

THE ROLE OF THE TEACHER'S PROFESSIONAL COMPETENCE IN CONFLICT SITUATIONS

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Abstract

The article describes various theories of practical application of the knowledge, skills, and abilities of the teacher as a result of the professional activity of the teacher in the pedagogical activity, as a result of the professional activity of the teacher and the personal skills.

Keywords: competence, pedagogical competence, professional competence, competence, active, communicative, personal competence, conflictology, conflictological preparation, professional activity.

Introduction

Pedagogical activity is characterized by the interaction of a large number of people of different age groups with different ideas, views and life experiences, which inevitably creates conflict situations, to solve which the teacher has a conflictological culture. must be. Conflictological culture consists in regulating the processes of professional interaction (communication, mutual activity, relations), changing the conflictogenic parameters of the professional environment. Conflictological culture is closely related to special types of informational, communicative, psychological, acmeological, professional culture. Its constructive function consists in harmonizing relations between the subjects of professional activity, harmonizing their interactions, ensuring effective professional activity, and changing the pedagogical environment prone to conflicts in order to prevent further conflicts. Conditions that ensure subjective relations in the course of the teacher's professional activity:

- maintaining a comfortable emotional and psychological environment in the pedagogical team;
- cooperation in the educational process;
- professional and personal growth in relation to professional activity as a personal resource.

The above-mentioned conditions that ensure the consistent conduct of subjective relations in the teacher's activity are important in the pedagogical activity of each teacher. That is, these subjective relations in pedagogical activity also participate in increasing the productivity of each pedagogue. Of course, the subject is the joint participants. In pedagogical activity, the influence of mutual subjects on each other is very high. If there is a good mutual atmosphere in the team, if there is a good relationship between the subjects, this will not fail to affect its activity. For him, the subjects working in a team should be ready to effectively perform the tasks assigned to each of them on time, and the subjects should understand each other.

According to D.I. Moisev, the majority of modern local researchers believe that the reasons for the intensity of pedagogical activity depend on objective and subjective factors. Objective factors mean the external conditions of the situation, i.e. complex, intense conditions



of activity (working day workload, encountering a new difficult situation, increased intellectual workload, etc.). Subjective factors include personal characteristics that cause excessive sensitivity of personal (motivational, emotional, social and other) characteristics to certain difficulties of a person's professional activity.

N.V. Kuzmina defined the concept of pedagogical difficulty as "a state of subjective tension, heaviness, dissatisfaction that depends on the specific nature of the factors caused by the influence of external factors of the activity, the educational moral and physical readiness of the person for the activity" (E.M. Semenov: when analyzing the intensity of pedagogical activity, one should remember the dialectic of external and internal factors, the unity of objective and subjective causes. The impact of an acute situation on a person's activity depends not only on the nature of the task, the external environment, but also on his individual characteristics, behavioral motives, experience, knowledge and skills are the main properties of the nervous system. It should be noted that the acquisition of knowledge in the field of conflictology culture is closely related to the development of personal and professional qualities that allow the effective application of this knowledge and skills necessary for conflict management.

Conflict situations and conflicts within a person are characteristic of all components of educational activities:

- situations of need (motivational conflicts - "I don't do it because I don't need it, I'm not interested in it");
- directing and performing actions (cognitive conflicts "I don't know how to do", "I don't understand what to do"),
- evaluation efforts (achievement conflicts - why "2", I answered everything", I know this topic, better than "3").

The origin of each conflict situation depends on the psychological conditions of the participants in the origin of the conflict. Because any situation depends on how a person understands and accepts it and reacts to it. For example, it depends on a person's temperament characteristics: extroverts quickly accept any situation and do not fully understand it, do not take into account the small details and analyze it incorrectly, which also leads to conflict. On the contrary, introverts accept conflict situations slowly, but understand it correctly and react to it correctly. But this can sometimes cause conflict because of their slow reaction. One of the most important characteristics of a teacher's professional activity is its collective nature. This, of course, includes the teacher and the person he teaches, educates, and develops. This activity combines the teacher's self-awareness and his purposeful participation in changing the student (his training, education, development, level of education).

