

“Causes of pedagogical conflicts. Pedagogical situation that aggravates mutual relations.”

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Abstract: *This article is devoted to the study of the importance of hadiths in the conflicts that occur in the life of every person. This article is about studying the meaning of events and conflicts, which are the origin and nature of every human being.*

Key words: *Conflict, patient, diseases, hadiths, conflictology, nervousness, psychological processes, family, conflict situation in the family, sources of conflict, psychological environment.*

Introduction

The typology of conflicts, that is, its division into specific types and manifestations, is a rather complex phenomenon. Because every real conflict consists only of its own characteristics.

From this point of view, it is somewhat difficult to study disputes by dividing them into similar groups. But some general rules and principles can be distinguished in terms of ways to bring conflicts to a stop, to a positive result!

In order to skillfully use the conflict in the pedagogical process, it is necessary to have theoretical knowledge: it is necessary to know well its dynamics and all its organizers. It is useless to talk about the technology of using the conflict to a person who has only realistic ideas about the conflict process.

"It is necessary to distinguish between the concepts of "conflict" and "conflict situation", there is a big difference between them.

Conflict is a form of social interaction between two or more subjects (individual/group/self-conflicts) that occurs due to incompatibility of desires, interests, values or concepts.

A conflict situation is a phenomenon that causes real opposition between social subjects. The main sign is the fact that the subject of the dispute has arisen, but there is no open active struggle for the time being.

That is, during the development of the conflict, a conflict situation always occurs before the conflict, which is its basis.

First, conflicts are one of the most urgent social problems of our time.

Disputes are divided into the following types according to their origin:

1. International
2. Collective
3. Family
4. Territorial

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According to the participants in the dispute:

1. International
2. Interpersonal
3. Inner personal

4. Interstate

5. Between certain groups, systems divided into conflicts.

Interethnic conflicts. between nations

Interpersonal represents individuals who strive to achieve opposite goals in their life activities. to increase

Reflecting the struggle of motives, interests, infatuations, and interests of an inner personality approximately equal in strength.

Interstate disputes. between countries

Intergroups are distinguished by the participation of social groups that pursue incompatible goals and interfere with each other in the way of their implementation.

Second, how a conflict ends is a broader concept than how it led to a resolution. A dispute may end as a dispute between the parties, but its settlement does not always mean that the dispute has been resolved.

For example, let's say that conflicts often end in death. It can be concluded that the conflict has ended.

But this does not mean that the dispute and conflict between the interested parties is over. The dispute remains. Therefore, the concept of "conflict resolution" is a broader and more precise concept than "the end of the conflict".

The goal of the graduate work is to equip the future teacher with knowledge of the basics of modern pedagogical conflictology. At the same time, by providing young people with broad theoretical and practical knowledge on conflicts in life, creating a foundation for young people's participation in society as independent and active citizens, their consciousness in various natural social, economic, spiritual-spiritual, psychological interactions with other people. , is to form qualities such as humility, kindness, honesty, sincerity, truthfulness, conscientiousness, keeping one's word in one's thinking and morals.

Tasks of graduate work”

-to form ideas about the research and main categories of its object and subject as a branch of humanities sciences;

-to reveal the humanistic orientation of pedagogical activity: mastering the basic forms and methods of eliminating and preventing conflicts, finding a solution;

- formation of a complete picture of the laws and factors of the pedagogical conflict;

-it consists in analyzing and understanding pedagogical conflict situations, and being able to identify a general scientific approach.

The emergence and development of pedagogical conflictology.

Pedagogical process is a unique complex social structure, interpersonal consists of a continuous process of communication. Of course, there are two subjects in this process there are also cases of deviation of the relations between them from a positive form.

Conflicts are observed as a result of the tension of interpersonal relations in the pedagogical process.

What is the conflict itself? What are these objects of study? "Conflictology" is a science that studies the causes, causes and consequences of conflicts, which comes from the Latin "conflictus" - conflict. For the first time, the scientific study of conflict from the point of view of Science UZ began with the study of conflicts between state power, members of society, and individual social groups. Later, with increasing scientific interests, social, political, national, intergroup and interpersonal conflicts began to become the object of science.

