

WAYS AND METHODS OF RESOLVING PEDAGOGICAL CONFLICTS BETWEEN TEACHERS AND STUDENTS IN A MODERN SCHOOL

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ABSTRACT

This article covers the ways and methods of resolving pedagogical conflicts between teachers and students in the conditions of a modern school.

Keywords: Conflicts, teacher, student, school, resolution, method, method.

INTRODUCTION. Educational activity is a complex multi-valued system, where its goals and ways to achieve them are perceived differently by the teacher and students. This circumstance largely determines the features of the relationship between the teacher and the student. Students are at a crucial stage of entering into an independent life. In communication with the teacher, the social boundaries of perception expand, and the experience of social relations accumulates, so it is important for the teacher to be able to competently manage and prevent conflict situations. On the other hand, there is such a thing as conflict competence. This is one of the most important qualities that a modern teacher should acquire and have. Knowledge of conflictology, the ability to settle and manage a conflict, successfully negotiate, reach an agreement in the conditions of joint activity is an indispensable component of the teacher's training, which not only must own this quality, but also teach the child this, show an example.

MATERIALS AND METHODS

Methods of scientific research are those techniques and means by which scientists obtain reliable information used to build scientific theories and develop practical recommendations. The power of science largely depends on the perfection of research methods, on how valid and reliable they are, and on how quickly and effectively this field of knowledge is able to perceive and use all the latest, advanced methods that appear in the methods of other sciences. Where this can be done, there is usually a noticeable breakthrough in the knowledge of the world. All of this applies to social psychology as well. Its phenomena are so complex and peculiar that throughout the history of this science, its success directly depended on the perfection of the research methods used. Over time, it has integrated the methods of various sciences. These are methods of mathematics, general psychology, and a number of other sciences. Along with the mathematization and technization of research in social psychology, traditional methods of collecting scientific information, such as observation, survey, which are also used in research for this course work, have not lost their importance. Observation is the oldest method of cognition. Its primitive form – everyday observations-is used by every person in everyday practice. By registering the facts of the surrounding social reality and their behavior, a person tries to find out the reasons for certain actions and actions.

Sociological observation as a method of collecting scientific information is always a directed, systematic, direct tracking and recording of significant social phenomena, processes, and

events. It serves as a particular cognitive purposes and may be subject to monitoring and verification. Observation is the simplest and most common of all objective methods in psychology. As a research method in this course work, observation is used, since it allows you to cover events in a broad, multidimensional way, to describe the interaction of all its participants. It does not depend on the observed person's desire to speak out, to comment on the situation. Objective observation, while retaining its significance, should for the most part be supplemented by other research methods, so the author of the work uses a questionnaire. The questionnaire method is a psychological verbal-communicative method in which a specially designed list of questions — a questionnaire-is used as a means to collect information from the respondent. Using the questionnaire method, you can get a high level of mass research at the lowest cost. A feature of this method can be called its anonymity (the identity of the respondent is not recorded, only his answers are recorded). The survey is conducted mainly in cases where it is necessary to find out the opinions of people on some issues and to reach a large number of people in a short time. Thus, the author of the work chose the method of observation and questioning for his research.

RESULTS AND DISCUSSION

Such psychologists and teachers as G. M. Andreeva, Ya.L. Kolominsky, N. V. Kuzmina, A. S. Makarenko, V. A. Sukhomlinsky, M. M. Rybakova, D. V. Elkonin, V. V. Davydov, L. S. Vygotsky, P. P. Blonsky and others studied the features of interaction in the "student - teacher" system.

The interaction of teachers and teenagers is a complex and ambiguous phenomenon, and there are a large number of conflicts in their relations. Conflict in psychology is defined as " a collision of oppositely directed, incompatible tendencies, a single episode in consciousness, in interpersonal interactions or interpersonal relationships of individuals or groups of people, associated with negative emotional experiences." [2, p. 153]

A number of researchers believe that conflicts arise in the sphere of emotional and subjective attitudes of teachers and students (E. A. Sokolova, V. I. Zhuravlev and others), others - in the sphere of communication in the process of pedagogical activity (M. M. Rybakova), and still others believe that conflicts arise due to different target settings and value orientations of teachers and students (V. M. Afonkova, N. I. Samoukina, S. M. Berezin). In the wrong relationship of the teacher with children, the famous psychologist P. P. Blonsky saw the reasons for many mistakes that lead to the emergence of a pedagogical conflict. Therefore, the education of the teacher himself should consist, according to the scientist, primarily "not in preparing him as, in the traditional sense, a person who carries knowledge, teaches children, but in" educating a person who is attentive and naturally related to children ". [1, pp. 373-394] The theory and technologies of developing learning (D. V. Elkonin, V. V. Davydov), although without special articulation, but it is quite obvious for us that they are seriously focused on the formation of students ' conflict competence, referring specifically to educational resources (the ability to self-educational activities). The grounds for this orientation are also found in L. S. Vygotsky. [3, pp. 131-132].

The conflict is viewed today as a very significant phenomenon in pedagogy, which cannot be ignored and which should be given special attention. Neither the team nor the individual can develop without conflict, the presence of conflicts is an indicator of normal development. Conflict is an amazing phenomenon of life, its constant magnitude and an indispensable element, the significance of which is difficult to overestimate. Conflict provides an opportunity

to know the soul of Another. It's not like yours. Her world has different feelings, thoughts, and relationships. It is in the conflict that our dissimilarity is suddenly revealed. And this in itself is already interesting.[3, p. 13]

During the work of analysis of scientific psychological and pedagogical literature on the subject of selection of research methods, the study of the real situation sociopedagogical designed recommendations for beginning teacher.

In resolving the conflict, much depends on the teacher himself. Sometimes it is necessary to resort to introspection in order to better understand what is happening and try to start a change, thereby drawing a line between emphasized self-affirmation and self-critical attitude towards yourself. It is necessary to remember that the conflict is easier to prevent than to eliminate, and for this it is necessary to observe a number of simple truths:

- 1-perceive the situation as it really is;
- 2-don't jump to conclusions;
- 3-during the discussion, the opinions of the opposing parties should be analyzed;
- 4-learn to put yourself in the other side's shoes;
- 5-do not let the conflict grow;
- 6-treat students with respect;
- 7-always look for a compromise;
- 8-common activities and constant communication can overcome the conflict.
- 9-it is necessary to develop an individual vocabulary of adaptation to the object of influence, the methods of their alternation, the appropriateness of use.
- 10-the main way of conflict-free pedagogical communication is the formation of a high level of pedagogical professionalism, mastery of the art of getting out of conflict situations without losing one's own dignity.

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