



JUSTIFICATION OF FORMS AND METHODS FOR FORMING CONFLICT-FREE INTERACTION AMONG UNIVERSITY STUDENTS

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ABSTRACT	KEYWORDS
<p>This article examines the substantiation and structure of forms and methods for forming non-conflict interaction among university students using university students as an example, and it is impossible to overestimate the role of education in today's conditions of "unstable development, diverse situations of uncertainty." One of the tasks of the Higher School is to teach students how to act in problematic, non-standard situations, which is carried out in the context of increasing societal demands for non-conflict interaction among university graduates.</p>	<p>Yu.K. Babansky's teaching method, I.P. Podlasiy's method, personality, person, personification, curator, field theory.</p>

INTRODUCTION

The national development of the country, the personal potential acquired for a successful life depend on the quality and effectiveness of students' preparation. However, the readiness and behavior of young people for such changes do not always correspond to a high level. Therefore, there is a need to study and substantiate the forms and methods of forming conflict-free interaction among university students.

In order to substantiate the methods of extracurricular educational and educational-practical work, scientific sources were analyzed and it was found that "the method is a characteristic of the educational process determined by the level of student independence."

Research Methodology

Yu.K. Babansky determined that the essence of teaching methods should be revealed on the basis of considering them as modes of interconnected activity of the teacher and students.

I.P. Podlasi compared methods to "crystal facets"; they are reflected in content, activity, goals and objectives, methodological methods, paths, laws and rules, sources, skills, tools and means.

The classification of teaching methods is diverse. For example, the following are taken as the basis for the classification: 1) the method of presenting information (oral, demonstrative, practical, etc.); 2) the degree of independence of the student in acquiring knowledge (reproductive, partially-search, research, research); 3) the periodization of knowledge acquisition according to V.A. Ogonesyanyan (explanatory-illustrative, programmed, heuristic, problem-based, model).

When considering extracurricular educational work, it is necessary to pay attention to upbringing in a

broad sense - it is "a purposeful process carried out by the system of educational institutions, often understood as socialization"; with its help, a person learns the social norms, values, views and patterns of behavior characteristic of this society. In a narrow sense, upbringing represents educational work aimed at forming a system of certain views and beliefs.

Analysis and results

The principles of education are considered to be "the main ideas or value foundations of human education": personification (person, individual, person, personification), conformity to nature (the primacy of the general laws of nature), conformity to culture (universal human cultural values), humanistic orientation (subject-subject relations between teacher and student), differentiation (separation taking into account the individual characteristics of each student), tolerance (political, scientific, household, pedagogical, cultural, administrative, religious, ethnic, medical, ecological, musical). The peculiarities of the principles of education are: bindingness (a sense of responsibility for the obligations assumed and their implementation in practice), comprehensiveness (application of principles at each stage of the educational process), equal value (the same use of each principle without a primary and secondary designation).

Compliance with the basic rules that determine the norms of behavior is the purposeful formation of a person for participation in the life of society. In cases where the above principles are violated, the effectiveness of the educational process decreases.

According to I.I. Ilyasov, educational and practical work implies activities designed by the teacher and carried out under his control. Educational and practical work is planned by the teacher, has its own goals and objectives. Specific-subject activities of a subjective nature are carried out. That is, the student imagines the image that he will influence in order to act, analyzes the methods, forms and methodologies used. The description of the materialized image of the student is directly related to the system of knowledge and the ability to solve educational and practical tasks based on his own knowledge and experience.

We have included the following in the list of conflict-free forms of interaction: youth organizations or student associations at the university, curatorial hour, production department. Let's consider each of them. The youth association of a higher education institution is a public association, which is understood as "a voluntary, self-governing, non-profit structure established on the initiative of citizens united on the basis of common interests to implement the common goals specified in the charter of the public association." In the educational space of a higher education institution, a youth association is considered a non-profit organization and does not have the goal of making a profit or distributing it among its participants. The meeting is the supreme governing body, the constituent document is the Charter, which determines the structure and organizational and legal form of the organization.

The focus of such associations is on the tasks related to the socialization of students; in solving them, the educational process is updated, aimed at developing important qualities that ensure conflict-free interaction, improve access to the profession and affect the well-being of participants in the youth organization. That is, the activities of such youth associations at higher educational institutions can be viewed as a student community united by a common interest, guaranteeing the protection of rights and freedoms, and also aimed at implementing the goals of their activities.

