

**MECHANISMS OF MANAGING AND PREVENTING
INTERPERSONAL CONFLICTS IN THE PEDAGOGICAL PROCESS**

Pulatova Sitora Azdurazzoq qizi,
*Lecturer, Uzbekistan University of
Journalism and Mass Communication*
Email: polatovasitor4@gmail.com

Abstract

The article analyzes the nature, causes, and ways of resolving pedagogical conflicts that arise within the system of public education and higher educational institutions. The author highlights the complexity of social, psychological, and legal relations in the educational process and identifies the key factors influencing communication among teachers, students, administrators, and the academic community. Based on a survey conducted among 220 students and 86 teachers, the study determined that the main causes of conflicts are differences in values, insufficient professional competence, lack of motivation, and infrastructural shortcomings. The article substantiates the need to develop conflictological competencies among future teachers. The results of experimental studies demonstrated that preventing and resolving conflicts, as well as forming a constructive and cooperative environment within the educational process, are crucial for ensuring pedagogical stability. The research concludes with practical recommendations for improving mechanisms of conflict management and promoting openness, respect, and initiative in interpersonal communication.

Keywords: Public education system, pedagogical conflict, conflictological competence, interpersonal relations, pedagogical environment, higher education, teacher–student interaction, conflict management, educational effectiveness

Introduction. The modern education system is one of the most significant factors determining social development, and its success largely depends on effective communication, mutual respect, and a cooperative atmosphere between



teachers and students. Compared to other social institutions, the public education system is characterized by the complexity of interpersonal and intergroup relations, the diversity of interests, and the variety of social positions. Therefore, the emergence of conflicts in educational institutions is a natural process, and the ability to manage and resolve them appropriately depends on the teacher's professional competence and level of conflictological preparedness.

In recent years, the number of studies focusing on the causes of pedagogical conflicts and their connection to personal, psychological, social, and organizational factors has been steadily increasing. However, practical experience shows that the issue of preparing future teachers for conflict situations has not yet been fully developed, which negatively affects their professional effectiveness in future careers.

The relevance of this research lies in the growing need to identify, prevent, and resolve conflicts in educational institutions through scientifically grounded approaches, as well as to develop future teachers' ability to respond constructively to conflict situations. From this perspective, the development of conflictological competence in the pedagogical process not only enhances the teacher's personal culture but also serves as an important factor in improving the overall effectiveness of the educational system

Literature Review. According to a number of researchers, pedagogical conflict is a common social phenomenon. However, since conflicts in the teaching process can constantly disrupt the system of relationships between teachers and students, it is essential to master the skills of preventing and resolving such situations [1, p. 42].

S. V. Banikina and Ye. I. Stepanov focused their research on conflictological education. In their view, the practical task of studying pedagogical conflicts is to normalize and humanize relationships among the main subjects of the educational process — not only teachers and students but also administrators and parents [2].

The most common causes of conflicts in teacher–student interactions include differences in value orientations, rudeness or disrespect in communication,

discrepancies in collaborative outcomes, variations in teachers' professional competence, and differences in students' levels of academic achievement.

One of the main issues in educational conflicts also relates to didactic challenges. These include the excessive complexity of learning materials that do not correspond to the students' level of cognitive development, an overly theoretical approach disconnected from practical application, and a lack of sufficient motivation for studying specific subjects or acquiring professional skills [2, p. 118]

Research Methods. During the research process, several methods were employed, including the theoretical analysis method, the observation (monitoring) method, the questionnaire and interview method, as well as the analysis and generalization method.

An examination of scientific sources and practical observations revealed that the methodological, theoretical, and technological foundations of preparing future teachers for managing conflict situations have not yet been sufficiently developed within the fields of pedagogy and psychology. As a result, this gap negatively affects the effectiveness of students' professional activities after graduation. Moreover, it limits higher education institutions' ability to timely meet the growing demand for highly qualified pedagogical personnel.

