

## PEDAGOGICAL CONFERENCE AND ITS SOLUTION

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### Abstract

This article analyzes the essence, causes and methods of their elimination of pedagogical conflicts. The psychological and pedagogical aspects of positive resolution of conflicts between teacher and student, teacher and parent, colleagues in educational institutions will be highlighted. The article emphasizes the importance of pedagogical dialogue, compromise, empathy and creating a positive psychological environment.

**Keywords:** Pedagogical conflict, conflict, dialogue, compromise, empathy, psychological environment.

### Introduction

Pedagogical conflict is a conflict or conflict that arises in the educational process, between a teacher and a student, or between students. This phenomenon is not only a natural part of the educational process, but also an important factor that serves its development, leads to innovations and changes. Conflict can be necessary for an increase in motivation in the learning process, an expansion of ideas, a representation of demands and needs, as well as for the formation of good communication between teacher and student. The negative aspects of pedagogical conflict, if not managed effectively, can demotivate students, reduce educational effectiveness, and lead to mistrust between teacher and student. At the same time, proper conflict resolution can help ensure higher levels of social, emotional, and cognitive development in students. This article fully analyzes the essence, types and methods of its effective solution of pedagogical conflict.

The essence of pedagogical conflict

Pedagogical conflict can be seen as a conflict between teacher and students. Conflicts may be personal, professional, or pertaining to educational process. Conflicts often arise between students' needs, goals, or interests and the teacher's styles or requirements. Also, the causes of conflict can arise from students' mutual differences, the influence of different pedagogical methods, or the ambiguity and inconsistency of the teacher's previous methods. Pedagogical conflict can arise due to the following factors: Personal differences: Students' character, worldview, and expectations may conflict with the teacher's style. Inconsistency of didactic methods: The pedagogical methods used by the teacher do not satisfy the students or allow them to achieve the desired learning results.

Differences among learners: Differences in students' cognition, abilities, or motivation. Differences in teacher and student goals: Mismatch of students' personal goals versus teacher's expectations for students. Types of Pedagogical Conflicts Pedagogical conflicts can manifest



themselves in many different forms. They are divided on the basis of various factors: Conflict between an individual and a group: In this type of conflict, conflicts arise between the student or teacher and the whole class. For example, when a teacher takes a one-size-fits-all approach, it may not meet the needs of some students. Conflict between teacher and student: A teacher's pedagogical style, assessment criteria, or relationship with a student can lead to conflict with the student. Such conflicts are mainly due to incorrect pedagogical approaches being made by the teacher or the demands of the student. Conflict Between Readers: Controversies arise between students due to conflicts of opinion, interests, or imbalance within a group. Such situations must be properly managed by the teacher. Conflict in the organizational form of the educational process: Organizational issues of the educational process (class schedule, classroom, etc.) can also lead to conflicts.

Addressing pedagogical conflicts is important to improve the quality of education and help students develop personally. The following are effective ways to resolve pedagogical conflicts: Enhancing Dialogue: The main way to resolve conflicts is through open and effective dialogue. Establishing constant communication between teacher and student, listening and respecting each other's opinions will minimize conflicts.

Empathy and understanding: When resolving conflict, the teacher should try to understand the student's point of view. With empathy, the teacher makes decisions based on students' feelings.

Application of alternative approaches: Conflict resolution should not rely on only one solution. The teacher should work with the students to consider various solutions and options. This can be done by doing group work or listening to the feedback of the students.

Professional training of the teacher: In order to solve pedagogical conflicts, the teacher must constantly develop his/her pedagogical knowledge and competencies. The teacher's experience and pedagogical skills are of great importance for conflict resolution. Mediation and Mediation: The mediation method can be used to enhance mutual understanding between the parties and resolve conflicts. In this way, an independent mediator or mediator helps the parties to come to an agreement. Managing group dynamics: Conflicts between students can be avoided by developing a sense of team and collaboration within the group. By managing group dynamics, the teacher can maintain a balance within the group.

