



## IMPROVING THE SYSTEM OF CONFLICT PREVENTION OF THE EDUCATIONAL PROCESS IN HIGHER EDUCATIONAL INSTITUTIONS ON THE BASIS OF PEDAGOGICAL COOPERATION

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Article history:	Abstract:
<b>Received:</b> 7 <sup>th</sup> August 2021 <b>Accepted:</b> 10 <sup>th</sup> September 2021 <b>Published:</b> 7 <sup>th</sup> October 2021	The article deals with the conflicts of the educational process at the university, the degree of study, causes and motives, manifestations, conflicts of the "teacher-student" type and their analysis, the study of the art of managing them, which, in our opinion, are performed for the purpose of psychological service of higher education and provide methodological assistance to future teachers

**Keywords:** Conflict of the educational process; the possibility of conflict formation; conflict functions; management styles; signs of conflict

The higher education system, in relation to other social institutions, is functionally characterized by a variety of interpersonal and intercontinental relations. The complexity and uncertainty of these relations are manifested in the coverage of pedagogical, social, psychological, economic, legal and many other spheres of life. Such diversity naturally creates conflicts of interest, relationships, opinions, positions and needs of people.

Disputes, contradictions, antagonism always exist in nature and society, in the spirit of personality and interpersonal attitude, including in the educational process of higher educational institutions. This is especially true for teachers who are full of various conflict situations that arise in the process of communicating with students, their parents, colleagues and others.

Forms of communication between subjects in higher educational institutions largely depend on the socio-cultural and individual psychological qualities of the above components, as well as the traditions, norms and rules established in the university community.

In the process of social relations, it is important to study psychologically the nature of conflicts and develop methods, techniques and tools to develop creativity, as well as recommendations for their application in situations.

Observations show that 80% of disputes arise against the will and will of their participants, i.e. rarely a dispute is prepared and conducted deliberately. A person carefully filters information from others and sends information that sends correctly, without filtering. There is usually an emotional response to information coming from others and more and more information being sent. Conflict can arise when the emotional balance between the information sent and received is disturbed.

Currently, worldwide research on the stages of conflict in various pedagogical situations, the role of subject characteristics, the socio-pedagogical environment of conflicts, and specific mechanisms for solving conflict problems are being conducted.

According to A. Zasobina, S. L. Kabilniskaya, N. V. Savin, pedagogical conflict in itself is a simple social phenomenon. However, learning conflicts often disrupt the teacher-student relationship system, leading to deep stress and teacher dissatisfaction. In this regard, the teacher needs to master the skills of conflict prevention and resolution, as the problem of interaction between participants in the pedagogical process is becoming more and more acute [ 3; p.42].

S.V. Banikina and E.I. Stepanov focused their research on conflict education, emphasizing that it is understood as the development of a set of theoretical knowledge, technological skills, and competencies to find. According to them, the practical task of studying pedagogical contradictions is to achieve normalization and humanization of relations between the main subjects of educational institutions - not only teachers and students, but also administrators and parents [4].

G.I. Kozyrev's approach to conflict in education can be seen in his distinction between internal and external influences. Internal impact occurs directly in the internal environment of the institution, recognizing vertical and horizontal contradictions along the lines of interaction in the format of "administration-teacher," "teacher-teacher" and "administration-administration" typical organizational contradictions [6].

O. Poenko, having studied the problems of dispute resolution, draws attention to the fact that their occurrence is distinguished by certain actions and the nature of communication of the teacher, the general situation in the institution [6].

S.Y. Temina, who studied the problems of action to change the course of a conflict situation, notes that the right attitude of the teacher to the conflict changes the attention of students, relieves tension with humor or makes unexpected movements for them. At the same time, such qualities as self-control, psychological self-regulation of the teacher are relevant [8].

The dispute can also be seen as a natural phenomenon arising in relation to subjects. No matter how complex the conflict is, there are always two sides in it - destructiveness and creativity, and if the conflict is resolved, it can have the power of creativity, strengthen the relations of the parties and lead to the restructuring of new content.

Teacher-student disputes may arise for the following reasons (according to the teachers themselves): violation of discipline; poor homework; as unnecessary relations between students.

