Description of the Components of Developing Conflict Competence in Future Educators on the Basis of the Discipline of "Pedagogical Conflictology"

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Abstract: The article studies the theoretical and methodological foundations of the development of conflictological competence in future teachers, the practical methodological system of developing conflictological competence in future teachers, the effectiveness of developing conflictological competence in future teachers. The practical methodological system of developing conflictological competence in future teachers is also analyzed.

Key words: conflictological competence, competence, pedagogical, theoretical and methodological basis, improvement, technological, model, methodological system, motivational and axiological, cognitive, interactive technologies.

INTRODUCTION.

As in any educational institution and educational process, pedagogical conflicts also occur within the higher education system. The main participants of such conflicts are, in most cases, students, student groups, teachers, and teaching staff, while in rare cases, parents and university administrators may also become parties to these conflicts. Considering that students of higher education institutions reside in *student dormitories*, regularly use the services of *information-resource centers*, and that the activities of these facilities are directly linked with the functioning of the educational institution, it follows that supervisors and staff members of such centers (librarians) may also emerge as participants in conflicts.

LITERATURE REVIEW AND METHODS.

The theoretical and methodological foundations for developing conflictological competence in future teachers, the practical methodological system for fostering such competence, and issues concerning the enhancement of its effectiveness have been studied by J. Burton, F. Dukes, L. Coser, G. Mead, T. Gordon, K. Thomas, A. Eagly, A. Antsupov, A. Belkin, V. Zhuravlev, E. Kirschbaum, A. Lobanov, I. Marinovskaya, V. Tsvetkov, Sh. Abdullaeva, D. Ruzieva, N. Azizkhodjaeva, M. Akhmedova, M. Davletshin, S. Jalilova, Kh. Ibragimov, Kh. Karimov, V. Karimova, D. Narziqulova, Z. Salieva, and G. Tuychieva, among others.

RESULTS AND DISCUSSION.

An analysis of the available sources allows us to draw the following conclusions based on the study of the specific and psychological features of pedagogical conflicts: any conflict arises from a poorly understood contradiction or opposition; conflicts may manifest in both practical and non-practical forms; most teachers maintain a negative attitude toward conflicts among students; conflicts develop according to specific patterns, and therefore, attempting to "fight" them in the early stages of development is not pedagogically appropriate; due to the age and psychological characteristics of learners, conflicts among them are widespread and natural phenomena; conflicts often arise from heightened emotional arousal; the striving of individuals to express their "self" can also be a factor in generating conflicts; an individual's inner conflicts may likewise contribute to interpersonal conflicts; teachers' deliberate interventions in conflict resolution should not be aimed solely at eliminating them, but rather at ensuring that conflicts help students to understand themselves, their peers, and their

community; before intervening, it is essential to identify the causes of the conflict, otherwise the teacher's interference may aggravate its negative consequences; awareness of mechanisms for managing problematic situations and conflicts ensures that they serve as an effective tool of educational influence; teachers must therefore possess deep, specialized knowledge in the successful management of conflicts among students.

In resolving conflicts, teachers should pay particular attention to several factors:

In most cases, contradictions in the educational process arise depending on students' academic achievement levels. Thus, conflicts between group advisors and students occur relatively rarely, while those between subject instructors and students are more frequent. Moreover, the level of conflict in the first year is lower compared to other levels, since first-year students are in the stage of social adaptation and strive to assimilate existing values and traditions. Although signs of social maladaptation may appear during this period, they do not generally manifest as conflicts. Professors and teachers must therefore devote greater effort to understanding the character and behavior of students in each group and, more importantly, work in close cooperation with group advisors to resolve problems transparently.

