§2.2. WAYS TO COORDINATE CONFLICTS IN THE SYSTEM OF RELATIONS TEACHER-STUDENT

The process of training and education, like any development, is impossible without contradictions and conflicts. Recently, conflicts between teachers and students have become more frequent, more intense and more complex. Without a doubt, each conflict has a unique, individual character, which necessitates the preparation of future teachers to resolve potential conflicts in the "teacher-student" system [1, p. 10]. To delve into the essence of this problem, first we will try to figure out what a "conflict" is. The concept of conflict belongs to both ordinary consciousness and science, which endows it with its own specific meaning. Each of us intuitively understands what a conflict is, but this does not make the definition of its content easier [6, p. fifteen]. For example, in everyday speech the word "conflict" is used in relation to a wide range of phenomena - from armed clashes and confrontation of various social groups to official or marital disagreements [11, p. 9]. If we talk about the historical origin of this term, then it is known that the word "conflict" comes from the Latin conflictus - a collision and almost unchanged enters other languages (conflict - English, konflikt - German, conflit - French). An analysis of the definitions of conflict adopted in various modern non-specialized encyclopedias reveals their similarity [5, p. 12]. As a rule, the content of the concept of "conflict" is revealed through the following meanings: 1. The state of an open, often protracted struggle; battle or war [8, p. 13]. A state of disharmony in relationships between people, ideas, or interests; clash of opposites [8, p. ten]. 3. Mental struggle arising as a result of the simultaneous functioning of mutually exclusive impulses, desires or tendencies [13, p. 12]. 4. Confrontation of characters or forces in a literary or stage work, in particular the main opposition on which the plot is built [6, p. 16]. There are a great many definitions of conflict, so it is not possible to order them and give an unambiguous definition of this concept. How do conflictologists solve this problem for themselves? One of the possible definitions of the conflict is based on its philosophical understanding, according to which it is described as "the limiting case of the aggravation of the contradiction". A somewhat different definition is given by A. G. Zdravomyslov, the author of the most fundamental domestic monograph on the problems of the sociology of conflict. He writes that "conflict is the most important aspect of the interaction of people in society, a kind of cell of social life. This is a form of relationship between potential or actual subjects of social action, the motivation of which is due to opposing values and norms, interests and needs. This wording raises the question: is this opposition objective, which can be established from outside, or subjective, arising from the assessments of the parties involved? [10, p. 23]. Another definition belongs to R. Dahrendorf, a well-known Western researcher of social conflict. He defines conflict as "any relation between elements that can be characterized in terms of objective ("latent") or subjective ("manifest") opposites. It turns out that the question of objectivity-subjectivity, awareness-unconsciousness of opposites is not significant from the point of view of the emergence of a conflict, but it is not clear what "any relationship" is [6, p. 39]. In psychology, the concept of conflict also has its own characteristics. For example, A. Ya. Antsupov and A. I. Shipilov offer the following definition: "conflict is understood as the most acute way of resolving significant contradictions that arise in the process of interaction, which consists in counteracting the subjects of the conflict and is usually accompanied by negative emotions" [3, p. 28]. B. I. Khasan, one of the well-known domestic researchers of the conflict, offers the following understanding of the conflict: "Conflict is such a characteristic of interaction in which actions that cannot coexist in an unchanged form mutually determine and interchange each other, requiring a special organization for this. It is important to bear in mind that