From the students' point of view, the reasons for conflicts with teachers are insults, rudeness, slowness on the part of teachers; bias in the assessment of knowledge; the teacher is boring;

The effectiveness of the educational process in higher education is largely determined by the nature of the interaction between teachers and students trained by them, which includes a set of relationships, emotional manifestations and various relationships. Naturally, in the process of this interaction, difficulties, problems and contradictions always arise. For example, in traditional education, a teacher and a student often make counter-demands, that is, the first side always puts forward its demands, the second must fulfill them. Failure to do so will result in one entity accepting the other as the "enemy".

The peculiarity of conflicts "teacher-student" and "student-teacher" is explained by the fact that the student is a more independent subject of the pedagogical process. In fact, he acts as a type of learning "customer" and can consciously evaluate "the product offered to him".

The following causes of conflict are widespread among students and teachers:

- differences in value orientation;
- rudeness, obscenity in relationships;
- differences in shared outcomes;
- professional level of teachers and student mastery.

One of the main problems of contradictions in the educational process exists in the field of didactics, including [4; p.118]:

- complexity of educational material offered to students, mismatch in level of thinking formation;
- excessive material theory, unsubstantiated, irrelevant to practical activities;
- there is not enough motivation for students to study a certain topic and occupy a certain profession.

In addition, disputes arose in the form of "teacher-teacher," which will mainly be related to the socio-professional level and individual psychological characteristics of professors-teachers.

When resolving conflicts in the educational process, university teachers must understand the nature and consequences of their actions, look for the root causes of negative situations in their mistakes and shortcomings, be selective in specific situations, be able to determine the student's motivation for learning, understand the content of the proposed educational information.

Each teacher can use inversion and empathy methods in conflict situations in relations with students separately and directly. It is well known that inversion is finding the opposite of tradition, for instance, the teacher "laughs" at a harmful and provocative joke directed at him in response to a joke simultaneously with what the student notices.

Sometimes the teacher tries to resolve the conflict in his favor with the authoritarian "power" method and sometimes succeeds, but it can form a latent conflict.

So the control style in this process also has an impact. It is known that there are three main methods of governance: authoritarian, democratic and liberal. Authoritarian or directive approach implies a high degree of centralization of power, one-man rule in decision-making and strict control over the activities of subordinates.

A democratic or collegial approach is based on a collective discussion of the most important production issues and collective responsibility. This style of management encourages initiative on the part of subordinates and helps to create a favorable psychological climate in the community.

A liberal or permissive style requires minimal involvement of the manager in team management. With this method of management, subordinates are left to themselves, and their work is rarely supervised.

The modern teacher must be proficient in a variety of management techniques, as one or another management style may be most effective and acceptable in different situations. For example, an authoritarian approach is justified in extreme situations, such as quick decisions and unconditional execution of orders. Under normal operating conditions, a democratic leadership style is more effective and acceptable.

The management style is mainly determined by the structure of the organization, the quantitative and qualitative composition of its members, and the specifics of production. The higher the creative and intellectual potential of an organization, the more democratic and somewhat liberal the style is.

In most cases of conflict, teachers take the following actions: repressive behavior: public negative assessment of the student's behavior or level of knowledge, ridicule of the student, complaints to the dean's office or administration, and other administrative actions; nonconstructive: delay in solving the problem, increasing the risk of

negative consequences for the student in the future; constructive action: to get students' attention, to correct the situation and normalize it.

The key to good classroom discipline is that the student is actively involved in the work, so it is important to increase the number of activities that activate the class. When a student is involved in problem solving, answering questions, conducting experiments and other useful activities, he or she does not think of breaking the discipline.

Lectures are the main activity form of the university. In the current situation, despite attempts to reduce the number of lectures through seminars and workshops in higher education institutions, about 50-60% of the time remains based on the form of lectures. The lectures are mainly monologue, with limited opportunities for individual approach and quick control by the teacher.

Therefore, it is necessary to pay attention to the creation of a favorable environment for the educational process, taking into account the various forms of educational activities at the university.

The methods used for this purpose are somewhat complex and do not always give the right results. In pedagogical practice, teachers study individual qualities, but the results show that they do not always achieve it, because ensuring continuity of pedagogical experience requires a holistic approach, and only a comprehensive analysis can positively affect its solution.