To prevent the emergence of numerous potential conflicts, teachers should pay particular attention to students with low motivation for mastering academic subjects and who do not consistently demonstrate responsibility. The teacher must carefully study their character traits, provide targeted support, and develop purposeful strategies to assist them. Such students should not be considered incapable; on the contrary, they often prefer creative approaches to assignments. At the same time, the surrounding social environment significantly influences these processes. Another factor is teachers' inability to employ pedagogical tactics appropriately, which can negatively affect conflict situations. Threatening students with grades is no exception. Academic assessment should not be conflated with judgments of behavior. Training students to resolve conflict situations peacefully and constructively is one of the most important tasks of the educational process today. This objective is recognized globally as a key function of a favorable learning environment. However, only a morally healthy teaching community can fully realize this mission. If the moral climate within the community is disrupted, difficulties will arise in fostering constructive attitudes toward conflicts among students.

Every teacher encounters various pedagogical conflicts during their career. Accordingly, when a teacher experiences a conflict, the professional community should not seek to "condemn" or assign blame but should instead provide methodological support. The pedagogical collective must work together with the teacher in conflict to explore pathways, methods, means, and forms for resolving the situation. Importantly, support should not be expressed as: "You are right, you are the elder, you are the teacher, therefore we support you," as such an approach contradicts conflict theory. Rather, the correct approach is: "Anyone, including a teacher, may find themselves in a conflict situation, and therefore, our teaching community seeks to assist you in overcoming this difficulty." This is essential because in any conflict situation, it is not possible to hold one party solely responsible for its emergence. Both teachers and students are not entirely to blame for the existence of conflict; rather, it is the situation itself that generates conflict.

Conflict Resolution as a Multistage Process

Conflict resolution and its achievement through a concrete solution is inherently a multistage process. A conflict cannot be resolved instantly, as it unfolds in connection with the various emotions and feelings that arise within individuals. Accordingly, conflict resolution consists of distinct stages, each requiring a certain period of time. Some stages may pass quickly—sometimes within seconds—while others demand sustained effort over several days.

These stages include: initial assessment of the situation; analytical evaluation of the situation; searching for possible means, methods, and strategies of resolution; identifying the most appropriate approaches for the given context; developing an algorithm and plan of action for resolution; implementing this plan in practice; conducting continuous monitoring of the implementation process; summarizing and analyzing the results of the resolution; and finally, producing the teacher's reflexive evaluation and conclusions regarding the conflict.

One aspect that teachers must particularly recognize is that no conflict can be resolved unilaterally. The resolution of any conflict necessarily requires the active involvement of both parties. Thus, conflict resolution is fundamentally a collaborative process. To arrive at a solution, individuals must be willing to subject their positions, opinions, and perspectives to a process of transformation, making necessary adjustments where appropriate. For a person to resolve a conflict, they must first regulate their own inner state and emotional world. Without such inner reorientation and personal change, no conflict can be truly resolved.

From the pedagogical perspective, a teacher's primary focus in organizing and managing the educational process should be on preventing conflicts from arising in the first place. The teacher's efforts to prevent conflicts include: conducting all aspects of educational management in accordance with legal and regulatory frameworks in a fair and just manner; developing their own strategy and tactics for conflict prevention and resolution (applying knowledge, skills, and competencies regarding the stages, characteristics, causes, and consequences of conflict, as well as mastering the methods, tools, and forms of resolution); and accurately assessing specific conflict situations while determining appropriate ways to manage and resolve them.

The successful regulation of conflict situations largely depends on the teacher's approach. In other words, the methods chosen by the teacher to address contradictions and disputes among students play a decisive role in whether a conflict escalates or is constructively resolved.

CONCLUSION.

According to philosophical thought, conflicts are considered an important foundation of development and progress. Therefore, it is not correct to evaluate every pedagogical conflict solely as negative. Certain conflicts serve as opportunities for students to engage in self-reflection, self-assessment, and the recognition of their personal capacities, as well as the need for self-reeducation. For instance, many pedagogical conflicts arise from students' lack of communication culture. Facing such conflicts teaches students proper etiquette, the importance of considering the age, psychological characteristics, and social status of the opposing party during interaction, and the necessity of respectful dialogue. Moreover, it provides an opportunity to internalize the principle that adherence to national moral and ethical norms in communication is not only a social expectation but also a human duty.

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