

## CONFLICTOLOGICAL COMPETENCE AND ITS SCIENTIFIC AND THEORETICAL ANALYSIS

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### ABSTRACT

This article presents the definitions of many researchers regarding conflictological competence and its theoretical analysis. It also describes the criteria for the formation of conflictological competence, constructive parameters and their content, features of conflictological competence.

**Keywords:** Conflictological competence, formation criteria, constructive parameter, attribute, integral, professionalism, conflict management, functions of conflict competence.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

All adopted normative legal acts, decrees aimed at the development of education in the Republic of Uzbekistan, in particular, the development of higher education system, increase the effectiveness of education, provide for the content of pedagogical relations between teachers and students in the higher education system and reflects the goals and aspirations of the students for the acquisition of knowledge, skills and competences by the students. In the implementation of educational goals, the development of conflict competence is essential in overcoming potential conflicts between subjects of the pedagogical process. From this point of view, the theoretical analysis of scientific and theoretical analysis is important.

Conflict competence problems (AA Antsupov, LA Petrovskaya, N.V.Samsonova, A.I.Shipilov) have been the object of research for many conflictologists. They have explored conflict competence as a component of socio-psychological competence that is, the person's ability to interact effectively with the people around him in the system of interpersonal relationships. This includes the ability to focus in social situations, proper identification of the personality and emotional state of other people, selecting appropriate ways to deal with them and the use of these techniques in the interaction process.

Conflict of competence include the following: understanding interpersonal conflicts and the nature of conflicts; formation of constructive attitude to interpersonal conflicts; to have non-conflict communication skills in difficult situations; the ability to evaluate and explain emerging problematic situations; ability to manage conflict situations; the ability to develop a constructive beginning of emerging conflicts; the ability to predict the potential consequences of conflict; the ability to constructively resolve contradictions and conflicts; ability to deal with the negative effects of conflict. Conflict competence is analyzed as the expert's willingness to resolve arising possible conflicts in his or her professional activities [1-38 p].

From the analysis of the scientific literature, we can see that the definition of conflict competence is as follows: In Ivchenko's research, conflictological competence is "an integral characteristic of the subjective aspect of the performance of certain work tasks in the case of interpersonal conflict with the subjects of professional activity, quality of personality as subject

of labor activity, psychological characteristics, mental state, ability to be independent and responsible” [2-20 p].

Conflict competence in research by B.I. Xasan is studied as “know to realize the scope of development possible conflict action strategies and the ability to implement this strategy in a particular context or pedagogical situation”; Conflict competence in V.V. Bazelyuk's scientific work is “conflict training of the person overcoming pedagogical conflicts, the personality of a future teacher, which ensures effective implementation of basic conflictological combinations of real pedagogical activities [3-306 p].

In E.E. Efimova's studies, conflictological competence is defined as “raising awareness of the range of possible actions strategies in conflict and the ability to implement these strategies in specific life situations [4-15 p]. That is, this concept has three components: meaningful, active, and association of personality areas. However, if we consider that the structural role, in turn, involves a close combination of motivational-value, cognitive, emotional, emotional, reflexive, and organizational-functional components, then it is more appropriate to talk about conflict management rather than “conflict” competence.

The concept of conflictological competence from private areas of competence are one of the most important features of professionalism and, above all, in the field of humanitarian activities, it is also an integral part of the overall communicative ability. Secondly, it includes the ability to recognize possible behavioral strategies in a conflict process and the ability to adequately apply those strategies in specific life situations. In this regard, the effectiveness of conflict resolution is defined as the ability to retain confrontation in the form of confrontation. In general, conflict resolution can be defined as an effective form of confrontation as an ability to maintain conflict.

Conflict competence was first studied by LS Vigotsky at the School of Cultural and Historical Psychology, as well as in the studies of T.V. Kovshechnikov, A.N. Clermon, J. Piaje, B.I. Khassana, G.D. Shchedrovitskiy and others. They argue that learning represents, which is at the core of the learning process, inevitably refers to the conflicting competence of the teacher and a conflict situation that exists when selecting a strategy that is appropriate to the educational objectives. Conflict competence in pedagogical research has also been studied by scientists such as L.M. Mitina, L.A. Petrovskiy and I.I. Rydanova [4-5 p].