Determining the personal and descriptive qualities of students, at least mastering the simple methodology, its application is one of the important elements of professional pedagogical training. Prospective teachers often focus on the intellectual abilities of young people in their pedagogical practice. At the same time, it is important to fully understand the categories of state-society-personality.

This direction plays an important role in the all-round development of the new Uzbekistan, in the successful solution of problems arising in the spiritual and educational life of various ethnic groups.

The infrastructure of each society has its own criteria and principles. A new attitude and responsibility to the younger generation is growing in our independent country.

When analyzing the problems of the "man and period" or "period and man" relationship, three cases can be distinguished:

The first category of people do not understand the goals and objectives of the spirit of their time, i.e, they are behind the times.

The second category are those who go with the times, the beggars of the times in which they live.

The third category of people are leaders who transcend reality and at the same time deeply feel and understand the spirit of their time. Such a person can see the future in lifestyles, ideas and activities.

The second and third qualities - raising high-spirited people - are of great importance today. When a person's sociocultural qualities are high, it is natural that this is reflected in his practical activities and his ideas are assimilated by society.

Everyone is formed as a person only through education, social education and spiritual development, the system of vocational training. As a result, a person develops socially - he performs functions useful to society, thoroughly and creatively aware of his duties and responsibilities, enters into equal, independent relations with others.

In the process, young people develop behavioral skills and habits that meet the moral requirements of society. Achieving this will have a systematic and systematic effect on the minds, emotions and will of youth. These requirements and considerations underscore the need to focus on conflict prevention opportunities in the education of future teachers.

Analysis of scientific literature and practical study of the problem showed that the methodological, theoretical and technological foundations of the process of preparing future teachers for conflict situations are not yet sufficiently studied in pedagogical science. This has a negative impact on the effectiveness of postgraduate work, preventing educational institutions from meeting the need for higher education staff in a timely manner. This, in turn, highlights the importance of preparing future teachers for conflict situations. This urgency underscores the need to identify effective ways to prepare future teachers for conflict situations and to apply it to the educational process in higher education institutions.

The analysis of the scientific literature, based on the generalization of pedagogical experience, shows the following problems: Although it is scientifically proven that conflict situations in the work of teachers are the main reason for the disruption of pedagogical processes, teachers who are trained in the same conditions in the future to address crises in social cooperation, prevention of pedagogical conflicts with the subjects of the pedagogical process, insufficient ability to enter into pedagogically constructive relations with such processes, the current state of preparation of future teachers for conflict situations, the development of training content and educational processes, based on competency-based approaches to conflict situations, the system of evaluating the ability of students in this regard is not solved.

Thirty-seven percent of the students surveyed (220 of the total number of students surveyed) stated that much of the conflict between students and teachers was caused by the unprofessionalism of teachers. Most students were negative about the separation of subject content from real life, and 32% were negative about the structure of student curricula.

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

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

- lack of independent thinking, general education and political culture, lack of understanding of the importance of science (12% );
- lack of interest in or vision for a future profession (56%);
- supercost intensity (27%).

Participating respondents linked controversial situations in relation to "teacher-teacher" with insufficient business potential of colleagues (22%), transition to the shadow of the results of other people's activities (27%), disrespect for the content of educational materials (24%), untimely interaction in activities.

At the same time, as a factor of unfavourable situations in relations between the University and teacher, the higher educational institution is the lack of initiative of the teacher, negligence in conducting classes, irresponsibility in public works, indifference to the development and prospects of the institution, inability to work on itself, insufficient movement to work with information technology and language learning, and the main objections of professors-teachers were manifested in the insufficient development of the infrastructure of the institution (38%), insufficient attitude to the work of teachers (44%), support for 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, a higher educational institution does not observe internal order, irresponsibility in interpersonal communication and a low cultural level, relative equality in knowledge, weakness and initiative, lack of motivation for information technology and linguistics, students declared the extreme formality of the internal routine at the university (72%), limited free communication and movement (64%), dissatisfaction with the infrastructure (64%), and anonymously in some cases concealment indicates continued corruption.

This analysis shows that subjects studied in higher educational institutions create conditions for the emergence of certain conflict situations in relationships. This, in turn, affects the "university-society" relationship..

