



Formation of High School Students' Readiness for Effective Conflict Resolution

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Abstract: *The article points out the need to use along with effective destructive conflicts in terms of content in order to educate and improve the personality of senior schoolchildren. The author analyzes the approaches used in conflict logy, presents and outlines his own classification of typical conflicts, notes the peculiarities of their origin, formation and resolution among high school students. The psychological and pedagogical mechanisms of translating everyday, mostly destructive conflicts into positive ones are revealed, the pedagogical skill of fruitful conflict resolution in high school age is presented.*

Keywords: *pedagogical conflict, conflict in the pedagogical process, willingness to resolve conflict.*

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Introduction: The rapid life rhythm of our civilization leads to a "multi-vector" of existing values, an increasing information flow, uncertainty of the future, an environment of social and mental tension, stress, aggressiveness. All these factors not only increase, but also significantly complicate the former everyday collisions and problems, as a result of which the conflicts of modern man are escalating and increasingly developing according to an extremely destructive scenario. Therefore, when faced with conflicts in the family, school, on the street, high school students cannot react quickly and adapt to new conditions, find productive ways to resolve them.

Since there are much more destructive conflicts in life than potentially productive ones, one of the personal qualities of a modern person should be the ability to direct emerging destructive conflicts in a positive direction and resolve them productively. The trend we have outlined is one of the directions of the development of modern pedagogical conflictology and allows us to revise the well-established socio-pedagogical approach to conflicts, focusing on the use of mainly positive conflicts in the preparation of schoolchildren for the productive resolution of conflict situations. This is due to the fact that although the pedagogical approach aimed at productive conflict appeared relatively recently and has not yet been finalized theoretically, it becomes obvious that such an understanding is clearly not enough to form readiness for productive conflict resolution. In his teaching practice, A. S. Makarenko also used destructive conflict as a pedagogical means of influencing the relationships of his pupils and the productive basis for the development of their personality. His experience is a useful example with regard to minimizing the negative and strengthening the constructive consequences of conflict. Unfortunately, it was not widely used in pedagogical theory and practice in the future.

Methods: In our opinion, the teacher managed to successfully translate the destructive conflict into a positive one and productively resolve it in the situation with Marusya Levchenko, which he described in detail in the "Pedagogical Poem".

In this case, the conflict is used for the purposes of education and personal development. A. S. Makarenko notes that his pupil had a quarrelsome character, was loud and hysterical, suspicious and whiny, in other words, represented a typical conflicted personality. So, Marusya insulted the teacher Ekaterina Grigorievna in the classroom. Her unworthy behavior was repeatedly discussed, many things were unsuccessfully tried in approaches to her, but conversations and moralizing did not help.

Anton Semenovitch turned to another way of resolving the conflict.

- It won't work. And the devil will be, and a fool, and an idiot. Marusya doesn't respect people, and it won't go away so soon...
- I respect people—" Marusya interrupted.
- No, you don't respect anyone. But what to do? She is our pupil. I think so, Ekaterina Grigoryevna: you are an adult, intelligent and experienced person, and Marusya is a girl with a bad character. Let's not be offended by her. Let's give her the right: let her call you an idiot and even a bastard – after all, it has happened - and don't be offended. It will pass. Do you agree?

Ekaterina Grigoryevna, smiling, looked at Marusya and said simply:

- OK. That's right. Agree.

Marusya's black eyes looked straight at me and glistened with tears of resentment; she suddenly covered her face with a kerchief and ran out of the room crying.

A week later I asked Ekaterina Grigorievna:

- How is Marusya?
- Nothing. She is silent and very angry with you.

In this conflict situation of interpersonal communication, A. S. Makarenko used the pedagogical technique of imaginary distrust as a means aimed at a productive resolution of the conflict. Expressing doubt that Marusya Levchenko is not able to improve, he touched on her self-esteem and self-esteem, which created the basis for the restructuring of Marusya's behavior. As a result, the pupil independently made the decision to improve, to prove to everyone that she was capable of the best, and consistently embodied it in her activities.