Based on the considered possibilities, it was decided to implement the first form of conflict-free interaction on the basis of a non-profit, non-political youth organization. For example: the Radolad

club was created on the grounds of the Kirov State Technical University of the Ministry of Health of Russia; thanks to its activities, events aimed at the aesthetic development of young people were held. The club offers not only pedagogy, but also interior design, cosmetology, psychology, law, economics, etc. Seminars were also held on. This club is a convenient way to obtain practical knowledge free of charge within the educational environment of a higher education institution.

This form of training of students allows them to acquire knowledge, to form skills of non-conflict interaction by creating game situations with subsequent discussion and reflection in the group (note: the first pedagogical condition is considered in detail in paragraph 2.2). In approaching each lesson, the teacher relies on setting priorities, giving priority to practical activity - through which various forms of behavior are revealed in the participants of the event. The identified constructive and non-constructive behavior is analyzed and revised in a humane way to preserve the honor of its owner.

The second form of non-conflict interaction is the interactive training of the academic group within the framework of educational work.

The upbringing of the professional is carried out by state institutions, the social and professional environment, as well as the mentoring institute at higher educational institutions. Curatorship creates external situations that allow students to reflect; Due to this, the future specialist is socialized in an academic environment, acquiring humanistic values in accordance with the Higher Education Standards.

The institute of tutoring in Russia was established at the beginning of the 20th century and has undergone changes under the influence of life requirements. Currently, tutoring activities are aimed at the successful adaptation of a modern student in society, improving his quality of life by developing his personality, intelligence, active life position, responsibility, communication skills and contacts with the professional world. This is achieved due to the student's presence in the educational space; as a result, all areas of human activity are affected - physical, psychological, emotional, material and social. Due to educational influence and reflection, certain qualitative parameters of character, competencies are formed.

The concepts of V.I. Andreyev, V.A. Krakovsky and other scientists on the upbringing of a viable personality cover changes in the orientation of the student's personality towards humanistic universal values, norms of morality and spirituality, an adequate assessment of one's own capabilities in professional activity, a sense of patriotism and self-respect. According to Ya. Shepansky, the education of a student is a component of the process of social development, and there is an interdependence between them. Therefore, the activities of the mentoring institute go beyond the framework of "educator - student". Subjective and objective conditions are created that affect the formation of individual character qualities of the student that meet the requirements of the state and society.

The initiator and guide of the mentoring system is the curator, who is often a university teacher who feels the need to create and change the environment. The concept of "curator" is formed from the Latin word "curator" - guardian or patron, and means "a person entrusted with monitoring a case; a member of the selection board; a medical student who monitors the patient's disease process in the clinic, etc.". The curator (synonym - mentor) has an organizational function, charisma, and attraction. He is rich in ideas, positive and life-loving, observant of students, identifies their character strengths, motivates for success - all these are professionally important qualities of a mentor in any system. Curators are trained

and educated in the system of additional education of universities. A curator is not a profession, it is a craft.

B. Prilashkevich distinguished several categories of teachers: producer, manager, organizer, creator, expositionist, mediator, experimenter-analyst, philosopher, caregiver. V.V. Savchuk distinguished similar categories of teachers. The classification of both authors is presented in the table below in a comparative manner.

According to I.M. Bakshtein, the main directions of curatorial activity — axiological, evaluative, constructive, performing — determine the value of curatorial activity for higher education institutions. Thanks to curatorship, the adaptation of students to the academic and social environment improves. A young person feels confident not only in the educational space of higher education institutions, but also in solving everyday issues — this increases his successful socialization and professional efficiency.

The third form of conflict-free interaction involves the organization of work in the production department.

In the seventies of the 20th century, at the Williamsburg Conference, the director of the International Institute for Educational Planning, F.G. Coombs, studying the problem of the interaction of education and production, identified four reasons for the disruption: the desire of the masses for education; lack of funds, the inertia of the education system, the inertia of society. Nevertheless, due to the integrative processes that were just beginning to manifest themselves, the mastery rates of students increased and the expulsion from higher education institutions decreased sharply.

Today, the optimization of the educational process remains an urgent problem, since the requirements of production for specialists graduating from higher education institutions are increasing, and the interaction of theoretical training with practical training still remains a difficult issue to resolve.

Currently, amendments are being made to the “Law on Education”, due to which a mechanism for interaction between production departments and universities will be established, since they belong to different municipal structures. In addition, in accordance with the civil legislation of the Russian Federation, a separate division of an educational institution must be licensed as an independent educational institution; this creates difficulties for the process of its interaction with universities.

