

METHODS OF IDENTIFYING AND RESOLVING CONFLICT IN
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Annotation. The article examines methods of identifying and resolving conflicts in the management of an educational institution. Having the necessary information and knowledge about the identification and resolution of conflicts in an educational institution is useful for every head of an educational institution. Conflict resolution should be aimed at improving the management of the educational institution. Keywords: educational institution, management, conflict management, management functions Abstract. The article examines methods of identifying and resolving conflicts in the management of an educational institution. Having the necessary information and knowledge about the identification and resolution of conflicts in an educational institution is useful for every head of an educational institution. Conflict resolution should be aimed at improving the management of the educational institution.

Keywords: educational institution, management, conflict management, management functions.

In the modern world, conflicts are an integral part of human life in society. They accompany a person, including in the process of professional activity. Educational institutions are no exception in this regard. Subject to general laws, conflicts in an educational institution have their own characteristics due to a number of factors. Under certain conditions, conflict situations can disrupt the stable functioning of an educational institution and lead to a decrease in the effectiveness of its activities. Therefore, analyzing the factors leading to the intensification of conflict in the pedagogical team, as well as establishing harmonious relations, is one of the aspects of management activities. Any conflict occurring in an educational institution can

undermine the authority of the leadership. The resulting conflict sharply reduces the status of the educational institution, and an unhealthy atmosphere reigns in the team. Therefore, the leader is required to organize measures to prevent conflicts and, if they occur, to resolve them competently. The personality of the leader can even be a key factor in mitigating a conflict situation. The leader's personal culture, attitude to conflict and problematic situations are of particular importance. If a leader is creative and can approach the problem in a multifaceted way, this quality will gradually begin to manifest itself in the behavior of his subordinates, and the leader's calm attitude to a tense situation and the ability to observe calmly create conditions for the smoothing of the conflict. The Decree of the Honorable President of the Republic of Uzbekistan No. PF-5712 dated April 24, 2019 "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 20230" sets out priority tasks in the organization of the activities of general educational institutions, including raising the quality of education to a higher level and resolving existing problems in a timely manner. The activity of identifying conflicts in an educational institution, regardless of its type and type, is based on the achievements of conflictology as a branch of psychology and conflictology. Under certain conditions, conflict situations can disrupt the stable functioning of an educational institution and lead to a decrease in the effectiveness of its activities. Therefore, the analysis of factors leading to the escalation of conflicts in the management of an educational institution, as well as the establishment of harmonious relations, is one of the aspects of management activity. The essence of the process of identifying conflicts is the implementation of the main management functions: planning, organization, motivation and control. In relation to the process of identifying conflicts, the planning function is of great importance in resolving a problematic situation. Through the planning function, the head of the educational institution learns about the mood of teachers and the problems they are experiencing. This relationship can greatly assist the head of the educational institution in identifying and resolving conflicts from a pedagogical psychological perspective. Sociometry and a questionnaire can be used as methods of

obtaining reliable information in the planning process for identifying conflicts. The essence of the conflict management process is to implement the main management functions: planning, organization, motivation and control. The planning function in relation to the conflict management process is to identify problematic moments, determine the goals and objectives of the activity. Planning should be based on information about the mood of the teaching staff and existing informal groups. In this regard, a pedagogical psychologist for personnel can be of great help. In the process of planning conflict management activities, sociometry and questionnaires can be used as methods of obtaining reliable information. Due to the specific conditions of the educational institution (age of teachers, mainly women), conflict situations have a pronounced specific character, which can manifest themselves in a latent confrontation between the parties, intensification of the emotions of the participants in the conflict situation. Among the reasons for the emergence of conflict situations in the pedagogical team of an educational organization, I. V. Milushkina identifies three main groups of reasons:

- the first group consists of reasons that hinder successful work (unfavorable working conditions, imperfection of the wage system, in particular, the distribution of the incentive part of the wage fund, differences of views on the organization of the educational process, disagreements of opinions); point of view on solving a professional task);
- the second group consists of reasons that reflect the nature of social relations of members of the pedagogical team: biased and negative attitude towards each other, violation of the norms of business and informal communication.

- reasons arising from the personal characteristics of the participants in the interaction: psychological incompatibility of individual members of the team

V. Milushkina emphasizes that a common type of conflict situations in an educational institution are conflicts between the head and teachers. The cause of conflicts may be the improper performance of their official duties by teachers (objective reason), the imposition of their own ideas about a particular activity by the head.

The head of an educational institution faces each of the listed conflicts in his management activities. In this regard, we will consider information about them below.

Personal conflicts. This type of conflict is sometimes called internal conflict. This form of conflict is caused by internal conflicts of the individual, and the factors that create such differences can be divided into two main groups: 1) The needs, aspirations and values of a person are in 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 level of an educational institution 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 the desire 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 involved in both of these examples is determined by the external environment.

Interpersonal conflict. This type of conflict is common in educational institutions. 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, there are objective reasons for interpersonal conflicts. When a conflict arises between a manager and an employee, the employee may consider the amount of work assigned to him unfair, while the manager may think that the employee is being too cool about the work. In managing an educational institution, we can also consider conflicts between a teacher and a student. The management of the educational and upbringing process is impossible without contradictions and conflicts. We cannot say that such conflicts do not exist even today. Conflicts between a teacher and a student can be classified as follows: - the student's failure to prepare for class on time - the student's failure to comply with school rules - the personal and emotional environment between the teacher and the student

The conflict between the teacher and the student is manifested in the student's refusal to fulfill the educational task or its poor performance. This can happen for various reasons: the teacher does not prepare well for the lesson, the teacher does not come to the lesson on time, comes 5-6 minutes late, cannot answer the questions asked by the student clearly and concisely. The teacher sits on the phone and social networks during the lesson. As a result, the student becomes uninterested in the lesson. The teacher sits in the lesson until there is a break. If this process continues like this, the student begins to ignore the teacher, and this situation leads to conflict and conflict between the teacher and the student.

If we look at our history, we can see that in the past, when a dispute arose in a family, tribe, or neighborhood, the elders and respected members of that clan or neighborhood would call the conflicting parties to an agreement, try to improve their relations, and resolve the dispute peacefully, and this situation continues to this day. In this regard, Candidate of Legal Sciences, Professor M.M. Mamasidikov expressed the following opinion: "It seems appropriate to talk about our national values and traditions, as well as the procedures that have been in force in our country for a long time, aimed at reconciling the parties to the conflict."

In conclusion, conflict management in an educational organization is a type of management activity carried out in order to create favorable working conditions for pedagogical staff. The use of alternative methods of conflict resolution in an educational institution gives a faster result in finding a solution to the conflict. The relationship between the parties is based on the principle of confidentiality. Various unpleasant incidents are avoided by spending extra time. Both parties benefit financially. Most importantly, the workload in state bodies or in court is reduced.

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