



PEDAGOGICAL DIAGNOSIS OF CONFLICTS ARISING IN THE PROCESS OF HIGHER EDUCATION ON THE BASIS OF MODERN APPROACHES

Djumayeva Sanobar Absaatovna, Tashkent State Pedagogical University named after Nizami, Faculty of Pedagogy and Psychology department of General Pedagogy, Phd

Abstract: This article analyzes issues such as conflicts that arise in the higher education process, their types, aspects, assessment and ways to resolve them.

Key words: conflict, approach, method, educator, participants, dispute, behavior, assessment, course, punish, pedagogical work, pedagogical skill, resistance, pedagogical requirements.

I. INTRODUCTION

In the process of organizing social relations, certain conflicts arise between its participants. Participants' attitudes to the activity (work), different interpretations of the conflict situation, negative or low evaluation of the participation of the other party, exaggeration of the personal role in the organization of the activity, lack of in-depth analysis of reasons and, most importantly, not to prescribe timely resolution of the conflict failure creates conditions for the emergence of pedagogical conflicts.

Possession of a large number of subjects of different ages, the fact that each subject individually demonstrates psychological, physiological and physical capabilities, different levels of activity in the organization of the educational process leads to pedagogical conflicts in the organization of educational institutions. The division of participants in the educational process into two major groups: manager and subordinate (head of the educational institution, teaching staff, teacher, student, student's parents), supervisor and supervised, commander and executor, and the difference between age, knowledge, life experience and its size has a significant impact on the occurrence of pedagogical conflicts.

As mentioned above, the concept of "pedagogical conflict" can be interpreted in terms of the activities of the subjects involved in the education and upbringing of the individual.

V.A.Sukhomlinskiy describes pedagogical conflicts as "a serious, complex and unpleasant phenomenon inherent in school activities." That is, "conflicts between the teacher and the child, between the teacher and the parents, between the teacher and the community are serious, complex and unpleasant phenomena inherent in school activities. Conflict often arises because the educator has a misconception about the student's identity. Having a positive opinion about the child's personality prevents the occurrence of pedagogical conflicts. Achieving conflict prevention is one of the most important components of a teacher's pedagogical ingenuity. By preventing conflict, the educator maintains and builds the educational power of the community." [88]

Pedagogical conflicts involve relationships between participants in the educational process in different areas. Disputes can be categorized according to their various indicators. According to the duration of pedagogical conflicts:

1) conflicts that end quickly (beginning with very high emotional actions, reflecting the deep negative attitudes of the parties to the conflict; such conflicts can have a difficult and tragic end);

2) long-term disputes (between the parties) conflicts occur in situations that are deep enough, stable, complex; such disputes are not easy to resolve);

3) weak, sluggish conflicts (conflicts that are less acute, usually characterized by the activity of one of the parties to the conflict, and the avoidance of conflict by the other as much as possible; such conflicts are also difficult to resolve. ; their solution depends on the decision of the initiating party);

4) weak, fast-moving conflicts (mutual contradictions are a more positive form of conflict, if it is the only conflict between the conflicting parties, then there is a possibility of a positive solution).

Pedagogical conflicts are also divided into several types in terms of time of occurrence, the content of joint activities, psychological features and the state of manifestation. That is:

I. By the time of occurrence: 1) permanent disputes; 2) disputes of a certain duration (manifested once or several times).

II. According to the content of joint activities: 1) conflicts related to education (training); 2) organizational disputes; 3) labor disputes; 4) interpersonal disputes, and etc.

III. According to their psychological characteristics: 1) formal conflicts; 2) conflicts arising in the process of informal communication.

IV. In terms of the state of manifestation: 1) open disputes; 2) hidden (closed) disputes.

A secret conflict exists between two people and it is possible to hide the fact that there is a conflict between them for a certain period of time. If one of them becomes impatient, this dispute can turn into an open conflict. There are also conflicts that arise spontaneously and periodically, through provocation. Another type of conflict can be conspiracy. Conspiracy is an intentional unscrupulous act committed by an initiator, forcing an individual or team to take a certain action.

