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**THE EFFECTIVENESS OF PSYCHOLOGICAL APPROACHES IN RESOLVING
CONFLICTS AMONG ELEMENTARY SCHOOL STUDENTS**

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Abstract

This article analyzes the psychological characteristics of conflicts arising among primary school students and the effective approaches for their resolution from both theoretical and practical perspectives. Emotional instability in young schoolchildren, insufficient social experience, and the developing stage of communication culture are identified as the primary factors leading to conflict situations. The article highlights the importance of an integrative approach based on the cooperation of psychological services, class teachers, and parents in preventing and resolving conflicts.

Keywords

Primary school, conflict, conflict situation, psychological approach, emotional state, communication culture, school psychologist, social adaptation, psychological climate.

INTRODUCTION.

In the modern education system, the primary school stage is a crucial period that defines the foundation of personality development. It is during this phase that a child's communication skills, emotional stability, and social adaptation processes are formed. The incomplete development of these processes can lead to conflict situations among students. If conflicts are not identified in time and managed correctly, they negatively impact the effectiveness of the educational process and the psychological climate within the classroom.

In recent years, particular attention has been paid to ensuring children's psychological well-being within the education system. Conceptual documents adopted for the development of school education in the Republic of Uzbekistan identify the creation of a healthy psychological environment and the improvement of school psychological services as priority tasks. This necessitates a scientifically based study of psychological approaches to resolving conflicts among primary school students.¹

Scientific literature attributes the causes of conflicts in young schoolchildren to insufficient emotional control, low empathy skills, and limited interpersonal communication experience. Therefore, pedagogical interventions alone are insufficient; it is essential to establish

¹ Kochkinova M. THE IMPORTANCE OF THE IMAGE OF A MODERN TEACHER IN THE PROFESSIONAL PREPARATION OF A FUTURE TEACHER
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systemic activities integrated with psychological approaches to resolve conflict situations. The application of psychological approaches to prevent and resolve conflict situations among primary school students is designated as a priority in the normative-legal documents of the Republic of Uzbekistan regarding education. Creating a healthy psychological environment, ensuring the mental well-being of students, and supporting social adaptation are key components of state policy.

The Law of the Republic of Uzbekistan "On Education" defines the comprehensive support of students' personal development, ensuring their psychological safety, and fostering a positive socio-psychological climate as core tasks of the educational system. This law legally reinforces the necessity of supporting a child's psychological development during primary education.

The Law "On Guarantees of the Rights of the Child" guarantees every child's right to education in a safe and healthy psychological environment, specifically emphasizing the responsibility of the school community. This document creates the legal framework for protecting children's mental health during the educational process.

The "Concept for the Development of the School Education System (until 2030)" sets the improvement of psychological services in general education institutions, the formation of healthy social relations among students, and the establishment of systemic work to prevent conflicts as priority tasks. This demonstrates state-level support for implementing psychological approaches in conflict management.

Furthermore, the "Regulation on the Organization of Psychological Services in General Education Institutions" outlines the primary functions of a school psychologist: identifying conflict situations, implementing corrective and preventive measures, and establishing cooperation with educators.

International experience and recommendations, particularly conceptual documents from UNESCO and UNICEF aimed at ensuring the psychological well-being of children in learning environments, also enrich the normative basis of this research.

LITERATURE REVIEW AND METHODOLOGY

Primary education serves as the vital foundation for the formation of human personality. During this period, children begin to perceive their "self," interact with others, and seek their place within the system of social relations. Scientific literature often explains the natural occurrence of conflict situations in young schoolchildren through this process. Conflict is interpreted not merely as a confrontation but as an internal driving force for personal development.

L.S. Vygotsky, who researched the psychological development patterns of young schoolchildren, emphasized that interpersonal communication is the primary source of social experience. His concept of the "Zone of Proximal Development" provides a scientific basis for the idea that conflict situations can be resolved constructively by properly guiding a child's behavior and communication culture. A.N. Leontyev and S.L. Rubinstein interpreted conflict as a natural phenomenon resulting from the clash of personal motives within the framework of activity theory.

Recent foreign psychological-pedagogical research prioritizes a systemic approach to conflict management in schools. As noted by Johnson and Johnson (2022), collaborative learning models reduce conflict by strengthening mutual understanding and empathy. Goleman (2023) provides scientific evidence that developing emotional intelligence helps children control their emotions and understand the states of others.

Global reports on psychological safety in education by UNESCO (2024) and UNICEF (2023) identify the creation of a positive psychological climate as a key factor in improving education quality. In national literature, N. Karimova (2023) emphasizes the incomparable role of psychological services in shaping social adaptation. M. Rasulova (2024) demonstrates high efficiency in conflict reduction through corrective programs based on cooperation between class teachers and school psychologists. Additionally, T. Tursunov (2022) has proven through practical experiments that conflicts can be prevented by addressing emotional instability.

RESULTS AND DISCUSSION.

Conflicts among primary school students are interpreted not only as pedagogical problems but as natural processes in social and emotional development. Research results indicate that conflicts arise from difficulties children face in mutual learning, exchanging ideas, and expressing feelings. Conflicting interests and the pursuit of individual status within group activities are also primary factors.²

Psychological approaches effectively resolve conflicts by increasing emotional stability and developing empathy. For instance, activities focused on problem identification and constructive solution-seeking help children develop skills for expressing their views and listening to others. Consequently, conflicts are reduced, and social skills are strengthened.

Empirical results show that implementing psychological approaches develops self-control. Exercises on recognizing and managing emotional reactions significantly reduce impulsive decisions. Furthermore, mutual respect and friendly relations within the classroom are strengthened, stabilizing the overall social environment. When students are taught communication strategies and group roles, their ability to resolve problems independently increases. This reinforces the effectiveness of the integration of psychological and pedagogical activities.³

CONCLUSION.

The research results indicate that applying psychological approaches to resolve conflicts among primary school students increases the effectiveness of the educational process, supports social-emotional development, and fosters a healthy psychological climate.

Implementing these approaches within an integrated system serves to develop emotional stability, empathy, and communication skills. Cooperation between the school psychologist and the teacher is crucial for stabilizing the social environment and strengthening students' social responsibility. This study highlights the necessity of widely implementing psychological approaches in primary education practice, linking them closely with pedagogical activities.

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