DEVELOPING CONFLICTOLOGICAL COMPETENCE IN FUTURE TEACHERS AS A PRESSING PEDAGOGICAL ISSUE

Khadicha Mukhamadiyeva Karomatovna

PhD, Associate Professor

Department of Primary Education Pedagogy,

Faculty of Primary Education,

Tashkent State Pedagogical University named after Nizami

E-mail: xadicha20182020@gmail.com

Shaydullaeva Sarvinoz Uktam kizi

Basic doctoral student of Tashkent State Pedagogical University

E-mail: sarvinozshaydullayeva99@gmail.com

Annotation : This article explores the interrelation between the motivational-value-based, cognitive, and communicative components of conflictological competence and the personality traits essential for its development in future teachers. It emphasizes the structural and meaningful elements that contribute to the effective formation of conflictological competence.

Keywords: Components of conflictological competence, orientation, formation of value-based attitudes, resilience to conflict and criticism, communicativeness, communicative skills, emotional stability, adequacy, reflexivity, organizational skills.

In recent years, significant efforts have been undertaken in the Republic of Uzbekistan to fundamentally improve the quality of education in higher education institutions. Regulatory frameworks are being established to support the development of conflictological competence in prospective teachers.

The strategic priorities include: "Elevating the educational and upbringing system to a new stage, enhancing the quality of teacher training in accordance with advanced international standards, identifying young individuals with a strong interest in the teaching profession, implementing a continuous system for their targeted preparation and upbringing, and ensuring the integration of education, science, and production in the field. These efforts aim to improve the quality of education, train competitive personnel, and effectively organize scientific and innovative activities."This, in turn, contributes to identifying the potential of pedagogical and psychological sciences in developing conflictological competence in future teachers, and expands both the content and the opportunities for enhancing this competence through reflective pedagogical methods.

Globally, various approaches to educating and nurturing young people have emerged, with an increasing emphasis on fostering their development based on their own cultural and moral values, making this a pressing issue of contemporary education.

In European countries, the implementation of youth policy is supported by the development of medium- and long-term strategies and programs.

Countries such as Albania, Austria, Bulgaria, Hungary, Macedonia, Romania, Serbia, Slovakia, and others are actively pursuing youth development initiatives through strategic frameworks.

One of the key advantages of such strategies lies in the creation of mechanisms aimed at resolving issues among different groups of youth. Moreover, the implementation of strategic objectives is systematically monitored within specific timeframes.

In foreign countries, the application of modern approaches to developing conflictological competencies among students is considered of paramount importance.

Every society, regardless of its stage of development, faces conflicts and contradictions inherent to its time.

Despite the fact that the idea of creating a conflict-free society has been promoted by philosophers and scholars throughout the development of world civilization—from Plato (the ancient Greek philosopher of the 5th century BCE, who created one of the first models of an "ideal" state) to T. Parsons (a 20th-century American philosopher who proposed a conflict-free model of modern society)—practical social experience demonstrates that contradictions do not disappear. They persist in every society, although their forms and types may change.

Conflict traditionally plays a significant role in modern social life. As the German sociologist and philosopher Ulrich Beck noted, there are growing reasons to consider contemporary society as a "risk society" that assumes the burden of potential disasters. In this regard, it is reasonable to view modern society as a "society of conflict," recognizing the internal interconnection between risk and conflict.

The prominent role of conflict in today's social life not only strongly stimulates the development of conflictology as a scientific discipline but also allows conflict theory to be regarded as a unique universal humanitarian metatheory.

Before proceeding with the research, it is essential to define the fundamental concepts that form the foundation of this study. First and foremost, the concept of "conflict" must be clarified as the central term.

It should be noted that multiple definitions of this concept exist. For example, the explanatory dictionary by S.I. Ozhegov defines conflict as:

"A clash, serious disagreement, dispute."

One of the founders of modern conflict sociology, the American sociologist of the late 20th century, Lewis Coser, defined "conflict" as a struggle over values and claims to status, power, and scarce resources, in which the opposing aims are explicitly expressed.

