Technology for the Elimination of Conflicts in the Process of Higher Education

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Abstract: *This article was written with the aim of developing a technology for improving socio-pedagogical technology for resolving conflicts by means of pedagogical correction. The following tasks are defined in the article: coverage of socio-pedagogical features of conflict resolution in the process of higher education; development of a model for resolving conflicts in the process of higher education by means of pedagogical correction; improving social and pedagogical technology to overcome conflicts arising in the process of higher education; improvement of professional-conflictological competencies of professors and teachers of higher educational institutions by means of pedagogical correction.*

Keywords: *professional-conflictological competencies, individual characteristics, media influences, vitagenic technologies.*

I.   INTRODUCTION

Today, at the stage of constant modernization and In the context of informatization of education, special attention should be paid to the development of vitagenic technologies for overcoming pedagogical conflicts, the formation of a positive-emotional attitude to the innovative activities of professors and teachers by means of pedagogical correction, the development of mediation technologies to eliminate student conflict behavior by organizing corrective and educational activities, and revealing the essence of cyberbullying as new conflict resolution strategies. Today, much attention is paid to the implementation of innovative and information and communication technologies [25], the harmonization of activities in cooperation between teachers of higher education and students in innovative education. Along with this, in the process of interactive learning, the pedagogical support of students in learning, the creation of a comfortable educational environment and optimal conditions for acquiring knowledge, the development of corrective development technologies for students of conflictological competences are important [13].

II.   MATERIALS AND METHODS

The purpose of the study is the improvement of socio-pedagogical technology for resolving conflicts arising in the process of higher education by means of pedagogical correction.

Research Objectives:

coverage of socio-pedagogical features of conflict resolution in the process of higher education;

development of a model for resolving conflicts in the process of higher education by means of pedagogical correction;

improving social and pedagogical technology to overcome conflicts arising in the process of higher education;

improving the professional-conflictological competencies of professors and teachers of higher educational institutions by means of pedagogical correction.

The object of study is the process of eliminating conflicts arising in the process of higher education.

The subject of the study is the content, forms, methods and means of resolving conflicts arising in the process of higher education by means of pedagogical correction.

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Research Methods. The study used: the study of pedagogical, psychological and methodological literature, comparative analysis, sociological methods (questioning, conversation, interviews), testing, pedagogical observation, modeling, pedagogical experiment, methods of processing mathematical statistics [13].

Literature Survey

The issues of prevention and correction of pedagogical conflicts in the higher education system, the problems of developing a culture of conflictology and social competencies of teachers in an innovative educational environment, the use of vitagenic technology have been studied by scientists O. Abdulina [1], Sh. Abdullaeva [2], N. Azizkhodzhaeva [4], A.Belkin [8], N.Rustamova [18, 19, 20, 21, 22, 23], S.Djumaeva [13], A. Antsupov, A.Shipilov [3], V.Andreev [5], Yu. Bocharova [9], V.Bahur [7], Darendorf [12], Ju.Lukash [15], L. Coser [11], K. Boulding [10], I. Andriadi [6], G. Jeberhard [15], E.Durkheim [14], T. Parsons [17], N.Smelser [24].

Theory and Discussion

In the research process, based on an analysis of the causes of conflicts, the concepts of "causes of conflicts", "conflict factors", and "conditions for the occurrence of conflicts" were defined. The results of the analysis showed that the conflict appears not only due to external reasons, but also is associated with the inner world of the individual and certain conditions. Scientists involved in the study of these relationships determine various sources of conflict situations: the personality factor and one of the main factors - the conditions for the occurrence of conflicts. In our opinion, the conditions of the conflict characterize the environment or the "ground" for creating conflict situations, and the development of the conflict occurs under the influence of certain factors that "clarify" the subject and content of the conflict [13].

The basis of the pedagogical conflict is most often served by different points of view on the same problem, the divergence in the setting of the goal and the means of achieving it, the conflicting interests and aspirations, which as a result leads to inconsistent actions. The conflict in the pedagogical process is reflected in the needs, motives, goals, attitudes, positions of the participants in this process, which leads to complex emotional relationships between them and ineffective activities. In this sense, it is appropriate to characterize a pedagogical conflict from the point of view of the subjects' attitude to educational activities: a pedagogical conflict is a confrontation between the subjects of the learning and upbringing process (heads of educational institutions, the teaching staff, students, their parents) and their interests. The study analyzed pedagogical conflicts based on macro- and microsocial approaches. In a general sense, the macro-social approach can be considered in terms of both positive and negative impact of society on social institutions [13].

Based on this, it should be emphasized that this approach is associated with the development of society, in particular, with the development of a system of continuing higher education, where it is possible to predict its different types. The macro-social approach is based on taking into account the specific relationships of the subjects of the higher education process, the socio-psychological characteristics of the participants in the process and makes it possible for the strategy of conflict behavior in higher education.

As a theoretical and methodological basis, we have studied the following macrosocial approaches:

conceptual ideas of R. Darendorf on the emergence of pedagogical conflicts on the basis of different points of view and interests of the subjects of the educational process;

structural-functional approach of E. Durkheim, T. Parsons, N. Smelsers to the definition of pedagogical conflict as a social disease. This approach is focused on the settlement of relations between the parties on the basis of social equality.

Pedagogical conflicts among participants in the educational process cover the relations of subjects in various fields. This can be seen by indicators in many directions. Duration of pedagogical conflicts: quick resolution of the

conflict (begins with actions based on "high feelings", reflects sharply negative attitudes of participants, such conflicts can end with a dramatic and even tragic outcome); prolonged or protracted conflicts (the contradictions of the parties are quite deep, persistent, become complex, it is not easy to resolve such a conflict); sluggish, weak conflicts (in such conflicts there is no sharpness of contradictions, usually one of the parties is active, the other avoids sharp contradictions, such conflicts are difficult to resolve, they can be resolved by reconciling the parties); weak, quickly passing conflicts (mutual clashes, contradictions are a positive form, usually there is always the possibility of a positive solution through a compromise).

