



## CAUSES OF CONFLICTS BETWEEN TEACHER AND STUDENT AND PEDAGOGICAL MECHANISMS OF THEIR ELIMINATION

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### Annotation

In recent years, relations between teachers and students have become much more complicated and tense. Confrontation with children, whose living conditions today can not be called favorable, is a common part of reality. This is evidenced by numerous publications in the press on this topic, information from various media. Therefore, the increased interest of psychologists, sociologists, teachers in the problem of constructive conflict resolution in the system of teacher-student relations is completely justified.

**Keywords:** teacher, student, attitude, method, solution, discussion.

### INTRODUCTION

Communication is a multilateral and multifunctional phenomenon, which largely determines the very interaction between teacher and student. As A.A. Bodalev wrote, "a situation where one person influences another is a situation of interaction, and therefore the effect of influence, as a rule, is associated with the nature of the ratio of features that exist in both one and the second personality (teacher and student)". Hence, the system of relations "teacher-student" in general is characterized by inconsistency - harmony, conflict - conflict-free, acceptance - rejection, openness - closeness. Although the teacher mainly enters into business, working, official relations with students, there are always purely personal relations based on a feeling of affection, sympathy, benevolence, or, on the contrary, on a feeling of hostility, coldness, antipathy [1, p. 35].

### MATERIALS AND METHODS

Conflict resolution is a joint activity of its participants aimed at stopping resistance and solving the problem that led to the clash. Conflict resolution involves the activity of both parties to transform, to eliminate the causes of the conflict [3, p. 413].

Conflict resolution - as a result of increasing professionalism, activating the teacher's own mental activity, realizing the real causes of conflict situations with students [4, p. 116]. Resolve - by researching, find the correct answer; finding a solution to something, eliminate, clarify, judge (resolve the conflict) [5, p. 850].





Hence, the concept of "conflict resolution" in our interpretation implies the active activity of a high school student aimed at stopping conflict actions, understanding the cause and ending the problem that led to a collision with a teacher.

## RESULTS AND DISCUSSION

The resolution of the conflict leads to relaxation, a decrease in tension, switching attention to one's duties and affairs; increasing the activity of high school students in educational activities, as a result of which there is a restoration of peace of mind, a deepening of understanding of life situations, the emergence of a new value consciousness of high school students; students strive to maintain unity in the system of relations "teacher-student". Thus, knowledge of the nature of the conflict and skillful overcoming of it in practice is of great importance both for the individual and for the "teacher-student" system in the process of educational activity [1, p. thirty]. Analysis of psychological and pedagogical literature (O. V. Galustova, A. B. Dobrovich, M. M. Rybakova, K. S. Lisetsky, I. G. Atayants, L. M. Lomdzharia, E. I. Kokkonen and others. ) made it possible to identify the following conditions under which conflict resolution is constructive (productive) in nature: termination of conflict interaction; search for common or close in content points of contact in goals and interests; change in emotional attitude towards the opposing side; objective discussion of the problem; choice of the optimal strategy for resolving a conflict situation. Let's consider these conditions in more detail.

The cessation of conflict interaction means that in the course of communication (in the process of learning activities) the behavior of both parties or one of them must be changed. It is known that this condition is feasible in the presence of a certain set of personal characteristics conflicting in the dyad "teacher-student". In the most general form, a set of personal characteristics is presented as an integration of social and biological: age and gender characteristics, type of nervous system (temperament), volitional qualities, communication skills, level of conflictological literacy, emotionality, activity, motivational sphere. Termination of conflict interaction is also possible if both parties realize (recognize) the existence of the conflict; with the correct assessment, analysis of the conflict situation; forecasting its further development. The main goal of the psychological analysis of the situation is to create a sufficient information base for making the main decision of the situation that has arisen. In this case, forecasting provides early detection of those contradictions in the interaction between the teacher and the student, which in the future can become the basis for the continuation of the conflict. It follows from this that forecasting in relation to a problem situation contributes to the suppression of its development.





Thus, taking into account the personal characteristics of the conflicting parties, predicting the development of the conflict, assessing and analyzing the situation contribute to the productive resolution of the conflict situation between the teacher and the student.

