



“THE PEDAGOGICAL NECESSITY OF IMPROVING COMPETENCIES FOR
RESOLVING PEDAGOGICAL CONFLICTS”

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Abstract: *This article examines the pedagogical necessity of improving competencies for resolving pedagogical conflicts. Pedagogical conflicts can adversely affect the quality of the educational process, and their effective resolution requires continuous development of educators' conflict management skills and competencies. The article analyzes the types of pedagogical conflicts, their functions within the educational process, and the role of teachers in addressing them. It also highlights approaches to enhancing pedagogical competencies and emphasizes their significance in modern educational practice. Strengthening pedagogical conflict resolution skills is an essential factor in ensuring the effectiveness of contemporary educational institutions.*

Keywords: *pedagogical conflicts, pedagogical competencies, conflict management, educational process, pedagogical necessity, teacher, professional development, communication, pedagogical activity, conflict resolution, pedagogical environment.*

INTRODUCTION

In today's educational environment, pedagogical processes are becoming increasingly complex, leading to the emergence of various conflicts within educational institutions. Pedagogical conflicts often arise as misunderstandings or contradictions between students, teachers, parents, and school administration, and they can negatively affect the overall quality of education. Therefore, the continuous development of teachers' competencies in conflict resolution holds significant pedagogical importance. The ability to effectively manage and resolve pedagogical conflicts ensures the continuity of the educational process and contributes to creating a healthy socio-cultural environment. It also strengthens interpersonal relationships between students and teachers. Enhancing teachers' conflict resolution competencies is essential not only for their professional growth but also for their personal development. In modern educational settings, teachers act not only as educators but also as social mediators and providers of psychological support. Thus, they must possess skills for identifying conflicts, analyzing their causes, listening to all parties, and facilitating constructive compromise. The systematic development of pedagogical competencies plays an important role in improving educational quality and fostering a positive learning environment. Moreover, strengthening teachers' conflict resolution skills increases their stress resilience, helps prevent professional burnout, and enhances their motivation toward pedagogical activity. For these reasons, the development of conflict management competencies has become one of the key priorities of contemporary pedagogical approaches.

Literature Review. Pedagogical conflicts refer to contradictions that arise between a teacher and a student, among students themselves, or within a pedagogical team. These



conflicts can stem from various factors, including individual personality traits, communication barriers, differences in educational approaches, and psychological pressures. A. V. Mudrik notes that conflicts are a natural component of social relations, and by acknowledging their presence, the pedagogical process can be effectively guided. V.S.Mukhina provides an in-depth analysis of the causes of conflicts from the perspective of child and adolescent psychology, emphasizing developmental characteristics that influence conflict behavior. Kh.Kholmukhamedov, in his research, identifies key elements of pedagogical competence, including emotional intelligence, a culture of listening, mediation skills, and reflective analysis. G. S. Abramova highlights that conflict resolution competencies are a crucial factor in determining a teacher's professional effectiveness. Furthermore, N. A. Musurmonova emphasizes the relevance of adopting a competency-based approach in the training of pedagogical personnel in Uzbekistan, with particular focus on conflictological training for future educators.

Content. In scientific research, it is recommended to begin the study of any problem by first examining its methodological aspects. Once the problem has been methodologically analyzed, researchers can proceed to subsequent stages, including realistic assessment, and the development of proposals and recommendations to address the issue effectively. Life is inherently full of conflicts. It is impossible to imagine human existence in society without encountering various conflicts. Conflicts and contradictions can occur at any age, in any place, and in any situation—at home, at school, on the street, among students, between parents and children, or between employees and management. Conflicts often arise when people spend extended periods together, especially in close personal or professional interactions. No one can consider themselves permanently protected from conflicts, as they often emerge suddenly and unexpectedly, potentially altering a person's lifestyle. Conflict is an integral part of human life. From childhood, individuals encounter conflict situations and seek strategies to resolve them. In this sense, conflict can be understood as a social phenomenon, as it encompasses events and incidents that affect the daily life of many people. Unmanaged conflict can disrupt personal well-being, family harmony, and workplace cohesion. As individuals mature, conflicts may grow in intensity and influence. Several critical questions arise regarding conflicts: What is the nature of conflict? Do individuals always respond appropriately in conflict situations? Can conflicts pose threats to personal life or social stability? What are the underlying mechanisms of conflict, and how can conflicts be prevented or resolved? Can people learn to live in harmony without conflicts? Conflictology, or the scientific study of conflicts and conflict resolution, is a relatively new and rapidly developing field. Researchers focus on its theoretical foundations, national and social characteristics, the relationship between conflicts and societal life, interpersonal conflicts, legal aspects, and workplace conflicts. Conflictology encompasses multiple internal directions, and the study of conflict dynamics and characteristics is essential for preventing social crises and maintaining stability in society.