Thus, the pedagogical experience of A. S. Makarenko convinces us that the successful formation of the readiness of high school students for productive conflict resolution is possible if both productive and destructive conflicts are used in pedagogical activities aimed at preparing high school students in order to teach the translation of the revealed destructive conflict into a positive one and its subsequent productive resolution.

We believe that this goal is achieved if we use naturally occurring conflicts and deliberately create conflict educational situations that act as a means of influencing the personal development and positive relationships of older students through specially designed methods of pedagogical influence. Compliance with this condition will contribute to the fact that everyday interpersonal, mainly destructive conflicts in the pedagogical process of the school will act as an educational tool and a mechanism for the personal development of high school students.

In the process of working on the problem, we came to the conclusion: in order for the destructive conflict of real interaction of high school students to have a positive pedagogical effect, the teacher should take into account typical conflicts among high school students.

Russian teachers M. M. Rybakova, L. V. Simonova, V. I. Zhuravlev, I. A. Rudakova, S. V. Zhiltsova, E. A. Filippenko, V. A. Yakunin, S. Yu. Temina and others presented a classification of potential conflict situations in the pedagogical process of the school.

Since pedagogical conflicts have been the most studied and described so far, they have become the primary object of systematization since the emergence of pedagogical conflictology.

So, M. M. Rybakova identifies the following pedagogical conflicts:

- activity conflicts (arise, as a rule, about the student's failure to complete academic tasks, current and final academic performance in subjects, as well as the results of extracurricular activities); behavioral (conflicts of actions) (related to the violation of the rules of behavior by the student at school, more often in the classroom, as well as in the process of conducting extracurricular activities by the teacher);
- personally significant relationships (formed directly in the process of interaction between the teacher and the student).

L. V. Simonova suggests considering the following types of pedagogical conflicts:

- educational (they act as a reaction of the subjects of the pedagogical process to the creation of obstacles to achieving the goals of educational activity and, as a rule, are the result of poor preparation of the student for the lesson, disagreement with the mark received, etc.);
expectations (arise as a reaction of the subjects of the pedagogical process to behavior that does not correspond to the level of their expectations, cause a mismatch of role-based relationships, in which the ethics of the relationship is violated and, as a result, the dignity of the teacher or student is humiliated);
- personal incompatibility (associated with the personal qualities of a teacher and a student, the characteristics of character and temperament, and are caused by intemperance, rudeness, self-confidence, pickiness, resentment, etc.).

I. A. Rudakova, S. V. Zhiltsova, E. A. Filippenko identified conflicts directly manifested in the sphere of pedagogical communication:

- perceptions (caused, for example, by stereotypes that generate a positive or negative attitude towards students, turn into teacher subjectivism in pedagogical communication);
- communication (expressed in the manifestation of verbal (speech) and non-verbal communication);
- interactions (determine communication and interpersonal conflicts, the causes of which are subject-business disagreements and divergence of personal and pragmatic interests).

But, in our opinion, the conflict in the pedagogical process of the school assumes a wider application in educational theory and practice than the pedagogical conflict, since the latter is one of its varieties. Therefore, inevitably, in all the proposed classifications of pedagogical conflict, conflicts of schoolchildren with peers, classmates, parents and other adults remain outside the sphere of research interests.

There are very few psychological and pedagogical studies in which an attempt would be made to systematize conflicts that manifest themselves not only in the interaction of a teacher and a student, but also between other participants in the pedagogical process. Thus, E. Y. Korzhova, S. Y. Temina and others limit themselves to pointing out the general trends of such conflict interaction and note some of the features of conflicts in the pedagogical process in the conditions of modern educational space.

V. A. Yakunin is one of the few who have carried out the classification of conflicts in the pedagogical process of the school. The researcher proceeds from the three-component structure of communication (cognitive, affective and interactive) and believes that in this case conflicts may arise about ideas (ideological conflict), relationships (relationship conflict), as well as actions and behavior (behavior conflict).

But the presented classification is quite vulnerable in the sense that communication is not the only sphere in which conflict situations of high school students unfold. In addition, it should be noted that the ideological conflict in general is a special case of conflict and it cannot be attributed to the real conflict interaction of senior schoolchildren. Taking into account the above, we believe that the classification proposed by V. A. Yakunin also needs significant additions and adjustments.

