



## **Pedagogical Conditions For Constructive Resolution Of Conflicts In Teacher-Student Relationships**

**Burieva Nilufar Rasulovna**

Teacher of Karshi State University, Uzbekistan

**Jo'rayeva Mashhura Sunnatilla qizi**

Student of Karshi State University, Uzbekistan

### **ABSTRACT**

This article addresses the pedagogical conditions necessary for the constructive resolution of conflicts in teacher-student relationships. It explores the importance of creating a positive and respectful environment within the educational space, where both teachers and students can engage in open dialogue. The article emphasizes the role of emotional intelligence, communication skills, and conflict resolution strategies in fostering mutual understanding and trust. Key pedagogical approaches include active listening, empathy, and conflict mediation techniques that promote collaboration and problem-solving. The article also highlights the significance of developing a constructive feedback culture and emotional regulation for both teachers and students, which are essential for reducing conflicts and enhancing the overall learning experience.

**Keywords:** Pedagogical conditions, conflict resolution, teacher-student relationships, emotional intelligence, communication skills, conflict resolution strategies, empathy.

### **Introduction**

The teacher-student relationship is a cornerstone of the educational process, playing a significant role in shaping the learning environment and the emotional climate of the classroom. Conflicts between teachers and students, if not addressed constructively, can disrupt the learning process, damage mutual trust, and hinder the development of both parties. However, conflicts are an inevitable part of human interaction, and when managed effectively, they can become opportunities for growth, understanding, and improved communication.



The constructive resolution of conflicts in teacher-student relationships requires specific pedagogical conditions that foster empathy, emotional intelligence, and open communication. By adopting strategies such as active listening, conflict mediation, and emotional regulation, teachers can create a supportive environment where conflicts are seen not as obstacles, but as chances to deepen understanding and strengthen relationships. This approach not only helps to resolve conflicts but also promotes a more positive and effective educational experience for both teachers and students.

This article explores the pedagogical conditions necessary for the constructive resolution of conflicts in teacher-student relationships, highlighting the importance of developing communication skills, empathy, and emotional intelligence in both teachers and students. By focusing on these key aspects, educational institutions can create a learning environment where conflicts are resolved constructively, fostering growth and collaboration rather than division.

#### **Literature Review and Methodology**

The problem of conflict has always attracted the minds of thinkers. Any philosophy operates with the concepts of conflict between the forces of good and evil, order and chaos. Thus, European philosophy was focused on the type of relationship when opposites collide and give a new quality, philosophy reflected the process of transition of opposites into each other, and Indian philosophy focused on the type of relationship when the balance of opposites reaches absolute peace (42). From ancient times to the present day, two points of view on the nature of conflict have clashed. The first point of view goes back to Aristotle, who believed that the state exists by nature and man is by nature a social being. The second point of view was held by T. Hobbes, who believed that the natural state of society is "a war of all against all." He believed that "nature has created people equal in physical and mental abilities; from this equality of abilities comes equality of hopes for achieving goals. That is why, if two people desire the same thing, which, however, they cannot possess together, they become enemies. On the way to achieving these goals... they try to destroy each other" (48, pp. 17-18). Summarizing the comparison of the two traditions, A.H. Zdravomyslov emphasizes that the Aristotelian position affirms the social principle in man, his ability to cooperate with other people, which is inherent in the very nature of man; while the position presented by Hobbes proceeds from the fact that man is a kind of self, an individual for whom other people represent his environment, enemies or partners, who himself formulates his goals and



objectives and strives to use his connections and relationships with other people as a means of achieving his goals. Within the framework of these two positions, two main trends in sociology developed: evolutionism, functionalism, organic theory, or conflict-free sociology, and conflict sociology represented by Marxism (orthodox sociology). If we analyze the works of the founders of pedagogy from the point of view of their affiliation with these two positions, then the adherent of the first, probably, can be considered J.A. Comenius with his idea of universal order and conformity to nature. "If we paid attention to what actually preserves this entire universe with all its smallest things in a stable state, we would find nothing, absolutely nothing other than order, i.e. the placement of things preceding and following, upper and lower, large and small, similar and dissimilar in accordance with place, time, number, measure and weight, appropriate and corresponding to each thing. Someone aptly and correctly said that order is the soul of things" (61, p. 43). D. Locke interpreted the problem of human education in the context of the interaction between the individual and society, where he gave priority to the individual principle. "A healthy mind in a healthy body is a short but complete description of a happy state in this world. The happiness or unhappiness of a person is mostly the work of his own hands" (61, p. 143). J.-J. Rousseau put forward the idea of natural freedom and equality of people. He dreamed of eliminating social inequality by eradicating prejudices and appropriate education, thereby assigning training and education the role of a powerful lever for progressive social change. J.-J. Rousseau believed that the best education is, first of all, independent accumulation of life experience, he advocated natural education - natural, taking into account the age of the child. The Renaissance is convinced that man is not at the mercy of an all-powerful fate, that he is able to change a lot with his own will. Already for Kant, the means which nature uses to realize the development of all human potentialities is antagonism in their society, since it ultimately becomes the cause of their lawful order. Antagonism, the philosopher explains, is the unfriendly sociability of people, that is, their tendency to enter into communication associated with universal resistance, constantly threatening society with disunity. Thus, the existence of the individual is attributed by Kant to an eternal, ineradicable conflict. The individual cannot tolerate the Other, but also cannot do without him, constantly conflicts with him (143).