Disputes between participants in the learning process are also divided into groups according to the level of conflict they form. They are: 1) dissatisfaction; 2) diversity of opinion; 3) contradiction; 4) quarrel; 5) hostility.

Although pedagogical conflicts are divided into different groups or categories, they cannot be separated from each other. During development, conflicts can shift from one type of appearance to another.

According to the results of research conducted by M.M Ribakova, the situation is the starting point for the emergence of pedagogical conflicts, as well as any social conflicts. [82]

Conflict situation is a complex objective-subjective state of the pedagogical process in which objective things are subjectively accepted by the person, which is important for the participants.

VI Andreev points out that conflict situations are "two or more parties - a closed or open struggle between the participants, each of which has a purpose, causes, means and methods of solving a problem that is important to them." [19]

- Conflicts that occur in educational institutions have their own characteristics. These include:
- professional responsibility of the teacher to solve the situation pedagogically correct: after all, the university is a model of society in which students learn the social rules of human relations;
- participants in the conflict have different social positions (teacher - student), which determines the different behaviors in the conflict;
- the difference in the age and life experience of the participants separates their views on the conflict, giving rise to different levels of responsibility for mistakes in conflict resolution;
- participants have different understandings of events and their causes (different views of the conflict "through the eyes of the teacher" and "through the eyes of the student"), so it is difficult for the teacher to understand the depth of the child's experiences, and the student - to control their emotions;
- Observations of other students during the conflict turn them from witnesses to participants, and the conflict has an educational value for them as well; the educator must always keep this in mind;
- The professional status of the teacher in the conflict forces him to take the initiative in resolving it and requires the ability to put the interests of the student as a priority;
- Any mistake of the teacher in resolving the conflict creates new situations and conflicts, to which other students are involved;
- Lack of opportunities for the teacher to predict the behavior of students in the classroom; the unpredictability of their actions often disrupts the planned course of the lesson, leads to anger and the teacher's desire to remove "obstacles" in any way, and the lack of information about the incident makes it difficult to act appropriately and choose the tone of appeal in such situations;
- Other students will also witness the situation, so the educator will try to maintain his or her social status in any way, and thus often lead the situation to conflict;
- The educator usually assesses the student's personality rather than his or her individual actions, such an assessment often reflects the student's attitudes toward other educators and peers (especially in primary school);
- Assessment of the student is often based on a subjective understanding of his actions and lack of information about his motives, personality traits, living conditions in the family;
- the teacher finds it difficult to analyze the situation, hurries to punish the student, believes that excessive demands on the student do not hurt;

- The characteristics of the relationship between the teacher and the individual students are important, the personal qualities and non-standard behavior of students are the cause of constant conflict between them;
- Personal characteristics of the teacher (anger, rudeness, revenge, pride, helplessness, etc.) are often the cause of conflict, the teacher's priority in dealing with students, interest in pedagogical work, lack of pedagogical skills, teacher's life failures, the general environment and work organization as an additional factor. It should not be forgotten that any mistake of the educator in resolving situations and conflicts will remain in the memories of the students and will have a long-term effect on the relationship;
- Conflicts in the classroom, especially in the classrooms of adolescents, are recognized by many as normal, legitimate;
- The educator should be able to organize practical learning activities by strengthening practical interactions between students of different ages, such conflicts are more likely to be seen primarily in the activities of educators interested only in the level of mastering the subject, rather than teachers who know students well occurs much less frequently in classes and elementary classes conducted by;
- Usually, the situation in the classroom escalates into a conflict with students who do not master the subject well and have "difficult" behavior. Therefore, for the benefit of the educator, it is necessary to pay attention to such students in order to better study them, to assist them in the timely completion of the task;
- It is not necessary to punish with bad grades in science for behavior - it does not lead to positive results, but only leads to a long personal conflict with the teacher, which of course reduces the interest in science;
- It is easy to prevent conflict from being effectively resolved in pedagogical activities.

Such intolerance of any injustices in pedagogical conflicts, the leading role of monopoly in social relations are also important features of pedagogical conflicts. The consequences of any conflict will be reflected in the subsequent development of the student's personality, as well as having a significant impact on their future destiny. Thus, a complex conflict situation differs from the interaction of educators and students in a more difficult environment in which there is a mismatch between goals, objectives, causes, and participants' personal capabilities. The degree of inconsistency here is determined by the level of complexity and difficulty of the conflict situation.

