



## CONDITIONS FOR THE DEVELOPMENT OF PEDAGOGICAL CONFLICT

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### Abstract

The relevance of the stated topic is dictated by the increased conflict of subjects of education and the growth of requirements for professional pedagogical activity in resolving conflicts in a general education school. In the process of university training of future teachers, the formation of conflictological competence is not given due attention, so it becomes necessary to determine the place, content and technology of appropriate training.

**Keywords:** conflict, professional readiness, conflict competences, conflict readiness, conflict management strategies, professional education, conflict knowledge, conflict skills, conflict management training technology.

### Introduction

Pedagogy has inherited the problem of conflict from ethics, philosophy and sociology. This circumstance largely determined the approach to its theoretical understanding and the development of practical solutions. The problem of conflict has always attracted the minds of thinkers. Any philosophy operates with the concepts of the conflict between the forces of good and evil, order and chaos.

Thus, European philosophy was focused on the type of relationship when opposites collide and give a new quality, Chinese philosophy reflected the process of transition of opposites into each other, and Indian philosophy focused on the type of relationship when the balance of opposites reaches absolute peace.

From ancient times to the present day, two points of view on the nature of conflict have clashed.

The first point of view goes back to Aristotle, who believed that the state exists by nature and man by nature is a social being.

The second point of view was held by T. Hobbes, who believed that the natural state of society is «the war of all against all.» He believed that “nature created people equal in terms of physical and mental abilities, from this equality of abilities arises an equality of hopes for achieving goals. That is why, if two people desire



the same thing, which, however, they cannot possess together, they become enemies.

On the way to achieve these goals ... they are trying to destroy each other. Summing up the comparison of the two traditions, Akx. Zdravomyslov emphasizes that the Aristotelian position affirms a social principle in a person, his ability to cooperate with other people, which is, as it were, inherent in the very nature of man; while the position presented by Hobbes proceeds from the fact that a person is a certain self, an individual for whom other people represent his habitat, enemies or partners, who himself formulates his goals and objectives and strives to use his connections and relationships with other people as a means to achieve their goals.

Within the framework of these two positions, two main trends in sociology developed: evolutionism, functionalism, organic theory, or conflict-free sociology, and conflict sociology in the face of Marxism (orthodox sociology). If we analyze the works of the founders of pedagogy from the point of view of belonging to these two positions, then Ya.A. Komensky with his idea of \u200b\u200buniversal order and natural conformity can probably be considered an adherent of the first one. “If we paid attention to what actually keeps this whole universe in a stable state with all its smallest things, then we would not find anything, absolutely nothing, other than order, i.e. placing things before and after, above and below, great and small, similar and dissimilar, according to place, time, number, measure and weight, appropriate and appropriate for each thing. Someone aptly and correctly said that order is the soul of things. D. Locke interpreted the problem of human education in the context of the problem of interaction between the individual and society, where he gave priority to the individual principle. “A healthy mind in a healthy body is a brief but complete description of a happy state in this world. The happiness or unhappiness of a man is mostly the work of his own hands.

J.-J. Rousseau put forward the idea of natural freedom and equality of people. He dreamed of eliminating social inequality by eradicating prejudices and appropriate education, thus assigning training and education the role of a powerful lever for progressive social change. The best education of J.-J. Rousseau believed, first of all, the independent accumulation of life experience, he advocated natural education - natural, taking into account the age of the child. The Renaissance is convinced that a person is not in the power of an omnipotent fate, that by his will he is able to change a lot. Already for Kant, the means that nature uses in order to bring about the development of all the inclinations of people is antagonism in their society, since it eventually becomes the cause of their lawful order. Antagonism, explains



the philosopher, is the unfriendly sociability of people, that is, their tendency to enter into communication associated with universal resistance, constantly threatening society with disunity. Thus, the existence of a person is attributed by Kant to eternal, ineradicable conflict. The Personality cannot tolerate the Other, but it cannot do without it, it is constantly in conflict with it.

The conflict process can be characterized by the following variables: - scale (number of participants); duration (conflicts are divided into short-term, long-term and permanent); - intensity (acute or flaccid); - stages (stages of conflict development).

The conflict can be represented in the form of three main components: a conflict situation, an incident and a conflict interaction.