G.I. Kozirev points out that another group of conflicts in the University-Society relationship [5] is directly related to the learning process and its outcomes:

- the intellectual and creative level of university graduates lags behind the needs of modern society;
- the incompetence of the majority of graduates as a result of insufficient flexibility in the training of specialists in the required areas of higher education;
- have a high level of education and intelligence focused on academic (fundamental) science, art, literature, lack of demand for specialists and staff.

In our view, the main content of the contradictions in the relationship "university-society" is that the requirements of these two subjects to each other are not dimensionalized, i.e, based on their functional functions, the result is a mutual comparison. when the value is not specified. This indicates that, as a result of the activity, the relationship between the subjects may become conflicted and cyclical. This can be seen in the diagram below (figure 1):

**Figure 1. Cyclical relationships of subjects based on the results of activities in higher education institutions.**

Our study has shown that the creation of organizational and pedagogical conditions to prevent conflict situations in the relations of direct participants of higher educational institutions can be a one-dimensional approach to the above-mentioned requirements of the relationship "university-society" the possibility of increasing the effectiveness of the educational process on the basis of optimization, ensuring the expected quality of education.

It is also important to pay attention to the effective preparation of students for pedagogical activity, including organizational and pedagogical conditions affecting their development in the educational process, to take an appropriate pedagogical position in conflict situations.

From the pedagogical and psychological point of view, the study of conflicts and their nature by future teachers has not only theoretical but also very important practical value. Students' study of this area of science will help prevent conflicts in various situations and take effective measures to resolve them.

The untrained, incompetent, and poorly qualified teachers and coaches they train will have a negative impact on their reputation and their professional and personal image. The pedagogical activity of teachers is rich in conflict situations and the integrity of the pedagogical process is compromised by insufficient attention to their prevention. An important task in higher education is the development of teachers' preparedness to prevent and resolve conflicts in their professional work.

According to the results of the qualifying stage, the majority of students were rated as low (41.3%), average (42.4%), and high (only 16.3%) according to the above criteria.

These analyses emphasize the need to pay special attention to conflict-preventing competencies in the formation of appropriate knowledge, skills, attitudes, and personality traits in teacher training for conflict resolution in future educators and their professional integration.

This underscores the need to develop a specific course that integrates conflict prevention and resolution into future teacher preparation processes. The purpose of the special course is to develop the qualities of conflict prevention in the education of future teachers, the formation of motivational knowledge and practical skills of conflict resolution in pedagogical activities.

In our research, a deeper analysis of conflict factors was deemed appropriate, given the role and importance of conflict prevention in education.

In a pedagogical relationship, one participant is focused on solving an organizational problem and the other on implementing it. At the same time, the reaction of the interpersonal and personality to systematically unsatisfied enthusiasm, an unsolved issue, an unallocated material object or work and another solution to cases of open abandonment - misunderstanding, diversity of perception and interpretation of information - gives rise to a state of non-alignment - before the conflict.

Neglect of the signs of conflict plays a key role in its further development and the emergence of conflict.

Based on the studies conducted, it was shown that the signs of conflict can be grouped as follows (figure 2):