In general, some of the behaviors organized by students in educational institutions are also crucial in causing problematic conflicts between students. Among the most controversial behaviors of learners are:

- 1) actions that lead to conflict (for example, violation of discipline, rudeness to others, rudeness, disobedience to the instructions of teachers, heads of educational institutions, parents or officials, disobedience, use of lies);
- 2) express their dissatisfaction with obscene words, sharply criticize the behavior and behavior of teachers);
- 3) covert resistance (disobedience to pedagogical requirements, negative attitude to pedagogical views, refusal to communicate with teachers, skipping classes);
- 4) sluggish resistance (unconditional expression of hatred, bitterness, resentment, tears);
- 5) committing disruptive behaviors and behaviors ("asking questions, trying to" influence "the pedagogue (pedagogue) (deliberately causing riots, encouraging team members to disobey the pedagogue, obstructing the organization of classes, etc.).

The occurrence of any of the above behaviors by learners can lead to conflict situations. It is precisely conflict situations that allow us to distinguish the types of pedagogical conflicts in themselves. In this regard, MM Rybakova divides pedagogical situations and related conflicts into the following types:

- 1) situations (or conflicts) related to the student's performance, mastering of educational tasks, extracurricular activities;
- 2) situations (conflicts) that cause actions that occur as a result of the student's non-compliance with the rules of social behavior at school, ie during the period of pedagogical practice, especially in the classroom and out of school;

3) situations (conflicts) related to the manifestation of personal emotional states in the pedagogical process based on the relationship between students and teachers. [82]

The pedagogical situations and types of conflicts described above serve the practical purpose of guiding the educator in a variety of school situations and conflicts.

Pedagogical conflicts arise as a result of a conflict of interests between one or another subject of the educational process. As a result of studying the available sources, it became clear that pedagogical conflicts occur between the participants of the educational process. The main subjects of pedagogical conflicts are: (1-picture):

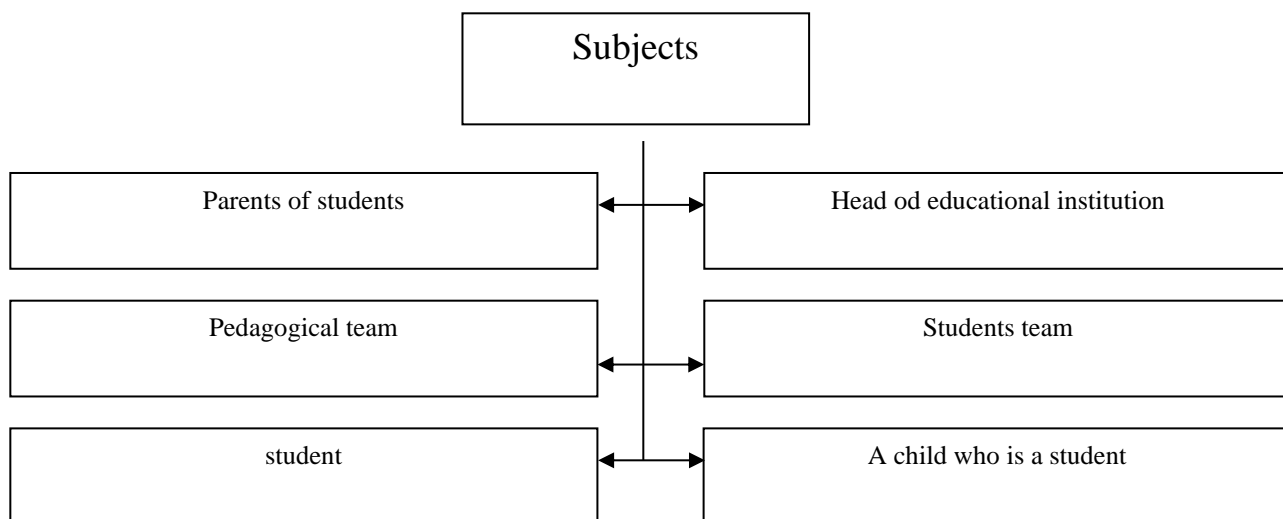


Figure 1. Subjects of pedagogical conflict

In essence, pedagogical conflicts often occur between the following subjects (see Figure 2):

