Technology for the Elimination of Conflicts in the Process of Higher Education by Means of Pedagogical Correction

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*Abstract***:** *The issues of improving the quality of education, increasing its effectiveness, improving the system of lifelong education, implementing an individual approach to assessing the quality of education in higher education, being relevant for world education today, are reflected in international trends in finding solutions to these problems. In the "Strategy of cooperation of the European Union countries in the field of education and training until 2020", the most important areas are the radical updating of the content of education, the introduction of modern technologies in the educational process, the organization of higher education and the implementation of an individual approach to assessing its results, the development of constructive technologies for eliminating pedagogical conflicts arising in the context of innovative education. This article was written with the aim of developing a technology for improving socio-pedagogical technology for resolving conflicts that arise in the process of higher education using pedagogical correction. In the article, the objectives of the study are defined as: coverage of social and pedagogical features of conflict resolution in the process of higher education; development of a model for resolving conflicts in the process of higher education by means of pedagogical correction; improving social and pedagogical technology to overcome conflicts arising in the process of higher education; improving the professional-conflictological competencies of professors and teachers of higher educational institutions by means of pedagogical correction. The technology of conflict resolution in the process of higher education by means of pedagogical correction was developed, including methods, forms and means of conflict resolution, the recommendations and conclusions of the study are given.*

*Keywords***:** *conflictology, professional-conflictological competencies, individual characteristics, media influences, vitagenic technologies.*

I. INTRODUCTION

A number of studies are being carried out in the world to determine the individual characteristics of students who are prone to manifest conflict behavior as a source of pedagogical contradictions, gender characteristics that lead to situations of aggravation of relations.

In conditions of informatization of education, special attention should be paid to the development of vitagenic technologies for overcoming pedagogical conflicts,

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the formation of a positive-emotional attitude to the innovative activities of professors and teachers by means of pedagogical correction, the development of mediation technologies to eliminate students' conflict behavior by organizing corrective and educational activities, and revealing the essence of cyberbullying as new conflict resolution strategies.

In our republic, much attention is paid to the implementation of innovative and information and communication technologies, the harmonization of activities in cooperation between teachers of higher education and students in the context of innovative education. Along with this, in the process of interactive learning, the pedagogical support of students in learning, the creation of a comfortable educational environment and optimal conditions for acquiring knowledge, the development of corrective technologies for the development of students' conflictological competences are important. The Strategy for the Further Development of the Republic of Uzbekistan outlines priority tasks "to increase the ability to provide quality educational services in accordance with modern needs, to continue the policy of training highly qualified personnel that meet modern labor market needs" [19]. The implementation of these tasks is associated with the improvement of pedagogical technologies for resolving conflicts arising in the process of higher education by means of pedagogical correction.

II. METHODOLOGY

The purpose of the study is the improvement of socio-pedagogical technology for resolving conflicts arising in the process of higher education by means of pedagogical correction.

Research Objectives:

coverage of socio-pedagogical features of conflict resolution in the process of higher education;

development of a model for resolving conflicts in the process of higher education by means of pedagogical correction;

improving social and pedagogical technology to overcome conflicts arising in the process of higher education;

improving the professional-conflictological competencies of professors and teachers of higher educational institutions by means of pedagogical correction.

The object of study is the process of eliminating conflicts arising in the process of higher education.

The subject of the study is the content, forms, methods and means of resolving conflicts arising in the process of higher education by means of pedagogical correction.

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Research Methods. The study used: the study of pedagogical, psychological and methodological literature, comparative analysis, sociological methods (questioning, conversation, interviews), testing, pedagogical observation, modeling, pedagogical experiment, methods of processing mathematical statistics.