The results of the study show that most experts predict the consequences of conflicts and their impact on the effectiveness of the team and try to prevent their occurrence. First of all, you should determine the cause of the conflict. Identifying causal relationships is a primary concern. Therefore, the pedagogical diagnosis of student conflict behavior is not only a warning and suppression of the student's deviant behavior, but also the consolidation of moral and ethical standards in his mind, the assimilation of knowledge about the primary causes and sources of manifestation of conflict behavior.

The results of the study show that, in a broad sense, pedagogical diagnostics, based on goals and a system-role entity, combines the structural components that form the synergistic system of the diagnostic activity of the teacher. In the narrow sense, pedagogical diagnostics is the study of the student's personality in the process of synergistic interaction between the teacher and the student. And in this context, pedagogical diagnostics is of particular importance in the self-education of students [13].

The study defines the psychological and pedagogical methods for the diagnosis of pedagogical conflicts in the process of higher education and mainly for the diagnosis of students' conflict behavior:

1. Methods based on figurative representations of students (the method of associations in the drawings - is used to study various psychological barriers, to establish the reasons for the student's not very conscious behavior in situations of accusation and conflict relations).

2. Methods based on the special properties of students' imaginative thinking (the methodology of thematic apperception tests aimed at studying the reasons for the student's incomprehensible conflict behavior).

3. Methods based on specific mental representations of the personality (the methodology of unfinished sentences makes it possible to study the student's relationship to himself, to others, to the goal, ideals, motives of behavior); the method of mental associations - is used to study the connection of the student's thoughts and feelings with the not quite conscious reasons for his conflict behavior.

4. General pedagogical diagnostic methods related to the study of the student's conscious activity (observation, diagnostics, conversation, questioning, testing, modeling, natural situations, modeling, content analysis, etc.).

During the study, typical difficulties encountered in the process of studying the causes of conflicts in higher education are analyzed. It is concluded that it is necessary to identify and overcome problems by establishing a communicative connection between teachers and students. Firstly, this is due to the insufficient knowledge of teachers in the field of establishing effective communication, and secondly, the insufficient ability of the teacher to influence the student through communication. Some teachers do not have the skills to organize effective activities to achieve and strengthen mutual understanding with students, as a result of educational work is at a low level.

On the basis of various characteristics of the concepts of "culture" and "pedagogical culture", the dissertation gives a definition of the term "pedagogical conflictological culture", which is interpreted as a complex of integrative abilities, combining a system of skills and methods of eliminating contradictions arising among subjects of pedagogical activity, and conscious implementation of pedagogical functions in an interactive educational environment [13].

Based on theoretical materials, the study developed a model for the development of a teacher's conflictological culture. The model reflects the content of the development process of the conflictological culture and the components of organizational activity and the effectiveness of the process.

The model is aimed at improving the professional qualities necessary for the teacher, therefore, it can be successfully used in the system of retraining and advanced training of teachers. For this purpose, it is recommended to rely on principles: taking into account personal capabilities, mentality, basing on general laws, team training, developing systemic thinking [13.]

III. EXPERIMENTAL RESULTS

In accordance with the research topic, the faculty of pre-conscription military training of TSPU named after Nizami, the faculty of preschool and primary education of Karshi State University, and the faculty of primary education methods of the Kokand State Pedagogical Institute were determined by experimental sites.

184 students of the III and IV courses and 19 teachers of the mentioned higher educational institutions were involved in the experimental work. Respondent students were selected in absentia in the experimental and control groups. As a result, 91 participated in the experimental groups and 93 students in the control groups.

The essence of indicators of each level was revealed. It:

1. High level - well understands the essence of the terms "conflict", "pedagogical conflict", especially conflicts; correctly evaluates conflict situations; able to effectively manage conflict situations, has the skills to properly resolve conflict situations as a future teacher; ready to provide methodological professional assistance as a future teacher to students and parents.

2. Intermediate level - sufficiently understands the meaning of the terms "conflict", "pedagogical conflict", assesses conflict situations to a certain extent, is able to manage conflict situations, seeks to master the skills of proper conflict resolution, but is difficult as a future teacher in providing methodological assistance students and parents.

3. Low level - does not fully understand the essence of the concepts of "conflict", "pedagogical conflict", conflict features, is able to manage conflict situations to a small extent, does not have the skills to properly resolve conflict situations as a future teacher, seriously hampers in providing methodological assistance as future teacher to students and parents [13].

The effectiveness of experimental work according to evaluation criteria in the experimental groups is more than one, in the control groups more than zero. The indicators obtained in the experimental groups indicate the effective organization of experimental work..

IV. CONCLUSION

1. The study of the theory of the issue showed that the occurrence of interpersonal conflicts in the process of pedagogical activity between its participants occurs quite often.

2. Pedagogical conflicts among the participants in the educational process reflect their contradictory attitude to social reality and at the same time serve as an impulse for the prospective development of the system of training and education. Pedagogical conflicts are perceived not as a general denial of established rules, but as a need to streamline and improve the forms of rational management of the pedagogical process.

3. Pedagogical conflicts in the educational process arise between the leaders of educational institutions, teachers, students, their parents due to the fact that the principles of the organization of the educational process are not taken into account or they are not respected due to the fact that each subject tries to protect his interests, forgetting about the general rules and development trends of society.

4. The desire for mutual understanding of the participants in the pedagogical process, the desire to protect the

interests of the opposing parties, to help each other, to prevent pressure, humiliation, and act together will provide a positive solution to pedagogical problems [13].

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