

# Formation Of Conflict Logical Competence of An Educational Institution Leader: Modern Challenges and Ways to Overcome Them

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**Abstract:** The relevance of the present study is determined by several factors' characteristic of contemporary educational practice. Research findings indicate that a considerable proportion of conflicts in educational institutions are associated with insufficient managerial competence and ineffective communication processes

**Keywords:** Schools, Colleges, And Higher Education, Educational institutions

## Introduction

In the context of the modern educational environment, conflicts constitute an integral part of interpersonal and professional interactions. Educational institutions — schools, colleges, and higher education establishments — represent complex social systems in which individuals with diverse value orientations, interests, and role expectations interact. This objectively contributes to the emergence of conflict situations of varying complexity.

At the same time, conflicts should not be regarded exclusively as negative phenomena. Their consequences largely depend on the effectiveness of conflict management strategies. In this regard, particular importance is attached to the conflictological competence of educational institution leaders, which can be defined as the ability to identify, analyze, and effectively resolve conflicts while minimizing their destructive consequences. As emphasized in scholarly literature, conflicts possess a dual nature: they may either reduce organizational effectiveness or contribute to institutional development when managed constructively. Conflictological competence, in turn, encompasses not only theoretical knowledge of conflict studies but also practical skills of communication, regulation, and conflict prevention.

This issue acquires special significance within the framework of ongoing reforms in the education system of the Republic of Uzbekistan. Contemporary transformations require educational leaders to demonstrate a high level of managerial culture, cognitive flexibility, and the ability to establish effective communication with all participants in the educational process.

## Relevance of the Study

The relevance of the present study is determined by several factors characteristic of contemporary educational practice. Research findings indicate that a considerable proportion of conflicts in educational institutions are associated with insufficient managerial competence and ineffective communication processes.

An additional contributing factor is the high emotional intensity of pedagogical activity. Constant interaction with students, parents, and colleagues creates conditions for the accumulation of psychological tension, which frequently leads to the escalation of interpersonal contradictions.

Under conditions of educational modernization, special attention should be paid to the implementation of modern conflict-management technologies. At the same time, it is important to consider the cultural, social, and mental characteristics of a particular society. In Uzbekistan, conflictology as a practice-oriented discipline is still in the process of formation, which affects the level of managerial training in this field.

Thus, the development of conflictological competence among educational institution leaders becomes an important prerequisite for improving management effectiveness and creating a favorable socio-psychological climate within educational organizations.

It should also be noted that the effectiveness of managerial activity directly depends on the leader's ability to interact constructively with staff members and regulate conflict situations. Leaders possessing such competencies contribute to strengthening organizational relationships, reducing tension, and increasing overall productivity.

### **Methodology and Research Methods**

The purpose of this study is to develop and substantiate approaches to the formation of conflictological competence among educational institution leaders.

To achieve this objective, a комплекс of complementary research methods was employed. A theoretical analysis of scientific literature made it possible to examine existing approaches to understanding the nature of conflicts and methods of their regulation.

Sociological methods, particularly surveys of educational institution leaders, were aimed at identifying the level of their conflictological competence and determining the key problems in this area.

A special place in the study was occupied by the case-study method, which enabled the modeling of typical conflict situations arising in educational practice. This approach provided an opportunity to analyze real managerial decisions and evaluate their effectiveness.

The experimental component included the implementation of a specially designed training program aimed at developing conflict-management skills. The program incorporated lectures, practical training sessions, and mediation-based activities.

The obtained data were processed using methods of mathematical statistics, ensuring the objectivity and reliability of the research findings.

### **Main Research Findings**

The study produced several significant findings.

First, it was established that conflictological competence has a complex structure and includes cognitive, behavioral, and personal components. The cognitive component encompasses knowledge about the types and causes of conflicts; the behavioral component involves skills of conflict regulation and resolution; while the personal component includes qualities such as emotional stability, empathy, and communicative flexibility.

Second, the diagnostic results demonstrated that only approximately one quarter of educational institution leaders possess a sufficient level of training in conflictology. This indicates a substantial gap between the demands of contemporary educational practice and the actual level of professional preparation of managerial personnel.

Third, the implementation of the developed training program demonstrated positive dynamics: the level of conflictological competence among participants increased by approximately 40%. This confirms the effectiveness of a practice-oriented approach to training based on the integration of theoretical knowledge and training methods.

Furthermore, the study revealed that the greatest effectiveness is achieved through interactive forms of instruction, including case analysis, group discussions, and elements of mediation practice.

### **Conclusions**

The findings of the study allow us to conclude that the conflictological competence of educational institution leaders is one of the key factors of effective educational management. The presence of constructive conflict-resolution skills contributes to the formation of a favorable psychological climate, the strengthening of organizational culture, and the enhancement of institutional effectiveness.

The development of this competence should be systematic and include both theoretical preparation and practical mastery of modern conflict-management methods. Training technologies and mediation practices are of particular importance in this process, as they facilitate the development of real-life interaction skills.

The study also demonstrated that national and cultural characteristics must be considered when designing educational programs. In the context of Uzbekistan, traditional norms of communication, a high degree of emotional involvement, and the specific nature of pedagogical interaction play a significant role.

Prospects for further research are associated with studying the long-term effects of training programs and developing differentiated approaches to the formation of conflictological competence depending on the type of educational institution and the managerial experience of leaders.

Thus, the development of conflictological competence among educational institution leaders represents an important direction for improving the education system and increasing its sustainability and effectiveness.

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