action can be considered both externally and internally. At the same time, any conflict is an actualized contradiction, i.e., opposing values, attitudes, and motives embodied in interaction. It can be considered quite obvious that, in order to be resolved, a contradiction must necessarily be embodied in actions, in their collision. Only through the clash of actions, literal or conceivable, does the contradiction reveal itself" [30, p. 9]. As we can see, there is no single definition of the concept of "conflict". However, modern researchers from various fields of knowledge agree that the attitude to the conflict, its interpretation and practice of working with it have undergone certain changes. They can be formulated in a few simple theses. 1. Conflict is a common feature of social systems, it is inevitable and inevitable, and therefore should be considered as a natural fragment of human life [26, p. 13]. Conflict must be accepted as a form of normal human interaction. While conflict may not be the best form of human interaction, we must stop perceiving it as some kind of pathology or anomaly. Conflict is normal [12, p. 16]. 2. Conflict does not always and does not necessarily lead to destruction. On the contrary, it is one of the main processes that serve to preserve the whole. Under certain conditions, even open conflicts can contribute to the viability and sustainability of the social whole. The conflict should not be perceived as an unequivocally destructive phenomenon and should not be assessed in the same unambiguous way. The modern understanding of conflicts suggests that conflict is not necessarily bad [17, p. 32]. 3. Conflict contains potential positive opportunities. The general idea of the positive effect of conflicts boils down to the following: "The productivity of confrontation stems from the fact that conflict leads to change, change leads to adaptation, adaptation leads to survival" [10, p. 57]. If we stop seeing conflict as a threat and start treating it as a signal that something needs to change, we will take a more constructive stance. The value of conflicts is that they prevent the ossification of the system, open the way for innovation. Conflict is a stimulus for change, it is a challenge that requires a creative response. 4. The conflict can be managed, and managed in such a way that its negative, destructive consequences can be minimized or eliminated, and constructive possibilities are strengthened. This means that conflict is something to work with. And in our time, work with conflict is recognized as a common social and personal interest [6, p. 52]. In addition, it is customary to single out some characteristics of the conflict. For example, conflict is always characterized by confrontation between the subjects of social interaction, which manifests itself through the infliction of mutual damage (moral, material, physical, psychological, etc.). The necessary and sufficient conditions for the emergence of a conflict are the presence of oppositely directed motives and judgments among the subjects of social interaction, as well as the state of confrontation between them [1, p.13]. Along with the characteristics of the conflict, it is also customary to talk about its structure. The main structural elements of the conflict are: • parties to the conflict; • the subject of the conflict; • image of the conflict situation; • motives for the conflict; • positions of the parties to the conflict. The parties to the conflict are the subjects of social interaction, whose interests are violated directly, or the subjects that explicitly (implicitly) support the conflictors. In addition, the subject of the conflict is singled out - an objectively existing or apparent problem that causes confrontation between the parties (the problem of power, relationships, primacy of employees, their compatibility). This is precisely the inconsistency that is the cause of the conflict [9, c.18]. The reflection of the subject of the conflict in the minds of the subjects of conflict interaction determines the image of the subject of the conflict. The motives of the conflict, as internal motivating forces, push the subjects of social interaction to the conflict. Motives are manifested in the form of needs, interests, goals, beliefs. And the last structural element of the conflict under consideration is the positions of the parties to the conflict, in other words, what they declare to each other during the conflict or in the negotiation process.

