



**Journal Website:**  
<https://theusajournals.com/index.php/ijp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## **PEDAGOGICAL CONFLICTS IN THE EDUCATIONAL PROCESS AND ISSUES OF THEIR ELIMINATION**

**Submission Date:** January 05, 2024, **Accepted Date:** January 10, 2024,

**Published Date:** January 15, 2024

**Crossref doi:** <https://doi.org/10.37547/ijp/Volume04Issue01-08>

**X.I.Ibraimov**

Academician Of Asruz, Doctor Of Pedagogical Sciences, Director At The Scientific Research Institute Of Pedagogical Sciences Of Uzbekistan Named After T.N. Kari Niyazi, Uzbekistan

### **ABSTRACT**

Pedagogical conflict is a conflict of interests, mutual opposition, dispute and conflict between teacher and student, teacher and parents, colleagues and management in the editorial process. In this sense, this article is devoted to the issues of the emergence of pedagogical conflicts that arise in the educational process, its causes, consequences, and finally its prevention.

### **KEYWORDS**

Conflict, pedagogical conflicts, pedagogical conflict in a team, pedagogical conflict between a teacher and a student, school team, leadership, educational issues, school, educational institution, student personality.

### **INTRODUCTION**

Every child is a person who enters the human society day by day and acquires a unique individuality. The slogan "It is necessary to develop the child's creative abilities, intellectual abilities, curiosity and aspiration" is emphasized every day. What is individuality? How should it be developed? If there are 20 children in a group in pre-school educational institutions, and 30-40 children in school classes, then how can you approach each child individually? Modern scientific achievements advise us, adults, to put ourselves in the shoes of a

child, to try to observe the surroundings with the eyes of a child. If we can evaluate the qualities of the child known and unknown to us and discover his inner world for ourselves, then we will have the opportunity to treat the child in a new way and understand the behavior that was incomprehensible at first. All children are different. But they all need our attention, kindness and love. All of them - bullies, quarrelers, and "this" are worthy of loving relationships. In recent times, we often come across differential, individualistic

approaches to the education and upbringing of children. Of course, there are such children with whom it is a pleasure to start a relationship and talk. They are interested in everything, everything "comes from the ashes", polite, capable and very friendly. But not every child can be included in the category of such children. Then the teacher has to use all the experience, creativity and inner feelings in order to find a way for every girl and boy.

Nowadays, it is more important than ever to raise children from a young age to be attentive to others, to prepare them for a good attitude towards people, and to teach them cooperation. For this purpose, the pedagogue should acquire the skills and abilities to prevent conflict situations and solve them, because the interaction of the participants in the pedagogical process is becoming more and more important for the modern school.

In many articles about the problems of the modern school, it is written a lot about its main disappointment - the pedagogue's lack of interest in the child's personality, his unwillingness and unwillingness to understand his inner world, and because of this, conflicts arise between pedagogues and students, school and family. In this case, first of all, rather than the reluctance of the teachers, their inability to solve many conflicts, their helplessness in the face of this situation is manifested.

At a time when the field of education in our country is developing more and more, the need for qualified personnel in the field of pedagogy is increasing even more. In particular, many reforms are being implemented in terms of pedagogical skill and level improvement. Lexically, "conflict" refers to a clash of opposite, incompatible forces, a lack of mutual

agreement between two or more parties, a conflict that represents a conflict of interests.

Pedagogical conflict is a conflict of interests, mutual opposition, dispute and conflict between teacher and student, teacher and parents, colleagues and management in the editorial process. A teacher should be well-educated, intellectually, morally, spiritually mature, have a wide range of knowledge, speak fluently, and have editorial skills.

The teacher's pedagogical knowledge skills are evident mainly in class and audience activities. The teacher and the student should have a lively language, exchange ideas, sincere attitude, respect, and work together to achieve the main goal.

Pedagogical conflicts give impetus to the development of professional deformation in the teacher's activity. If conflicts are not regularly resolved positively, they can cause stress, mental tension, and emotional burnout syndrome in the teacher's personality. Factors causing pedagogical conflicts are:

- information factor;
- attitude factor;
- behavioral factor.

