



**PEDAGOGICAL CONFLICTS, WAYS TO RESOLVE THEM AND
POSITIVE ASPECTS OF CONFLICTS**

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A B S T R A C T	K E Y W O R D S
<p>The article analyzes the adaptation of young teachers to teaching and conflict situations that arise in this process, and ways to eliminate them. Also, using examples from real life, ways to resolve conflicts and their positive aspects are revealed.</p>	<p>Pedagogy, pedagogical activity, adaptation, pedagogical communication, conflict, positive aspects of the conflict.</p>

Introduction

When graduates of pedagogical universities begin their teaching careers, their adaptation to new activities is not always easy. Adaptation is determined on the basis of the graduate’s possession of professional competences, compliance with the requirements of the relevant state educational standards and the mutual proportionality of professional requirements (requirements related to teaching activities). The presence of this ratio helps a young teacher to easily adapt to a new team and effectively organize teaching activities.

The pedagogical process, as a type of social process, is constantly changing and developing on the basis of the struggle of conflicts. Moreover, the new type of activity that young teachers have begun poses a number of problems specific to this process. And this situation is clearly visible in the work of many young teachers. Such problems, as obstacles, lead to a difficult adaptation process for some young teachers and they can be encountered in the following areas of activity:

- communication conflicts (problems in communicating with students, problems in communicating with parents, problems in communicating with colleagues and school administration).
- conflicts in the methodological process (inability to convey information to students, lack of time, excessive fatigue in the lesson, boredom of students, etc.)
- social conflicts (the inability of a young specialist to adapt to a new team, family problems of young people, etc.)

Of course, such conflicts are individual in nature and may vary depending on the character traits, professional training, social characteristics, reasons for their occurrence, the duration of its resolution and the consequences (positive or negative) of each teacher.

After all, just as there is no exactly the same person and exactly the same situation in society, there is no identical pedagogical situation, the same reasons for its occurrence and a standard solution to it.

In order to eliminate conflicts that arise in the process of teaching, it is necessary first of all to determine the reasons for their occurrence. The reasons for the above conflicts may be the following:

1. Lack of developed skills for the practical use of theoretical knowledge, lack of methodological knowledge. Or the teacher's dreams before starting a new activity do not coincide with the real situation.

2. Indifference to the profession or lack of love for the profession in general.

3. Difficulties in adapting to a new team, new environment and type of activity.

4. Failure to take into account the age characteristics, capabilities and interests of students.

To prevent such conflicts, a teacher should work on himself, study the experience of qualified teachers and certainly act in the following directions:

1. The teacher should draw conclusions about each student based only on his own opinion and experience, and also look for good qualities, positive relationships in each child, be able to see and try to bring them to the surface.

2. Improving the psychological environment in the classroom. The psychological environment is a state of collective consciousness and behavior, expressed in the relationships of students with each other and with the teacher. Students can intuitively feel the emotional state of the teacher. Therefore, the teacher should be able to express a positive attitude towards students at the beginning of the lesson.

3. Expressing thoughts not from the point of view of "I", but from the point of view of "we". Then the students feel that the teacher is on the same team with them.

4. Establishing personal relationships with students. They should be addressed by their first name, not their last name. This helps to bring the psychological environment between teacher and student closer together. It is necessary to pay attention to establishing communication through speaking eyes, that is, speaking while looking into the student's face.

5. Love for your profession, field and students. People who treat this field as a temporary job will never master it well and will not be able to show dedication and love.

6. We try to motivate students. To create motivation, it is necessary to be an example for students in acquiring knowledge and achieving achievements. If he shows his achievements and interest in his profession, students will follow his example to study, participate in competitions, and strive for self-development.

7. Problem with discipline. Once a young teacher begins his career, he realizes that students jump at the opportunity to disrupt class or take a short "break." To prevent such situations, the teacher should not make students get bored or deviate from the lesson. The teacher must carefully plan every minute of the lesson based on careful preparation. This, of course, requires a lot of methodological training from the teacher.

8. Relationships with parents. The main assistant of a young teacher in the effective organization of work can be the family - his partner. Sometimes it is more difficult for a teacher to work with parents than with students. Sometimes the whims of parents can interfere with a teacher's work and even lead to conflict situations. In fact, both parts work for the same goal - the future student. But in most cases, parents react to school life and the work of the teacher only from the words of their children. Many parents don't even try to find out the real situation. Therefore, the teacher should always try to be objective and encourage parents to do the same.

