

## CONSTRUCTIVE APPROACH TO DIFFICULT PEDAGOGICAL CONFLICTS

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### ABSTRACT

*Modern psychology is characterized by the recognition of the secondary nature of the conflict, including its positive role. The main positive function of the conflict is that it can be a signal for change, rapprochement, the emergence of tension, "healing" and a source of development of relations, that is, conflicts.*

**KEYWORDS:** *Conflicts, Emotions, Discomfort, Pre-Conflict Situation, Self-Expression, Self-Affirmation*

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### INTRODUCTION

School work involves rapidly changing situations, which in turn can lead to conflicts. As soon as a conflict arises, emotions immediately "work", people experience tension, discomfort, which can harm the health of all parties to the conflict. [1]

Therefore, it is important for the homeroom teacher to have elementary ideas about the conflict, to prevent conflict that can lead to a violation of good relations between children, how to behave during the conflict, reduce its intensity, how to end the conflict with the least loss or resolve it in the interests of both parties. [2]

One of the most important tasks of a teacher is to develop in children the ability to form relationships in the process of interacting with others on the basis of interaction and mutual understanding, readiness to accept other people, their point of view, habits. It is very important to teach children communication skills and, if necessary, correct their behavior, otherwise the child may acquire a form of behavior that will interfere with his interaction with others and become detrimental to his own development. [3]

Modern psychology is characterized by the recognition of the secondary nature of the conflict, including its positive role. The main positive function of the conflict is that it can be a signal for change, rapprochement, the emergence of tension, "healing" and a source of development of relations, that is, conflicts - with the right approach to them - can become an effective factor in the pedagogical process. for children, but you need to create a friendly atmosphere. [4]

I. Pre-conflict situation.

In the first quarter, difficulties arose due to the aggravation of interpersonal relations: constant complaints of children, whom classmates did not understand, did not hear or listen to, bullying,

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naming names, shouting at them, mutual reproaches, claims to each other, isolated cases were observed. quarrels are also based on misunderstanding. All these actions are a chain (amplification) of conflicting genes that played a large role in the origin of the conflict. There were the following types of opposite genes: the desire for domination (7 people with the status of "cool"), the manifestation of aggression (in some cases there were fights) and the manifestation of selfishness (it was believed that not everyone listened to him, although he himself did not try to listen to this opinion ). environment). It was obvious that a conflict situation had arisen in the class. [5]

Yes, before the conflict there were objective life situations in which there were children. The origins of conflict relationships were children's needs for safety, communication, contacts, interaction, respect, self-expression and self-affirmation.

And, of course, the kids were too worried. They reacted sharply to petty insults and accusations. According to my observations, about 80% of the guys were on the verge of a "psychological breakdown", they could not calmly talk to each other, shouted, and when I began to talk to them in order to understand the situation (this happened every day), most of them "passed out ", Began to cry, but the resentment against each other did not pass, but only intensified. At this stage, my task was to prevent the impending conflict. To this end, I conducted daily individual, group conversations in which I used the method of persuasion. I tried to show attention and respect to each child, to understand his condition, to put myself in his place, to give the opportunity to talk with everyone, to focus on his positive qualities. But during the "showdown" with the children, I used authoritarian methods. It would seem that the conflict has been resolved, but during the next incident, of course, there will be a quarrel. The situation escalated day by day. It was clear that such communication could not be continued. The "last straw" of my patience was the "nature" contest, which simply "broke" due to disagreements between the teams. All the guys quarreled again, the mood soured. [6]

## II. Direct conflict.

It really was a conflict, because there was a conflict-directed, conflicting, contradictory process of interpersonal relations of children associated with negative emotional experiences.

By type m, there was a personal conflict, since it arose due to a mismatch of opinions, interests, goals, needs between the students in the class.

The reasons for the conflict were: lack of understanding of personal characteristics in the process of communication of children in the class (60% of children in the class have the ability and desire to be leaders, this group of children seeks to dominate, to be the first, to say the last word; the class teacher, a girl, is so principled that sometimes she incites other children to "hostile" actions, many children of this class are characterized by excessive accuracy in statements, judgments, the desire to speak the truth in the face, persistence (by the way, I like these qualities in the guys, but not everyone likes it, increased emotionality, insufficiently developed T quality personality - tolerance, inability to control a separate group of indecent emotional states of children). [7]

I knew for sure other reasons for this wonderful conflict in the classroom. The fifth grade is a period of adaptation to new learning conditions. Children are included in a new system of relationships and communication with adults and friends. Moreover, this is the early