In E.E. Efimova's research, conflict competence is understood as a specific component of professional and pedagogical competence. The methodological basis is the research of I.A. Kolesnikova and of Sankt-Peterburg School in the field of pedagogical competence, which describes conflict competence as integrated professional and personal characteristics, norms and standards of readiness and ability to perform pedagogical functions at a given historical moment [4-6 p].

Conflict competence of the future teacher is an integral feature of both vocational and pedagogical training and represents a dynamic component-level learning and reflects the unity of active and individual components. According to the E.E. Efimova's study, the criteria for the formation of conflict competence are:

- lack of conflict-phobic syndrome, the importance of conflict competence for the teaching profession, degree of orientation on psychological and pedagogical information on the conflict on the psychological and pedagogical information on the conflict and the strategy for its resolution;

- the opportunity to create targeted conflicts to solve educational and training objectives;
- ability to maintain controversial interaction;
- reflection of his / her conflict-competent behavior and partner behavior;
- striving to master conflict competence.

According to E.E.Efimova, the integral sign of the formation of conflict competence is the level of awareness of the transition of destructive conflict to constructive conflict and conflict competence performs the following functions as a specific component of professional and pedagogical training: information-signaling, optimization, stabilization, orientation, integration, reflection functions, providing integrity (meaningful, active, personal) of all components of conflict competence [4-13 p].

In E.M.Sgonnikova's studies, conflictological competence is an integral quality of personality, desire to acquire conflict knowledge, understanding of professional responsibility for the decisions made and the use of skills for constructive resolution of pedagogical disputes. It includes motivational-value, cognitive, emotional, reflexive and organizational-functional components [5-34 p].

Today, the ability to manage conflict is of particular importance as the ability to manage conflict situations. Systematic and multidisciplinary analysis of existing conflict theories across different subjects allows us to solve the problem of forming a future teacher's conflict competence [4-34 p].

Conflictological competence, a necessary component of communicative competence, is the ability to develop awareness within the context of possible conflict behavior strategies and to implement those strategies in a particular life or pedagogical situation. (Xasan B.I.).

B.I.Xasan offers constructive parameters of conflict competence developed for direct conflict participants:

1. Ability to "hold" a conflict process (not prevent conflictological exposure).
2. Ability to move off from conflict (view the conflict as a whole)
3. The ability to rebuild conflict interactions in conflict dynamics.
4. The ability to give several controversial explanations of the conflict.
5. Ability to display variable results of conflict.
6. The ability to understand and feel a conflict effect not only as an individual-existential act but also as an event.
7. Ability to search resources and create new resources when resources are scarce [6-42 p].

From the analysis of the scientific literature, we can see that the conflict competence is characterized by:

- conflictological competence is a component of socio-psychological competence;
- ability to interact effectively with other people in the system of interpersonal relationships;
- proper orientation in social situations, proper identification of personal characteristics and emotional state;
- ability to select adequate communication methods and apply them;
- understanding the nature of interpersonal contradictions and conflicts;
- formation of constructive attitude to interpersonal conflicts;
- to have non-conflict communication skills in difficult situations;
- the ability to evaluate and explain emerging problematic situations;
- availability of aptitude manage conflict situations;
- the ability to develop a constructive beginning of emerging conflicts;

- the ability to predict the potential consequences of conflict;
- the ability constructive regulation contradictions and conflicts;
- ability to deal with the negative effects of conflict;
- conflictological competence is integrated character of professional and pedagogical training;
- the ability to create targeted conflicts to solve educational goals;
- the absence of conflict-phobic syndrome;
- the degree of focus on the psychological and pedagogical information on the conflict and the strategy for its resolution;
- the degree of awareness of the transition from destructive conflict to constructive conflict.

Having analyzed the essence of all of the above approaches, we can definition the conflict competence as follows. Conflict competence is integral characteristic of the subjective aspect of the performance of certain professional tasks in the case of interpersonal conflict with the subjects of professional pedagogical activity, to know of the range of possible conflict strategies and how to ability to implement this strategy in a particular context or pedagogical situation as well as the person's conflictological training for the prevention of pedagogical conflicts.

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