



GENERAL EDUCATION SCHOOL STUDENTS' REFLECTIVE MODEL FOR DEVELOPING CONFLICT MANAGEMENT CULTURE

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ABSTRACT

This article presents an advanced reflective model for developing a conflict management culture among general education school students. The model encompasses conceptual, organizational-technological, and analytic-correctional blocks that illustrate the purpose, content, methods, and stages of developing students' conflict management culture and socialization outcomes. The technology based on this model includes a nomenclature of goals and objectives for shaping and developing conflict management culture, a diagnostic tool system for monitoring the development of conflict management culture, and pedagogical tools and conditions to ensure the successful implementation.

KEYWORDS

Pedagogical principles, conflict management culture, competence, component, model, reflection, conceptual block, technology, education, interactive methods.

INTRODUCTION

Nowadays, there are several scientific studies on developing a conflict management culture among general education school students based on innovative approaches. Additionally, the practical-technological system for enhancing effective communication skills among students through decision-making regarding affiliation motivation, identifying the pedagogical-

psychological foundations of managing emotions and behavior through reflective guidance, and developing students' general competence through socio-pedagogical mechanisms, demonstrates a significant impact.

Like any educational institution and educational process, the general education system is also based on



pedagogical principles. In many cases, these principles involve students, the student community, teachers, and sometimes even parents and school administrators. Analyzing existing sources allows us to draw the following conclusions about the essence and psychological aspects of pedagogical principles:

- The existence of latent contradictions and inconsistencies within each principle is not always explicitly understood.
- Principles can take on both practical and normative characteristics.
- In many cases, there is a negative attitude among teachers towards the principles established among students.
- Principles develop according to their own legal basis, and therefore, in the initial stages of development, they may not correspond to the pedagogical "struggle" against them.
- The personal characteristics and psychological attributes of students significantly influence the acceptance of principles.
- Emotional "rejection" often accompanies the emergence of principles in many cases.
- Internal principles can be one of the reasons for individuals to reveal their own principles.
- It is not necessary for teachers to eradicate principles intentionally, but on the contrary, it is essential to support students in expressing themselves, their peers, and the community.
- Prior knowledge of the reasons for the emergence of principles before engaging with them is necessary; otherwise, the teacher's interaction with the principle may lead to negative consequences.

- Being aware of the mechanisms of problematic situations and management mechanisms ensures the effective implementation of their educational impact.

- Teachers need to have profound and specialized knowledge about successfully managing principles among students [8].

According to philosophical education, the development and progress of individuals are essential aspects. Therefore, it is not correct to evaluate all pedagogical approaches negatively. Certain pedagogical approaches serve the purpose of analyzing oneself, self-evaluation, identifying opportunities, and the necessity of self-development. For example, many pedagogical approaches arise due to students' lack of communication culture. Interacting with the approach helps students learn social skills, manage their emotions and behavior through reflective guidance, and develop general competence through socio-pedagogical mechanisms.

In our research, we aim to take the initiative in developing the conflictological culture of general education school students. First and foremost, we need to define the concept of "Conflictological culture" and highlight its main characteristics. Firstly, it is necessary to define the concept of "culture". In the explanatory dictionary, this concept can be described by the following brief definition: "Culture is the production of human social and spiritual achievements."

What is conflictological culture itself? The cultural aspect of a person's behavior in a conflict, or what we call conflictive culture, manifests itself in the ability of personal characteristics to resolve issues and overcome conflicts constructively. Constructive resolution means resolving a problem by taking into



account the interests of both sides; a positive, mature attitude suitable for the situation; preserving or improving relationships between opponents.

Literature Review on the topic. The analysis of research on conflictological culture indicates the need to consider it as an important component of general culture.

N. Samsonova, T. Chernyaeva, O. Belous, N. Azizkhodzayeva presented the description of the competence of a specialist capable of preventing conflicts in the environment of professional activity of conflictological culture as a professional type of activity and professional roles [1; 2; 3; 4].

O. Sherbakova, through the analysis of conflictological culture, identified the social necessary qualities and characteristics of an individual that reflect the personal behavioral style of resolving problems in a mutually beneficial manner in interpersonal relationships [5].

L. Coser described conflictological culture as an individual's ability to act adequately and constructively in a situational conflict [6], and T. Gordon presented a combination of qualities that enable constructive action based on accepting one's responsibility in a conflicted situation [7].

