PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF CONFLICT SITUATIONS BETWEEN STUDENTS AND TEACHERS

Berdiyeva Gulmira Juraevna
Karshi State University, Department Psychology,
Doctor of Philosophy in Psychology

Abstract

Conflict situations have always had a negative impact on the course of the educational process at the university. Based on the questionnaire method, the causes of conflicts between teachers and students and gender differences in the perception of the teacher by students were identified. With the help of social surveys of students, students' assessment of the solvability of conflicts with teachers was determined. The results obtained made it possible to formulate the main recommendations for teachers on conflict prevention and to identify the conditions for the formation of mental and intellectual defense mechanisms of a person's opposition to external stimuli.

Keywords: student achievement; personality-oriented technologies; conflict resolution trainings; zone of interpersonal relations; social-role relations in the educational process.

Any activity is inevitably associated with the presence of different interests and the emergence of conflicts. Most often they arise in the sphere of interpersonal relationships. In the university environment, the very specificity of activity implies a difference in the interests of students and teachers. Various kinds of conflict situations create difficulties in the implementation of the tasks of the teacher's professional activity, which is primarily aimed at teaching and educating students.

The concept of conflict is widely used in everyday life, as well as in pedagogical practice. The word "conflict" comes from the Latin "confictus" - collision. Analysis of conflict definitions is revealed through the following content: the state of disharmony in relationships; state of confrontation; clash of opposites; opposition of characters; clash of interests. The sources of conflict situations are basic human needs: physiological needs, security needs, needs for love and belonging, needs for respect and recognition, cognitive needs and needs for self-realization. For the first time the concept of "conflict" as a scientific term was used by the English sociologist G. Spencer. The concept of "conflict" is interdisciplinary. Conflicts are studied by such sciences as psychology, pedagogy, sociology, history, political science, philosophy and others. M. Weber, W. Moore, A. Ross and other foreign and domestic sociologists were engaged in the study of social conflict. The conflict arises as a form of social contradiction and consists in a conscious confrontation of subjects pursuing incompatible goals. All conflicts have a common structure and include the participants in the conflict (individuals, groups), the

conflict situation (opposing interests, positions, motives) and the specific activity of the subjects (confrontation, clash, intransigence).

From the point of view of A. G. Zdravomyslov, conflict is a form of relationship between potential or actual subjects of social action, the motivation of which is due to opposing values and norms, interests and needs [4, p. 94]. R. Dahrendorf understands it as any relationship between elements that can be characterized through objective ("latent") or subjective ("obvious") opposites [7]. In the "Psychological Encyclopedic Dictionary", the conflict is defined as a contradiction that is difficult to resolve, associated with acute emotional experiences [2]. At the same time, intrapersonal, interpersonal and intergroup conflicts are distinguished as its forms.

Conflict situations have a negative impact on the process of teaching and educating students. The task of the teacher is to prevent such situations in the work, to prevent possible misunderstanding and discontent in the student environment in time.

Teachers should be guided by the following basic recommendations for conflict prevention [3]:

- be objective in assessing students' knowledge, use incentive methods for their high performance and academic success;
- do not offend the human dignity of the student, his parents and friends;
- avoid public criticism of the student when he makes mistakes or inappropriate behavior;
- do not transfer the assessment of misconduct to the personality of the student;
- analyze their own behavior, empathizing with the students with their state of mind.

The resolution of a conflict situation in the university environment requires an appropriate level of education from its participants. According to A. S. Makarenko, "downright serpentine wisdom and tact" [5].

The most numerous group is made up of conflicts related to the experiences of students when assessing their knowledge in exams. The procedure for checking student performance gives rise to many diverse events in the pre- and post-examination relationships between students and teachers.

What irritates students the most? Conflicts in relationships with teachers are due to:

- discrepancy between the assessment and self-assessment of the student's knowledge;
- fear of the authority of some teachers;
- tactlessness of teachers, indifference to the experiences of students, authoritarian style of their classes;
- using indicators of class attendance instead of criteria for assessing knowledge;
- an excessive amount of tasks for independent work;
- teachers' commitment to template models of knowledge transfer;
- inequality in assessing the knowledge of students, for one reason or another, impressing and not impressing teachers;

- flaws in the organization of the educational process (tardiness and absence of teachers for classes, private changes in the schedule of classes, etc.);

- unhygienic environment in classrooms and more [1].

Basically, conflicts arise because of the qualities of teachers, which, according to students, do not correspond to the ideal of a university mentor. The main field of conflict situations is in the field of didactic interaction between teachers and students. An analysis of such situations allows us to point out their main reason - the predominance of the so-called "gross" approach to working with students. Therefore, university teachers should be familiar with and constantly search for new personality-oriented technologies for shaping the professionalism of future specialists.

An analysis of conflict-stress experiences has shown that certain conditions for the formation of mental and intellectual defense mechanisms of a person's opposition to the harmful influence of various stimuli can be considered positive. Particularly useful are special trainings on resolving conflict situations that are inevitable in the future professional activities of students, but this should be done by the psychological services of universities.