Based on the analysis of the above trainings on resolving pedagogical conflicts in the "teacher-student" system, one can single out a common goal for all such programs - the formation of readiness to resolve conflicts in the "teacher-student" system. In the process of working at such trainings, such forms of work are used as: - mini-lectures; - independent work of participants with the material; - discussions; - group discussion; - brainstorm; - work in small groups, - work in pairs; - role-playing games; - demonstrations; - psychological testing; - psychological warm-ups; - elements of relaxation and directed visualization. However, the main form of work at conflictological trainings is still work in groups, since it allows you to teach the ability to cooperate and work in a group, to be tolerant of a variety of points of view and opinions, to be able to listen and hear a partner, to freely, clearly and understandably express your point of view on problem. In addition, role-playing is widely used at such trainings, because it allows you to simulate a conflict situation, try different tactics of behavior and methods of influencing the student. "Role-playing as a method is based on modeling the situation of interaction between two or more people in a certain social context. At the same time, interaction is carried out within the framework of roles - models of behavior due to the position of a person in the system of social and interpersonal relations. Accordingly, it is customary to single out social roles (these include professional, socio-demographic) and interpersonal. Examples of a social role are a teacher, a salesman, a manager, a policeman. As an example of interpersonal roles, one can bring the roles of the Bore, the Rejected, the Lover, the Jealous, the Person on a platoon, etc. By participating in the game, a person "trying on" roles - both his own, familiar, familiar and well "settled", so and strangers, strangers. In a role-playing game, there is always interaction between the participants with each other. In this it is fundamentally different from other training methods associated with temporary stay in roles - for example, from the method called the metaphorical business game. The role-playing game is carried out in the training in the form of a time-limited action. At the same time, the group is most often involved in what is happening to an unequal degree. It is divided into players and observers. (This applies only to the most typical versions of role-playing—there are variations where the whole group plays at the same time.) Role-playing games that involve dividing the group into players and observers may also imply different options for the distribution of functions between players. Here you need to introduce the concepts of active and passive participant (player). The active player is an analogue of the protagonist (the main character) in a psychodramatic action. This is the participant who implements the functions that are the subject of the training. Passive - one who plays along with him as a partner. Role-playing helps to expand the behavioral repertoire of participants, develop skills related to communication and interaction between people, provides opportunities to play a variety of roles and thereby learn to see social situations from different sides and from different positions, deepen understanding of one's own needs and emotional reactions in interaction with people.

In addition to role-playing, such an element of training as a case study is often used. Case study is a learning system based on the analysis, solution and discussion of situations, both simulated and real. Case study does not have an exact translation into Russian. Basically, either the English term is used, or several Russian-language analogues: case studies, business cases, case method, learning from practical examples, the method of specific situations, situational training, situational tasks. Case study is a business game in miniature, as it combines professional activity with gaming. The essence of this technology lies in the fact that educational material is presented to students in the form of microproblems, and knowledge is acquired as a result of their active research and creative activity to develop solutions. The essence of the case study method lies in the independent activity of students in an artificially created professional environment,

which makes it possible to combine theoretical training and practical skills necessary for creative activity in the professional field. The case study method is a tool that allows you to apply theoretical knowledge to solving practical problems. The method contributes to the development of students' independent thinking, the ability to listen and take into account an alternative point of view, to express their own reasonedly. Using this method, students have the opportunity to demonstrate and improve analytical and evaluative skills, learn how to work in a team, and find the most rational solution to the problem.

C ase - an example taken from real life, a professional environment, is not just a true description of events, but a single information complex that allows you to understand the situation. The purpose of the case study method is to analyze, through the joint efforts of a group of students, a situation (case) that arises in a specific state of affairs and develop a practical solution. The case study method involves: a printed example of a case (multimedia case, video situation is possible); independent study and discussion of the case by students; joint discussion of the case in the classroom under the guidance of a teacher; adherence to the principle that the process of discussion is more important than the decision itself.

Stages of the case study method:
- familiarity with a specific case;
- search: evaluation of information obtained from the assignment materials and self-involved;
- discussion: discussion of the possibilities of alternative solutions;
- resolution: finding solutions in groups;
- dispute: individual groups defend their decision;
- comparison of outcomes: comparison of decisions made in groups. Features of the case study method:
- creation of a problem situation based on facts from real life (professional activity);
- the emphasis is not on obtaining ready-made knowledge, but on their development, on the cooperation of the teacher with students;
- the experience of certain problematic situations contributes to the enrichment of the socio-legal experience of students.