The scientific novelty of the study is as follows:

the diagnosis of pedagogical conflicts in higher education is determined on the basis of imparting stability to the principles of unity in the study of personality and upbringing: synergism, consistency and integrity, objectivity, multidimensionality, analysis of personality qualities, apperception, development;

based on the correlation of general cultural and communicative competence, the cognitive, perceptual, axiological, thought-activity and communicative-creative components of the development of a teacher's conflictological culture are determined;

the epistemological, praxiological, axiological and reflective stages of the development of students' conflictological competence are improved on the basis of imparting stability to the mechanisms of professional and personal socialization of future specialists;

correctional technologies of pedagogical conflicts arising in the process of higher education have been improved on the basis of morphological analysis of conflicts, methods of free associations, case studies, development of reflective-evaluative, information-analytical situations.

The practical results of the study are as follows:

a set of training sessions on the prevention of students' conflict behavior has been developed;

developed proposals and recommendations for the development of curricula for retraining and advanced training courses to overcome the conservative attitude of professors and teachers to innovation;

improved tutoring activities to optimize the cooperation of teachers and students in the process of higher education;

A diagnostic and correction apparatus for overcoming conflicts arising in the process of higher education has been developed.

The reliability of the research results is determined by the knowledge of the methodological theory (dialectics of knowledge, the content of educational subjects, a systematic approach to the analysis of the social process (learning)), data taken from studies of scientists of the republic and foreign countries, based on practical research, correspondence to their research objectives, application of complementary methods research, providing analytical and quantitative characteristics, the reliability of the results obtained, processed by mathematical methods statistical statistics, their approval by authorized structures.

Scientific and practical significance of the research results. The scientific significance of the research results lies in the fact that the essence of improving the methodology for resolving conflicts arising in the process of higher education is disclosed, pedagogical opportunities, theoretical, methodological and organizational foundations for improving the preparation of future teachers in higher education institutions for resolving conflict situations are identified, effective forms and methods are created in this direction.

The practical significance of the research results is determined by the fact that the methodology for resolving conflicts arising in the process of higher education is improved by means of pedagogical correction, a module for overcoming pedagogical conflicts is developed, scientific and methodological recommendations for resolving conflicts in the pedagogical process are created, and the results achieved in the study can be used for teaching pedagogical disciplines studied in higher educational institutions, while developing pedagogical of software, textbooks and manuals

III. LITERATURE REVIEW

Scientists O. Abdulina [1], Sh. Abdullaeva [2] investigated the issues of prevention and correction of pedagogical conflicts in the higher education system; The problems of developing a culture of conflict resolution and social competencies of teachers in an innovative educational environment have been studied by N. Azizkhodzhaeva [4], A.Belkin [8], N.Rustamova [17] and others.

CIS scientists A. Antsupov, A.Shipilov [3], V.Andreev [5], Yu. Bocharova [9], V.Bahur [7], Darendorf [12], Ju.Lukash [15], in their studies highlighted the issues of managing interpersonal conflicts, preparing future teachers for the diagnosis and correction of pedagogical conflicts.

Foreign scientists L. Coser [11], K. Boulding [10], I. Andriadi [6], G. Jeberhard [14], E.Durkheim [13], T. Parsons [16], N.Smelser [18] conducted studies on the impact on students' physical behavior, verbal, social attacks and all kinds of rumors, slander and corrective technologies for overcoming conflicts.

However, the issues of the effective use of pedagogical correction tools to eliminate pedagogical conflicts in the higher education system in the context of innovative learning were not the subject of a separate study. The study of the factors of the emergence of pedagogical conflicts, in turn, requires improving the technology for effective conflict resolution by means of pedagogical correction.

IV. THEORY AND DISCUSSION

The concept of "conflict" combines the meanings of "discord", "strife". Translated from Latin means "clash". The essence of the concept also lies in the fact that the conflict involves a state of contradiction, confrontation, which is accompanied by a search for a solution to a controversial issue or task. Any conflict involves the presence of participants, "parties", subjects. The conflict is based on any reasons, circumstances that lead the conflicting parties to a clash and any contacts. Each conflict leads to positive or negative results, it can be long or short-term.