Modern education is a complex socio-psychological system, in which the relationship between teacher, student (student), parent and educational institution plays an important role. In the process of these relations, it is natural for various contradictions to arise, which manifest themselves in the form of pedagogical conflicts. The scientific study of pedagogical conflict is important for increasing the effectiveness of the educational process, ensuring a healthy psychological environment and the development of pedagogical skills.

Pedagogical conflict is a socio-psychological state that arises as a result of a conflict of interests, views, needs or values between subjects participating in the educational process (teacher - pupil, teacher - parent, teacher - team, student - pupil). It can take place in open or hidden form.

In scientific sources, pedagogical conflict is interpreted as a tension of interpersonal relations, which is based on improper communication, pedagogical errors, personal factors and organizational problems.



In today's globalizing and information society, the process of education is becoming a complex system aimed not only at imparting knowledge, but also at full range of personal development. The relationship between the subjects of education is multifaceted, which increases the likelihood of pedagogical conflicts. Therefore, the scientific study of the problem of pedagogical conflict and its effective management is one of the urgent tasks of modern pedagogy.

The widespread introduction of democratic, person-centered, and inclusive approaches in modern education ensures an equal dialogue between teacher and student. This requires abandoning the traditional authoritarian style, resolving differences non-violently, on the basis of dialogue and cooperation. Proper management of pedagogical conflicts builds in students social adaptation, communication culture, tolerance and compromise skills.

Today, the penetration of digital learning, distance learning and social networks into the educational process also causes new types of pedagogical conflicts. For example, misinterpretations in online communication, dissatisfaction with assessment, or decreased accountability can exacerbate pedagogical conflicts. Therefore, prevention and constructive solution of pedagogical conflicts is an important component of modern pedagogical skills.

### **Thinkers' thoughts on pedagogical conflict and dialogue**

Thinkers of the East and the West paid special attention to the issues of human relations, culture of communication and conflict prevention in the educational process.

**Abu Nasr Forabi** in his work "The City of Fossil People" emphasizes the importance of harmony and harmony in society and educational environments. According to him, fairness, kindness and reasonable approach in the process of education will prevent conflicts. Forobi believes that leaders and teachers should resolve conflicts through reason and communication, not by force.

**Abu Ali ibn Sina** emphasizes the gentleness of the teacher and the power of spiritual influence in his pedagogical views. He recommends educating the disciple through explanation and trust, not through rough treatment. Ibn Sina believes that excessive rigidity creates educational conflicts and undermines the interest in acquiring knowledge.

**Imam Ghazzali** in his work "Ihya ulum ad-din" focuses on the relationship between teacher and disciple, citing the culture of communication and moral maturity as the main criterion. He argues that anger, arrogance, and injustice are alien to the people of science, and these qualities are the main source of conflict. Ghazzar notes the importance of patience, advice and wisdom in preventing conflicts.

**Abdulla Avloni** emphasizes the moral exemplary personality of the teacher in the educational process in his work "Turkish Gulistan or Ethics". According to Avlony, the fairness and courtesy of the teacher eliminates conflicts that arise with students and creates a healthy learning environment.

**Jan Amos Komensky**, on the other hand, argued against violence and coercion in teaching, advancing the principles of naturalness and consistency. He believes that misunderstandings and contradictions in teaching often arise as a result of incorrect organization of the pedagogical process.



As can be seen from the legacy of the thinkers, the issue of pedagogical conflicts has historically always been relevant. Today, this problem is more complex and requires from the teacher not only knowledge, but also a high culture of communication, psychological literacy and moral maturity. Constructive management of pedagogical conflicts is an important condition for improving the quality of education, ensuring personal development and formation of a healthy pedagogical environment.

In conclusion, pedagogical conflicts are a natural part of the educational process, and their resolution requires significant pedagogical skills. Effective conflict resolution contributes to students' personal and social development, and also serves to build mutual trust between teacher and student. Dialogue, empathy, alternative approaches, and professional training play an important role in conflict resolution. Thus, timely and proper management of pedagogical conflicts is an important factor in improving the quality of education.

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