The search for common or similar points of contact in the goals and interests of the teacher and the student is a two-way process and involves an analysis by each side not only of its own goals and interests, but also of the goals and interests of the other side. An example of this condition in our case is the period of preparation of high school students for final exams - the point of contact may be the result of the student's preparation, i.e., the interest of both parties in a positive result. Here, on the one hand, a teacher who wants to get a high percentage of the quality of the student's knowledge, which is an indicator of his successful work with this student, on the other hand, a student who aims for a high mark or an exam score that ensures his further studies after school. Thus, in this case, in order to resolve the conflict situation, it becomes necessary to focus not on personalities (teacher-student), but on interests and goals.

A change in the emotional attitude towards the opposing side means the activities of the parties in the direction of mitigating the negative attitude towards each other, i.e. the transfer of relations in the "teacher-student" system to the level mutually acceptable for both parties, switching attention from affective-tense relations to the sphere of business relations of educational work. The experience of joint activities in the name of achieving a common goal brings people together, allows you to discover new, additional ways to overcome the difficulties and troubles associated with conflict resolution [2, p. 36]. Among the methods of reducing the negative emotions of the opposite side, there are also distinguished such as a positive assessment of some actions of the interacting parties, readiness to go for a rapprochement of positions, turning to a third party, a critical attitude towards oneself, balanced own behavior, etc.

An objective discussion of the problem presupposes the ability to identify the main aspects of the contradiction that has arisen and the refusal to defend exclusively one's interests and goals. Understanding the problem that has become the basis of the conflict plays an important role in its resolution [6, p. 192]. This condition is especially effective when inviting a "third party" - a psychologist who can competently conduct a psychological analysis of the conflict situation and help the participants find not only options for resolving, but also possible ways to prevent and extinguish the conflict. The main aspects that are considered by the participants are:

1) what preceded the conflict (place of origin, activities of the participants);





- 2) what age and individual characteristics of the participants manifested themselves in their behavior, situation, act;
- 3) the situation from the position of the teacher and the student;
- 4) personal positions of the teacher and student;
- 5) the content of the conflict (conflict of activities, behavior or relationships);
- 6) options for repayment, prevention and resolution of the situation, adjustment of the behavior of the parties;
- 7) prospects for further interaction.

Focusing on secondary issues, caring only for one's own interests reduces the chances of a constructive solution to the problem.

One of the best ways to resolve a conflict situation in the system of relations "teacher-student" is the choice of the optimal strategy of behavior (the condition for the optimal choice of a strategy for resolving a conflict situation). Compromise and cooperation are among the most effective strategies. The compromise consists in the desire of both sides to end the conflict with partial concessions. It is characterized by a willingness to recognize the claims of the other party as partially justified, a willingness to forgive. To achieve it, you can apply the technique of "open conversation", which consists in: 1) a reasonable statement that the conflict is unprofitable for both parties; 2) a proposal to end the conflict; 3) admitting their mistakes; 4) without negative emotions, discuss mutual concessions and, if necessary, correct them.

Cooperation implies the orientation of the teacher and the student to a constructive discussion of the problem, considering them as allies in the search for optimal solutions. It is expedient to carry out the method of cooperation in the "teacher-student" system using offers of mutually beneficial options and objective criteria, as well as taking into account the importance of the decision for both parties.

## CONCLUSION

When using a psychologist (a "third party") to help resolve a conflict situation, a win-win strategy can be used that turns the conflicting parties into business partners and is both ethical and effective. Together with the psychologist, the teacher and the student go through four stages of using this strategy. At the first stage, it is established what need is behind the desires of the parties; on the second stage - determination of the possibility of compensating for the differences of the participants in any aspect; at the third stage, new solutions are developed that are most suitable for both parties; on the fourth, subject to the cooperation of both parties, there is a joint solution to the problem.





Summing up what has been said, it should be noted that each conflict has a unique, individual character. Therefore, the definition of the essence of the conflict is important for finding the means of effective behavior [2, p. 37], which, in general, constitute the conditions for a constructive resolution of conflicts between a teacher and a student, and the unity and commonality of motives and goals in the system of relations "teacher-student" become the key to maintaining and establishing the norms of behavior of constructive interaction.

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