J. Rubin and his co-authors D. Pruitt and D. Kim H.S. in their book Social Conflict: Escalation, Stalemate, and Settlement stated:

"Conflict is the perceived divergence of interests or the belief that the parties' current aspirations cannot be achieved simultaneously."

R.S. Dimukhometova and N.A. Sokolova describe conflict as "a type of difficult life situation arising in the course of an individual's or social group's life, based on a clash of interests and needs, accompanied by negative emotions, and characterized by a lack of agreement between individuals or groups."

According to T.E. Mayorova, conflict is one of the necessary attributive aspects of any interaction, encompassing both its external (interactive) and internal (intrinsic) characteristics. However, not every interaction can be classified as a conflict.

This depends on whether any difficulty arises in resolving it. If the interaction follows a set pattern and is carried out with the automated participation of available resources, its conflicting aspect may remain unrecognized.

In such cases, it does not require special attention, as the conflict resolves itself. That is, the emergence of the phenomenon of contradiction is associated not only with the particular characteristics of the interaction but also with its intensity.

There exists a certain boundary in conflict, where the interaction becomes "visible" and requires focused attention. This visible aspect of intensive interaction is generally referred to as a conflict.Based on the definitions outlined above, the following key features of conflict as a social phenomenon can be identified:

Divergence in the interests, beliefs, and values of the parties involved;

The parties' awareness of such disagreements;

The exchange of actions directed against each other (struggles, clashes, etc.);

The "social" nature of the conflict, characterized by specific interactions among individuals, groups, and associations whose views, positions, and interests are incompatible. At the same time, the causes of conflicts are diverse:

Social (social inequality, political system, governance structure, etc.);

Economic (wage levels, income disparities between social groups, distribution of rewards, etc.);

Value-based (differences in value systems and orientations);

Psychological (communication skills, abilities for effective dialogue, conflict resolution techniques, etc.);

Personal (individual traits such as a person's level of rigidity).

From the above, conflict can be defined as a type of social interaction characterized by the conscious recognition of differences in interests, beliefs, values, etc., and the mutual exchange of actions aimed at harming or opposing each other.

It is also important to define the concept of "conflictological culture" and highlight its key characteristics. To begin with, we must define the term "culture" itself.

According to S.I. Ozhegov's explanatory dictionary, "Culture is the sum of people's productive, social, and spiritual achievements."

The encyclopedic definition of this concept is multifaceted.

Culture (from the Latin cultura—cultivation, development, education, reverence) is a complex, homeostatic system of non-biological nature ("macro-system," "super-system"), encompassing the general experience of humanity. With the development and proliferation of human-specific traits and the existence of the species, this system ensures the accumulation, expansion, development, and application of such experience.

The first approach, the axiological (value-based) approach, considers culture as consisting only of humanity's greatest creations, serving as a domain of spiritual elevation.

This perspective views culture solely through a positive lens and in line with certain values. However, the selection of values that constitute culture is often highly subjective, making the content of culture in this view open to debate.

The second approach is anthropological.

Understanding culture in the anthropological sense expands its scope: culture is seen as everything that distinguishes human society from nature, encompassing all that has been created by humans.

This understanding enables various social sciences to examine the subject of culture from multiple perspectives. At the same time, the central task becomes not to study culture as a whole, but rather to analyze its individual aspects and components.

Examples include the nature of interactions between teachers and students' parents (such as discrepancies in assessments by teachers and parents, or parental neglect in the upbringing process).

Negative stress factors can lead to dual stress for teachers:

Informational stress (overload of information, the need to make rapid decisions with high responsibility);

Emotional stress (emotional fluctuations, changes in work behavior, and disruption of actions).

When preparing future teachers, it is essential to consider the requirements of the "Professional Standard for Teachers," recognizing that a teacher's behavior in conflict situations is tied to their personal traits.

According to Kurochkina and other specialists, including I.I. Rydanov, it is necessary to purposefully foster goodwill, trust, and unconditional acceptance among future teachers. This forms the basis for preventing pedagogical conflicts and resolving them constructively.