The head of the production department must have an academic degree and title. To improve the quality of interaction between science and practice, a connecting link with adequate integration potential is needed; the educational environment of the production department can serve as such a link.

From the above, it can be seen that production departments are an environment that influences the integration of science, education and practice, allowing the creation of progressive technologies for the development of various sectors of the state - healthcare, industrial and consumer goods production, light industry, agriculture, etc. Due to the opportunities for the production department to influence students, universities can form in young people the ability to master the socio-cultural norms and adaptive social roles that the teacher has in mind within the framework of the educational process. The teacher's knowledge, his knowledge, abilities, skills - components of the professional status and the educational environment - create important views in students, influence the current state of students and determine their possible social roles in the future.

The main functions of the pedagogical process in the conditions of the production department:

- educational (formation of professional competencies, formation of ideas and concepts about the characteristics of interaction in society; development of a certain worldview; development of logical thinking, independence in solving educational and professional tasks, etc.);
- educational (formation of personal qualities in students that affect the formation of a positive psychological environment in the team);
- developmental (formation of students' skills of creative thinking and action in solving emerging tasks; improvement of intellectual and other abilities aimed at the formation of conflict-free interaction skills);
- formative (formation of psychological stability and readiness for successful actions in students in various situations, communicative competence and conflict-free interaction);
- advisory (assistance to students in mastering theoretical and practical material on the higher education program, formation of conflict-free interaction);
- scientific research (conducting scientific research and editorial and publishing work in the field of non-conflict cooperation).

The issue of studying the influence of the environment on a person is not new. According to the results of the research of K. Levin (1917), the field in which a person acts affects him and arouses various needs in him - he tries to satisfy them. K. Levin sought to explain the understanding of human behavior through certain constructs consisting of dynamic processes such as tension, force, field (comparable to gravitational and electromagnetic fields). In his works, the researcher emphasized that "action is created by the environment in which a person is, the real situation surrounding him." The concept of "field theory" later received the name "life space". K. Levin proposed a scheme for studying human behavior, which assumes the need to perceive the situation in the interpretation of the subject acting on it. Then the scientist emphasized the importance of the social context of the situation and its influence on the person, including the manifestation of his needs.

Thanks to the research of K. Levin, it is possible to conduct a parallel with the educational environment of the production department and determine its impact on students. Also, the aspect of the interaction between the individual and the environment or the student and practice is of interest - in this case, the situation is formed - "a system of objective and subjective elements combined in the life activity of the subject for a certain period of time."

The environment in the educational process is a part of the environment that determines the participation of people united by a priority direction in the profession, as well as customers, specialists, etc. of other organizations cooperating with the enterprise where the production department is located. The environment of the production department reflects the specialization of the enterprise. For example, children's and gerontological medical institutions specialize in treating diseases taking into account the age characteristics of patients. However, D. Magnusson's classification demonstratively describes the external side of the development of the situation with the passive participation of a person in it. Other researchers - Ya.J. Mead, P. Berger, T. Lügman - proved that "a person is an active part of any life situation", that is, due to the active participation of a person, the situation acquires dynamics. The important idea here is that the production department creates conditions for the formation of professional qualifications and skills in students during a certain period of practice due to the interaction of objective and subjective elements of the situation.

In organizing the environment of the production department, it is of particular importance to take into account the age characteristics of the student period - this period is characterized by a period of stress,

a high level of psychological tension and is explained by a number of traumatic factors: adaptation to new socio-economic conditions of life, unpreparedness to solve personal problems, uncertainty of plans. The formation of a person during this period of a young person's life is accompanied by various types of crises - age-related, professional, identity - which do not exclude conflicts. Conflicts between subjects of the educational process M.M. Ribakova divided into three types:

- activity conflicts arising from mastery;
- behavioral conflicts arising from violation of the rules of behavior;
- attitudinal conflicts arising in the sphere of emotional-personal relationships.

Knowing the dynamics of conflict, ways to anticipate consequences, and ways to prevent conflict situations will allow students to be more resilient (balanced) in their relationships with business partners.

According to the theory of social division by S. Lipset and S. Rokkan, modern socio-moral conflicts are explained by contradictions arising in the process of modernization. To solve the problem of conflicts arising in this area, the Government of the Russian Federation proposed the “Concept of Formation and Development of a System of Social Partnership in Russia”, as well as a program of actions for its implementation; this will create a favorable environment for the development of positive relations

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