PREVENTION OF CONFLICT SITUATIONS IN THE PREPARATION OF STUDENTS FOR PEDAGOGICAL ACTIVITY (ON THE EXAMPLE OF HIGHER AND GENERAL SECONDARY EDUCATION COOPERATION)

Eshkuvvatov Tolkinjon Eshkuvvatovich,
head of the Department of preschool education and pedagogy,
Kattakurgan branch of Samarkand State University
Email: t.eshquvvatov@mail.ru

Abstract *The article includes disputes, the essence of pedagogical conflict in the CPSU, the objective and subjective nature of conflicts, their direct causes and their analysis, what forms of conflicts and in what ways they are resolved, the study of the art of managing them, we think that they are fulfilled in order to provide psychological service to the Higher School and provide methodological assistance*
Key words: *conflicts; possibility of conflict creation; conflict functions; justice criteria*

Introduction

The way a person lives in a person's society cannot be comforted without various conflicts. A person can face various conflicts and conflicts throughout his life, at any age, in a different place and in any situation. Conflicts are a process involved in the life of every person, and no person can say that conflict situations are not related to my life. Conflicts are a natural phenomenon, it is possible to correctly relate to any conflicts and to prevent destructive manifestations of conflicts.

In pedagogical and psychological terms, the study of conflicts, their nature and Prevention of future educators is not only theoretical, but also a very important practical value. The study of this branch of the science of educators helps to avoid conflicts arising in various situations in the educational process, to apply effective measures to resolve them.

In the process of pedagogical relations, it is urgent to study the nature of conflicts in pedagogical-psychological terms, develop methods and means of preventing destructive opportunities and developing opportunities for creativity, and make recommendations regarding their application in situations.

Analysis of literature on the topic: a number of studies have been carried out by scientists of our country and abroad on the problems of preventing pedagogical conflicts in the educational system, their elimination.

In the scientific research of U.Begimkulov, Sh.Abdullaeva, N.Djumaeva, A.Jamaliddinova, R.Isyanov, A.Ismanova, O.Mosurmanova, Sh.Sharipov, B.Shermuhammadov issues of positivity of pedagogical relations, correction of youth behavior in the educational process were expressed. General, social foundations of dispute research has been studied by foreign scientists such as G.To ychieva, N.Shermukhammedova, M.Bekmuradov, M.Yakubova, M. V. Klimenskikh, I. A. Yershova, A.Ansupov,K. Boulding,F.Borodkin and highlights issues related to conflicts, including the theoretical foundations of pedagogical disputes, interaction between subjects, structure, causes. Psychological aspects of the dispute is reflected in the studies of B.Lomav, V.Merlin,

V.Myasitshev, J.Piaje, N.Safaev, R.Sunnatova, V.Andreev, I.Ridanova, V.Slastenin and I.Ridanova.. Analysis of modern approaches have been researched by foreign scientists such as A.Becker, H.Becker, K.Berkel, K.Vopel, G.Schwarz, N.Davenport, M. Rosenbergand and P.Heigl.

Observations show that 80% of disputes arise against the desire and will of their participants, contrary to their desire, that is, in rare cases, the dispute is deliberately prepared and carried out. A person carefully filters information coming from others, and the information he sends – without filtering, sends correctly. It is usually observed to take an emotional approach to information coming from others, and to send as much as the information going on. A conflict situation can occur when the emotional and psychological balance between the information being sent and received is disturbed.

The typical characteristics of the dispute are listed in [5; 23-b] as follows:

- uncertainty of the result, that is, none of the participants in the dispute foresees the decisions made by the other participants and all the consequences of the conflict;

- variety of goals, this situation expresses the inconsistency of interests between different parties;

- classification of movement in each of the parties.

At the same time, the basis of any conflict is the opposition of thoughts that have accumulated objectively and subjectively, real and illustratively. In order for the opposition of opinions to turn into a dispute, the following is considered sufficient [5; 24-b]:

1) the importance of the situation for participants in the conflict relationship;

2) the presence of a problem in one of the opponents that puts other participants on the path to achieving their goals (even if this is a subjective perception, not reality);

3) the fullness of personal or group patience to the problem that has arisen in at least one of the parties.

It is known that the expedient grounds for resolving conflicts may include the following, namely:

* causes of conflict;

* diagnosis of counter-fighting, in which the parties include behavioral motives;

• implementation of situational and positional analysis (clarification of the situation that has arisen and the points of view of the parties);

* predict the course and consequences of disputes (including determining the profit or loss for each party when the dispute ends in one way or another).

It is useful that all these actions are carried out not only by a third party (intermediary,psychologist, representative body), but also by the subjects themselves, in which the parties approach the understanding of the need to develop General decisions after the analysis carried out.

An important issue of analyzing the influence of conflicts in educational activities is to identify their causes.

The existing approach in the theory of conflictology provides a means of classifying the causes of conflicts, their analysis and generalization to the teacher to control real conflicts and cultivate conflicting interests

V. Lincoln indicates the following reasons for the origin of conflicts.[4.28-b].

1. Acceptance or non - acceptance of information for participants in information-interaction.

2. In behavior-inconsistency, ineffective style, selfishness, unpredictability and other features of behavior that one of the parties rejects.

3. Relationship factors (communication) - the degree of satisfaction of the interaction of two or more parties.

4. Values are the principles that are important for people to follow and that are expected to be implemented (professional, cultural, religious, ideological, etc.).)

5. Structural-relatively stable situations that are difficult or even impossible to Change (Law, age, subordination, time, availability of equipment and other means that support the educational process)

From the above, it follows that without knowing the cause of the conflict, it is difficult to control it and eliminate the cause.

