



CONFLICTOLOGY COMPETENCE OF THE MODERN TEACHER PLACE IN THE EDUCATIONAL PROCESS

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Annotation

The conflictological competence of the educator in the effective management of conflicts and the methods of formation and development of the conflictological culture determine its place in society.

Keywords: Conflictological co-competence, conflictological culture, gnostic component, design component, constructive component, communicative component.

Kalit so'zlar: Konfliktologik kokpetensiya, konfliktologik madaniyat, gnostic komponent, dizayn komponenti, konstruktiv komponent, kommunikativ komponent.

Ключевые слова: Конфликтологическая сокомпетентность, конфликтологическая культура, гностический компонент, конструктивный компонент, конструктивный компонент, коммуникативный компонент.

Introduction

Since conflicts are inevitable in our lives, everyone needs to develop an understanding and perhaps acceptable attitude towards them, purposeful work is needed to prepare a person for the conflicting conditions of life. The head of our state and the government are working hard to develop school education. In particular, in two or three years, significant changes have been made in the areas of respect for teachers, raising salaries and strengthening social protection. At the same time, ensuring the quality of education, raising the prestige of teachers is closely linked with the self-development of teachers, the acquisition of advanced professional knowledge. That is, students, parents, let alone the teacher, must work hard to raise their profile in the eyes of society as a whole. Because from now on, the reputation of educators who work hard, master



modern and advanced knowledge will be high. On the contrary, teachers who do not strive for innovation and do not give up old skills are gradually losing their professional dignity.

What kind of knowledge should a teacher have today? - Today we need to enrich the knowledge of modern teachers, have the skills of initiative, innovation, methodological skills, the ability to deal with conflict situations. The ability to deal with conflict can be called conflict competence. Under the teacher's conflictology culture, we learn and use the professionally oriented conflictology knowledge needed to understand, analyze, and resolve conflicts in the learning environment.

In the modern scientific literature, personality traits are associated with individual conflictological culture and are manifested in the ability to solve problems and resolve conflicts in constructive ways. A constructive way out of a conflict is called a person's way out of the conflict, which is characterized by:

- ✓ Solve the problem taking into account the interests of both parties;
- ✓ Adequate awareness of the situation, mature behavior; maintaining or improving relationships between competitors.

Conflictological competence has a psychological structure, including:

Gnostic component: correct knowledge of the causes of the conflict, its development and course, behavior, communication and activities of rivals in the conflict, their mental state; a special group is characterized by knowledge of the psychological characteristics of the person in conflict;

Design component: the ability to anticipate the actions of opponents, their behavior during the conflict, the methods of confrontation used, the development of the conflict, its consequences for the organization and rivals;

Constructive component: the ability to influence competitors, their attitudes, values, causes and goals of conflict; formation of public opinion about the parties to the conflict: the ability to prevent conflict and resolve it on a fair basis, the ability to act as a "judge" (including the use of purely psychological methods: "open dialogue", objectification, "explosion", cooperation);

Communicative component: their personal characteristics and emotional state with the participants of the conflict ability to communicate effectively taking into account the situation.

In our opinion, the professional conflictological culture of the teacher is derived not only from the skills of conflict prevention and resolution in the educational environment, but also from the conflictological competence among students



(derived from the Latin words "competo", "competentia". , conform, meaning worthy). The development of a teacher's culture of conflictology involves the reconstruction of the value-semantic sphere of the individual and the formation of a special system of values, meanings, motives, beliefs, relationships. The content of the conflictological culture of the individual: the culture of the value-semantic field; culture of thinking; emotional culture; communicative culture; imaginative culture; sense of context.

Unlike conflictology competence, which focuses on the management of specific conflicts, an individual's conflictology culture focuses on a wide range of problems and contradictions and their creative resolution.

Information block

- Conflict situation, the structure and dynamics of the conflict;
- Conflict situations, typology and types of conflicts;
- Typology of competitors and "difficult" people;
- Conflict motivation;
- Conflictogenicity (sanogenic thinking, knowledge of the nature of conflicting emotions, values);
- Conflict behaviors and their application in different situations;
- Conflict situations and conflict resolution methods;
- Conflict prevention, management, resolution technologies;

Axiological block

- Flexibility of the mind in the intellectual field;
- In the emotional sphere - self-esteem, self-confidence, the ability to manage specific conflicting emotional states;
- In the field of will - patience and self-control in professional communication, perseverance in achieving conflicting goals;
- In the field of self-regulation - the freedom to choose the goals of conflict activities and the means to achieve them; awareness of their choice;
- In the existential field - the freedom to express themselves as a person in professional activities, self-awareness, the desire for self-development.

A block of personal qualities

- Justice;
- Responsibility;
- Sociality (morality, humanity, adherence to the norms of human society);
- Adequacy (compatibility, optimality of communication, harmony of self-expression, dialectical consciousness and social flexibility);



- Maturity (ability to be honest, open, mutually beneficial)
- Facilitation (English: “to facilitate” - facilitation, promotion, creation of favorable conditions) pedagogy - assistance the mechanism of assistance is understood.). Facilitation contradicts the principle of formation, which in turn is based on the recognition of the child, the learner, the student as an object of pedagogical influence. The most important mechanism of facilitation is active listening and dialogic communication using adequate speech techniques. Listening to others is one of the most important skills in conflict resolution.

Active listening techniques:

- Silent listening, filled with non-verbal cues of attention, allows the interlocutor to take an interest in the conversation, to encourage him to continue the conversation.
- In dealing with people in a state of aggression, simple repetition can be used effectively to clarify the meaning of what is being said.
- Identify, clarify, paraphrase (summarize the opponent's words in their own edition, but keep his point of view) allows you to better understand the meaning of the statement.
- Demonstrating and reflecting on another person's feelings allows you to establish feedback and show that the other person's feelings are understandable and important. This requires a certain amount of empathy (empathy, introducing oneself to the interlocutor, sharing his or her interests and feelings) and bringing warmth and kindness to the communication.
- Conclusion is a specific agreement with the opponent, which represents a common position.

Pedagogical methods of conflict resolution in pedagogy:

- 1) Conversation;
- 2) Please;
- 3) Persuasion;
- 4) Explain to the parties to the conflict that the requirements or actions of the participants are incorrect.

This means that every educator in the education system must have conflict resolution skills. It prohibits students from having a thorough knowledge of their profession, professional knowledge, and responsibility for their professional activities in order to resolve disputes. must be able to receive, empathize,



understand, lead, organize. Only then will he be able to correctly accept, understand and find the right solution to the conflicts that have arisen in the educational process. It can also prevent conflicts from arising. In order to further develop the conflictology culture of the modern teacher, they must also have sufficient knowledge of conflictology.

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