The pedagogical process is an evolving and dynamic system. It is based on the interaction and relationship of participants in the pedagogical process, who have different ideas, views and belong to different age categories, as a result of which conflicts inevitably arise. Conflicts have a negative impact on the mood, mental state of the participants in the pedagogical process and, in general, on the results of the educational process. The inability to manage school conflicts and optimally build relationships negatively affects further interaction, the organization of the educational process, which is why it is so important to teach students of a pedagogical university to resolve conflicts in the "teacher-student" system. A future teacher should feel confident when it comes to relationships with students and maintaining a comfortable psychological climate in his classroom. Unfortunately, within the framework of today's education program, the number of hours allotted for theoretical training of students in the field of conflictology often significantly exceeds the number of practical classes. One of the ways to solve this problem is to conduct conflictological trainings for future teachers, which are aimed at teaching constructive behavior in case of conflict in the "teacher-student" system. By attending such trainings, future teachers learn to prevent the occurrence of conflicts, as well as analyze the current situation, choose from all possible the most effective way to solve the problem, while not hurting the feelings of the student.

Consideration of the characteristics of conflicts in the "teacher - student" system was carried out by the domestic teacher and researcher M.M. Rybakov. Among the most important, she noted the following: - the teacher's professional responsibility for the pedagogically correct resolution of the situation: after all, the school is a model of society where students learn the social norms of relations between people; - participants in conflicts have different social status (teacher - student), which determines the different behavior in the conflict; - the difference in the age and life experience of the participants breeds their positions in the conflict, gives rise to a different degree of responsibility for mistakes in their solution; - different understanding of events and their causes by the participants (conflict "through the eyes of the teacher" and "the eyes of the student" is seen differently), so it is not always easy for the teacher to understand the depth of the child's experiences, and for the student to cope with his emotions, to subordinate to reason; - the presence of other students during the conflict makes them participants from witnesses, and the conflict acquires an educational meaning for them as well; the teacher always has to remember this; - the professional position of the teacher in the conflict obliges him to take the initiative in resolving it and to be able to put the interests of the student as an emerging personality in the first place; - any teacher's mistake in resolving the conflict gives rise to new situations and conflicts, which include other students; - the conflict in pedagogical activity is easier to prevent than to successfully resolve [1 7, c.14]. In addition, in her study, Rybakova came to the following conclusions: - Conflict situations in the classroom, especially in teenage classes, are recognized by the majority of students as typical, natural. - the reader should be able to organize the collective learning activities of students of different ages, strengthening the business interdependence between them. Such conflicts are more likely to occur among teachers who are primarily interested only in the level of assimilation of the subject, therefore they are much less in the lessons taught by the class teacher and in the primary grades, when the teacher knows the students well and finds various forms of interaction with them; - the situation in the lesson comes to a conflict, as a rule, with a student who does poorly in the subject, —difficult in behavior. Therefore, in the interests of the teacher himself, it is better to study just such students, to pay attention to them in order to provide timely assistance in completing the task; - you can not punish behavior with bad grades in the subject - this will not lead to a positive result, but only to a protracted personal conflict with the teacher, which will necessarily cause a decrease in interest in the subject [1 2, c.16]. Thus, knowledge of the nature of the conflict and skillful overcoming of it in practice is of great importance, both for the individual and for the "teacher-student" system in the process of learning activities. As M.M. Rybakov, age periodization and the identification of situations and conflicts characteristic of each age give the teacher the opportunity to navigate the causes that disrupt interaction with students. In general terms, such reasons may be the actions and communication of the teacher, the characteristics of the personality of the student and the teacher, the general situation in the school. In addition, the frequent reasons are: - the teacher's low ability to predict the behavior of students in the lesson; the unexpectedness of their actions often disrupts the planned course of the lesson, causes irritation in the teacher and the desire to remove "interference" by any means; the lack of information about the causes of what happened makes it difficult to choose the optimal behavior and appropriate tone of address [15, p.46]; - witnesses of situations are other students, so the teacher seeks to maintain his social status by any means and thus often brings the situation to a conflict; - the teacher, as a rule, evaluates not a separate act of the student, but his personality, such an assessment often determines the attitude of other teachers and peers towards the student (especially in elementary school); - the assessment of the student is often based on the subjective perception of his act and low awareness of his motives, personality traits, living conditions in the family; - the teacher finds it difficult to