A. Ya. Ansupov and A. I. Shipilov divides the classification of the causes of conflicts into four groups, based on their objective and subjective unanimity in nature; [5.56-57-b].

* personal reasons
* reasons related to organizational and managerial issues
* Social Psychological Causes

Research methodology: in order to experimentally test the theory put forward during our research, as well as to put its results into practice, prepare future teachers for the Prevention of conflict situations, and improve the system for the development of conflictological competencies in the preparation for pedagogical activity, experimental and test work was carried out on the basis of the program to monitor the

37% of students(total student respondents 220) who took part in the questionnaires conducted in the identifying-highlighting experiment-tests believed that a significant part of the student-teacher conflict occurs due to insufficient professional level of teachers. Most students reacted negatively to the separation of the content of the subjects from real life, 32% of students reacted negatively to the structure of the Educational Course programs.

In turn, professors (total teacher respondents 86) explained the low efficiency of the educational process and conflict situations in communication with the following reasons:

- negative attitude towards learning, laziness, unwillingness to learn (34%);

- lack of independent thinking, low general education and political culture, lack of understanding of the importance of Sciences (12%);

- lack of interest in the future profession or not seeing one's own perspective (56%);

- extreme glory (27%).

The participating respondents associated conflict situations in the attitude of the" teacher-teacher " in most cases with insufficient working capacity of colleagues (22%), transition to the shadow of the results of other activities (27%), non-personal inclusion in the content of educational materials (24%), lack of interaction in activities.

At the same time, as a factor of unfavorable situations in the relations of the" University-teacher", the lack of initiative in the teacher by the higher educational institution, the impossibility of conducting classes, irresponsibility in public affairs, indifference to the development and prospects of the institution, lack of work on oneself, work with information technologies and movement to learn languages are presented,, the attitude towards the work of teachers was manifested in such a way as not to be shown (44%), not to be supported by the initiative (36%).

According to the results of a survey conducted in the part of the study aimed at the "University-student" relationship, in the current situation, the higher educational institution noted that students do not comply with the internal order, irresponsibility in interpersonal communication and low cultural level, relative laziness to knowledge, low enthusiasm and initiative, lack of motivation for information technology and language learning, , they expressed the fact that free communication and movement are limited (64%), infrastructure unsatisfactory (64%), and anonymous in some cases.

Analysis and results: it seems to us that the causes of conflicts are able to reflect in themselves the entire complexity of current life. It is worth saying that, based on the results of the surveys carried out and the research carried out, the analysis of disputes, in addition to the above, includes:

- understanding the causes and history of the situation, as well as current phenomena;

- to identify not only the main or clearly visible parties, but all participants (groups)involved in the conflict ;

- to know the points of view of all these participants(groups)and their relationship ;

- identification of factors and trends lying on the basis of conflict;

- it is necessary to draw appropriate conclusions and lessons from failures and achievements.

Conflict analysis is not a one-time event, it should remain a constant process that helps to adapt actions to changing factors, dynamics and conditions.

As you know, the basis of the conflict is the contradictions between these subjects.[3.16-17-b]. For this reason, the most optimal and consequential way to resolve conflicts is to eliminate the conflicts mentioned by the subjects themselves. However, this path is not always achieved. In addition,there are different types of conflicts (open,hidden,objective, object-free, etc.).), it is necessary to take into account their levels,the characteristics of their subsections, as well as the objective possibilities at the disposal of the forces that seek to stop the conflict.

The classification of the causes of conflicts can be combined into four groups, based on the fact that they are objective and subjective in nature.

Classification of causes of conflicts

Organizational and managerial type conflicts

Socio-psychological type conflicts

Common causes of conflicts due to mistakes of educators:

Disputes related to the incompatibility of interests and needs.

In the literature on this problem, the sleeve many common causes of conflicts associated with the subject and object of management are also identified. Organizational and managerial factors and situations that do not depend on people are mainly objective, while socio-psychological and personal factors are mainly subjective.

To the causes of organizational and managerial type conflicts:

- arising from the ineffective Organization of the work of teachers;

- insufficient working conditions by the administration;

- unregulated work on the protection of life safety;

- disadvantages in the management of the pedagogical team;

- Related to student knowledge assessment criteria;

- unplanned forms of control over the activities of the teacher;

- insufficient assessment by the leaders of the professional activities of the teacher;

When analyzing the reasons for the actions of the parties in various disputes, it is not difficult to understand that they usually consist in their desire to satisfy their interests. Insincerity, insincerity, dissatisfaction with the decision made, lack of proper perception, the desire to provide oneself financially today or in the future are most of the causes of the conflict encountered in the practice of the pedagogical process.

Conclusions and suggestions: in the pedagogical environment, a negative attitude towards any conflicts is common, and in most educators there is a desire to suppress, "stop in time" conflicts rather than seek the possibility of their creation. But the division of disputes in the pedagogical process is taboo. Education and upbringing against conflicts cannot and should not be, therefore, the formation of a creative attitude to conflicts, constructive behavior in conflict situations not only for students, but also for teachers, there is a need for various application of conflicts in the educational process.

It is important to find out the objective and subjective nature of conflicts, their immediate causes and causes, to study what forms of conflicts and in what ways they are resolved, the skills of their management.

This task is very important and relevant for future educators, pedagogical workers of any level.

The modern educator focuses his work on solving a two-way problem: achieving high pedagogical efficiency and influencing students who create this result. And therefore, an effective pedagogue should be not only a narrow specialist, but also a large-scale one, that is, a modern pedagogue should be partly a psychologist with the ability to resolve various social conflicts.

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