Thus, there are no common grounds for classification in the presented typologizations, which also allows to cover all subjects of the pedagogical process as potential participants in real conflict interaction. In this regard, it is very difficult to rely on any of them in pedagogical activities aimed at teaching senior schoolchildren to translate a destructive conflict into a positive one for its productive resolution.

This circumstance makes it necessary to implement a unified classification of typical conflicts among high school students, taking into account conflicts not only with teachers, but also with other subjects of the pedagogical process.

Many years of experience in communicating with high school students suggests that interpersonal conflicts prevail between them, and there is a decline in business and an increase in the number of emotional and personal ones. We have revealed that in the pedagogical process of the school, conflicts of interpersonal relations in high school can manifest themselves mainly in the areas of personally significant communication, behavior (actions) and activities. In our opinion, these are the leading areas in which conflict situations of high school age unfold, so they can act as a single basis for identifying typical conflicts of high school students.

Based on the classification we have proposed, we will describe in detail some types of conflicts that manifest themselves in the interpersonal interaction of high school students.

Conflicts of interpersonal communication are often associated with inadequate self-esteem. One of its most dangerous varieties is the conflict of low self-esteem of a high school student, accompanied by acute dissatisfaction with himself, self-contempt, a negative assessment of his own personality. In general, low self-esteem forms an attitude of hostility and distrust towards adults and peers. An overestimated self-esteem of a high school student also contributes to the emergence of serious problems in relationships with people, and unfulfilled ambitious hopes lead to disappointment and deep intrapersonal conflict, sometimes experienced in adulthood.

In this regard, a specific type of interpersonal relationships in high school age is communication with peers, which serves as an important channel of information. Conflicts turn out to be very significant:

- between the need to communicate with peers and at the same time the desire for selective communication and the need for privacy;
- status-role-based, aimed at having the desired status in interpersonal relationships or a role in a peer group.

If a child accepts unequal relations between two worlds – a child and an adult - as natural, self-evident, then for a high school student this circumstance provokes a conflict caused by a sense of adulthood. Senior schoolchildren have a need to get rid of control and guardianship, especially of parents and teachers, not to recognize the rules and order established by them.

In families where the autonomy of older adolescents is limited, their opinions are imposed or overprotected, protracted conflicts often arise, which leave an imprint on the attitude of a high school student to other adults and cause increased conflict in communication with peers.

In the course of our activities, we have repeatedly been convinced that a junior schoolboy sees in a teacher the embodiment of father and mother, and for a high school student, for whom the human qualities of a teacher, adviser, like-minded person, senior friend come to the fore. The level of requirements for such friendship is very high, although these relationships are very selective, there is a close emotional connection with one or two teachers. This circumstance leads to a special type of pedagogical conflict in high school between a teacher and a high school student - a conflict of excessive demands towards teachers.

Among the behavioral conflicts of high school students, conflicts of personal self-affirmation are quite common, which are usually accompanied not only by a violation of moral norms, but also by the manifestation of socially unacceptable, antisocial actions.

Often, in the interpersonal interaction of high school students, there is a desire to simultaneously possess something (status, role, subject, etc.), which most often leads to destructive conflict behavior: insults, fights, etc.

Provoking, almost conscious aggravation of relations in order to "find out" the reaction of others to behavior also becomes a special kind of conflict in high school age.

High school students strive to be modern, but often their hobbies are short-lived and designed for external effect. It is difficult for adults to understand this, and instead of "accepting" the image of an older teenager, they not only support, but also exacerbate the conflict. Often, the low importance for parents and teachers of the value orientations of youth is associated with a youth subculture that has its own set of values and norms of behavior, tastes, forms of clothing and appearance, a sense of group community and solidarity; a characteristic manner of behavior, etc. As a result of observations, we have found that the resolution of such a conflict is possible only if parents and teachers see it as a means of self-expression of a high school student, allowing them to emphasize the difference from an "adult". Our experience confirms: once the elders accept it, the conflict in most cases is exhausted.

Activity conflicts of this age are caused by the fact that at 15-17 years of age the range of roles performed expands significantly, but the high school student does not assimilate these roles seriously and deeply. Often, older students passively go with the flow, focusing mainly on meeting their current needs for communication, emotional comfort, without thinking too much about the future. This leads to a conflict specific to high school students that does not correspond to the expected performance of role activities.

