

**PEDAGOGICAL CONFLICT MANAGEMENT IN AN EDUCATIONAL INSTITUTION
OF HIGHER EDUCATION**

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Annotation. This article examines the results of an analysis of the problem of increasing the conflictological competence of participants in the educational process. Conflicts between different participants in the educational process are characterized by their originality and peculiarities. Currently, it is relevant to study and systematize the issues of pedagogical conflict management in educational institutions of higher education, as this is aimed at more effective solution of pedagogical and social tasks. Pedagogical conflict management will make it possible to more effectively form the conflictological competence of participants in the educational process. The article presents pedagogical conflict management as an integrated system process that includes special structural components that are interconnected. From the point of view of expediency of activity, the formation of conflictological competence of participants in the educational process of the university makes it possible to carry out both management and transformation functions. One of the conditions for successful pedagogical conflict management in an educational institution of higher education should be a scientifically based conflict management model, including the organization of step-by-step activities that underlie the development of appropriate programs and technologies. The necessity of introducing into the practice of universities a special program to improve the conflictological competence of participants in the educational process is shown.

Key words: conflict, conflictological competence, pedagogical conflict, conflict management, subjects of the educational process.

Introduction. In modern society, special attention is paid to research into various aspects of education and upbringing, including problems of optimizing the educational process at different levels of training. Issues of managing activities in higher education institutions were considered by G.V. Gutnik, I.I. Kalina, E.I. Mikhailova, P.I. Tretyakov, T.I. Shamova, S.S. Uchadze and other scientists. Researchers noted the advisability of developing new methods and forms of managing educational activities in universities, which would influence the optimization of the entire system of higher education, taking into account the requirements of modern times. One of the conditions for optimizing the system of managing higher education is increasing the conflictological competence of participants in the educational process [3, 18]. The issues of substantiating the essence, structure and types of conflict were studied by such authors as A.Ya. Antsupov, N.V. Grishina, A.S. Guseva, A.I. Shipilov and others [18].

They substantiated both a broad understanding of conflict as a sociological phenomenon and also considered its individual, narrow aspects, including those related to conflicts characteristic of a certain type of activity. In professional activities, people develop certain attitudes and expectations in terms of interaction, values related to communication norms. It is natural that various types of conflict situations may arise. Meanwhile, research and analysis of practice indicate that many teachers are unprepared to solve problems related to overcoming conflicts in an educational institution. At present, the issues of conflict management in higher education institutions have not been sufficiently studied. Therefore, it is important to continue systematic work in this direction, which will allow us to solve pedagogical and social problems more effectively in the future. Based on the data of the theories of social and pedagogical

management, presented in the works of V.G. Afanasyev, R. Blake, M. Mescon, S. Young and others, we emphasize that conflict management should be presented as a flexible system consistent with constantly changing socio-cultural conditions.

Presentation of the main material of the article. Constructive conflict resolution in educational activities involves adequate and step-by-step management. This involves understanding the main determinants of conflicts, socio-psychological, economic and other factors that influence behavior in conflicts, studying the mechanisms of overcoming difficulties of different participants in the pedagogical process [2]. Following V.G. Afanasyev, E.P. Belozertseva, I.F. Isaeva, V.A. Slastyonin, P.F. Talyzina and other scientists, we come to the conclusion that conflict management in a university can be presented as a solution to pedagogical problems that requires scientifically based approaches. The conditions for the effectiveness of work in this direction have not yet been clearly defined.

Therefore, at the present time, it is relevant to study the issues of pedagogical management of conflicts in an educational institution of higher education. We believe that the solution to the problem of pedagogical management of conflicts in an educational institution of higher education is possible with the development of a scientifically based model of pedagogical management of conflicts in an educational institution of higher education, and a corresponding comprehensive program. The stated goal has determined the leading research methods such as: analysis, synthesis, generalization of literature and advanced pedagogical experience in the field of higher education, systematization of scientific and empirical data of facts.

An analysis of the results of the study conducted within the framework of the stated problem gives grounds to assert that a conflict is a clash of opposing goals and interests of subjects. Most often, conflicts arise between different people in the course of their psychological and social interaction [5]. In domestic science, an interdisciplinary nature is observed in the study of conflicts, combining sociological and strictly psychological-pedagogical approaches. Let us combine the factors of conflict occurrence into large blocks: socio-psychological; cultural-ethnic; economic. Among the factors provoking conflict situations, there may be such as: acute emotional experiences, features of interpretation of the situation and others [1].

A pedagogical conflict is an aggravation of contradictions between subjects that arises in the course of professional and interpersonal interaction of participants in the educational process and causes them negative emotions and experiences. Analyzing pedagogical conflicts, we will highlight the following types: conflicts of expectations; interpersonal conflicts; organizational/structural conflicts. A separate type of pedagogical conflict is the so-called organizational or structural conflict. It arises due to problems associated with the organization of the educational process at its various stages [7]. Conflicts between teachers and management (including due to errors in personnel policy), teachers and administration due to work schedules, working conditions, and wages are common. Improving the effectiveness of pedagogical activity in universities becomes possible if work is organized to develop the conflictological competence of participants in the pedagogical process. In this case, it is assumed that the skills of analyzing different types and manifestations of conflicts, finding constructive ways to resolve them, and building cooperative relationships are improved [6, 17].

The analysis of studies on the formation of conflictological competence of participants in the pedagogical process of the university provides the basis for the development of a model of pedagogical management of conflicts in an educational institution of higher education. This model assumes the organization of activities on pedagogical management of conflicts in institutions of higher education and the use of the most effective technologies and methods of work, providing for external and internal actions of subjects for the step-by-step resolution of conflicts.

The stages and types of activities within the framework of the model for pedagogical conflict management in a higher education institution may be: the orientation-organizational and diagnostic stage: studying the current situation, diagnosing the subjects, determining possible areas of activity for resolving conflicts; the target stage of work: defining goals and objectives, developing criteria for assessing effectiveness; the main stage: implementing a program for developing conflictological competence of participants in the pedagogical process of the university; the final, evaluation stage: summing up, assessing the dynamics of change, analyzing and, if necessary, adjusting further work.

The program of pedagogical management of conflicts in the university can use a variety of work forms. Thus, O.E. Nikulenkova suggests organizing seminars-lectures and workshops organized with the participation of teachers of the psychology department. The scientist also notes the effectiveness of direct work with specific conflict situations (case analysis). In addition, much attention is paid to informational and educational visual materials [13].

The results of the work within the framework of the relevant program will be certain shifts in terms of motivational-value, intellectual-cognitive, effective-practical and emotional-volitional components of the conflictological competence of the participants in the educational process. Conclusions. In the course of studying the problem of pedagogical management of conflicts in an educational institution of higher education, a model of step-by-step activity was formed, which can become the basis for the development of programs and relevant technologies.

Analysis of studies on the formation of conflictological competence of participants in the pedagogical process of the university gives grounds to conclude that the model of pedagogical management of conflicts in an educational institution of higher education presupposes an open structure capable of adapting to new goals and filling with promising proposals for resolving conflicts. Within the framework of the model of pedagogical management of conflicts in an educational institution of higher education, it is recommended to use various technologies, methods and forms of work.

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