The conflict process can be characterized by the following variables: - scale (number of participants); duration (conflicts are divided into short-term,



long-term and permanent); - intensity (acute or sluggish); - stages (stages of conflict development).

Conflict can be represented in the form of three main components: a conflict situation, an incident and conflict interaction.

A conflict situation is a set of conditions that arise in any society and create a certain mental tension, due to which the rational control of the subjects of communication weakens and their emotional perception of the existing contradictions is activated" (9, p. 6). A conflict situation is always based on some contradiction (for example, the administration announces that the enrollment of students in senior classes is strictly limited - a discrepancy between the number of students wishing to continue their education at school and the number of places in senior classes). But contradictions do not always entail a conflict, "To turn contradictions into conflicts, it is necessary to recognize the opposition of interests and the corresponding motivation for behavior." Until the opposition of interests is recognized, the conflict does not yet occur.

### **Discussion**

An incident is a reason for a conflict. It is what brings the conflict from a latent state to an actual one. This is the moment when at least one of the parties begins to perceive the situation as a conflict and takes some action towards the opponent. Conflict interaction - "the conflict itself" (137, p. 12), consists of a "chain" or "spiral" of mutual reactions of the parties. E.I. Stepanov from the position of sociology (16, p. 31) offers a more detailed gradation and identifies 6 stages in the process of conflict emergence and resolution (see Fig. 3):

1. Need state. Perceived by the subject of the conflict as "anxiety", "dissatisfaction", "discontent", "infringement", "anxiety", "fear" in relation to his condition, life situation, relationships with his environment, etc. In this situation, the subject does not necessarily have an opponent, but actively searches for one.

2. The opposition of interests of the parties, value orientations, goals is manifested, feelings of dissatisfaction, discontent experienced by one or each of the subjects of interaction become more and more targeted and are formalized into motives of conflict behavior. This is the stage of a latent conflict, since there are no actions to resist.

3. Specific actions by one of the parties to protect their interests (the beginning of the conflict - retaliatory actions, if they are directed oppositely). Incident.



4. Organization of conflict counteraction or intellectualization of the conflict. "Growth of emotional tension, which can have both a mobilizing and a disorganizing effect"

5. The stage of coercion, which can move into the contractual stage, or move in the direction of violence.

6. Contractual stage - development of an agreement and its implementation.

It is almost impossible to influence a conflict that is at stage 1-2 (latent), since this is a whole complex of objective and subjective conditions. The teacher's task is to notice the moment of conflict actualization, analyze the conflict situation, and look at the conflict as a puzzle that must be solved" (117, p. 8), determine the prospects for its development and create conditions for its constructive completion.

S.S. Borovik in the article "Conflicts and Pedagogical Impact" (19) writes that participants in the educational process have not only responsibilities, but also rights. And one of these rights is the right to make mistakes. The teacher will be able to navigate the situation much easier if he frees himself from the "halo of infallibility" that prevents him from admitting his mistakes and correcting them in time.

A conflict, as follows from Figure 4, can be completed in two ways, either by resolving the contradiction underlying it, or by terminating the conflict interaction at one of the stages of its development.

Age characteristics of children and adult participants in conflict interaction should be taken into account when analyzing and searching for ways out of a conflict situation. To understand the motives of behavior and the deep internal causes of conflicts, it is necessary to look at the participants in the conflict from the point of view of their development.

### **Conclusion**

The task of educating a person as a subject of his/her own life activity, capable of independently and consciously resolving contradictions arising in relationships with people around him/her, can be successfully solved with the active dissemination of conflictological knowledge by the joint efforts of pedagogical science and practice.

Changes in the modern socio-cultural situation make objective adjustments to the system of professional training of a teacher, require equipping the future specialist with advanced educational technologies (in



accordance with the standards of higher pedagogical education). This is associated with an appeal to the latest methods and research on the problem of conflict in pedagogy.

Historically, this problem has its roots in the classical works of great teachers, sociologists, psychologists. Over time, interest in its development is growing. At the moment, there is an intensive development of fundamental principles, key concepts of domestic conflictology, as well as methods of its teaching in schools and universities.

Analysis of the programs of pedagogical universities showed that the disciplines of the psychological and pedagogical cycle have potential for the professional training of a teacher to manage conflict in the educational process. It can be implemented in two ways: in the context of the material being studied, without highlighting the main topics for discussion in class, and by including a special section or special course: "Pedagogical Conflictology" in the training programs.

#### **References:**

1. Anikeeva N.P. Education through play: A book for a teacher. Novosibirsk, 1994. - 144 p.
2. Antsupov A.Ya., Shipilov A.I. The problem of conflict: Analytical review, interdisciplinary bibliographic index. Moscow: GA VS; 1992.
3. Bern E. Games that people play (psychology of human relationships). People who play games (psychology of human destiny) \ ACT, "University book" St. Petersburg. - Moscow, 1996. - 400 p.
4. Voronin G.L. Conflicts at school. // Sociological research. 1994, No. 3, pp. 94-98.
5. Zhuravlev V.I. Pedagogy in the system of human sciences. Moscow, 1990.
6. Pretorius R. Conflict theory. // Political studies. 1991, No. 5.
7. Simonova L.V. Interpersonal conflicts of teachers and high school students and ways to resolve them: Diss. candidate of psychological sciences. - M., 1989. - 145 p.
8. Chumikov A.N. Conflict in the system of socio-political processes of the transition period. - Abstract of diss. doctor of political sciences. M., 1995. - 48 p.