

Types and forms of conflicts in primary education

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Abstract: This article provides a comprehensive analysis of conflicts in professional education and the methods and approaches to resolve them. It is well-known that conflict situations are quite common in professional education. These include conflicts between teachers and students, teachers and parents, and among students themselves. Each situation is critical and significant. Students in professional education are like budding flowers. Such situations can have a negative impact on their minds since they are not yet able to form independent opinions. They are always influenced by external factors, which can sometimes be negative and sometimes positive. It is well-established that conflict situations are closely connected with the science of psychology.

Keywords: Methods of conflict resolution, alternative methods of resolving conflicts, theoretical and practical discussions.

Introduction: For primary school students to have exemplary pedagogical activity, the following abilities are required. You can review the types of abilities in the table below.

Academic ability.	A primary school teacher must have a strong command of their specialty subject and consistently stay updated on various discoveries within their field, as the teacher's knowledge significantly influences all students in the class. In addition to their specialty subject, the teacher should also have general knowledge of all subjects. They must keep up with advancements, innovations in science and technology, study them, and never stop exploring and learning in their profession.
The ability to be active in organizational work.	A primary school teacher must possess the ability to unite the class. The teacher's ability to organize their work effectively also falls under organizational skills. Organizing work effectively involves planning correctly, monitoring, and managing time efficiently during the lesson process.

Ability to deliver quickly and accurately.	A primary school teacher must be able to convey subject assignments to students in an understandable manner and, importantly, explain problematic or conflicting topics using real-life examples. Each lesson topic should be explained simply and clearly, within the comprehension level of primary school students.
Observability.	A primary school teacher must be able to connect with the inner world of the student and pay attention to observational skills related to understanding the student's personality and inner world.
Didactic ability	A primary school teacher must have the ability to explain difficult and complex tasks in a way that is simple, clear, and easy for primary school students to understand. The teacher should adapt complex knowledge and challenging concepts to the student's level, presenting them in an accessible and understandable format. A teacher with well-developed didactic abilities possesses professional expertise and can deliver educational material clearly and precisely, using real-life examples for explanation. This contributes to increasing the effectiveness of education and ensures the student's logical and independent thinking.
Mathematical ability	Primary school teachers must possess mathematical knowledge. They should be able to correctly and accurately comprehend problems of varying difficulty and logical tasks, as well as reason effectively about mathematical materials.
The ability to divide attention	A teacher must be able to focus on and manage multiple aspects simultaneously. During the lesson, the teacher should be capable of engaging students' attention, monitoring both active and inattentive students, addressing instances where students struggle to understand the topic, and, in addition, paying

	attention to their own personal and professional qualities such as gestures, posture, speech, and tone of voice.
Penetrability	A primary school teacher must possess pedagogical tact and the ability to establish effective communication and interaction. They should build proper and sincere relationships with students from a pedagogical perspective, connect with children, and consider their individual and psychological characteristics with attentiveness. Pedagogical tact is a crucial factor for primary school teachers. A lack of pedagogical tact can lead to negative consequences. When forming a positive opinion about a teacher, students often first evaluate their sense of fairness. Therefore, it is essential for a teacher to be just and fair.

Primary school teachers must develop all types of abilities. It is unlikely that a teacher will develop all abilities in a short period, as these abilities gradually develop over many years. A skilled teacher should be able to overcome various conflicting and problematic situations in their work through pedagogical abilities. It is only when a person faces an unexpected situation or problem that they can identify their capabilities. We can call a teacher with well-developed and continuously evolving pedagogical abilities a "skilled teacher." This is because a skilled teacher never stops developing and growing, and as their experience and qualifications increase, they become more refined. All of the qualities mentioned above should be possessed by primary school teachers.

In the teaching process, to avoid conflicts, the teacher must also pay attention to the age and individual characteristics of the students. By considering the character and behavior of each student, the teacher

can ensure that no conflicts arise between the teacher and students.

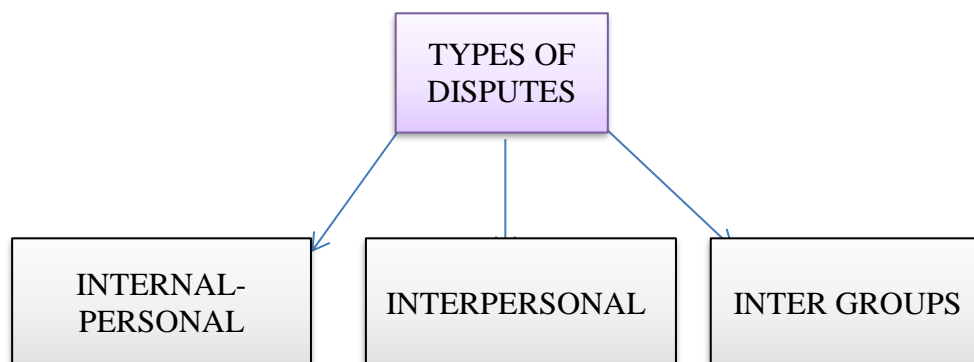
In educational literature, the issue of conflict in primary education and its resolution is considered highly relevant.