After conflictology began to form as a science from the second half of the 20th century, since the study of the role of conflict in society is very important in the life of society, the study of ethnic and intergroup conflict relations, their systematic analysis and interaction encoming to the right solution has become one of the essential needs. Conflict is an integral part of every human life. No human being he cannot confidently say that he is "guaranteed" from conflicts. All of us from our childhood get into conflict situations and look for ways and methods to get out of these situations. About the fact that conflict is a social phenomenon. A peaceful life based on

peace and harmony between each person, close relatives, and the work team from the development of the conflict to give information about the possible damage.

Thoughts on conflictology on foreign experience Conflictology, or the field of conflict resolution, is one of the emerging and developing fields of science. Therefore, the theoretical field of conflictology its foundations, its national characteristics, social peculiarities, the relationship of conflicts with social life, interpersonal conflicts, legal aspects of conflicts, conflicts in the labor team issues are of interest to many researchers. The study of conflictological moods and characteristics is the origin of crises in society and the prevention of social conflicts

PEDAGOGICAL CONFLICTOLOGY

It can be seen that conflictology has its own internal helps to get However, there are not many studies in this field, and in writing this manual, some known information on the basics of conflictology in English, Russian and Uzbek languages.

Scientific and practical research centers focused on the study of conflict solutions operate at several US universities.

One such organization is the Miami-based Center for Peace Education Research. The "Center for Conflict Studies" also operates under the Institute of Sociology of the Russian Academy of Sciences. These centers are mainly involved in the development of measures to prevent conflict situations.

What is the conflict itself? The term "conflict" is considered an early equivalent of the concept of "dispute". What are these objects of study? The science that studies the origins, causes and consequences of conflicts is "Conflictology", which comes from the Latin "conflictus" meaning conflict and "logia" meaning doctrine. Therefore, teaching about conflict is the science of conflict.

Conflict is normal. Because the conflict is har something that belongs to our lives and lives. But according to the traditional opinion in the minds of many people, conflict is not a simple situation, it is a conflict situation, it is necessary to protect oneself from it, it is necessary to withdraw oneself from it, it is necessary to "avoid" the conflict. We are taught from our childhood to refrain from interpersonal and family conflicts. In the face of conflict, there are many cases of fear of conflict. From childhood, we are taught to withdraw from conflict situations, not to be "quarrelsome", to withdraw from people who cause and participate in conflicts. Conflict is equated in our national mentality with situations and situations that are not "good". We would rather have no conflict than one. We rate conflict as the "worst" time in our lives. The skills of living away from conflict are deeply embedded in our thinking. Although conflict is an inherent reality of our daily lives, people often misinterpret it and are not trained to accept it "intuitively." Only when we find ourselves in a conflict situation do we try to analyze this conflict situation. But not always our knowledge and skills will be enough to get out of the conflict situation. Because we have little life experience, because we have not acquired special knowledge on conflict resolution. Naturally, it is a mistake to say that everyone understands conflicts, correctly understands their essence and can overcome them. The history of human development is characterized by the manifestation of various approaches to individuals, groups, strata, and events that do not repeat each other in form and content.

In conclusion, it should be said that there is one in the educational process due to the existence of a number of conflicts, the task of organizing the educational process on the basis of a system representing joint activities based on mutual agreement is becoming more urgent. I

will go to the educational institution and conduct a seminal training among the students based on my previous knowledge in the training institute. I will give teachers insights about the training technology module and the stages of its development, the competence approach, the national qualification system.

The place of my topic in education is a comprehensive pedagogical process, in which the occurrence of various pedagogical conflicts is a natural phenomenon. Conflicts occurring in the pedagogical process have their own characteristics, level and stages of development, and limits. This subject is of particular importance in the formation of skills and abilities to prevent and eliminate pedagogical conflicts in future pedagogues. In the field of pedagogical conflictology, the teacher acquires theoretical and practical knowledge of the profession, constant communication with the pedagogical team gives positive results. Therefore, in such an environment, it is necessary to exchange opinions, compare personal opinions with the views expressed by others, make sure of their correctness, truthfulness, further enrich existing knowledge, identify errors or shortcomings, and find ways to eliminate them.

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