

CONSTRUCTIVE ELIMINATION OF PEDAGOGICAL CONFLICTS IN THE ENVIRONMENT OF HIGHER EDUCATION

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Abstract: *Conflicts, pedagogical conflicts, their elimination, conflict management and the problem of their nature are of particular relevance in the fields of pedagogy, psychology and management. This article provides an overview of research on this issue.*

Keywords: *conflicts, analysis, pedagogical and psychological conflicts, interpersonal conflict.*

Introduction

In modern conditions, the teaching of conflictology develops the teacher's pedagogical culture, and this, in turn, is directly related to competence. It is important to develop conflictological competence in future teachers in the constructive elimination of pedagogical conflicts observed in the environment of higher education [8].

Methods and Discussion

Among foreign scientists, such as K. Bohlander, D. Kelley, H. Kevin, A. Lindsey, Sh. Miceli, W. Weston, conflicts in professional activity, conflict in gender conducted scientific research on age differences, teacher-student conflicts, decision-making in managing and resolving conflict situations, and the relationship of conflicts to personal behavior.

In H. Kevin's research, the impact of conflicting values on the emergence of conflicts in different groups is highlighted, and a multi-level model is proposed, which distinguishes the conflicts that arise in work teams and their effects from the perception of conflict at the individual level [1].

In D. Kelley's research, the main reason for the teacher-student conflict is analyzed as the result of teachers and students having a different understanding of what cheating is and using lies or having different (wrong) perceptions of the negative consequences of cheating [2].

A. Lindsey's research studies the effect of verbal aggression on children in the family, the mechanism of adaptation to conflict in the stress response system, the duration and speed of conflicts in family relationships, the origin of conflicts and the mechanisms of impact of conflict consequences on future conflict experiences. Also, the interaction effects of exposure to verbal aggression in childhood family conflict on later adulthood conflict and the relationships between verbal aggression, conflict intensity, cognitive ability, and emotional competence in childhood family conflict are analyzed[3].

W. Weston's research examines the main factors that cause conflicts and the methods of conflict management used by American youth in conflict situations with adults. Also, issues of intergenerational communication and common family identification, interpersonal and intergroup conflict management are discussed based on previous literature[4].

K. Bohlander's research examines the problem of predictability of active constructive and active destructive conflicts according to the age, gender and hierarchical level of employees. According to the results of the research, the strongest influence on active constructive and active destructive conflict behavior is the sex of the person, and the significant influence on the changeable behavior

is related to the age of the person. It is also analyzed that the hierarchical level of a person can affect the occurrence of active destructive actions[5].

Heather Shannon Miceli's research examines the characteristics of part-time and full-time students, and issues of direction of academic motivation. According to the results of the research, it is analyzed that students receiving education in the form of part-time education may have a negative impact on their education, such as low support and the fact that they consider themselves to be "second-class" subjects of education[6].

T.L.Simons, R.S.Peterson's studies analyze the causes of conflicts as a result of transferring conflicting tasks and attitudes to relationships. In this case, conflicting tasks can serve as a driving force for conflicting relationships[7].

Conclusion

According to the results of the theoretical analysis, it was found that the problem of conflicts, pedagogical conflicts, their elimination, conflict management and their nature is of special importance in the fields of pedagogy, psychology and management. A lot of research has been done in the mentioned scientific fields and a number of resources have been created.

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