A conflict is a situation of contradiction between two or more individuals who have different interests or desires.

It is well-known that the concepts of "conflict" and "conflict situation" exist, and the teacher's main task is to distinguish between these two concepts.

A conflict situation refers to a clash or disagreement between two individuals. Through my research, it became clear that all conflicts revolve around two main issues: resources and control over them.

Currently, three types of conflicts are highlighted in pedagogy:



internal personal	<p>This type of conflict is one that a person always encounters. Sometimes, a person may feel as if they are seeing themselves in a mirror when observing others. In psychology, this is called reflection. The essence of reflection is seeing oneself through individuals who resemble oneself. This type of conflict rarely occurs among primary school students.</p>
interpersonal	<p>The second type of conflict is quite common. It is difficult to provide a clear definition of this type of conflict. It occurs between individuals whose personalities do not align with each other. Interpersonal conflicts can take many forms. For example:</p> <p>Conflict due to grades: A teacher gives a low grade to one student while their friend receives a higher grade. This situation can lead to a conflict between the two students.</p> <p>Conflict due to similar school supplies: Let's say two students have identical pens or school tools. They mistakenly take each other's supplies, which creates a conflict. This type of conflict often occurs in first-grade students because they all have the same pens and bags provided by the school.</p> <p>Conflict due to quick responses: This type of conflict also occurs frequently among primary school students. A teacher asks two students the same question, saying, "Who can answer first?" One student quickly responds, but the second student protests, saying, "I was going to say that!" This disagreement can lead to a conflict.</p> <p>The second type of conflict, which develops over the years, occurs between individuals who, throughout their lives, pursue opposing goals or purposes. This type of conflict rarely arises among primary school students.</p>
	<p>This type of conflict is also quite common among primary school students and can manifest in two different forms:</p> <p>Conflict between students from parallel classes: This type occurs between groups that have different goals and intentions, and these groups often</p>

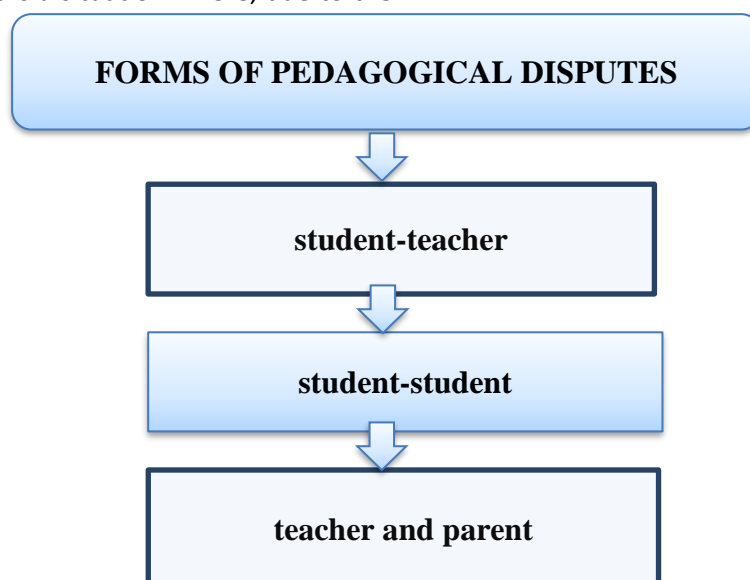
intergroup	<p>hinder each other's progress. In the minds of primary school students, those from parallel classes are considered their "enemies." They compete against each other in various contests and events, which leads to ongoing conflicts between them.</p> <p>Conflict within a group: In this type, students form "sub-groups" within the class. These groups are often formed based on similar personality traits or academic abilities. For example, the top-performing students form one group, while those who struggle academically form another.</p>
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Pedagogical processes are complex and involve continuous interactions between individuals. It is important to note that one of the situations observed in this process is when the relationship between two individuals deteriorates.

A pedagogical conflict is a situation where, due to the

worsening of relationships between individuals with different personalities and perspectives, a conflict arises.

There are several forms of pedagogical conflicts, including:



In primary education, successfully resolving conflicts typically involves a system that includes identifying the problem, analyzing it, taking actions to resolve it, and evaluating the results. Before developing a policy to address conflicts in any specific situation, it is essential to identify their sources.

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