A conflict situation is a set of conditions that arise in any society and create a certain mental tension, due to which the rational control of the subjects of communication weakens and their emotional perception of the existing contradictions is activated. At the heart of a conflict situation is always some kind of contradiction (for example, the administration announces that enrollment in high school is strictly limited - a discrepancy between the number of students who want to continue their studies at school and the number of places in high school). But contradictions do not always entail a conflict, «For the transformation of contradictions into conflicts, it is necessary to realize the opposition of interests and the corresponding motivation of behavior.» As long as the opposition of interests is not realized, the conflict does not yet occur.

The incident is the cause of the conflict. It is he who brings the conflict from a latent state into an actual one. This is the moment when at least one of the parties begins to perceive the situation as a conflict and takes some action in relation to the opponent.

Conflict interaction - "the conflict itself", consists of a "chain" or "spiral" of mutual reactions of the parties. E.I. Stepanov, from the position of sociology, offers a more detailed gradation and distinguishes 6 stages in the process of the emergence and resolution of the conflict:

1. Need state. It is perceived by the subject of the conflict as "anxiety", "dissatisfaction", "dissatisfaction", "infringement", "anxiety", "fear" in relation to their condition, life situation, relationships with their environment, etc. In this situation, subject, there is not necessarily an enemy, but his search is actively going on.



2. The opposition of the interests of the parties, value orientations, goals, feelings of dissatisfaction, dissatisfaction experienced by one or each of the subjects of interaction is manifested, becoming more targeted and shaped into motives for conflict behavior. This is the stage of latent conflict, as there are no confrontation actions.

3. Specific actions of one of the parties to protect their interests (the beginning of the conflict - retaliatory actions, if they are directed in the opposite direction). Incident.

4. Organization of conflict countermeasures or intellectualization of the conflict. «The increase in emotional tension, which can have both a mobilizing and disorganizing effect»

5. The stage of coercion, which may turn into a contractual stage, or move in the direction of violence.

6. Contractual stage - development of an agreement and its implementation.

It is practically impossible to influence a conflict that is at the 1-2 (latent) stage, since it is a whole complex of objective and subjective conditions. The task of the teacher is to notice the moment of actualization of the conflict, analyze the conflict situation, and look at the conflict as a puzzle that must be solved, determine the prospects for its development and create conditions for its constructive completion. S.S. Borovik in the article «Conflicts and Pedagogical Impact» writes that participants in the educational process have not only duties, but also rights. And one of those rights is the right to be wrong. The teacher will be able to navigate the situation much easier if he is freed from the “halo of infallibility”, which prevents him from admitting his mistakes and correcting them in time. This most interesting feature of the subconscious to shift the probability of an event depending on the QVO significance is discussed by the doctor, psychologist V. Levy: “exactly what is “impossible” increases the likelihood of “impossible” - subjective, and as a result, objective” Perhaps the solution to this problem will be contribute to familiarization with the memo-joke.

The conflict, as it should be, can be completed in two ways, either by resolving the contradiction underlying it, or by ending the conflict interaction at one of the stages of its development.

Age characteristics of children and adult participants in conflict interaction should be taken into account when analyzing and searching for ways out of a conflict situation. To understand the motives of behavior and the deep internal causes of



conflicts, it is necessary to look at the participants in the conflict from the point of view of their development.

School childhood begins with a critical or turning point, which is traditionally called the crisis of seven years. By the age of seven, such complex neoplasms arise as self-esteem, self-esteem, new contradictions appear between the perception of oneself, attitude towards oneself and the assessments of others, adults and peers.

Coming to school is one of the most important events in a person's life. First of all, it is "inclusion in a fundamentally new system of relations with a strict role distribution, with given technologies and clearly formalized responsibility, which means there are established rules and there are quite clear and fairly tough sanctions that will certainly follow not only after their violation, but also after failure attempts».

Thus, the presented study is the starting point in building a system of conflict management in the university and requires further improvement. Taking into account the above limitations, we consider it necessary to repeat the experimental work with the participation of students from other faculties and students of advanced training courses for teachers. This will improve the reliability of the data obtained, as well as test the effectiveness of the innovations contained in the proposed technology.

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