

**TYPES OF CONFLICT IN PRESCHOOL EDUCATIONAL ORGANIZATIONS AND
WAYS TO ELIMINATE THEM**

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Abstract

The article provides information that helps to develop educational practice, to demonstrate the creative and innovative potential of all employees of the preschool education system, and scientifically and theoretically analyzes the types of conflicts in preschool educational organizations and ways to eliminate them.

Keywords: Preschool educational organization, conflict, management, director, leader, types of conflicts.

INTRODUCTION. Establishing a respectful attitude towards them among the team in preschool educational organizations is one of the constructive ways to resolve important conflicts. Thus, conflict management in preschool educational organizations requires special attention from both educators and parents. From this point of view, we can say that management is the process of purposeful influence of a subject on an object and a change in the latter as a result of the influence, or a purposeful influence on another subject, which also leads to a change in the latter. Management is carried out by influencing one subsystem - the management, and the other - the managed system, the processes taking place in it through information signals and management actions. This interpretation of management takes into account its "subject-subject nature", since activity is recognized only for management, and the managed person is perceived as a passive executor who strictly adheres to the established norm. Therefore, constructive conflicts have a functional nature and contribute to the advancement of the organization. Since conflicts require the resolution of problems arising at the organizational level, in a constructive conflict, the confrontation is directed to a positive outcome, helps to make informed decisions, and develops interpersonal relationships in the team. Based on the analysis of many researchers, we, reflecting on the causes of conflicts in preschool educational organizations and the consequences of conflicts, believe that conflict management in preschool educational organizations is an urgent issue and that the director of a preschool educational organization should have these skills as an important indicator in his management activities. The director of a preschool educational organization should actively intervene in vertical conflicts, have the personal qualities and skills necessary for conflict resolution. At the same time, he should know the categories and characteristics of a person.

LITERATURE REVIEW. The development of educational practice contributes to the manifestation of the creative, innovative potential of all employees of the preschool education system. Currently, many domestic and foreign researchers emphasize that management is necessary not only in the technical and production spheres, but also in the field of complex social and pedagogical systems. According to R.H. Dzhoraev and S.T. Turgunov, the management of a preschool educational organization consists of the joint activities of leaders and teachers, the scientific organization and management of the educational process, coordination of the activities of the participants in this process, and scientifically based activities aimed at providing students with in-depth knowledge and moral education in subjects, guiding them to choose a profession and raising a comprehensively developed personality. Also, the main goal of management in education is to effectively manage the educational process and train and control the activities of its participants [1;2].

In the theory of management of preschool educational organizations, schools and preschool educational organizations are considered as a complex socio-pedagogical system. If we analyze in general terms, the system is a set of naturally organized elements that form a coherent whole that interact with each other [3].

In pedagogical theory, the main goal of the socio-pedagogical system is to form a pedagogical process aimed at the comprehensive development of the individual. The functional properties of socio-pedagogical systems include the presence of goals, interaction, openness, self-organization and development. The above-listed properties are also relevant for preschool educational organizations. Based on this, leading approaches to the management of preschool educational organizations allow us to view complex education as a system, interpret it as a set of interrelated elements, and identify the main properties of an integral object [4].

In general, management is a function of organizational systems of various natures (technical, biological, social), which is to maintain their structure, maintain a certain state in accordance with the objective laws of the existence of this system, implement a program or a consciously set goal. Management means an organizational, planned, systematic impact on a specific object. Management of the pedagogical activities of an educational institution is understood as planning, organizing, motivating, monitoring and analyzing the pedagogical process. The concept of management of educational organizations was enriched by the theory of management of educational organizations. Management theory is characterized by trust in employees, creating conditions for their productive work, and mutual respect [6].

B.S. Lazarev, in his definition of management within an educational institution, describes the characteristics of this specific activity as follows: functional structure (planning, organization, control and management), purpose (organization of joint activities of participants in the educational process and its orientation towards achieving educational goals and the goals of the development of the educational institution [8].

ANALYSIS AND RESULTS. The structure of pedagogical management of preschool educational organizations is as follows: Director - Staff - Pedagogical team - Knowledge - Society - Children - Family - Educator - Pedagogical team - Staff team - Education (Vocational education) - Society. Three main types of pedagogical management of preschool educational organizations can be distinguished: issues of the conceptual plan of education (long-term planning of education, strategic tasks related to its prospects (creation of textbooks, teaching methods, etc.); issues related to the technical and technological support of the educational process (creation, introduction of new educational techniques and technologies); issues related to the provision of pedagogical activity (staffing issues, taking into account the socio-pedagogical environment in pedagogical teams, etc.). The management system is an open complex system.