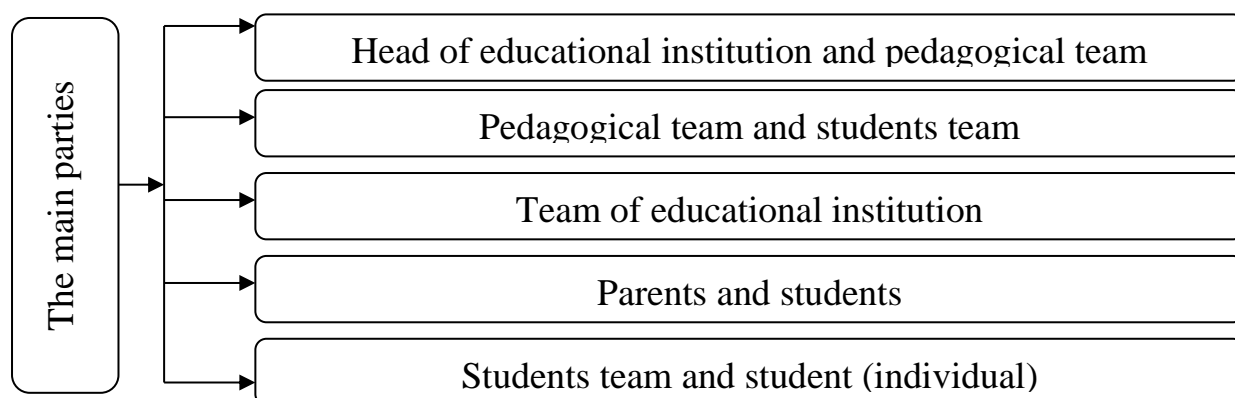


Figure 2. The main parties involved in pedagogical conflict

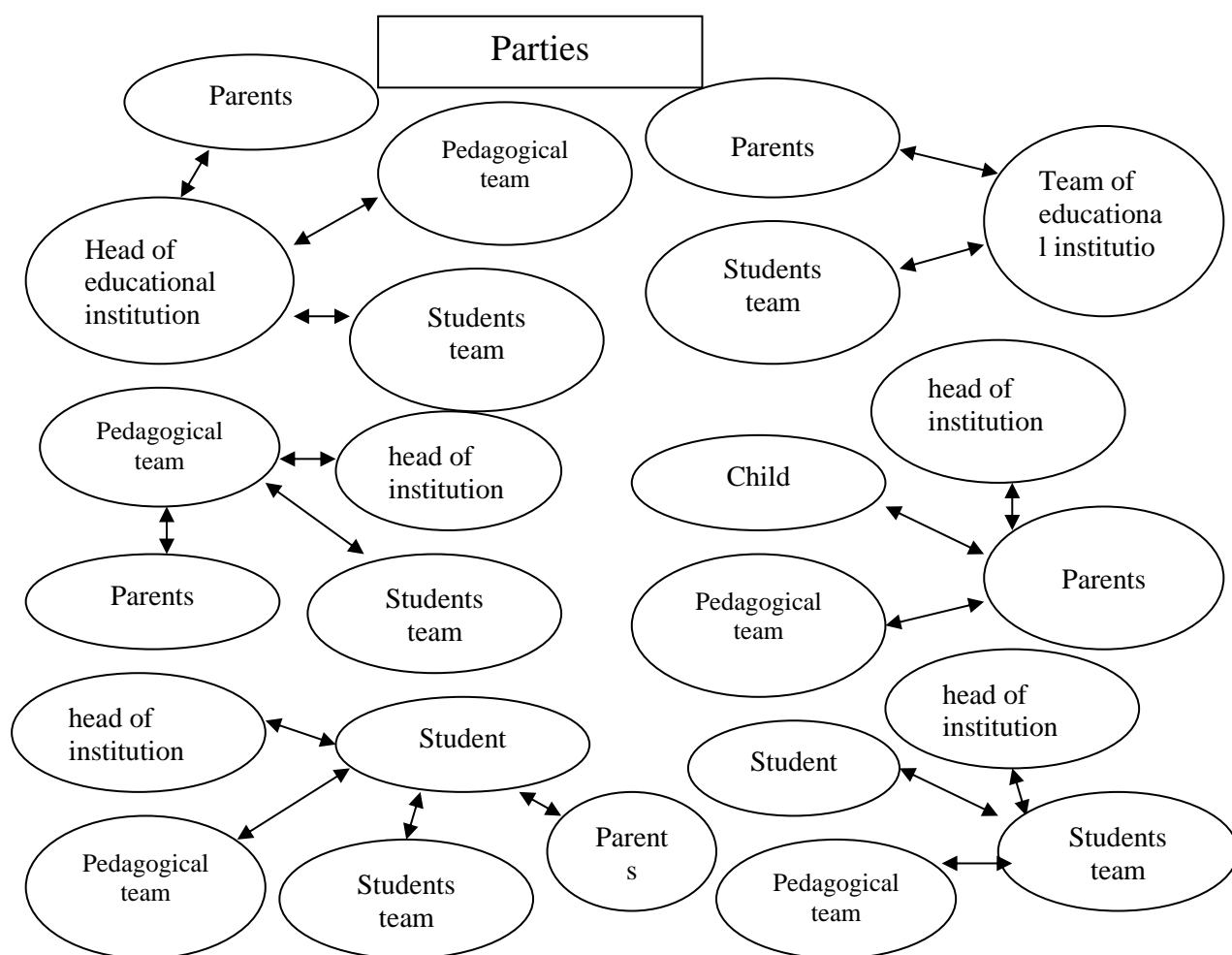


Figure 3. Cluster of subjects and objects of pedagogical conflict

Participants in pedagogical conflicts are in conflict with each other in the educational process. Participants may also appear as opposing parties in pedagogical conflicts that have arisen to one degree or another (3rd picture):

Circumstances such as misunderstanding of the pedagogical requirements imposed on students, misunderstanding of each other's opinions and preference for personal interests are a priority in the origin of pedagogical conflict. In addition, the head of the educational institution, teachers and parents do not take into account the age of the student, mental, physical and physiological capabilities, treat him as a "minor", make teenagers feel like adults, independence in organizing activities in various fields. aspirations, overestimation of their own strengths and capabilities, misunderstanding of the nature of pedagogical requirements as "unfair requirements", non-recognition of the established order in the educational institution, imagining that obedience to this order seems to affect their freedoms are also causes of pedagogical conflicts. Accordingly, an acquaintance with the practice of educational institutions reveals that, although the origins of pedagogical conflicts vary, the main reasons are:

- pedagogical requirements do not take into account the age, psychological and personal capabilities of students;
- Inadequate pedagogical requirements for students;
- Inequality in the pedagogical requirements for all students;
- Lack of individual approach to students in the pedagogical requirements;
- "unfair" treatment of students by teachers;
- pedagogical requirements contradict the wishes, aspirations and interests of students;
- Lack of sincerity in the pedagogical requirements, on the contrary, expressed in the tone of the command;
- Lack of confidence in the identity of the student in the pedagogical requirements, and etc.

In conflict situations, its participants use different levels of protective behavior. For example:

- physical or psychological attack (aggression - it is mainly directed to the opposite side of the conflict);

- Anxiety (seeing one's own shortcomings, shortcomings in others, in the faces of others; this helps to avoid internal tensions);
- Imagination (fantasy - imaginative performance of actions that can not be done in practice; creates the ability to imagine what is thought);
- adaptation to physical or psychological stress (as a result of the exchange of goals, the level of attachment to something decreases, but behavioral motives remain the same);
- change of goals (psychological stress is directed to other areas of activity);
- avoidance of unpleasant situations (a person involuntarily avoids a problematic situation due to failure or inability to complete tasks).