In 2014, a sociological survey of students was conducted at the Department of Foreign Languages of the Engineering and Technology Academy of the Southern Federal University (ITA SFedU). Respondents' answers to the question about the causes of conflicts with teachers concerned various aspects of their educational activities.

Table 1 Causes of conflicts between students and teachers

Cause of conflict	Number of responses (as a percentage of the number of respondents)		
	Total	young people	girls
1	2	3	4
Biased assessment of knowledge	34,2	34,0	34,2
Differences in worldview	28,4	31,3	26,6
Differences of opinion about the discipline being studied	27,2	27,8	27,0
Personal dislike of the teacher	27,1	24,7	28,4
Disrespectful attitude of the teacher to the student group as a whole	25,8	20,5	28,8
Non-attendance	20,4	25,7	17,4
Student behavior in class	13,4	16,0	12,0
Insults and humiliation by the teacher	12,0	9,7	13,4
Poor academic performance	9,6	14,2	7,0

Characteristically, young people are more likely to indicate such reasons for the emergence of a conflict with the teacher as poor academic performance and non-attendance of lectures, and girls - the disrespectful attitude of the teacher to the student group as a whole.

The given data characterize gender differences in the perception of a teacher by students. So, if, with age, the girls, as it were, take the teacher out of the zone of interpersonal relations into the ideological space, thereby expanding the "horizon" of his vision, then young people, on the contrary, "narrow" the context of relations, then transferring ideological disagreements with the teacher to the zone of interpersonal conflicts.

An analysis was also made of the significance and depth of certain conflicts between students and teachers. In this regard, the assessment of the very possibility of resolving the conflict is, to some extent, an indicator that allows us to speak about its depth and significance. Therefore, students were asked to answer the question: "If you had conflicts with teachers for one reason or another, did you manage to resolve them?" The answers are given in table 2.

Table 2. Students' assessment of the solvability of conflicts with teachers

Cause of conflict	Answers and their number (as a percentage of the number of respondents)			
	Conflicts are resolved easily and quickly	The conflict lasted a long time, it was difficult to resolve it	The conflict has not exhausted itself, it continues	Such conflicts are generally unresolvable.
Non-attendance	77,1	1,5	7,1	4,3
Poor academic performance	42,7	37,6	12,1	7,6
Biased assessment of knowledge	34,2	26,1	18,9	20,8
Student behavior in class	71,5	13,3	6,1	9,1
Differences in opinion on the studied discipline	43,5	25,1	12,2	19,2
Personal dislike of the teacher	16,5	26,1	21,7	34,9
Differences in worldview	32,6	2,6	1,0	34,7
Insults and humiliation by the teacher	27,0	19,5	17,6	34,6
Disrespectful attitude of the teacher to the student group as a whole	25,7	17,5	21,8	36,6

The results of the study show that easily resolvable conflicts between teachers and students include those arising in connection with the violation of the norms governing social-role relations in the educational process. At the same time, with regard to the effectiveness of educational activities, a significant part of the respondents note conflicts due to the biased assessment of their knowledge among the most difficult or even insoluble. Conflicts associated with differences of opinion regarding issues related to the content of the studied disciplines are also very significant. Most often, as absolutely insoluble conflicts are fixed that are associated with interpersonal relationships: hostility, insult and humiliation of students. It is

the type of interpersonal relationships that determines the zone of insoluble conflicts. Another type of conflicts related to differences in worldview is also important - they were identified as insoluble by a third of the respondents. An analysis of the impact of conflicts with teachers on the attitude of students to learning activities shows that, in general, as they move to senior courses, their role decreases [6].

According to scientists, conflict in society in the 21st century will constantly increase. Therefore, the task of limiting its manifestation in the field of education by acceptable methods and means becomes even more urgent [1].

Education as a socio-cultural technology is not only a source of intellectual wealth, but also a powerful factor in the regulation and humanization of social practice and interpersonal relations. Pedagogical reality, however, gives rise to many contradictions and conflict situations. Since conflicts are often based on contradictions that are subject to certain patterns, teachers must know the nature of their occurrence, find specific mechanisms for their successful resolution in various situations.

A teacher, like any person, by the way, lives in a certain coordinate system that has become familiar to him. But the situation changes every time, different reasons are hidden behind the same external manifestations. It is well known that the most conservative and persistent in relation to everything new at all times have been and remain the people of the pedagogical system. On the one hand, this is good: they preserve the continuity of traditions and pass on time-tested knowledge and skills to students. On the other hand, this slows down the process of adaptation of the younger generation to the new conditions of social life, especially in a period of rapid social change.

Teachers sometimes still habitually use the forms and methods of authoritarian pedagogy, or, as it is called, pedagogy of total exactingness - direct threats: "you won't pass if you don't learn" and the like. But the conditions for real progressive changes in higher education have long been in place. The minds of students and teachers are already prepared for such changes. For the first time, both sides, students and teachers, are unanimous in their views on the ideal desired partner in the learning process. The type of teacher that students call "super": a person with a broad outlook, successful in scientific research, independent in judgments and actions, a good psychologist. Well, the type of the ideal student is even more concise: a young man who has an interest in science and knows how to think independently.

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