There are different kinds of conflicts at school. The field of pedagogy consists of a set of all types of purposeful formation of a person, and its essence is the activity of teaching and mastering social experience. Therefore, it is here that it is necessary to create favorable social and psychological conditions for the peace of mind of pedagogues, students and parents. In recent times, we often encounter a differential, individualized approach to the education and upbringing of children. Entering, talking - brings pleasure to a person. Conflicts between students at

school: In the field of public education, it is accepted to distinguish four subjects: student, teacher, parents and administration. Depending on which subjects are in mutual relations, the following types of conflicts can be indicated: student - student; student - teacher; student - parents; student - administration; teacher - teacher; teacher - parents; teacher - administration; parents - parents; parents - administration; administration - administration. Disputes about leadership among students are the most common, such disputes reflect the struggle of two or three leaders and their groups for leadership in the classroom. In the middle grades, more boys and girls are in conflict. Three to four teenagers may have a conflict with the whole class, or a conflict between one student and the whole class may arise. A teacher's personality can greatly influence students' conflict behavior. Its influence can be manifested in different aspects. First, the teacher's style of relationship with other students serves as a model for repetition in interactions with peers. Research shows that the first teacher's communication style and pedagogical tactics have a significant impact on the establishment of interpersonal relationships with classmates and parents. The personal style of relations and pedagogical tactics of "cooperation" are the basis for the most conflict-free relations of children with each other. However, very few teachers of small classes have mastered this method. Elementary school teachers with a clearly expressive functional style of communication follow one of the tactics ("dictation" or "care"), which strengthen interpersonal relations in the classroom. Many of the conflicts express the attitude of "authoritarian" teachers in the classrooms even at the senior school age. Secondly, it is necessary for the teacher to intervene in students' conflicts and manage them. This does not necessarily mean

suppressing them. Depending on the situation, management intervention or just good advice is needed. Involvement of conflicting parties in cooperative activities, solving conflicts of other students, especially class leaders, has a positive effect. The process of teaching and upbringing, like any development, is impossible without contradictions and conflicts. Today, dealing with children whose living conditions cannot be considered comfortable is a normal part of life. M.M. According to Ribakova, among the conflicts between teachers and students, the following conflicts stand out: in the activities that arise in connection with the student's mastery, his performance of extracurricular tasks; Behavior (actions) caused by the student's violation of the rules of conduct at school and outside of school; Relationships that arise within the framework of emotional-personal relationships of students and teachers.

Activity conflicts arise between the teacher and the student and are manifested in the student's refusal to perform educational tasks or poor performance. Such conflicts often occur with students who experience learning difficulties; the teacher conducts the lesson in the classroom for a short time, and the relationship between him and the student is limited to academic work. Recently, there has been an increase in such conflicts due to the fact that the teacher often sets high standards for mastering the subject, and uses grading as a means of punishing those who break the discipline. Such situations often cause talented, independent students to drop out of school, and the remaining ones become less motivated to study. Action conflicts: The teacher's mistake in resolving the conflict creates new problems and conflicts, which other students join; it is easier to prevent a conflict in

pedagogical activity than to successfully resolve it. In a conflict, it is very important for the teacher to determine his position correctly, because if the class team is on his side, it will be easier for him to get out of the situation. If the class begins to riot together with the violator or is in an ambivalent position, this will have negative consequences (for example, conflicts may become permanent). Relational conflicts often arise as a result of the teacher's inability to skillfully handle difficult situations and usually last for a long time. These conflicts become personal, cause the student to dislike the teacher for a long time, spoil their relationship for a long time. In the teacher's communication with the student, not only the content of the speech, but also its tone, pronunciation, and facial expressions are important. If the tone of speech during communication between adults conveys up to 40% of information, the influence of tone of speech during communication with a child is much greater. It is very important to listen and hear the student. It is not easy to do this for a number of reasons: firstly, it is difficult to expect a clear and meaningful speech from a child, so adults make them talk a lot, making it more difficult for them to speak ("Okay, everything is clear, go on!"). Secondly, teachers often do not have time to listen to the child, even if the child has the desire to speak, and the student loses interest in the conversation when the teacher needs to learn something. The actual conflict between the teacher and the student can be analyzed at three levels:

- from the point of view of the objective characteristics of the organization of educational work at the school;
- from the point of view of social-psychological characteristics of specific interpersonal relations of class, pedagogical team, teacher and student;

in terms of age, gender, individual-psychological characteristics of the conflict participants. Characteristics of pedagogical conflicts

Among them, the following can be indicated:

- Teacher's responsibility for pedagogically correct solution of problematic situations: after all, school is a model of society, in which students learn the rules of human relations;
- Participants in conflicts have different social positions (teacher - student), their behavior in the conflict is determined by this;
- The difference in the life experiences of the participants creates a different level of responsibility for errors in conflict resolution;
- Different understanding of events and their causes (conflicts appear differently "in the eyes of the teacher" and "in the eyes of the student"), so it is not always easy for the teacher to understand the depth of the child's emotions, and it is not easy for the student to suppress his emotions and collect his mind;
- The participation of other students turns them from witnesses to participants, and the conflict becomes educational for them as well; the teacher should always keep this in mind.

