

PECULIARITIES OF PEDAGOGICAL CONFLICTS BETWEEN STUDENTS

Baybaeva Mukhayyo Khudaybergenovna

Associated professor on the Science of Pedagogy, docent (assistant professor) of the Department of "Pedagogy and Psychology" of the Retraining and In-Service Institute of Managers and Specialists of Public Education system (RISIMSPES) named after A. Avloni

ABSTRACT

This article discusses the main theoretical positions of conflicts among students, as well as the specific causes of conflicts "student – student»

Keywords: External and internal causes of conflicts, personality, character, character accentuation.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Basic theory conflicts among students are frequent and, in the opinion of teachers, are commonplace in schools. Basic theoretical positions conflicts among students – frequent phenomenon and, according to teachers, are commonplace for schools. Conflicts in the student's environment is characteristic of all generations. G. I. Kozyrev says that the reduction or increase in the number of conflicts between students depends on how well the processes of adaptation of the child to school, his socialization, the nature of family relations, how formed his system of values (spiritual, moral, etc.). he immediate causes of conflicts between children are emotional and personal. They are associated, as a rule, with the personal perception of what is happening around, with a sensual reaction to the behavior and actions of another child, with a divergence of views on the correctness of game actions, actions, etc. conflicts between students on the composition of the conflicting parties can be divided into intrapersonal, interpersonal and intragroup. Conflicts in the children's team can also be classified by the form and degree of collision: confrontation can be open (dispute, quarrel, etc.) and hidden (actions stealthily, masking the true intentions, etc.), spontaneously arisen and deliberate, pre-planned or simply provoked. Such conflicts turn out to be either inevitable, to a certain extent natural, or forced, although necessary; or unjustified, devoid of any expediency. Conflicts in the children's team can perform a variety of functions – both positive and negative. Specific causes of conflicts "student – student" in Addition to the already considered by us the main cause of conflicts between students is, according to G. L. Voronin, the lack of communication skills in children (rudeness, rudeness, cruelty, anger). Studies of student – student conflicts have shown that they are often caused by specific external and internal causes. External causes include:

- educational overload of children, General fatigue of students, leading to the aggravation of contradictions;
- change of school (or class) team and the difficulties of adaptation of beginners;
- General unfavorable moral and psychological atmosphere in the classroom. [3]

The internal reasons primarily include unformed reflexivity. There are three types of reflection: situational (actual), retrospective and perspective. Situational reflection provides self-control of human behavior in the current situation, understanding of its elements, analysis of what is happening, the ability of the subject to correlate their actions with the situation and their coordination in accordance with changing conditions and their own state. Behavioral manifestations and characteristics of this type of reflection are the time of reflection by the

subject of his current activity; the degree of development of decision-making processes; the tendency to self-analysis in specific life situations. Retrospective reflection is manifested in the tendency to analyze the accomplished events: the prerequisites, motives and causes of the incident, his behavior, mistakes. Perspective reflection is correlated with the analysis of the forthcoming activity, behavior; planning, forecasting of probable outcomes, etc. Its main behavioral manifestations: careful planning of the details of their behavior, frequent reference to future events, focus on the future. It is important to take into account the age peculiarities of reflection. [1] At the age of 6-7 – 10-11 years, the child experiences its uniqueness, its self, seeks to establish itself among adults and peers, it forms self-consciousness.

In educational activities, the student develops self-image, self-esteem, self-control and self-regulation skills. Reflection is manifested in the ability to highlight the features of their own actions and make them the subject of analysis, ie, formed the ability to establish the boundaries of their own capabilities]. L. S. Vygotsky assumed that at the age of seven self-esteem begins to form as a generalized differentiated attitude of the child to himself. This is the most important personal construct that allows you to control your own activities from the position of the norm, to build your behavior in accordance with social requirements. The idea of yourself in primary school age is formed in the process of evaluation of the child, in the process of his communication with other people. Positive self-esteem plays an important role in successful learning and interpersonal interaction. A child with a positive self-esteem is confident in himself and his actions, actions. In many ways, the formation of self-esteem depends on the praise and support of adults, primarily parents and teachers. A serious cause of conflict among schoolchildren is the uncertain social status of the student's personality in the school society. Conformal state or precarious situation in which the learner is dependent on emotional relationships in the group, the presence of contradictions in the school environment, from that of sociometric status that it has in the class (group). Each student in the group occupies a certain sociometric position: leader, preferred, accepted, neglected, rejected. [2] The position of the leader ("star", "pet") makes the student socially vulnerable; and changes in his place in the group often lead to clashes with classmates. Status neglected or rejected ("white crow", "scapegoat", "outcast"), loss or lack of friends lead to negative relationships in the group, affect the mental state of the individual (increased anxiety, negativity, anger, etc.), which can cause conflict situations in the group. Mental fluctuations at the behavioral level can be expressed in the form of demonstrative delinquency and even demonstrative suicide. The need to draw attention to himself, not finding satisfaction, may lead to running away from home, leaves the school, attempts camobi - tion or by verbal threats of committing it. Recommendations to the teacher-psychologist. In the process of psycho-pedagogical and psycho-correctional work should be careful in exposing the fantasies of "demonstrative" accentuants. The threat of exposure ("He is not what he is") is difficult to tolerate a demonstrative person, suicide attempts and other similar actions can become a reality. With "demonstrative" accentuators it is expedient to translate conversations into the plane of victim behavior, to talk with them about the risk of involvement in a criminal situation as a victim. In the area of social interaction, this type of interaction is characterized by extremely low tolerance, which can be regarded as a lack of tolerance in General. Features of psychological and pedagogical work. Since in the field of social interaction the psychological manifestations of this accentuation look like low tolerance, the teacher's knowledge of these peculiarities, their anticipation, readiness to display the corresponding behavioral reactions is of positive importance. This willingness of the teacher can prevent possible breakdowns as a response to the impulsiveness and intolerance of the student. Recommendations to the teacher-psychologist. An important goal of psychological services is the diagnosis of this type of accentuation; the information of teachers; the formation of the teacher readiness for the manifestation of non - livemix action of aggressiveness on the