Therefore, it can be said that the pedagogical diagnosis of a student's conflict behavior is not only the prevention and elimination of conflict behavior in the student's personality, but also the conscious activity of the educator in the formation of moral rules, the primary cause of his conflict behavior and knowledge of resources.

The results showed that pedagogical diagnostics in the broadest sense is a synergetic system of diagnostic activity of the educator, which represents a systemic-role according to the purpose, systemically-functional in essence, synergistic interaction in its components. In the narrow sense, pedagogical diagnostics acquires a nurturing essence, forming and educating the student's personality as a unit of learning, upbringing, self-education in the process of synergetic interaction of the teacher and the student.

Analysis of the scientific and pedagogical literature showed that the diagnosis of student conflict behavior is based on the following laws: dispositional-synergistic, systemic-role, systemic-functional. The following principles of diagnostics should be taken into account by defining these laws: synergetism, systematicity and integrity, objectivity, versatility, qualitative analysis, apperception, development, unity of personal learning and upbringing, competence, confidentiality.

The content of pedagogical diagnostics of student conflict behavior is a systemic functional-role, motivational and person-centered approaches - as a whole, it allows to achieve optimal and positive results if the diagnostic activity of the professor-teacher is carried out on a synergistic basis.

The systematic functional-role approach to the pedagogical diagnosis of student conflict behavior (macro level) includes the general (system-role) and process (system-functional) structure of diagnostics. - Searching for the causes of behavior together with students allows students to understand the real causes of their conflict behavior.

Based on the results of the analysis, the following factors that cause pedagogical conflicts were identified (Table 1).

Table 1
Description of factors that cause pedagogical conflicts

№	Factors	Appearances
1.	Information, information in the form of messages	1) rumors; 2) inaccurate, inaccurate information; 3) information expressing doubts and suspicions; 4) rules, slogans, beliefs, appeals, appeals, social and legal norms that cause conflicts; 5) unreliable sources of information
2.	Socio-pedagogical activity views	Conflicting actions on social and moral norms, current standards, social status, incentives and penalties, the provision of educational services
3.	Socio-pedagogical	Conflicts in the process of approaching the principles, values and educational needs (belief, socio-cultural, religious, spiritual-moral, ideological-political, professional, family values and needs) recognized or rejected by the subjects of pedagogical activity
4.	Pedagogical relations	Conflicts arising in connection with pedagogical tact and pedagogical ethics (communication, joint activity)
5.	Personal behavior	Personal behavior Interests, interests, life aspirations and goals (their origin is caused by injustice, selfishness, irresponsibility, indifference, indifference, mutual resentment, which are reflected in the personality of the subjects)

The results of the theoretical analysis fully confirmed that the issue of conflicts, pedagogical conflicts and their essence is one of the most pressing issues in the field of pedagogy, psychology and management.

Thus, pedagogical conflicts are an event that occurs in the educational process, the essence of which is a conflict of interest. Pedagogical conflicts arise as a result of the fact that the head of the institution, pedagogical and student groups, as well as parents do not take into account or strictly adhere to the principles of organization of the educational process, each trying to protect their own interests. The fact that the participants of the educational process understand each other, try to protect the interests of the opposing parties, give way to each other, as well as seek to solve the problem in a calm and collaborative manner ensures a positive solution to any pedagogical problem.

Diagnosis and self-diagnosis serve as an important condition for studying the occurrence of student conflict behavior: in the process of self-awareness, the scope of diagnostic tools in relation to the student's personality expands, objectivity is ensured and interaction control is possible. A motivational approach to the pedagogical diagnosis of student conflict behavior (meso level) helps to analyze conflict situations in relation to the components of the formation of the value system (emotional, intellectual, verbal, behavioral).

REFERENCES

1. Sukhomlinskiy V.A. I sacrifice my life for the children. - T.: pedagogue, 1984. - 254 p.
2. Rybakova M. M. Conflict and interaction in the pedagogical process. - M.: Pedagogika, 1991. - 168 p.
3. Andreev V.I. Conflictology: the art of spores, the introduction of peregovorov, the resolution of conflicts - Moscow: Narodnoe obrazovanie, 1995. - 128 p.