The analysis of research dedicated to the development of conflictological culture allows us to draw both comprehensive and partial conclusions on this issue.

In the research, the student's ability to take responsibility and readiness to assume responsibility in a supportive environment was expressed through the concept of conflictological culture. Conflictological culture is closely related to the system of the student's

specific competencies and emphasizes the preparation and ability to manage conflicts in the educational institution.

Research Methodology. In the research process, a reflexive model for developing conflictological culture was implemented among the participating students, incorporating conceptual, organizational, and technological, as well as analytical blocks within its framework. It reflects the gnoseological, reflexive, axiological, and organizational components, as well as the components of cognitive, reflective, evaluative, and organizational activities (Figure 1).

Special attention was given to the issue of developing conflictological culture among general education school students during the research process. The model for shaping students' conflictological culture is provided through pedagogical technology.

Without delving into the various approaches to identifying the components of conflictological culture, their commonality is emphasized within its content. Specifically, the components of conflictological culture include the culture of thinking, emotional culture, communicative culture, moral culture, conflict competence, conflict literacy, and conflict readiness. It is possible to analyze the compatibility of conflictological culture through the communicative abilities, positive attitudes, empathy, constructive problem-solving, and the ability to analyze the situation.

In our research, the following components of conflictological culture were identified in students: gnoseological, reflexive, axiological, and organizational activities (Table 1).

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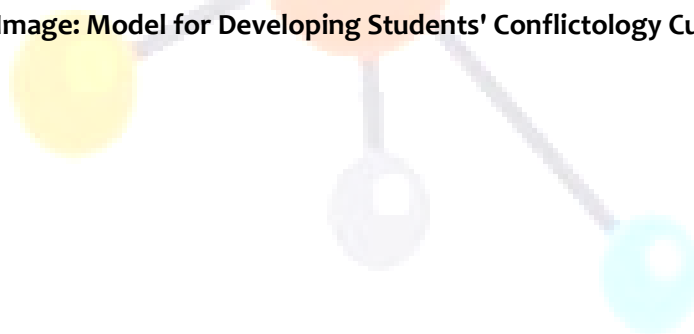
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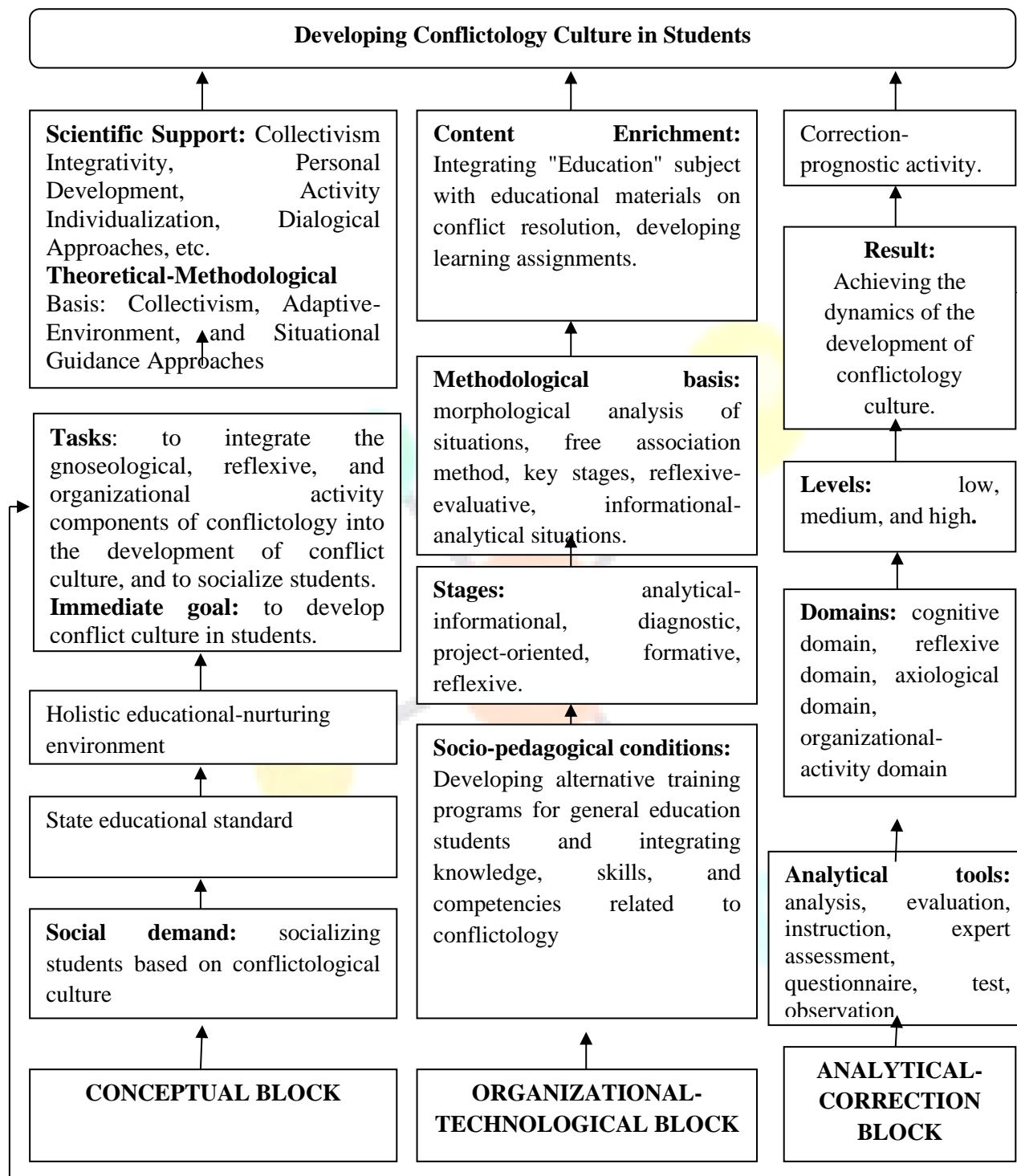


