a bank of pedagogical conflicts, their analysis and systematization; • development of technological methods for anticipating and resolving real pedagogical conflicts;
• organizing activities konfliktologicheskih SLU RC in sph ere 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 XXI century in the n dew design minimizing conflict situations in educational institutions are becoming increasingly important. Therefore, it is so important to put certain limits on the manifestation of conflict in society, finding acceptable ways and means for this, cultivating it.

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