



Mechanisms Of Managing Human Capital In The Educational Process And Matching Conflict Situations

Zamira Aminjonovna Normatova

Ministry of Internal Affairs of the Republic of Uzbekistan

Teacher of Fergana Academic Lyceum.

Faculty of Pedagogy, Chirchik State Pedagogical University

Researcher of the "School Management" department.

Abstract: In this article, the field of pedagogy is the formation of a person according to the purpose, the orientation of existing capital and resources, and its essence is to show the social aspect and to teach and master, the compatibility of activities, this approach, the possibility of coordinating human capital without conflicts, education on the basis of a pedagogical innovative educational cluster the socio-pedagogical conditions of the development of talent and ability of the recipient, constructive implementation of relations on this issue and implementation into the life of the society are discussed.

Key words: Human capital, pedagogue, education, resource, conflict, innovative education, educational subject, situational management, interpersonal relationship, socio-pedagogical conditions, talent, ability, constructive.

Ta'lim Jarayonida Inson Kapitalini Boshqarish Va Konfliktli Vaziyatlarni Muvofiqlashtirish Mexanizmlari

Zamira Aminjonovna Normatova

O'zbekiston Respublikasi Ichki ishlar vazirligi



Farg'ona akademik litseyi o'qituvchisi.

Chirchiq davlat pedagogika universiteti Pedagogika fakulteti

“Maktab menejmenti” kafedrasi tadqiqotchisi.

Annotatsiya: Ushbu maqolada, pedagogika sohasi shaxsni maqsadga muvofiq shakllantirish, mavjud kapital va resurslarni yo'naltirish, uning mohiyati esa ijtimoiy jihatini ko'rsatib berish hamda o'rgatish va o'zlashtirish, faoliyat muvofiqligi, mazkur yondashuv, inson kapitalini konfliktlardan holi holda muvofiqlashtiish imkoniyati, pedagogik innovatsion ta'lim klasteri negizida ta'lim oluvchidagi iste'dod va qobiliyatni rivojlantirish hamda mazkur masalaga doir munosabatlarni konstruktiv amalga oshirish va jamiyat hayotiga realizatsiya etishning ijtimoiy-pedagogik sharoitlari xususida so'z yuritilgan.

Kalit so'zlar: Inson kapitali, pedagog, ta'lim, resurs, konflikt, innovatsion ta'lim, ta'lim sub'ekti, vaziyatli boshqaruv, shaxslararo munosabat, ijtimoiy-pedagogik sharoit, iste'dod, qobiliyat, konstruktiv.

Аннотация: В данной статье областью педагогики является формирование личности по цели, направленности имеющихся капиталов и ресурсов, а ее суть состоит в том, чтобы показать социальный аспект и научить и освоить, совместимость деятельности, это подход, возможность бесконфликтной координации человеческого капитала, образование на основе педагогического инновационного образовательного кластера, социально-педагогические условия развития таланта и способностей реципиента, конструктивная реализация отношений по этому вопросу и внедрение в жизнь общество обсуждается.

Ключевые слова: человеческий капитал, педагог, образование, ресурс, конфликт, инновационное образование, образовательный предмет, ситуационное управление, межличностные отношения, социально-педагогические условия, талант, способности, конструктив.

Pedagogical process is a unique complex social structure and consists of a continuous process of interpersonal relations. Of course, in this process, there



are cases where the relationship between the two subjects deviates from the framework of a positive form.

A conflict situation arises between two leaders in the group, and they can involve not only themselves, but also their supporters in the conflict. This causes conflict escalation, i.e., the expansion of its scale. In some cases, if the supporters involved in the conflict between the two leaders arise within the framework of territorial interests, the scale of interpersonal conflict may rise to the level of ethnic or territorial conflicts, and the probability of blocking the factor related to human capital is high.

Pedagogical conflicts are divided into interpersonal and group conflicts depending on the degree of manifestation. It is possible to come to a solution of the problem by using effective methods in the elimination of these conflicts. In particular, as pedagogical measures in an interpersonal conflict environment, conversation, explanation, understanding of the culture of interpersonal relations, explanation of the environment formed due to psychological influence, rejection of egoism and aggressiveness; administrative measures: making changes in the system, dispersing the participants of the conflict into different groups, changing the time of the educational process, assigning assignments and tasks according to their abilities, directing the existing potential to a useful work coefficient, etc. attention should be paid to reduction.