Components	The nature/essence
Gnoseological	(Gnoseological (Conflictological knowledge and skills): The accumulation of knowledge regarding the laws, causes, and types of conflicts that arise.
Reflexive	Reflexivity (reflection of one's own actions, reflection of interactions and influence with others): The ability to critically analyze and reflect upon one's own actions, as well as the impact and dynamics of interactions with others.
Axiological	Developing techniques and strategies for resolving conflicts: The compilation of essential principles for effectively managing and resolving conflicts, as well as promoting constructive interactions in conflict situations.
Organizational activities	Facilitating activities related to addressing interpersonal conflicts in personal relationships: It encompasses activities that address conflicts that arise in interpersonal relationships, including the emotional state of individuals, self-regulation, and the ability to engage in positive relationships, incorporating conflict resolution skills.

A reflexive model for developing students' conflictology culture was created within the framework of the research (refer to Figure 1).

1st Image: Model for Developing Students' Conflictology Culture







ANALYSIS AND RESULTS

The research aimed to develop a structured-content model based on the analysis of different types of models, ensuring its coherence and alignment with the components related to students' development of conflictology culture (stages of developing conflictology culture in students, pedagogical, methodological, and diagnostic support). This model-based technology provides a framework for shaping and developing conflictology culture, as well as includes the nomenclature of goals and tasks, a system of diagnostic tools for monitoring the development of conflictology culture, pedagogical tools ensuring the success of implementation, and the necessary conditions. Pedagogical technologies for shaping and developing students' conflictology culture are considered tools for both students and teachers.

The model encompasses conceptual, organizational-technological, and analytic-correction blocks, reflecting the goals, content, methods, and stages that contribute to predicting the development and socialization outcomes of students in general secondary schools. The conceptual block includes the requirements of State educational standards, specific goals and objectives based on social order, and methodological principles (guidelines, recommendations) in the context of general secondary education.

The organizational-technological block of the model contributes to identifying the conditions for improving the stages, content, and methodological support for pedagogical activities related to developing students' conflictology culture.

The analytic-correction block presents the means and levels for developing students' conflictology culture and provides analytical tools.

The aim of developing the model's components is to enhance students' ability to successfully handle conflict situations.

Conclusion and Recommendations: If the proposed model is implemented through interactive teaching activities in secondary schools within the subject "Education," it will be in line with the intended purpose.

Moreover, if the process of teaching the subject "Education" incorporates reflexive methods of using conflictology training elements with students, it not only enhances their level of conflictology culture but also allows exploring noticeable differences in various social competence parameters.

In conclusion, the technology based on the reflexive model for developing students' conflictology culture, which includes the nomenclature of goals and tasks, a system of diagnostic tools for monitoring the development of conflictology culture, pedagogical tools ensuring the success of implementation, and the necessary conditions, contributes to the development of social competence and the enhancement of conflictology culture through innovative guidelines.

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