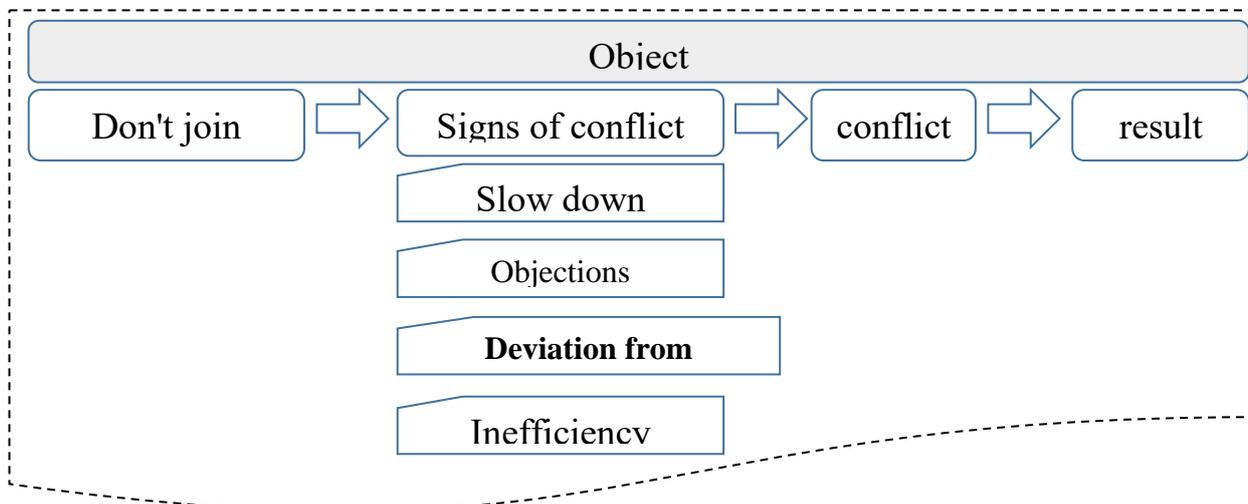


Figure 3. The process of turning conflict signs into action.

**Slow down.** Approaches that result in the pedagogical relationship process any problem (object) related to the activity is not sorted, interpreted, interpreted, explained, disclosed or understood and accepted as such, the next activity (communication, behavior, thinking, participation, initiative, etc.) can lead to slow growth, creating a lack of confidence in the actions taken. Approaches that result in the pedagogical relationship process any problem (object) related to the activity is not sorted, interpreted, interpreted, explained, disclosed or understood and accepted as such, the next activity (communication, behavior, thinking, participation, initiative, etc.) can lead to slow growth, creating a lack of confidence in the actions taken. When this happens (or is repeated), the student's communication, behavior, thinking, participation, and initiative in future classes will slow down but interest and confidence in science will diminish.

**Objections.** Discussion of objections and objections by the subject to the object of activity (proposal, conclusion, decision, information, information, etc.) due to an open issue in pedagogical relations, protection of their own opinion. Of course, it is natural that any (including critical) opinion about an object will lead to its development, but the main danger of an objection to an object that has been found to be the most optimal and effective based on prior analysis is that these objections It can lead to a decline in object-related activity by creating distances in the interaction and concurrence of objects.

**Deviation from communication.** As a result of "disagreements" over an unclear issue, there is often a violation of the quality of communication, including deviation from the topic of communication, violation of communication etiquette, inappropriate words and gestures (gestures), such as using. For example, an inadequate interpretation of a decision made in a particular discussion may be deemed fair by the organization and may lead to a "disagreement". As a result, he may later show a lack of communication, nervousness and rudeness.

**Ineffectiveness.** Within the relationship, a participant in the relationship does not fulfill any object (recommendation, instruction, assignment, etc.), Irresponsibility in work, study. This situation can be explained by the following example: the learning process involves the assignment of various tasks related to the activity. However, if a subject finds the task difficult and does not receive any guidance or assistance from the teacher, the subject will be more prone to irresponsibility.

From the above, it can be seen that the basis of the conflict is the character that arises behind the conflict between these subjects. Existing research on conflict prevention focuses on understanding the nature of conflict, understanding the extent of conflict and early resolution.

It focuses on the efforts of the parties themselves to resolve the conflict as the most appropriate and effective way to resolve the conflict, i.e. the initiative of the subject to resolve the conflict is important. However, the effectiveness of this path depends on the manifestations of conflict (overt, covert, objective, non-objective, etc.), levels, characteristics of the subject, as well as the capabilities available to the forces seeking to end the conflict and various other factors are directly related, and the diversity of factors affecting effectiveness means that this path does not always produce clear results.

It is also taken into account that any issue that is not clarified in the relationship between the actors can lead to a conflict situation and inefficiency in its timely resolution will adversely affect the social activities, especially the effectiveness of education, guaranteed quality indicators taken.

Based on the scientific results obtained in our study, it is not necessary to take appropriate measures in the case of signs of conflict or actions, and in a full-fledged conflict situation is proposed to regulate in terms of achieving transparency and understanding.

It involves thoughtful functions aimed at preventing conflicts between subjects at each stage of the learning process, related to organizational and pedagogical conditions.

Our study has shown that the creation of organizational and pedagogical conditions to prevent conflict situations in the relations of direct participants of higher educational institutions can be a one-dimensional approach to the above-mentioned requirements of the relationship "university-society" the possibility of increasing the effectiveness of the educational process on the basis of optimization, ensuring the expected quality of education.

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