

O'QITUVCHI VA O'QUVCHILAR O'RTASIDAGI NIZOLARNING O'ZIGA XOS XUSUSIYATLARI

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Abstract: *This article discusses the process of finding effective ways to resolve conflict situations in school. In the article, it is necessary to concretize these reasons, consider them in the context of pedagogical activity and culture of conflict resolution in Uzbek schools, types of pedagogical conflicts, including oral folk art in conflict resolution processes and the modern concept of conflict. review. Information is provided about possible conflicts between teachers and students*

Key words: *conflict, pedagogical activity, cultural education, folk art, modern concept.*

INTRODUCTION

In our national mentality, the culture of dealing is mainly based on mutual respect, "Hello. It starts with "Wa alaykum assalam". Through these words, people communicate with each other, get to know each other, and can solve their problems and problems by satisfying their needs. The pleasant and innocent expression of these words by a person raises the mood of the interlocutor and increases his love for the person he is addressing. That's why there is a saying in our people: "As salam is, so is alik". Observing the manners of greeting, being warm and friendly towards the interlocutor creates conditions for untying many knots in people's hearts. It is known that the problem of educating young people and forming them as well-rounded individuals has always been the main task of any society. Today, the purpose of teaching "Pedagogical conflictology" in higher education institutions is to achieve educational efficiency by preventing conflicts of various forms and types in the conditions of the educational process, to ensure friendly mental stability in the pedagogical and student community. envisages The basis of achieving these goals is the culture of interaction and the rules of communication.

It is known that in school life, students develop in all aspects and become adults. Both physically, mentally and spiritually. Teachers are considered to be responsible for their education and upbringing, and teachers show all their knowledge and enthusiasm to them, as if they were raising their own children. But there are situations where conflicts between the teacher and the student occur. This requires the teacher to make a correct assessment of the situation, to master the forms and methods of resolving these conflicts.

DISCUSSION AND RESULTS: Teenagers' interactions with teachers are quite different compared to elementary school students who are educated at the first level of school. What are the aspects of such conflicts related to adolescence? We refer to the description of the adolescent age taught in the pedagogy and psychology of the higher educational institution. In the relevant section of the theory of pedagogy, it is noted that

adolescence is between childhood and adulthood. The authors of the pedagogical manual often use terms such as "crisis", "difficult", "transition", "conflict", "painful". Lack of interest in learning is typical for a teenager. He will be given to romantic feelings. Adolescents are interested in sexual knowledge. He values his strength and abilities. Imitating adults, trying to be like them. According to A.S. Makarenko, teenagers are real knights. They fearlessly throw themselves into fire and water after the pedagogue, if he is a real teacher.

The process of education cannot be without disputes and conflicts, as in any development. So, we can show the following as conflicts between the teacher and the student, who are the main participants of this process:

- disputes that arise in connection with tasks that the student should master and perform outside of classes;
- disputes related to violations of the rules by students in and out of school;
- conflicts that arise in the personal-emotional relationship between the teacher and the student.

Conflicts that arise within the scope of activities: Conflicts between the teacher and the student arise as a result of the student's failure to complete educational tasks or to the required level. We can give an example of the following reasons for this: fatigue, difficulties in mastering the educational material, and sometimes it can be done on the basis of inappropriate reprimands instead of specific help in performing difficult exercises by the teacher. Such conflicts often occur with students who have difficulty in learning. Such conflict situations are rarely encountered in classes conducted by the head of the class in primary classes, because the interaction with students takes place in special cases. In recent times, increasing the level of requirements for mastering the subject by the teacher, using grading as a means of punishment for violating the procedure, has led to an increase in such disputes. Such situations cause the departure of talented, independent students from school to other schools, as a result of which the interest in learning in general decreases among the rest.

Disputes in written actions. If the teacher makes a mistake in the analysis of the student's behavior and behavior and makes an unfounded conclusion, such a pedagogical situation can lead to a conflict.

Because the same behavior and treatment can be done on the basis of different motives. The teacher can sometimes make assumptions about the motives of their behavior and behavior due to not knowing the relationship between children well, so it is possible to make mistakes in evaluating their behavior and behavior. This situation will definitely cause dissatisfaction of the students. Problematic situations or conflictual relationships arise as a result of inappropriate actions of the teacher, and usually have the characteristics of continuity. These conflict situations, having acquired a personal content, can create a cold relationship between the teacher and the student and destroy the relationship between them We can single out the following as specific aspects of pedagogical conflicts:

- that the teacher is responsible for the correct solution of problematic situations from a pedagogical point of view, because the school is a model of society, in which students master the normative relations between people;

- participants in the conflict (teacher-student) have different social status (status) and in the conflict it is determined by behavior;

- the difference in life experience shows different levels of responsibility for mistakes made in conflict resolution;

- events and their causes can be understood in different ways, that is, the conflict has different appearances from the teacher's point of view.

For this reason, it is not always easy for the teacher to deeply understand the child's experiences, and the student cannot control his emotions, he cannot bring them to his mind;

- the teacher's professional position - taking the conflict situation into his own hands, putting the interests of the student as a person in the first place in its elimination;

- any mistake and shortcoming made by the teacher in resolving the conflict will cause new problems and conflicts, in which other students are likely to participate;

- that it is better to warn and prevent a conflict than to successfully eliminate it in pedagogical activities. for a long time.

The most important thing is for the teacher to correctly determine his position in a conflict situation, because if the class team is on his side, it will be easier for him to get out of the current situation.

If the class team is on the side of the violator and takes a position of ambivalence, this can lead to negative consequences, that is, the conflict situation will have a permanent description.

Often, the teacher's relationship with the students of the teenage years is the same as in the elementary grades, that is, it continues on the principle of unconditional obedience, then such a relationship does not correspond to the uniqueness of the teenage age.

At this age, new ideas about oneself appear, the desire to occupy an equal position compared to adults is realized.

If the teacher does not prepare from a psychological point of view when transitioning to a new type of relationship with teenagers, it is impossible to successfully resolve the conflict. The initiator of establishing such relations must be a teacher.

CONCLUSION:

Taking into account the above-mentioned points, it is impossible to imagine life without conflicts. For this reason, it is natural for conflict situations to arise between teachers and students.

So, in conflict situations between a teacher and a student, a pedagogue should be vigilant in every way and certainly should not be a reason to change his attitude towards students, that's why the teacher and the student In conflict situations between students, the main task and role should be performed by the reader.

In any case, he should look for ways to resolve conflict situations and develop his own unique methods. In conclusion, it can be said that today the students studying in the auditoriums of pedagogical institutes

- the future teachers of New Uzbekistan, through the knowledge, skills and qualifications acquired during the training, have successfully fulfilled the society's order to

educate students and young people to become well-rounded people. we believe that they can solve it.

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