analyze the situation that has arisen, is in a hurry to severely punish the student, citing the fact that excessive severity in relation to the student will not hurt; - of no small importance is the nature of the relationship that has developed between the teacher and individual students; personal qualities and non-standard behavior of the latter are the cause of constant conflicts with them; - the personal qualities of the teacher are also often the cause of conflicts (irritability, rudeness, vindictiveness, complacency, helplessness, etc.). Additional factors are the prevailing mood of the teacher when interacting with students, the lack of pedagogical abilities, interest in pedagogical work, the teacher's life problems, the general climate and organization of work in the teaching staff. It must be remembered that any teacher's mistake in resolving situations and conflicts is replicated in the perception of students, is stored in their memory and affects the nature of relationships for a long time.

To prepare students of pedagogical universities to resolve conflicts with students, there are a number of different methods, trainings, etc., however, only some of them can be called really effective. We have developed a program to form the readiness of students of pedagogical universities to resolve conflicts in the "teacher-student" system. The work on the formation of students' readiness to resolve conflicts within the framework of this program was based on the vigorous activity of students, organized on the principles of systematic and integrity of the formation of readiness, the unity of socialization and professionalization of the individual, the principle of research and creative activity (inclusion in professional activities) and its organic connection with life.

In the formation of readiness, three components were identified: motivational-value, cognitive and activity.

The cognitive component involves the formation of knowledge and ideas about a person; psychological and pedagogical knowledge about pedagogical communication; understanding the duties of the teacher in the formation of communication in the children's team; tasks of pedagogical communication, its functions; assessing the importance of interpersonal communication in professional and pedagogical activities; formation of knowledge about interpersonal conflicts and ways to prevent and resolve them; knowledge about the means to achieve the goals of professional pedagogical interaction.

The motivational-personal component includes the needs and values of the individual in the adoption of professional qualities; the need to successfully complete the tasks; focus on self-knowledge and self-development; showing interest in pedagogical problems of communication; the desire to achieve success in activities in the prevention and resolution of conflict situations.

The activity component provides for the mastery of methods of action for the analysis of conflict situations; application of the skills and abilities of professional communication in practice, i.e. mastering the technology of pedagogical communication in order to prevent and resolve conflicts and mastering its technique. These components are presented not as a set, but as an integral system that is able to display the readiness to resolve conflicts and the personality of a professional as a whole.

The purpose of this program is to deepen and expand students' knowledge of conflicts and ways to prevent and resolve them; in developing and consolidating the skills of practical modeling and pedagogical foresight of actions and deeds; in improving the communication skills of students' personalities from the standpoint of their future professional activities; in diagnosing indicators of the desired readiness to resolve interpersonal conflicts and identifying its level among students.

The presented program involves theoretical and practical training of students. The theoretical material contains information about the essence, structure, types and types of interpersonal conflict, strategies for the behavior of participants in the conflict and the

role positions of the teacher. In the course of the work, surveys, conversations, sections are carried out, which make it possible to judge the indicators of readiness to resolve conflicts. The practical part of the program allows you to work out and consolidate the skills to resolve interpersonal conflicts. The classes use personality-oriented, adaptive, system-modeling and practice-oriented technologies for preparing for the settlement of interpersonal conflicts. Personally-oriented technologies contain tests for conflict, questionnaires that stimulate personal growth and self-development of students. Adaptive technologies reflect the motivational and value character, diagnostics and are aimed at the formation of professional attitudes among students, their acceptance of the requirements of the professiogram. System-simulating technologies involve joint activities in microgroups in the process of simulation, role-playing and business games. The purpose of this work is to teach and develop the skills of anticipation, prevention and conflict resolution. At the same time, the modeling and design of conflict situations is accompanied by tasks: to analyze, determine the style of behavior, offer your own version of the development of events. Practice-oriented technology allows you to create conditions for active involvement in the study of interpersonal conflict, providing the opportunity to play different roles, teaches you to purposefully analyze conflicts, and forms students' skills in the practical application of mechanisms of influence in order to prevent and resolve interpersonal conflicts. The positive dynamics of the practical readiness of students at the end of the course of interpersonal conflict resolution is confirmed by the data obtained in the course of fixed observations and the generalization of independent characteristics, ranking, selective testing. Thanks to these technologies, students note changes in the degree of acquiring practical skills in communicating with children after teaching practice.