We can describe the professional activity of pedagogues as an independent social phenomenon and show its following features: First of all, it has a unique historical character. Therefore, the purpose, content and character of such activity changes in accordance with the change of historical reality. For example, L.N. Tolstoy criticized the school of his time for the dogmatic nature of education, bureaucratism, lack of attention and interest in the personality of the student, and called for humanitarian relations in the school, taking into account the needs and interests of the student. Such development of his personality makes a growing person mature, highly moral, and creative. "Education, development, we must unconsciously have one



goal: to achieve the greatest harmony in the sense of truth, beauty and goodness,” wrote L.N. Tolstoy. Seeing all the shortcomings of the school of his time as a product of the undeveloped problem related to the essence of man, the meaning of his life in modern psychology and philosophy, L.N. Tolstoy successfully tried to implement his own understanding of this problem when he founded the Yasnaya Polyana school for peasant children did.

Secondly, pedagogical activity is a special type of socially valuable activity of adults. The social significance of this work is that the spiritual and economic power of any society and state is directly related to the self-improvement of its members as civilized individuals. The spiritual world of a person becomes richer. Various spheres of his life activity are being improved, a moral attitude towards himself, other people, and nature is being formed. Spiritual and material values, and thanks to this, the development of society, its progressive development is carried out. Every human society is interested in the positive results of pedagogical activities. No society can fully develop if its members decline. Taking into account the requirements of the "Professional Standard of the Teacher" in the training of future teachers, it is necessary to understand that the teacher's behavior in conflict situations depends on his personal characteristics. This conclusion was particularly emphasized by I.A. Kurochkina and other experts. Accordingly, the teacher's conflictological training is characterized by the acquisition and use of special, professionally oriented conflictological knowledge, which is necessary for the perception of professional conflicts and the subsequent implementation of professional functions in the conditions of professional conflicts.

In our development, under the teacher's culture of conflictology, we understand the acquisition and use of professionally oriented knowledge of conflictology, which is necessary for the perception, analysis and resolution of conflicts in the educational environment. Value-semantic culture is at the center of conflictological culture. The emotional and communicative sphere of personality is manifested in solving problems and in the ability to overcome opposition in constructive ways. Conflictological competence is considered as an integral part of a person's professional development and professional activity at the social and individual levels. The teacher's conflictological preparation means social competence, includes features of perception, communicative interpersonal and management skills, implements practical (situational) aspects of special professional activity and learns to create a special system of values, meanings, motives, and beliefs. includes. The culture of value is the activities that each person or people value in the process of their own education, the customs, thoughts, speech, activities, appearance, and how they interact with people are also reflected in their behavior and posture.

The degree to which each person reacts to external processes is also important in determining the content of a person's conflict culture.

Any society, regardless of its level of development at any time, is full of conflicts. The ideas of creating a society without relative resistance were put forward by philosophers and scientists during the development of the entire world civilization - from Plato (the ancient Greek philosopher of the 5th century BC, who created one of the first “ideals”). State models, for example, T. Parsons (an American philosopher of the 20th century, who proposed a conflict-free model of modern society, however, the practice of social life shows that conflicts do not disappear, they remain in any society, only their forms and types change. will change.



Conflict traditionally occupies an important place in the life of modern society. There are more reasons to consider modern society. As the German sociologist and philosopher V. Beck wrote, it is a “risky society that carries the risk of disasters” and, accordingly, considering the existence of an internal connection between risks and conflicts, it is very appropriate to consider modern society as a “conflict society”. The special place of conflict in today’s social life not only gives a strong impetus to the development of conflictology as a science, but also allows to consider conflict theory as a kind of universal humanitarian metatheory.

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