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PEDAGOGICAL CONFLICT: PREVENTION OF CONFLICT SITUATIONS

The successful development of any educational establishment requires providing of optimum operating conditions not only from the side of leading organs but also through the mutual relations of all the participants of educational process. For that reason pedagogical conflict as emotionally accentuated situation, caused by incompatibility of views or intentions of two and more people in the system of education, is a question of urgent importance.

A conflict is a process of aggravation of contradictions and fight between two or more individuals of interaction. Being widely known for the researches along with majority of the population as the unique phenomenon of personal and professional life, conflict has not acquired its exact determination yet. A similar concept considered to be “conflict situation” as the condition of the confrontation characterized with strict emotional tension [2, p. 12].

Inexhaustibility of people conflict coexistence in community suggests the idea of its multifunctional role, and also the ways and facilities of conflict using. The scholars [1; 2] determine three interconnected functions of conflict:

- positive (stimulating agent and motive force of social-historical changes);
- negative (destabilization of power, redistribution of property, violation of social justice, etc.);
- contradictory (elimination of values with simultaneous clearing the way to new creative activity) [1].

The successful decision of pedagogical conflicts, generated by the objective contradictions, depends on teacher’s pedagogical culture level, and on his conscious attitude toward the prospects of their decision. Contradictions caused by subjective reasons, is derived into the circumstances of conflict. It makes the negative results, sows mistrust to the educator, generates psychological barriers in the mutual understanding. Solution of such conflicts consists in opportune exposing, barring from transformation into a problematical conflict. The vital experience of teacher, his intuition, and

also his capacity for prognostication, based upon knowledge of moral and knowledge of laws of the development children's state of mind.

To the conditions of conflict permission we, first of all, refer the deep understanding of the essence, origin, determination of participants and possible consequences. With no such understanding the purposeful conflict decision is scarcely possible. Neglecting the understanding of conflict essence upshots in unforeseen results.

In management of conflict situation the following facilities of integration are important: administrative hierarchy, carrying out correlation, involving into interfunctional groups, and department conferences.

The problem investigation has demonstrated that organizations, supported the necessary for them level of integration, had obtained greater efficiency. It is furthermore important to distinguish the genesis of conflict situation selecting its basic factors and circumstances. It is significant to differentiate the reason and the circumstances of conflict origin. It being known that both of them can be considerable or insignificant and estimated by each competitor in a opposing way. The teacher is supposed to have special sensitiveness to the given experiencing and relations, that is why in such situation it is vital to take into account all the variants possible.

Sometimes conflict results in negative consequences, such as decline of the productivity, dissatisfaction, staff fluidity, worsening of morale, social co-operation, communications and increasing of dependability. However, effective conflict interference is able to contain positive features, for example, intensive decision searching, multiform of decision making, and improvement of collaboration in the future.

Thus, effective prevention of pedagogical conflicts is a competent evaluation of work outcome of the teacher. Favorable microclimate in a pedagogical collective successfully decides the tasks of educational process. Collaboration is the common method of prevention and prophylaxis of conflicts. Being the key problem of the conflicts solving tactic co-operation strengthens the partnership, the relations of mutual support, etc.

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