part of the student, i.e. learning the methods of self-regulation, techniques of effective communication (the self-correction of their own personal attitudes and habitual behavioral reactions, the formation of the corresponding motivation). Excitable type of accentuation is included in the group of special risk of delinquent behavior. According to A. Lichko, this type takes the second place in the frequency of delinquency among all types of accentuations [3]. These young - Ki, the most frequently involved violent offences, dangerous from a social point of view, and having the most severe legal consequences. Distimicescic type (no match in A. Licko) – the antithesis gipertonicescomu. Such teenagers are concentrated on the dark, sad aspects of life, which is manifested in behavior, communication, in the peculiarities of perception of life, events and other people (social and perceptive features). Usually these people are serious by nature. Activity and furthermore hyperactivity they should not have.. The main feature of the exalted type (according to A. Lichko also EC - flooded) personality is a violent, exalted reaction to what is happening. Such people easily come in drooling from joyful events 85 and in despair from the sad. They are distinguished by extreme impressionability about any event or fact. At the same time, inner impressionability and a tendency to experience find a bright external expression in their behavior. We presented a brief analysis of the accentuation and gave some recommendations to teachers to work with children who have a particular type of AC - centration character. I would like to add that it is necessary to form teachers' psychological competence on the issues of accentuation, analysis of personality and behavior of a particular student in certain situations. [2]

The specifics of the flow of pedagogical conflict between students In any conflict, despite all their diversity, it is possible to identify the following stages:

- potential formation of conflicting interests, values, norms (in the game, educational process, in the communication of children);
- the transition of a potential conflict in the real (state of frustration, violation of the territory of the child or infringement of his personal interests);
- conflict actions and emotional manifestations (resentment, anger, insults, aggressive violent actions, etc.);
- settlement or resolution of the conflict. Thus, the teachers and the educational psychologist in the prevention, resolution of conflict in a school team – to teach children how to constructively get out of emerging conflict situations, without bringing the matter to aggressive solutions to the issues of communication.

That is, to create conditions conducive to the formation of correct behavior, coordinated actions, constructive solution of problem situations in conflict game actions. Spend psychological and pedagogical analysis of the situation described in the "Pedagogical poem" A. S. Makarenko. State your opinion about the pedagogical technique used by A. S. Makarenko. "The arrival of the new colonists greatly weakened our weak team, and we again approached the "raspberry". Our first pupils were put in order only for the needs of the most basic necessities. The followers of domestic anarchism were even less inclined to obey any order. It should be said, however, that open resistance and hooliganism towards the educational staff in the colony has never been revived. You can think that Zadorov, Burun, Taranets and others were able to tell the newcomers a brief history of the first Gorky days. Both old and new colonists have always shown confidence that the teaching staff is not a force hostile to them. The main reason for this sentiment certainly was in the work our teachers are so dedicated and obviously difficult that it is, of course, caused a sense of respect. Therefore, the colonists, with very few exceptions, have always been on good terms with us, recognized the need to work and study at school, in a strong measure understood that this stems from our common interests. Laziness and no desire to endure deprivation we manifested in purely Zoological forms and never took the form of

protest. We were aware that all this well-being is a purely external form of discipline and that it does not hide any, even so - may the original culture. The question of why the colonists continue to live in the conditions of our troubles - news and quite hard work, why they do not run away, was resolved, of course, not only in the pedagogical plane. 1921 for a life on the street was nothing enviable. Although our province was not on the list of starving people, but in the city itself it was very severe and, perhaps, hungry. In addition, in the early years, we received almost no qualified homeless, accustomed to vagrancy on the street. For the most part, our children were children from a family who had only recently broken their connection with her. Our boys were on average a combination of bright character traits with a very narrow cultural state. Just such and tried to send to our colony, specially designed for the difficult. The vast majority of them were illiterate or illiterate, almost all accustomed to dirt and lice, in relation to other people they have developed a constant protective-threatening for primitive heroism. Stood out from all the crowd a few people of a higher intellectual level like Zadorov, Burun, Vetka, Bratchenko, and of the newcomers – Karabanov and the., the other only very gradually and very slowly introduced to the acquisitions of human culture, the slower than we were poorer and hungrier. In the first year we were particularly depressed by their constant desire to quarrel with each other, terribly weak collective ties, destroyed at every step because of the first trifle. To a large extent, this did not even stem from hostility, but from the same posture of heroism, incorrect by any political state of health. Although many of them had been to class-hostile camps, they had no sense of belonging to one class or another. The children of workers we have almost no, the proletariat was for them something distant and unknown, to peasant labor, the majority were treated with great contempt, not so much, but to work as a backward peasant life, peasant psyche. Remained, therefore, wide scope for willfulness, for the manifestation of wild, epileptic in his loneliness of the individual. The picture was painful, but the beginnings of the team are born during the first winter, gradually rampant in our society - ve, and the beginnings of these in whatever was needed to save, it was impossible for new entrants to afford to stifle these precious Selena. Its main merit, I think that's when I noticed this important fact and appreciated it. Protecting those first sprouts then proved to be such an incredibly difficult, infinitely long and painful process that if I had known this beforehand, I would probably have been frightened and repulsed by the struggle. The good thing was that I always felt myself on the eve of victory, for this it was necessary to be an incorrigible optimist. [4]

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