

SOCIO-PSYCHOLOGICAL FEATURES OF THE PREVENTION OF CONFLICT SITUATIONS BETWEEN TEACHER AND STUDENT

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ABSTRACT

This article is to reveal the content of psychological preparation of students at the stage of university education for the management of interpersonal conflicts in the educational process of the school. The authors present the results of an empirical study of the future teacher's willingness to regulate interpersonal conflicts. The content and features of the implementation of the elective course "Psychology of conflict" are disclosed, during the study of which it is possible to purposefully form the competencies of a future teacher in matters of conflict prevention and resolution both in their own lives and in professional activities. The article is intended for students, postgraduates, teachers of pedagogical universities and teachers of educational organizations.

Key words: psychological training, future teacher, conflictological competence, conflict management, contextual learning, psychological training, future teacher, conflictological competence, conflictology management, contextual education

The development of education is impossible without the humanization of all its links. According to humanistic psychologists and educators, the restructuring of traditional teaching and upbringing practices should follow the following interrelated directions: creating a psychological climate of trust between the teacher and students; ensuring cooperation between all participants in the educational process; updating the motivational resources of teaching; developing teachers' special personal attitudes that are most adequate to humanistic learning; helping teachers and students in personal development.

Pedagogical science and practice can no longer leave aside the inner emotional world of participants in the educational process. The nervous tension of the teacher and students in the classroom, their mental experiences, often leading to the creation of conflict situations, cannot be a purely personal matter for everyone. In theory and practice, scientifically based interpretations of conflicts and negative mental states arising from the interaction of participants in the pedagogical process should find their place.

This is necessary in connection with two trends: the humanization of the entire education system in Russia and the intensification of inter-scientific relations of pedagogy. The humanization of education needs such didactic structures, where not only the tools of cognitive activity would be revealed, but also the interaction of participants in the educational process would be improved, which required the integration of didactic actions and operations with those mental states that arise, flow, disappear.

Nervous stresses of a stressful nature are especially significant. Unfortunately, conflicts and stresses arising under their influence have not been studied enough in the context of pedagogy, both for teachers and students, and if they are studied, then, as a rule, within the framework of one discipline, without overcoming scientific isolation and without using knowledge about the nature of conflicts and ways to resolve them in other areas of human development knowledge. One of the disadvantages of teacher training in pedagogical universities, colleges, lyceums, gymnasiums, and schools in Russia is the lack of specific compulsory subjects that reveal the theoretical foundations and applied knowledge in such an area as conflicts between actors in the teacher-student system. Graduates of these institutions begin their teaching activities being insufficiently pedagogically and psychologically prepared for specific, but natural difficulties that interfere with favorable relationships in the school environment. Young professionals often do not take into account some of the factors that influence conflict in society. The fundamental changes taking place in it, instability, inconsistency, uncertainty, changes in value orientations, the growth of critical situations in the teacher-student system have an impact on the increase in destructive conflicts. Non-compliance with ethical standards of behavior on the part of participants in interaction in the pedagogical system, a decrease in the general or professional culture of the teacher, lack of necessary knowledge from the field of conflictology focuses attention on the problem of improving relationships in this system.

When mastering theoretical and applied knowledge in the field of pedagogical conflictology, research in various fields of human knowledge is important. It should be noted that interest in conflicts is growing every day in various aspects of our lives.

Conflict situations can be classified in terms of dominant causes, spheres, and areas in which their origins lie. From this point of view, we present the conflict analysis as follows.

The first group of reasons includes conflicts that can be considered in the field of interaction in the teacher-student system. Their reasons, as a rule, are associated with low culture, unprofessionalism of the teacher, violation of ethical norms of behavior by opponents.

In the process of interaction, the processes of perception and understanding by the teacher and the student of each other occur, interaction is carried out (assistance, opposition, inaction), attitudes are formed, mutual influence of interaction participants occurs or does not occur, within which there may be causes provoking conflicts. Moreover, if the conflict arose in the process of perception, then further favorable course of the interaction process becomes impossible.

Psychological incompatibility of opponents, non-compliance with hygiene standards, slovenliness, untidiness, mismatch of tastes in the manner of dressing, repulsive appearance of a teacher or student (ugliness, dirty hair, etc.) can be the causes of conflicts at the level of perception. In this case, further adequate interaction between the teacher and the teenager is impossible.

The discrepancy of opinions, interests, and misinterpretation of information lies in the level of understanding. Violation of ethical norms by teachers and adolescents, their different attitudes, non-confirmation of role expectations, a high level of claims and an inflated level of self-esteem contributes to a violation of the harmony of the relationship and further mutual influence is impossible.

Ignoring the student's opinion, not being able to find the right way to influence the personality of a teenager, not taking into account his age characteristics, illiterate teacher's speech, low vocabulary leads to conflicts.

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