Therefore, preparing future teachers to correctly analyze and resolve conflict situations is one of the most urgent issues in modern pedagogical science. This necessity, in turn, requires identifying effective ways of developing conflictological competence and integrating these approaches into the educational process of higher education institutions.

Analysis and Results. The study of scientific literature and the analysis of existing pedagogical practices revealed a number of problems. Research shows that conflict situations arising in teachers' professional activities are among the main factors that can disrupt the pedagogical process. At the same time, it was found that pre-service teachers are not yet sufficiently prepared to resolve social and professional conflicts, to prevent interpersonal disputes among participants of the



educational process, and to respond to such situations with constructive pedagogical behavior. Furthermore, the current system for preparing future teachers for conflict situations is not yet conceptually well developed, as approaches aimed at forming conflictological competence are inadequately reflected in curricula. In addition, scientifically grounded mechanisms for assessing students' abilities in this regard have not been fully established.

During the research, the theoretical concepts put forward earlier were tested experimentally, and special pilot programs were implemented to assess their practical effectiveness. These experiments aimed to evaluate the effectiveness of the organizational and pedagogical conditions created to prepare future teachers for conflict prevention, to develop their conflictological competencies, and to improve their overall readiness for pedagogical activity. The results showed that such conditions increased participant engagement in the learning process and had a positive effect on educational outcomes.

Within the framework of diagnostic and confirmatory experiments, surveys were conducted with 220 students. Of these, 37% believed that the main cause of conflicts between students and teachers is the insufficient professional competence of instructors. A significant portion of students criticized the disconnection of course content from real-life applications, while 32% expressed dissatisfaction with the structure of academic curricula.

In addition, surveys conducted among 86 professors and teachers revealed that the main factors behind low educational efficiency and communication-related conflicts were identified as follows: indifference toward learning and laziness (34%), lack of independent thinking and low general and civic culture (12%), absence of genuine interest in the profession (56%), and excessive self-centeredness (27%).

The study also identified the sources of conflicts that occur between teachers themselves. According to respondents, such conflicts are mainly related to colleagues' low level of professional efficiency (22%), attempts to take credit for

others' work (27%), lack of personal contribution to the development of teaching materials (24%), and insufficient collaboration and teamwork within the institution.

In addition, it is necessary to pay special attention to improving the effectiveness of students' preparation for pedagogical activity, particularly by taking into account the organizational and pedagogical conditions that influence the formation of appropriate pedagogical attitudes in conflict situations arising during the teaching and educational process.

From a pedagogical and psychological perspective, studying the nature of conflicts and their mechanisms is not only a theoretical but also a highly practical necessity for future teachers. Learning about this aspect of pedagogy helps students prevent conflicts in various situations and apply effective strategies for their resolution.

The unpreparedness of pre-service teachers and educators to deal with conflicts, their lack of competence in this area, and their insufficient professional skills negatively affect their reputation as well as their professional and personal image. Since pedagogical activity is inherently prone to conflicts, failure to pay adequate attention to conflict prevention disrupts the integrity of the educational process. Therefore, forming teachers' readiness to prevent and resolve contradictions in their professional activity is one of the key tasks facing higher pedagogical education.

According to the results of diagnostic and confirmatory experiments, most students demonstrated a low level of preparedness (41.3%), an average level (42.4%), and only a small proportion showed a high level (16.3%). These findings indicate that in shaping the personality of future teachers and their professional integration, special attention should be paid to developing competencies that enable them to prevent and effectively resolve conflicts.

Based on these results, the study emphasizes the need to develop a special course integrated into teacher-training programs, aimed at preventing and resolving conflicts. The purpose of this course is to form a set of personal qualities, motivational knowledge, and practical skills necessary for resolving conflicts in



pedagogical activity. Considering the crucial role and importance of conflict prevention in the educational process, it is advisable to conduct an even deeper analysis of the factors that contribute to the emergence of pedagogical conflicts.