The field of pedagogy ensures the appropriate formation of a person, the direction of existing capital and resources, and the social aspect of its essence, as well as the coherence of activities on teaching and mastering. This approach creates the possibility of coordinating human capital without conflicts, creates the possibility of creating socio-pedagogical conditions for implementation on the basis of a pedagogical innovative educational cluster and implementation in the life of society.

One of the main aspects of pedagogical conflicts is the increase of aggressive aspects in the human character and psychology as a result of the non-targeting of human capital and the failure to use available resources. looks like. The main manager of the pedagogical process is the teacher, and in the implementation



of activities within the framework of the educational system, he constantly monitors the occurrence of a conflict environment in the relationship with the educational subject, encouraging the existing abilities and potential, and the ratio of motivational factors. by providing pedagogical-psychological balance to the essence of the concept of human capital by directing the learner's resources to work on himself, by providing pedagogical and psychological correction of the factors that cause dissatisfaction with himself and conflict situations with others 'requires provision.

If this issue is neglected by pedagogues, conflict processes begin to occur between educational subjects. This process can be analyzed at three levels:

- From the point of view of the objective characteristics of the organization of educational work in the educational institution;
- from the point of view of socio-psychological characteristics of specific interpersonal relations of the group, pedagogical team, teacher and learner;
- in terms of age, gender, individual-psychological characteristics of the conflict participants.

If real objective and subjective changes are clearly visible in the organization and conditions of the entire educational process, in the system of collective rules and procedures, in the positive relations of this process with each other, in their readiness for constructive behavior in future conflicts, the dispute can be considered effectively resolved. This process provides a healthy socio-psychological-pedagogical environment by providing a positive service in the targeted orientation of the educational capital and in revealing its potential.

Conflicts in the pedagogical team are a process of incompatibility of people's interests, which creates a real conflict between social subjects, and serves as an artificial obstacle to the effective direction of educational resources and bringing them to the quality stage. .

From this point of view, it is considered that the pedagogical team that serves the purposeful direction of human capital and the constructive resolution of the conflict in it depends on the following factors:



- correct understanding that conflict situations in the pedagogical team are factors influencing the emergence of human capital;
- ensuring by pedagogues that the actions and wishes and personal interests of learners are compatible;
- to eliminate the ways out of the conflict situation between educational subjects and to create an environment of mutual trust and cooperation;
- openness and effectiveness of communication between educational subjects and a constructive approach to the comprehensive discussion of the existing problem based on mobility.

In this case, it is important to determine the position of the learner and the pedagogue, and it is necessary to skillfully use pedagogical mobility technologies based on the situational approach from the awkward pedagogical dialogue that has arisen between the parties.

Interrelational conflicts of educational subjects often arise as a result of the pedagogue's inability to skillfully solve problem situations and usually last for a long time. These disputes become personal, cause the pedagogue to dislike the student for a long time, destroy their relationship for a long time, and the concept of talent, ability and potential falls to the second level, and the issue of personal enmity rises to the first level. These issues that arise during the education process lead to an artificial loss of human capital. First, the personal enmity of the pedagogue has a negative effect on the pedagogical and psychological support of the learner, and secondly, antipathy towards education occurs in the learner.

Their preparation for social relations and the level of spiritual and moral perfection, the life experience of parents, are of great importance in the development of human capital in learners. However, material and moral stimulation of the existing potential and educational and scientific capital of students, preparation for socio-economic life is a difficult task for most parents and other family members. Many parents do not have the necessary knowledge and skills to discuss these topics with their children.



In conclusion, most parents attribute their children's involvement in conflicts to their efforts to find their place in social life and ignore it. Most of the parents do not understand that the wrong upbringing of their children will lead to unconscious consequences in the future. According to the results of sociological research, the unhealthy psychological environment in families, the fact that parents put child education "in second place" and the number of dysfunctional families are the main factors in the manifestation of aggressive behavior norms in young people today. and lack of support for their abilities and talents and failure to direct available resources to their promising future. This issue requires the realization of promising capital that serves the state and society through the promotion of pedagogical knowledge by preparing young people for social life in educational institutions and neighborhoods, using resources related to abilities and talents.

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