



SOCIO-PSYCHOLOGICAL FEATURES OF CONFLICT SITUATIONS IN THE TEACHING STAFF

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Interpersonal
conflicts in the teaching staff of an educational organization.
Reasons and ways of settlement

Article history:	Abstract:
Received: 10 th December 2023 Accepted: 08 th January 2024 Published: 14 th February 2024	The article examines the problems of interpersonal conflicts among teachers in educational institutions, the main causes of conflict situations, as well as examples of the most common interpersonal conflicts in the teaching staff. Unfortunately, interpersonal conflicts in relationships among teachers have been studied to a lesser extent compared to other types of conflicts in school collectives. This is due to the fact that conflicts between teachers are much more complex and diverse than conflicts involving schoolchildren
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"Conflict" is the struggle of completely opposite positions, goals, interests, views or opinions of the subjects of conflict interaction. In a conflict situation, there is a losing side, but there are also those opponents who remain the winners.

A conflict situation is a contradiction of the opinions of subjects on any issue, subject, a tendency to opposite actions, the possibility of using different methods to achieve them, a mismatch of desires and interests.

Conflicts are a fairly common phenomenon in an educational institution, they accompany a person throughout his life. Conflicts happen where there are contradictions between people. The source of these contradictions is disagreement in knowledge, skills, personal qualities, management functions, motives, needs, goals, views, beliefs, positions, assessments and self-assessments.

Conflicts in the teaching staff can have a serious impact on the educational process. In modern socio-economic conditions, the requirements for the quality of training of specialists are increasing. The term "conflict" is considered interdisciplinary.

Conflicts are studied by such sciences as psychology, pedagogy, sociology, political science, philosophy, etc. The study of social conflict was conducted by M. Weber, W. Moore, A. Ross and other foreign and Russian scientists. The socio-psychological conflict is considered by most experts as a sharp aggravation of contradictions arising in the sphere of direct communication between people.

Conflicts are not uncommon in the teaching staff. All members of the educational society can

participate in them: teachers, parents, and students. All teachers have different tastes, preferences, interests, views and other features that make up the core of individuality. This often becomes the basis for contradictions between the members of the team. Since contradictions in the team will always be present, conflicts in schools are also inevitable. In the event of a conflict situation, each side tries to defend its point of view and prove the correctness of its reasoning. However, as numerous studies show, this process can be adjusted and regulated. In this regard, the possession of a conflictological culture by teachers plays an important role in interpersonal relations and is an aspect of security in the educational environment.

Conflicts that arise in teaching teams are by their nature interpersonal conflicts, as they reflect situations of interaction between people in which they either pursue incompatible goals of activity, or understand the ways and means of achieving them differently.

The causes of interpersonal conflicts in the teaching staff are mainly related to the violation of the relationships established in the process of joint pedagogical activity. These may be business-related relationships that arise between teachers and supervisors about the teaching activity itself.

The level of these relationships is determined by the goals and objectives of the activity, the level of professional training and competence, interests, inclinations of teachers. Relationships of a "role" nature arise when it is necessary to comply with rules and norms that correspond to professional ethics.



Personal relationships are established between teachers in the process of joint activities and are determined by their individual characteristics.

Depending on these relationships, three main groups are distinguished [5].

The first group is professional conflicts, which arise as a reaction to obstacles to achieving the goals of professional and pedagogical activity when business ties are disrupted.

Such conflicts are the result of incompetence of the teacher, misunderstanding of the goals of activity, lack of initiative in work, etc.

The second group is conflicts of expectations, which arise in cases when the teacher's behavior does not correspond to the norms of relationships accepted in the teaching staff, when behavior and activity do not correspond to their expectations in relation to each other. This is tactlessness towards colleagues and students, violation of professional ethics, failure to comply with the requirements of the team, etc. Such conflicts arise when "role-based" relationships are violated.

The third group is conflicts of personal incompatibility, which arise as a result of the personal characteristics of participants in the pedagogical process, character and temperament characteristics. The manifestation of intemperance, overestimated self-esteem and conceit, emotional instability, excessive resentment are at the heart of the conflicts of this group.

In total, conflicts in pedagogical work can be distinguished along the lines of: "teacher – student", "student – student", "teacher – teacher", "teacher – management", "teacher – parents".

These conflicts are based on contradictions of value systems, worldview positions, ideas, judgments, and directions of various participants in the educational process. [2].

The logic of conflict resolution consists of the following sequence of actions: conflict prevention; conflict management, if it has already arisen; making optimal decisions in a conflict situation; conflict resolution.

At the stage of conflict prevention, it is important to find out why this person acts in this way. The head of the teaching staff cannot remain indifferent to the impending conflict, therefore he can bring the participants of the conflict into open contact, to a joint analysis and discussion of the current situation. At the stage of conflict management, the head conducts individual conversations, provides psychological preparation for each participant in the conflict for the upcoming meeting and communication.

If the conflict cannot be stopped at the initial stage, tactics and a strategy for its resolution are developed. This is carried out by the headmaster or his deputies, if necessary, a collective decision is made. It may be due to the fact that conflicting team members are provided with such conditions that they do not contact each other for a while or these contacts are limited.

Professional conflicts and role expectations are eliminated by changing working conditions, organizing the educational process, making adjustments to the school's working hours, etc.

Conflicts of personal incompatibility are more difficult to eliminate.

In such cases, the leaders choose such ways of conflict resolution, in which the conflicting parties are forced to admit the existence of a different point of view, a different approach, and the manifestation of individual characteristics.

Pedagogical conflictology is a practice-oriented course of pedagogical science, the goals of which are to study the nature and factors of the occurrence of pedagogical conflicts, to create ways to eliminate them [1]. Based on the analysis of literature and personal observations, it can be noted that the leading factors of conflict in the pedagogical environment of teachers are:

- Dissatisfaction with the chosen profession, observed in a number of teachers, accumulating professional fatigue;
- high responsibility of the teacher for the quality of education
- responsibility for the life and health of students (physical and psychological);
- dissatisfaction with the level of approval of the teacher's actions from both the students and the management, the teaching staff, and parents;
- monotony of teaching work,
- strict regulation of activities according to the curriculum;
- the predominance of classical forms of teaching and assessment, etc.

According to research [3; 4; 5], there are not so many conflicting personalities in collectives – from one to five percent of the number working in schools. But the number of conflicts they create can be very large, and protracted conflicts.

It is necessary to work and communicate with a conflicted person: – correction of the subjective (internal) conditions of a conflicted person in the course of individual work; – creation of organizational and managerial conditions that contribute to reducing manifestations of conflict. These and other measures will be able to reduce the level of personality conflict.

The essence of psychological and pedagogical prevention and resolution of conflict situations in the teacher-student system is to create conditions under



which the adequacy of conflict perception, readiness for a comprehensive discussion of problems, the creation of an atmosphere of mutual "trust" and joint activities to resolve existing problems would contribute. transformation: destructive; conflict in constructive

According to the conducted research, the level of conflict is significantly influenced by the aggressiveness of the individual. It should be noted that, despite the fact that aggressiveness finds its manifestation in many people, it is characterized by a different level and has its own characteristics for each individual.

The strength of aggressive reactions, as well as the direction and duration of aggressive actions, depends on many different reasons. Therefore, the problem of aggressiveness should be analyzed from the point of view of the impact of physiological, psychological, social and situational factors on a person.

The common causes of pedagogical conflicts usually include inconsistency in compliance with the principles of state policy in education, substantive and methodological imperfection of the educational process, insufficient regulation of formal and informal relations in school society.

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