When managing the pedagogical team, it is necessary to take into account pedagogical situations, the educational process and its tasks. If we pay attention to the composition of the pedagogical team, it consists of a director, educators and teachers. The pedagogical team is responsible for the relationship between the director, educators and other employees of the preschool educational institution, the structure of education, the formation of the cognitive activity of educators and other employees, children of the group, the group in the educational process studies such important problems as the formation of children as a well-rounded person. The pedagogical team is engaged in the implementation of the specific features of educational processes, the tasks of modern educational theory. Pedagogical activity is always carried out within the framework of the team of MTT employees. In this regard, the leader must have knowledge of the specific laws, rules and features of the internal life of the pedagogical team[5]. The well-known researcher of the problems of managing the education system M.M. Potashnik emphasizes the expediency of activity in the concept of pedagogical management in order to

achieve optimal results, the development and implementation of management decisions in the interaction of the subjects of the pedagogical process[7]. In general, the internal management system of an educational institution is understood in research as a set of interrelated elements that, due to their interdependence, can perform management functions and their respective impact on the managed object. Based on the analysis, conflictological competence in resolving conflict situations in managing team activities is a knowledge that allows for the productive resolution of professional problems, is a complex system of the characteristics, knowledge and skills of the leader, who performs an integrative function, stimulating the activity of the team. The following components of conflictological competence in resolving conflict situations in managing team activities have been identified: epistemological (laws of conflict occurrence, causes), praxeological (needs, attitude to conflict, mutual respect, empathy, tolerance, constructive behavior); axiological (a set of necessary skills for implementing constructive interaction in conflict situations); reflexive (reflection, self-analysis).

The following main types of conflict are distinguished:

- personal;
- interpersonal;
- between an individual and a group;
- intergroup;
- social.

The leader encounters each of the listed conflicts in his management activities. In this regard, we will provide information about them below. Personal conflicts. This type of conflict is sometimes also called internal conflict. This form of conflict is caused by the internal conflicts of the individual, and the factors that cause such differences can be divided into two main groups:

1) The needs, aspirations and values of a person conflict with the responsibilities he takes on;

2) Internal anger as a result of the person's rebellion against the demands placed on him. As an example, the following situations that occur at the organizational level can be recalled. An employee wants to do something thoroughly, but the deadline for completing the task is rushing him. As a result, a conflict arises between two desires, such as the desire to meet deadlines and to be diligent in work. Therefore, such a discrepancy between a person's worldview and habits is the basis of internal conflict. Another example of internal conflict is when an employee receives orders from two managers at the same time and struggles to decide which one to complete first. The cause of the conflict covered in both examples is determined by the external environment. Interpersonal conflict. This type of conflict is common in work teams. Most managers believe that the only reason for such a conflict is the mismatch of the characters of employees. However, an analysis of situations related to this conflict shows that in most cases, objective reasons lie at the root of interpersonal conflicts. One of these is the limited resources in the organization. For example, problems arising from the use and ownership of production facilities, compliance with working hours and discipline, and the demand for labor are among them. Usually, any employee believes that he needs such resources, not someone else. When a conflict arises between a manager and an employee, the employee may consider the amount of work allocated to him to be unfair, and the manager may think that the employee is taking the work indifferently.

Conflict between an individual and a group. Within any group, norms of interaction, work activity, and behavior are formed. Any member of the group must fulfill the requirements arising from these norms. Deviation from the accepted norm is considered a negative event and causes conflict between the individual and the group. This type of conflict occurs even between a leader and his subordinates. For example, a change in the management style used by a leader can often lead to conflict between him and his employees. At the organizational level, most problems arise

on the basis of intergroup and social conflicts. In resolving such conflicts, the leader needs the support of his colleagues and assistants.

Intergroup conflict. One of the sources of this conflict arises from existing problems between formal and informal groups in the team. For example, conflicts between the organization's management and employees, between informal groups within the department, and between the administration and the trade union are examples of this. Unfortunately, an example of a frequent occurrence of intergroup conflict is disagreement between higher and lower levels of management. Such a conflict greatly damages the organization's reputation and labor productivity, spreads confusion and hesitation among employees, leads to a loss of confidence in the future, and as a result, labor motivation weakens. One of the main causes of intergroup conflict is the existence of social competition in the organization. In this case, members of one team evaluate the aspects characteristic of another team as negative, perceive them as having bad behavior. As a result of this conflict, aggression towards another team is observed. Consequently, as a result of intergroup conflict, the employee evaluates his own team relatively higher and more positively. In intergroup conflict, a phenomenon known as "attribution" is observed in psychology, and accordingly, one or another trait is attributed to a person without any basis in the other party. For example, it becomes common to assume that an outside group is the cause of some negative event.

Social conflicts occupy a special place in the analysis of conflicts.

Social conflict is expressed in the clash of classes, nations, states, social institutions and communities. Social conflict is a complex phenomenon that combines several aspects. In such a conflict, the goals and interests of the opposing parties, traditional methods of action are expressed.

CONCLUSION. Generalizing the results of the study and the trends in the development of the preschool education system allow us to say that a number of changes have occurred in the methods of managing a preschool educational organization. That is, the head of a preschool educational organization, in order to apply management methods, must know the basic theoretical principles of the science of managing a preschool educational organization and the ideas of pedagogical management, each member of the pedagogical team. This ensures a more effective achievement of the final result.

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