

THE MAIN SOURCES OF PEDAGOGICAL CONFLICTS.

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Annotation: This article explores the concept of pedagogical conflict, its essence, and its role in the educational process. The main sources of such conflicts are analyzed, including communication issues between teachers and students, interpersonal tensions, differences in methodological approaches, and organizational factors. The paper also examines the underlying causes of conflicts and proposes effective strategies for their prevention and management. This analysis can be beneficial for teachers, psychologists, and educational administrators seeking to improve the quality of the learning environment and resolve conflicts constructively.

Keywords: Pedagogical conflict, teacher-student relationship, educational process, communication, interpersonal conflict, conflict causes, conflict management.

Equipping future teachers with knowledge of the foundations of modern pedagogical conflictology is one of the most urgent problems of our time. At the same time, by providing young people with broad, theoretical and practical knowledge of conflicts in life, it is necessary to create a basis for their participation in society as independent and active citizens, to cultivate in their minds, thinking and morals such qualities as humility, kindness, honesty, truthfulness, sincerity, conscientiousness, and keeping one's word in various social, economic, spiritual, and psychological interactions with other people.

What is conflict itself? - the question arises. The term "conflict" is considered the initial equivalent of the concept of "dispute". The science that studies the origin, main sources, causes and consequences of pedagogical conflicts is "Conflictology", which in Latin means "conflictus" - conflict, "logy" - doctrine. So, teaching about conflict, that is, the science of conflict. Conflict is a natural phenomenon. Because conflict is inherent in the life and existence of each of us and belongs to our life. However, according to the traditional idea in the minds of many, conflict is not an ordinary situation, it is a contradictory situation, from which one must protect oneself, withdraw oneself, and "avoid" conflict.

Pedagogical conflict is a theoretical and practical direction that studies the causes and nature of the emergence of pedagogical conflicts in the education system, develops methods for their elimination and practical recommendations. Pedagogical conflict is a common phenomenon in social life, and naturally, those parts of society where strong social relations are concentrated are more noticeable in school, higher and secondary specialized education. From a scientific point of view, the scientific study of conflict for the first time began with the study of conflicts between state authorities, members of society and individual social groups. Later, with the growth of scientific interests, social, political, national, intergroup and interpersonal conflicts began to become objects of science.

The tasks of pedagogical conflictology are as follows:

- Research into its object and subject as a field of humanitarian sciences;
- Revealing the humanistic orientation of pedagogical activity;
- Mastering the main forms and methods of eliminating, preventing, and resolving conflicts;
- Forming a complete picture of the laws and factors of pedagogical conflict;
- Coordinating, analyzing, and understanding pedagogical conflict situations, and

identifying a general scientific approach.

The following scientific research methods are used in the implementation of scientific pedagogical research processes: observation; self-analysis; oral and written survey; questionnaire; test survey; business games, etc.

There are two approaches to understanding conflict:

- The first of them defines conflict more broadly - as a clash of parties, ideas, forces. According to this approach, conflicts can also occur in inanimate nature. The concepts of “conflict” and “contradiction” practically become comparable in scope.
- The second approach understands conflict as a clash of opposing (opposite) goals, interests, positions, thoughts or views of opponents or subjects of interaction.

In short, conflict is the most acute way to resolve serious contradictions that arise in the process of interaction (action). Conflict consists of the opposition of subjects and is usually accompanied by negative feelings (emotions).

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