The following positive aspects of possible conflicts in teaching activities are highlighted:

- conflicts and the need to resolve them require and provide a person with movement forward to a certain extent, and do not allow permanent stagnation in activity;

- the primary sources of conflicts, the basis for their occurrence are determined and, as a result, the occurrence of further conflict situations is prevented and prevention is carried out;
- old situations in relationships are eliminated, a new era in relationships begins, cooperative relationships are adjusted;
- situations that cause psychological and physiological diseases in a person, such as aggressive feelings, frustration, neuroses, are eliminated:
- self-confidence and experience of the parties will increase, the scope of activity will expand;
- conflicts unite and bring people closer to solving this problem;
- a person's curiosity, attitude towards acquiring knowledge and methodological research changes in a positive direction;
- resolution of a conflict situation and the success achieved in this process increases the reputation of the individual before the team.

Therefore, it is natural for conflicts to arise in teaching activities, as well as in the external natural and social environment surrounding a person. Only if the teacher approaches these conflicts objectively and creatively will he be able to increase the effectiveness of his work.

Pedagogical communication is a system of collective socio-psychological cooperation. Accordingly, the following areas of communication can be distinguished: 1) communication between the teacher and individual students; 2) general communication between the teacher and a group of students through individual students; 3) communication between the teacher and individual students through the team. It should be noted that these areas of communication occur in conjunction with each other, etc. The communicative nature of communication in pedagogical activity is not only the communicative side of the activity, but also one of the important laws of pedagogical communication. Communication studies show that in the process of pedagogical communication there is mutual self-expression of the participants in communication, mutual communicative self-expression of the teacher and students, which directly affects the creative feelings of the teacher and students. Such mutual self-expression occurs on the basis of the unity of the emotional feeling of the teacher and students, strengthens it, and manifests itself as a result of emotional unity. This effect has a great influence on the content of pedagogical communication and effectively influences the student learning process. A certain level of pedagogical empathy arises. The teacher acts as an activator of this empathy and encourages students to solve problems and collaborate in research, since the empathy he feels for students, in turn, affects the teacher himself. Understanding and assessing the emotional state of the classroom community as a whole and individual students is extremely important and is an indicator of the level of understanding of information.

The science of psychology has experience in determining the emotional state of other people by their tone of voice, facial expressions and other obvious actions. However, such questions remain unexplored within the framework of pedagogical communication. At the same time, the ability to understand emotional interests and know the level of perception of current information is very useful for a teacher. An experienced teacher can explain a subject in class and determine at a glance how students have mastered the subject. The formation of such skills in a teacher should be an integral part of professional training.

It is extremely important that the teacher and student proportionally understand each other in pedagogical communication. This allows you to adjust and intensify the learning process. Emotional empathy and identification play an important role in organizing mutual understanding in the

educational process. Emotional integration with a child, living with his feelings and thoughts, that is, adequately understanding his thoughts and sorrows, is an extremely difficult task. Quick emotional empathy is an important professional element of pedagogical communication.

To achieve optimal communication with children, specific recommendations are recommended:

1. Enters class cheerfully, confidently, and actively.
2. In the initial period of communication, the general mindset should be alert, productive, reliable.
3. Possession of a communicative flair: a clear expression of preparation for communication.
4. Communicative initiative, emotional taste and activity, the ability to convey this emotional state to the class.
5. The ability to create the necessary emotional state in the lesson.
6. The ability to manage your emotions and communicate with children in the classroom (emotional balance, ability to manage in any situation, mental imbalance).
7. Productivity.
8. Communication management: speed, eloquence, sense of personal style, ability to organize communication and methods of influence.
9. Language (vivid, figurative, full of emotions, highly cultural).
10. Facial expressions (energetic, bright, pedagogical expediency)
11. Pantomime (expressiveness, appropriateness of gestures, plastic imagery, completeness of gestures).
12. Final. General description of communication.

However, all these “technological” methods give positive results only if the basic conditions are present: interest in the teaching profession, taste for teaching, love for children. In other words, the professional and pedagogical orientation of the teacher plays an important role here. Thus, since conflicts are an integral part of human life, it is impossible not to recognize conflicts and not take them into account. You just need to learn how to manage conflicts and find solutions.

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