It should be noted that the presented systematization suffers from a certain vulnerability in terms of the vagueness of the underlying criteria. Indeed, "live" conflicts combine different types of conflict situations and also have the ability to move from one level to another, for example, from intrapersonal to interpersonal and vice versa, and therefore it is almost impossible to separate them from each other.

But in order to provide pedagogical support and educational impact in the productive resolution of youth conflicts, it is not enough to diagnose their typology, it is necessary to take into account their age characteristics.

High school age is the borderline of growing up with radical changes in social functions, a period of mastering a large number of new roles, creating fertile ground for the development of intrapersonal and interpersonal conflicts. The active process of socialization among high school students at this

time is based on the formation of the inner world, which for them is a zone of immediate development.

I. S. Kohn points out this feature of the conflicts of older schoolchildren, noting that "for a child, the only conscious reality is the outside world, where he projects his fantasy. Being fully aware of his actions, the child usually does not yet realize his own mental states... On the contrary, for a young man, the external, physical world is only one of the possibilities of subjective experience, the focus of which is himself." The scientist notes that "a young man of 14-15 years old begins to perceive and comprehend his emotions no longer as derivatives of some external events, but as a state of his own Self. Even objective impersonal information often stimulates a high school student to introspection, thinking about himself."

Results and Discussion: Based on the above and based on the results of our research, we believe that the mechanism of occurrence, development and, accordingly, productive conflict resolution is different for high school students than for younger schoolchildren and adolescents. In primary and secondary school age, unresolved external conflicts are translated into internal ones, whereas in adolescence, on the contrary, internal conflicts cause interpersonal ones. If the first adults can be resolved instantly, "on the spot", then the latter have a history of origin and development, therefore their resolution requires long and painstaking work and a personal approach to each of the pupils (a high school student is always looking for the "inner meaning" of the conflict events taking place). During the conflict interaction, older students are mainly concerned about their own thoughts and feelings, and not the external "event" context of the conflict as before.

So, in high school age, conflicts are translated into an internal plan, as a rule, hidden from adults, and therefore have a protracted nature. Therefore, the teacher should never follow the chain of external conflicts, taking superficial and random measures every time, or ignore them.

Thus, we have identified what conditions will help a high school student to translate a destructive conflict into a positive one and resolve it productively. The teacher needs, firstly, to understand the internal causes and motives of conflict behavior, secondly, to identify the status of the senior student in a small group (family, peer group, among friends, classmates, etc.), thirdly, to stimulate, encourage the student to reflect on the internal causes of destructive conflict. This will serve as a basis for finding the "meaning for oneself" of the external conflict events taking place and the subsequent inclusion of the high school student in activities, be it study, work or self-education. Through pedagogical support, reflection stimulates the pupil to self-identification and, consequently, causes the need to act as an independent, active subject of productive conflict activity. Through reflection, he enters into reflexive activity aimed at the conflicting actions of other participants. As a result, constructive possibilities of the conflict are realized: its negative consequences are minimized, and the positive ones are intensified.

The conflict in this case becomes a launching pad for the tasks of growing up of high school students. Therefore, unresolved conflicts of high school age are often the cause of adult life difficulties.

Conclusion: Despite the fact that V. A. Sukhomlinsky quite reasonably called the successful conversations of the teacher and pupils "difficult happiness", "the joy of work born in pain", verbal forms of work still cannot be considered the only and universal means of productive conflict resolution. Pedagogical practice of A. S. Makarenko and the results of our research convince us that the emerging destructive conflicts should be used as a tool for educating high school students and a mechanism for their personal development in such a way that the educational impact is not so obvious and would not be reduced to a conversation about an act. The search for identity associated with the desire to find an answer to the question: "Who am I and what can I do?" is of self-sufficient importance in older age, their finding becomes a solution to the problems of growing up and,

consequently, productive conflict resolution. Abstract-logical thinking, which is formed by the senior stage of education, allows students to immerse themselves in themselves and explore their inner world. That is why the senior school age is favorable for the formation of readiness for productive conflict resolution.

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