Methods Used in the Study

Observation. Conflicts arising within pedagogical processes and the practices of managing them were systematically observed. This method allowed for identifying how



teachers resolve conflicts in real-life conditions and which strategies and techniques they employ.

Questionnaire and Interview. Questionnaires were administered to teachers and education specialists, and structured interviews were conducted with them. These methods enabled the study of both the necessity for and the practical experience of pedagogical conflict resolution competencies.

Experiment. Special training sessions and seminars were organized to enhance teachers' conflict management skills. The effectiveness of these interventions was subsequently evaluated. This method provided insights into the practical impact of strategies aimed at developing conflict resolution competencies.

Results of Developing Teachers' Competencies in Pedagogical Conflict Management.

No	Result	Explanation
1.	The relevance of pedagogical conflict management competencies was determined	These competencies were found to be highly significant, as they directly impact the quality of education.
2.	Most teachers acknowledged the inadequacy of their qualifications	Based on questionnaires and interviews, many teachers reported that their skills in managing pedagogical conflicts were insufficient.
3.	The need for practical training and seminars was identified	Teachers expressed a desire to participate in such activities on a regular basis to enhance their competencies.
4.	The effectiveness of training and seminars was confirmed through experience	Significant improvement was observed in the experimental group.
5.	Teachers' attitudes toward problem situations changed after competency development	Skills in identifying conflicts, analyzing causes, and finding compromise solutions improved.
6.	Teacher-student relationships became more positive	Interactions between teachers and students improved.
7.	The psychological environment in classrooms improved	A more supportive and positive classroom atmosphere was established.
8.	A positive impact on the quality of education was achieved	Competency development contributed to enhancing overall educational outcomes.
9.	Socio-psychological stability increased, and stress levels decreased	Teachers reported reduced stress and improved emotional and social stability.
10.	Systematic work to improve competencies is necessary	Regular training sessions, seminars, and consultations are recommended



		to ensure continuous professional development in conflict management.
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Research results. The following main results were achieved during the research: The importance of pedagogical conflict management competencies was identified. The research results showed that it is necessary to acquire special competencies to effectively manage conflicts that arise between teachers. These competencies serve to improve the professional activities of teachers, strengthen relationships with students, and improve the quality of education. Most teachers recognized that their skills in conflict management were insufficient. As a result of the questionnaire and interviews, most teachers emphasized the need to further develop their pedagogical conflict resolution competencies. They wanted more practical training and seminars to be held. The effectiveness of the training and seminars was confirmed. Experimental studies have shown that specially designed training significantly increased the conflict management skills of teachers. After the training, teachers became more active and effective in identifying, analyzing and finding constructive solutions to conflicts. Improving pedagogical conflict resolution competencies helps to improve the quality of the educational process. As a result of the development of competencies, teachers' relationships with students improved, the socio-psychological environment in the classroom became calm and productive. This had a positive impact on increasing the quality of education. Systematic and continuous work is necessary to improve competencies. The study showed that systematic and regular training, seminars and consultations should be organized to improve pedagogical conflict resolution competencies.

Reliability of results. The reliability of the research results was ensured by several factors. First of all, the methodological methods used in the study - questionnaires, interviews and experimental trainings - were fully compatible with each other and appropriate for the purpose. The number of teachers participating in the study was large enough, consisting of specialists of different ages, years of work experience and specializations, which allowed the results to be generalized. In addition, the results of the survey and experiment were analyzed using statistical methods, which further strengthened the reliability of the results. A comparison between the experimental group and the control group clearly showed changes in pedagogical conflict resolution competencies. At the same time, the fact that the results were based on the mutual feedback and experience of teachers increased the level of validity of the results. All this ensures the reliability of the research results and allows them to be used in pedagogical practice.

Conclusion. Improving the competences of pedagogical conflict resolution is important for increasing the effectiveness of the modern educational process. The results of the study showed that the development of conflict management and communication skills of teachers helps to improve their professional activities, maintain balance in teamwork, and establish effective relationships with students. In addition, through the effective resolution of pedagogical conflicts, a positive psychological atmosphere is created in the



educational environment, which increases the quality of the educational process. Improving competencies helps to quickly and timely resolve problems arising in the educational sphere, reduce the level of stress at work of teachers. Therefore, the organization of special trainings, advanced training courses, and curricula on the management and resolution of pedagogical conflicts is necessary for the sustainable development of the education system. In the future, further in-depth research and improvement of methodologies and practices aimed at the effective management of pedagogical conflicts will remain an important task.

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