This allows us to draw conclusions about the effectiveness of their use. A modern school needs a teacher who can build constructive communication with students, preventing the emergence of conflict situations. However, unfortunately, within the framework of modern university education, the number of hours allocated to the study of disciplines related to conflictology is insufficient. That is why we believe that it is necessary to develop our own methods of preparing students for constructive conflict resolution.

We have developed a training project for students of pedagogical universities "Constructive conflict resolution in the "teacher-student" system." The purpose of the training is to develop readiness among students of pedagogical universities to resolve conflicts in the "teacher-student" system.

In order to identify students' opinions about training in the field of conflictology, we conducted a survey of 86 students of the faculty of pedagogy of the third and fourth courses of Namangan State University.

According to the results of our survey, 87% of students believe that self-doubt when it becomes necessary to resolve a conflict between a teacher and a student can affect the desire of a Pedagogical University graduate to work at school. Also, 65% of the respondents admitted that they consider their preparation for resolving conflicts in the "teacher-student" system insufficient. In addition, after getting acquainted with our project of conflict management training, 79% noted that this training can be an effective way to prepare future teachers for resolving conflicts in the teacher-student system; 26 % of respondents believe that the proposed training can become a good basis for preparing for conflict resolution in the "teacher-student" system; and only 4% believe that this training will not be able to provide sufficient preparation for resolving conflicts in the "teacher-student" system. When asked whether they would like to attend classes to prepare future teachers for effective resolution of pedagogical conflicts, 83% of respondents answered positively and 17% negatively.

Also, after getting acquainted with the program of our training, the students made the following suggestions to improve the project under consideration: increasing the number of hours for practical classes and holding joint activities with school students to increase confidence in interacting with students. Thus, the results of the survey confirm the need to introduce additional hours into the program devoted to preparing students to resolve pedagogical conflicts, and determine the practical significance and relevance of the developed project of conflict management training.

The profession of a teacher requires not only deep knowledge of the subject, but also the ability to create an atmosphere of psychological comfort in the classroom. Conflicts that arise between a teacher and a student disrupt the course of the educational process and are one of the frequent factors for student failure. The inability to resolve conflicts with students entails the impossibility of organizing an effective lesson. Self-doubt when it comes to resolving a pedagogical conflict is one of the frequent reasons why a graduate refuses to go to work in a school. Many students admit that preparation for resolving conflicts in the "teacher-student" system at a university is not always sufficient to feel confident in a situation of conflict with a student. Indeed, to date, a huge amount of theoretical material has been accumulated on the problem of conflicts between a teacher and a student, but it does not always find practical application, or its application is insufficient. In this regard, we have developed a project of conflict management training for students of pedagogical universities "Constructive conflict resolution in the "teacher-student" system, the purpose of which is to form readiness among students of pedagogical universities to resolve conflicts in the "teacher-student" system. In addition, the results of our survey showed the interest of students of the Faculty of Teachers of Namangan State University in participating in such a training, which determines the practical significance of our project.

To ensure effective interaction between the teacher and the student during the educational process, it is necessary to reduce the number of conflict situations. In addition, a graduate of a pedagogical university must have a sufficient stock of knowledge to be able not only to resolve pedagogical conflicts, but also to anticipate and prevent them. We hope that the application of the training developed by us can contribute to the development of conflict management training for students of a pedagogical university and positively influence their decision to work at school.