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adolescence. Physiological factors in development make themselves felt, the restructuring of the harmonious system begins, which leads to changes in well-being and mood. As a teenager, the child often loses psychological balance. These factors contribute to the strengthening of interpersonal relationships in the team. The need for self-affirmation becomes dominant, which manifests itself in an increased degree of certainty in relation to others, in an increased sensitivity to the injustice of others, in an increased need for recognition and respect from peers and adults. In addition, a teenager develops insufficient self-esteem, inferiority complexes associated with experiencing difficulties that are very painful. High self-esteem leads to the manifestation of frivolity, painful pride, resentment and underestimation - it causes anxiety, insecurity, fear. [8]

So I decided to spend some cool hours that are important to me:

Informing children about class conflicts,

- Discussion of various strategies for intervention in the conflict;
- bringing them to an understanding of the negative consequences of using a destructive strategy prevailing in their relationship, and the importance of using a constructive strategy;
- I needed the children to find out the reasons for this situation themselves in the classroom;
- Determination, together with them, of ways to resolve the conflict,
- My job was to resolve this conflict and served to identify and resolve contradictions.

Preparing for school, he consisted of an in-depth study of interpersonal relationships in the classroom. In addition to observing and communicating with each child individually, I conducted sociometric research that supplemented my understanding of the emotional structure of the class. I conducted a survey, among which there were questions like "Do you like the way Odnoklassniki communicate with you? What do you dislike about interacting with your classmates? What do you like about communicating with classmates? What kind of communication do you dream of? moments that you don't understand? "

For the classroom hours, I created a presentation in which there is a short video from the life of the class. (One of the parents that day "on the phone" captured some moments of the children's rest during the trip, and even a small part of the competition, where the scandal occurred, was filmed. But, unfortunately, this was a much quieter stage of the scandal). Again, this plot was good class material. [9]

My strategy of conflict behavior.

According to the method of conflict resolution, I chose a constructive path, giving preference to two methods of conflict resolution: cooperation and compromise.

Since partnership with involves finding a solution that meets the interests of children of all grades. This includes the ability to get your feelings back, explain your decisions, and listen to the other side. Together with cooperation, work experience is gained and the ability to listen is developed.

A compromise is the resolution of differences through mutual concessions. Communication partners agree on a "golden mean", that is, partial satisfaction of the interests of each child. I assumed that such a strategy would also be effective, since it was clear that all children want the

same thing - to improve their relationships. Typically, a compromise allows you to have at least something without losing anything, and allows you to work out a temporary solution if there is no time to develop another.

During the lessons, I used the techniques of constructive interaction: persuasion, argumentation, an attempt to agree.

The method of reasoned discussion is used, VM, which helps to resolve the conflict of opinions. I used all the positive aspects of such a popular technique as the interaction of constructive arguments C. According to Kratochvil. In the process of discussing the problem, we talked about a specific situation and discussed the specific actions of the children (originality), all the children were involved in the conversation (involvement). An open, open communication was demonstrated, where everyone spoke for themselves and thought what they would say, there were good "thoughts". It was fair play.

### III. Conflict resolution stage

Consequences of the conflict.

Perhaps the conflict was the only way out of a tense situation.

Speaking about the positive aspects of the conflict, it should be noted that individual consequences of the conflict were the strengthening of group interaction.

Thus, there are integral consequences that determine the way out of a difficult situation, the conflict has led to the solution of problems, strengthening the unity of groups, mutual understanding.

The results of the constructive argument (S. According to Kratochvil) was also positive.

Each child learned something new, learned something new (informative) tension disappeared, bitterness subsided, claims became clearer (reciprocal) discussion of the situation led to mutual understanding, rapprochement. They were worried about the problem under discussion, the self-esteem of each participant in the conversation (rapprochement) was maintained, the situation was resolved, the problem was understood and solved in practice, apologies were made (at the end of the class hour everything was unexpected, the class teacher apologized to his classmate, made excuses for his behavior) and, finally, the rules were formulated interactions in the classroom (clarification). [10]

Preventing future conflicts

1) a series of class hours was held on this topic. The main idea was that children in a comic form "lose" various "conflict situations" from life and learn to restrain their emotions during a conflict. It was important for me to "convey" to them the idea that the conflict in a person is connected not with reason, but with feelings, this is when consciousness simply turns off and the person is not responsible for his words and actions.

Conflict management specialists have developed a code of conduct for conflict. (Samigin S.I., Stolyarenko L.D. Psychology of Management. - Rostov-on-Don, 1997. - S. 468-472).

In these conflicts, we are losing class hours. All of this was presented in a funny way, besides, various ways of behavior of children were prepared in advance. It was fun and fun. And the kids learned very important interaction skills.

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