The professional position of the teacher in the conflict requires him to take the initiative in solving it and to know how to put the student's interests first as a developing person;

It is necessary to manage their emotions, to be objective, to justify their treatment to the students, to allow them to "get angry";



It is not necessary to force one's own views on the reader, to transfer one's own opinion;

It is impossible to insult the student (there are such words that cause great damage to the relationship, and further attempts at reconciliation will not be useful);

Try not to expel the student from the class;

As much as possible, you should not contact the administration;

Do not respond to aggression with aggression, do not touch his personality,

It is necessary to evaluate only specific actions;

it is necessary to give oneself and the student the right to make mistakes without forgetting that "only those who do nothing make mistakes";

It is necessary to try not to spoil the relationship with the child, regardless of the results of the conflict resolution (to say that one is sorry for the conflict, to express one's attitude to the student);

It is necessary not to be afraid of conflicts with students, but to take the initiative in solving them correctly. Therefore, it is important to understand that it is better to solve the problem that caused the conflict together, by joining forces. First, it helps to critically analyze one's views and actions. Identifying and admitting personal mistakes reduces participants' negative perceptions.

Secondly, it is necessary to try to understand the interests of others. Understanding does not mean acceptance or justification. However, it broadens their perception of the opposite party and helps them to be

objective. Thirdly, it would be appropriate to highlight constructive directions in the behavior and even desires of the participants. There are no generally bad or generally good people or social groups. There will be some positivity in each. It can be concluded that it is necessary to rely on these in resolving disputes.

In a word, not only didactic, pedagogical and psychological approaches, but also skills and communication culture occupy a special place in the issue of eliminating pedagogical conflicts. Of course, the organization of appropriate communication and good treatment of the object is the most effective way to solve pedagogical tasks and eliminate possible conflicts.

## REFERENCES

1. M.T.Axmedova, N.S.Shayzakova Nizolarning yuzaga kelishidagi shart- sharoitlar, shaxs toifalari va ularning xislatlari. Maktab va hayot.-T.: 2014.2-son. -B. 2-4.
2. С.В.Банькина. Педагогическая конфликтология: состояние, проблемы исследования и перспективы развития. М-2018
3. В.И.Грачева. Введение в педагогическую конфликтологию: Учебное пособие / В.И. Грачева. -М.: Моск. ун-т МВД России, 2004. – 98 с.
4. Ibragimovich Kh.I. Peculiarities of using credit-module technologies in the higher education system of Uzbekistan //Integration of science, education and practice. Scientific-methodical journal. - 2021. - P. 209-214.
5. Ibraimov Kh. "Theoretical and methodological basis of quality control and evaluation of education in higher education system." International journal

of discourse on innovation, integration and education 1 (2020): 6-15.

6. Ibragimov, X., Abdullayeva Sh. "Pedagogika nazariyasi (darslik)." T.: Fan va texnologiya 288 (2008).
7. Ibraimov X.I., M.Quronov. Umumiy pedagogika (darslik). –T., “Shaffof”, 2023, 416-bet.
8. Ibragimovich I. K. et al. PEDAGOGICAL ABILITIES OF A TEACHER, STRUCTURE AND DEVELOPMENT // 湖南大学学报 (自然科学版). – 2021. – Т. 48. – №. 12.
9. Ибрагимов Х. И. ПЕДАГОГИКА И ВОСПИТАНИЕ // Экономика и социум. – 2021. – №. 1-1 (80). – С. 608-611.
10. Ibragimovich, Ibraimov Kholboy. "Intensive methods of teaching foreign languages at university." Вопросы науки и образования 27 (39) (2018): 78-80.
11. Ибраимов Х. И. Педагогические и психологические особенности обучения взрослых // Academy. – 2019. – №. 10 (49). – С. 39-41.
12. Ибрагимов Х. И. Организатсия самостоятельной работы студентов в условиях цифровизатсии вузовского образования // Наука и образование сегодня. – 2020. – №. 7 (54). – С. 74-75.

OSCAR  
PUBLISHING SERVICES