Accordingly, a teacher's conflictological training is characterized by the acquisition and application of specific, professionally oriented conflictological knowledge required to perceive and function within professional conflict situations.

Furthermore, the teacher's professional conflictological training not only involves the skills to prevent and resolve conflicts within the educational environment but also includes fostering conflictological competence among students.

REFERENCES:

1. Presidential Decree of the Republic of Uzbekistan No. PQ-4623 dated February 27, 2020, "On Measures for the Further Development of the Pedagogical Education Sector." National Database of Legal Documents. Tashkent, 2020, February 28.
2. Philosophical Encyclopedic Dictionary. Tashkent: "National Society of Philosophers of Uzbekistan" Publishing House, 2004, pp. 203–204.

3. Dictionary of Pedagogical Terms. Tashkent: Fan Publishing, 2008, p. 50.

4. Mavlonova, R.A. Integrated Pedagogy of Primary Education: Methodological Guide. Tashkent: TSPU, 2006.

5. Ageev, V.S. Intergroup Interaction: Socio-Psychological Problems. Moscow State University, Moscow, 2000.

6. Shodiev, I.N. "Structural Features of Conflictological Competence of Future Teachers." Modern Education: Scientific-Practical Popular Journal, 2019, No. 7(80), pp. 31–36.

7. Mukhammadeva, Kh.K. "Development of Altruistic Motives through the Culture of Reading Among Students." Oriental Renaissance: Innovative, Educational, Natural and Social Sciences, Vol. 2, No. 3, pp. 1284–1288.

8. Rajabova, N.K. "Factors Influencing the Improvement of Research Activities of Future Primary School Teachers." Online Scientific Journal of Stability and Advanced Research, 2022, Vol. 2, No. 4, pp. 349–352.

9. Muhammadiyeva, Kh.K., & Ergasheva, G.Z. (2021). Methods for Developing the Culture of Speech Among Primary School Students. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), Vol. 1, No. 2, pp. 10–14.

10. Mukhammadeva, Kh.K., Nurmuratova, I., Tulaganova, S., & Jumaniyazova, M. (2022). Development of Altruistic Motives Through the Culture of Reading in Students. Oriental Renaissance: Innovative, Educational, Natural and Social Sciences, Vol. 2, No. 3, pp. 1284–1288.

11. Mukhammadeva, Kh.K., & Ismatullaeva, F.R. (2022). "Scientific-Pedagogical Analysis of Improving Technologies that Ensure Child Development in Didactic Processes of Primary Grades." Central Asian Research Journal for Interdisciplinary Studies (CARJIS), Vol. 2, No. 2, pp. 77–82.

12. Muhammadieva, K. (2020, June). "The Idea of 'Personal Interests and the Priority of Education' as One of the Key Factors in Reforming School Education for Upbringing the Perfect Individual." In Proceedings of the International Multidisciplinary Scientific-Remote Online Conference on Innovative Solutions and Advanced Experiments, p. 22.

13. Abdullaeva, Sh.A., & Mukhammadeva, Kh.K. (2016). "Socialization and Prevention Work with Early Adolescents Exhibiting Deviant Behavior." Modern Education (Uzbekistan), No. 11, pp. 48–53.

14. Mukhammadeva, Kh.K. (2014). "Initial Information About the Development of Arithmetic in the Works of Eastern Mathematicians." Topical Problems of Humanities and Natural Sciences, No. 3-2, pp. 230–231.

15. Tuxtayevna, H.M., Mahkambayevna, E.G.Z., & Karamatovna, M.X. Methodological Bases for the Development of Socially Active Competencies of Future Primary School Teachers and the Improvement of Its Methodology. International Journal of Health Sciences, Issue II, pp. 10646–10654.

Ergasheva, G.M., Mukhammadeva, Kh.K., & Artikbaeva, N.N. (2021). "Methods for Directing Students Toward Creative Activity Through Extracurricular Classes." Science and Education, Vol. 2, No. 5, pp. 578–582.13.