In pedagogical relationships, one participant typically takes responsibility for addressing an organizational problem, while another directs their efforts toward implementing the solution. In such interactions, unmet needs, unresolved issues, unallocated material resources, or unfulfilled responsibilities often lead to misinterpretations, misunderstandings, and differences in the perception of information — all of which generate a “disagreement” stage that precedes open conflict

From the above, it becomes evident that the root of conflicts lies in the signs and tensions emerging from contradictions between the interacting subjects. Existing scientific studies on conflict prevention are mainly focused on identifying early indicators of conflict, understanding the threshold at which tension transforms into open confrontation, and developing methods for timely intervention.

The most effective and result-oriented approach to resolving conflicts is to encourage the subjects themselves to take initiative in eliminating contradictions. In other words, the individual's proactive engagement in managing and resolving conflict situations is of crucial importance. However, the effectiveness of this approach depends on a variety of factors — such as the type of conflict (open, hidden, objective, or subjective), its intensity, the personal characteristics of participants, as well as the resources and opportunities available to those seeking to de-escalate the situation. The diversity of these influencing factors indicates that not every conflict resolution method can guarantee consistent results.

It should also be noted that any unresolved or ambiguously defined issue in interpersonal relations can lead to the emergence of a conflict situation. Failure to address such tensions promptly may negatively affect social interactions, the efficiency of the educational process, and the overall quality of learning outcomes.

Conclusion. The findings of this research demonstrate that it is not enough to take measures after a conflict has already occurred; rather, it is crucial to establish

mechanisms aimed at preventing such situations from arising in the first place. Therefore, the activities of all participants in the pedagogical process should be organized on the basis of transparent and well-defined interpersonal relationships, ensuring that the content, objectives, and outcomes of the educational process are clear and understandable to everyone involved.

This approach emphasizes the importance of systematically preventing potential conflicts at every stage of the educational process, within existing organizational and pedagogical conditions. Accordingly, it is proposed to introduce well-designed and empirically tested functional mechanisms in pedagogical practice that serve the purpose of conflict prevention, strengthen cooperation among participants, and ensure the stability and effectiveness of the educational environment.

References / Foydalanilgan adabiyotlar

1. Zasobina, G. A., Kabilnitskaya, S. L., & Savin, N. V. (1986). Practicum on Pedagogy: A Textbook. Moscow: Prosveshchenie. (Засобина Г. А., Кабилицкая С. Л., Савин Н. В. Практикум по педагогике: учебное пособие. – Москва: Просвещение, 1986. – 111 с.)
2. Banikina, S. V., & Stepanov, E. I. (n.d.). Conflicts in the Modern School: Study and Management. (Баникина С. В., Степанов Е. И. Конфликты в современной школе: Изучение и управление.)
3. Ponenko, O. N. (2001). Teacher's Understanding of the Personality of an Adolescent Student as a Factor in Solving Interpersonal and Pedagogical Conflicts (PhD Dissertation in Psychological Sciences, 19.00.07). Kyiv. (Поненко О. Н. Понимание учителем личности ученика подросткового возраста как фактор решения межличностных и педагогических конфликтов: дис. канд. психол. наук: 19.00.07. – Киев, 2001. – 199 с.)
4. Zaitsev, A. K. (2000). Social Conflict. Moscow: Academia. (Зайцев А. К. Социальный конфликт. — Москва: Academia, 2000. — 464 с.)
5. Temina, S. Yu. (2002). Conflicts of the School and the “School of Conflicts”? (An Introduction to the Conflictology of Education). Moscow: Moscow Psychological and Social Institute; Voronezh: NPO MODEK. (Темина С. Ю. Конфликты школы и «школа конфликтов»? (Введение в конфликтологию образования). — Москва: Московский психолого-социальный институт; Воронеж: НПО МОДЭК, 2002. — 144 с.)