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THEORETICAL ASPECTS OF PEDAGOGICAL CONFLICTS

There is a number of views on the essence of a conflict, its necessity, significance in people's lives, and in the life of a pedagogical collective in particular. We cannot omit the fact that based on the notion "conflict" a separate branch of science – conflictology – appeared which is a proof of increasing social and scientific significance of conflict problem in all spheres of life.

In modern education, the main accent is set on the humanistic orientation of the pedagogical process. It particularly includes the treatment to a pupil not as an object of teaching and upbringing but as a subject of communication, and it requires the development of pupils' independence, self-organization and the ability to enter into dialogue with another person. In educational practice, the presence of a strong contradiction inhibits the resolution of these problems: at one pole – humanistic principles, at the other one – technological nature of its realization. At a traditional school pupils and teachers' statuses, functions, aims and ages are opposed each other. A pupil who is constantly in the process of communication with a teacher represents an object of pedagogical influence. Quite often one can observe the absence of understanding in interactions of a pupil and a pedagogue, who leads to conflicts.

Conflicts have become one of the most complicated problems in the life of modern school. Pupils interacting with adults, peers, socio-cultural environment quite often encounter conflicts on different levels and under different circumstances. The number of conflicts in the system "teacher–pupil" is constantly growing. The lack

of positive relationships between a teacher and pupils is perceived almost as a norm and the emotional and spiritual distance is increasing between them. On the contrary, mutual interest towards each other is falling and pupils' motivation to study is decreasing. Unconstructive behaviour of the parties in a conflict situation leads to turning business conflicts into emotional ones, which cause negative consequences such as increase of emotional tension and anxiety level. Lasting unsolved conflicts have a negative influence on interpersonal relationships and socio-psychological climate in a school collective. The absence of due attention to conflict problem at school significantly increases the risk of conflicts in educational environment which becomes the basis for developing a conflict orientation of a personality and an obstacle on the way of a person's self-fulfillment process.

Productive attempts to resolve above-mentioned contradiction consist in actual recognition of a pupil as a subject of educational interactions that requires searching the place of a very person's actions, formation of a pupil's subjective and initiative attitude to education, development of his/her competences and skills of constructive communication with surroundings and learning the norms and rules of non-conflict interaction with other people. Such scientifically verified search needs rethinking of the approaches to pedagogical conflict as a phenomenon of actual educational reality [4, p. 17].

As the analysis of psychological and pedagogical sources proves the interest in domestic pedagogics to contradictions in the process of education of children and their behaviour which deviates at preschool age began to form already in the 20-30-ies of the last century and found place in a number of works by L. Vyhotsky, O. Zaluzhny and others. General issues of a difficult childhood were researched in these works without focusing attention on conflict issues.

There is not a solitary definition of a conflict. There are its different explanations in terms of various scientific theories. At present the most common definition is the following one: conflict is a collision and confrontation of opposite psychological factors in the interactions among personalities, groups or inside a personality, which generated by significant to them contradictions [1, p. 129].

The following most essential properties are discriminated in conflictology: existence of contradictions, or at least divergence of



interests, values, aims, motives, roles of subjects; opposition and confrontation of conflict subjects, desire to damage your opponent morally, physically or psychologically, to traumatize his/her “ego”; negative emotions and feelings towards each other as background characteristics of conflict interactions.

Objective and subjective factors of pedagogical conflicts are distinguished. Specific content of objective factors are determined by the specificity of the very situation in which they arise. Subjective conditions play the role of factors, which turn a possible potential conflict into a real one. People’s situational psychological states, special individual characteristics and qualities of a personality, their attitudes, relationship positions and subjective perception a situation being conflict belong to the latter factors.

Conflicts having double nature perform a negative function as well as positive one, although at first glance a conflict is perceived as a negative phenomenon connected with dissatisfaction, impatience, social tension. Generally speaking, a conflict can cause such social and psychological changes and transformations which lead either to a more complete and profound adaptation of a person and social community to new conditions or to conflict interaction subjects’ degradation and collapse. Characterizing conflict and its consequences in the terms of systematic approach which includes the ambivalence (dualism) principle in perception and evaluation one and the same processes it is necessary to emphasize that it is never clearly negative or positive. Evaluation of conflict results is possible only after a certain period of time sometimes quite lasting has finished.

Pedagogical conflict situation is determined as a short interaction of a teacher with a pupil or a class collective on the basis of opposite norms, values and interests which is accompanied by significant emotional displays and aimed at a rearrangement of formed relationships (in a better or worse side) [3, p. 36].

As a teacher organizes the interaction with pupils through solving pedagogical situations, first of all, it is necessary to know and analyse the features of pedagogical situations and the conditions of their transition into conflict ones.

Responding to a child’s behaviour properly the teacher take the situation under his/her control and sets the order. The haste at evaluating pupils’ deeds often leads to mistakes and causes their indignation over



teacher's injustice, and then a complicated pedagogical situation can escalate into conflict. There is no clear line between a complicated pedagogical situation and a conflict in teaching because pupils not always can openly declare their positions, defend their right.

Pedagogical conflicts are characterized by the following psychological features: teacher's professional responsibility for pedagogically proper resolution of a situation; conflict parties have different social status; different understanding of events and their causes by the parties; other pupils' presence of conflict convert them from witnesses to participants, and the conflict acquires the educational value for them too; teacher's professional position in a conflict requires him to take the initiative on himself/herself while resolving the conflict and to be able to put pupil's interests as a forming personality into the first place; any teacher's mistake at resolving a conflict generates new situations and conflicts into which other students are also included; pedagogical conflict is easier to anticipate and prevent than to resolve.

Two general ways of conflict resolution are singled out – constructive and destructive. The constructive one is understood as a person's choice of optimal algorithm with a minimum damage to himself/herself and the opposite party within moral and legal norms accepted in the society (he/she either reaches desirable goal, or abandons it, or accepts a compromise solution). Under destructive way of conflict resolution a conflict extrusion or pseudoresolution is understood and also a conflict resolution with the help of actions related to oneself and others which are unacceptable from the point of view of moral and legal social norms [2].

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