



CONTRADICTIONS ARISING IN THE PROCESS OF LEARNING

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Article history:	Abstract:
Received: 11 th August 2022 Accepted: 11 th September 2022 Published: 18 th October 2022	The author raises the problem of relations between the subjects of the pedagogical process. Four main blocks of consideration of the topic are identified and analyzed: the conflict "teacher-student", "teacher-parent", "teacher-administration", "teacher-teacher".
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The school, like any other educational institution, is not only an educational process, but also a group interaction of completely different people who communicate with each other, interact with each other. In the course of such interaction, a large number of conflict situations arise, participants and the educational institution as a whole strive to resolve these conflict situations in different ways. Depending on the objects that have entered into conflict, four main blocks of consideration of the topic can be distinguished: the conflict "teacher-student", "teacher-parent", "teacher-administration", "teacher-teacher".

In order to skillfully use conflict in the pedagogical process, it is necessary, of course, to have a theoretical basis: it is good to know the dynamics and all the components. After all, without theoretical knowledge, it is impossible to understand the very essence of the conflict situation and find the right ways to resolve it.

Conflict is a form of social interaction between two or more subjects that arises due to a mismatch of desires, interests, values or perception [1, p.3]. In other words, conflict is a situation where two or more subjects interact in such a way that a step forward in satisfying the interests, perceptions, values, or desires of one of them means a step backwards for the other or others. We consider pedagogical conflict, that is, a conflict, the subjects of which are participants in the pedagogical process. Conflict is destructive. If it occurred between the teacher and the student, it will lead to a decrease in academic performance and significantly worsen the results of the educational process. The "teacher-parent" contradiction can harm a third party – a student. The acute situation in the structure "Teacher-Teacher-Administration" often leads to professional burnout of the teacher [5, p.15].

According to Isaeva A. G., the features of the pedagogical conflict are highlighted:

- Different social statuses of the parties. Accordingly, the process of finding a productive form of a way out of the conflict is significantly hampered.
- A different view of the situation. Often, the teacher does not always manage to understand the opponent, and he, in turn, fails to cope with emotions.
- Availability of third-party observers. School is a public place. And any situation becomes a clear example for students. The teacher should always remember this when entering into a conflict. The teacher under any conditions must conduct the educational process.

School is a model of society! The teacher in this model is the main indicator of the norms of behavior in society.

Inability to make mistakes. Any mistake of the teacher in solving the conflict can inevitably cause new problems and clashes [3, 35].

In the work "Pedagogical Conflict" [3, p.36], the factors of the conflict situation are revealed. For the occurrence of any conflict, the presence of two factors is necessary: a conflict situation and an incident.

A conflict situation is a set of objective and subjective conditions under which there is a sharp opposition of two or more parties. A conflict situation is characterized by a state of tension in the interaction of specific actors, and the degree of tension determines the likelihood and severity of the conflict. The transition of a conflict situation into an obvious conflict occurs under the influence of a certain push - an incident.



An incident is an action by one of the parties that provokes a response from the other party and thereby provokes a conflict.

As Temina S.Yu. notes, the conflict can manifest itself in various actions.

1. Conflictogenic. The expression of anger, indignation, the use of punishment, a negative assessment of the student's personality, his insult, ridicule, etc.

2. Conflict-tolerant. Withdrawal and delay in solving the problem, compromise actions.

3. Constructive. Actions to change the unfavorable course of the development of the situation. Switching of attention, slight irony, "step forward", extraordinary actions, etc. [4, p. 144]. Actions of the first kind contribute to the growth of tension and exacerbation of the conflict, do not meet the main function of the teacher - the creation of the most favorable conditions for the development of the personality of students. Actions of the second kind do not solve the pedagogical problem, because they lead to a prolongation of the conflict situation, complicating over time the possibility of its effective resolution. Actions of the third kind, in the case of adequate and competent use, allow the teacher to ease the psychosocial tension that has arisen in the training group, to carry out his functions and to resolve the existing conflict for a certain time.

Algorithm for resolving pedagogical conflict:

- Determine the essence of the conflict: its causes, participants, consequences.
- Create a team to analyze the situation and resolve the conflict: it can include only one direct opponent, or also witnesses, colleagues, a class team. The main thing is that the balance of forces should be equal.
- Determine the role of the facilitator in the analysis of the conflict.
- Determine the time and place. It is important not to start resolving the situation in the midst of the confrontation. It is necessary that everyone calm down and tune in to a constructive conversation.
- Set rules: do not interrupt, do not insult, do not lie.
- Listen to the position of both sides. During the conversation, answer questions. What happened? Why did this happen? How did the opponents feel about the conflict? What's next? Collect proposals to resolve the situation. Conduct, for example, a "brainstorming session". Choose from a general list, an offer that satisfies both parties.

This is a general algorithm for resolving a conflict situation. But, depending on many criteria for conflict, this algorithm can be conducted in the form of a role-playing game, a business meeting, an informal conversation. And within the framework of psychology, it is possible to include in the method of fairy tale therapy or drama therapy. The imagination of the teacher knows no boundaries. Therefore, even a boring algorithm can be turned into an interesting process. The main thing is that the participants in the situation acquire invaluable experience and apply it in life. It is important to realize that good relationships with others are of great social value.

Thus, Conflicts are an integral part of modern life. Most often, conflicts are associated with aggression, disputes, hostility. However, many conflicts contribute to the adoption of informed decisions, the development of relationships, help to identify hidden problems.

Conflict management means their forecasting, prevention, direction in a constructive direction, their resolution. There are many reasons, both subjective and objective, that provoke conflicts, often they are inevitable. But in cases of resolution of pedagogical conflicts, it is very important to be aware of the long-term perspective of the applied behavior strategies. Since the conflict testifies to any contradictions, it is necessary to try to realize them, and only then to remove these contradictions, in the most constructive way. And then timely resolved conflicts will not escalate and accumulate. And this, in turn, will have a positive effect on both interpersonal relationships and the productivity of pedagogical activity.

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