In the research process, based on an analysis of the causes of conflicts, the concepts of "causes of conflicts", "conflict factors", and "conditions for the emergence of conflicts" were defined. The results of the analysis showed that the conflict appears not only due to external reasons, but also is associated with the inner world of the individual and certain conditions. Scientists involved in the study of these relationships determine various sources of conflict situations: the personality factor and one of the main factors - the conditions for the occurrence of conflicts. In our opinion, the conditions of the conflict characterize the environment or the "ground" for creating conflict situations,

and the development of the conflict occurs under the influence of certain factors that "clarify" the subject and content of the conflict. The actions and relationships of the subjects of the conflict are accompanied by the expression of deep emotions, emotions and subjective personality inclinations, and desires.

Such a situation creates the conditions for deepening the conflict and the hopelessness of its solution and affects the growth and duration of the confrontation.

The basis of the pedagogical conflict is most often served by different points of view on the same problem, the divergence in the goal setting and the means of achieving it, the interests and aspirations that do not coincide, which as a result leads to inconsistent actions. The conflict in the pedagogical process is reflected in the needs, motives, goals, attitudes, attitudes of the participants in this process, which leads to complex emotional relationships between them and ineffective activities. In this sense, it is appropriate to characterize a pedagogical conflict from the point of view of the subjects' attitude to educational activities: a pedagogical conflict is a confrontation between subjects of the learning and upbringing process (heads of educational institutions, the teaching staff, students, their parents) and their interests. The study analyzed pedagogical conflicts based on macro- and microsocial approaches. In a general sense, the macro-social approach can be considered in terms of both positive and negative impact of society on social institutions.

Based on this, it should be emphasized that this approach is associated with the development of society, in particular, with the development of a system of continuing higher education, where it is possible to predict its different types. The macro-social approach is built on the basis of taking into account the specific relationships of the subjects of the higher education process, the socio-psychological characteristics of the participants in the process and makes it possible for the strategy of conflict behavior in higher education.

As a theoretical and methodological basis, we have studied the following macrosocial approaches:

conceptual ideas of R. Darendorf [12] on the emergence of pedagogical conflicts on the basis of different points of view and interests of the subjects of the educational process;

structural-functional approach of E. Durkheim [13], T. Parsons [16], N. Smelsers [18] to the definition of pedagogical conflict as a social disease. This approach is focused on the settlement of relations between the parties on the basis of social equality.

Pedagogical conflicts among participants in the educational process cover the relations of subjects in various fields. This can be seen by indicators in many directions. Duration of pedagogical conflicts: quick resolution of the conflict (begins with actions based on "high feelings", reflects sharply negative attitudes of participants, such conflicts can end with a dramatic and even tragic outcome); prolonged or protracted conflicts (the contradictions of the parties are quite deep, persistent, become complex, it is not easy to resolve such a conflict); sluggish, weak conflicts (in such conflicts there is no sharpness of contradictions, usually one of the parties is active, the other avoids sharp contradictions, such conflicts are difficult to resolve, they can be resolved by reconciling the parties); weak, quickly passing conflicts (mutual clashes, contradictions are a positive form, usually there is always the possibility of a positive solution through a compromise).

The results of the study show that most experts predict the consequences of conflicts and their impact on the effectiveness of the team and try to prevent their occurrence. First of all, the cause of the conflict should be determined. Identifying causal relationships is a primary concern. Therefore, the pedagogical diagnosis of student conflict behavior is not only a warning and suppression of the student's deviant behavior, but also the consolidation of moral and ethical standards in his mind, the assimilation of knowledge about the primary causes and sources of manifestation of conflict behavior.

The results of the study show that, in a broad sense, pedagogical diagnostics, based on goals and a system-role entity, combines the structural components that form the synergistic system of the diagnostic activity of the teacher. In the narrow sense, pedagogical diagnostics is the study of the student's personality in the process of synergistic interaction between the teacher and the student. And in this context, pedagogical diagnostics is of particular importance in the self-education of students.

If the pedagogical diagnosis of students 'conflict behavior will be based on a system-based functional role content, motivational and personality-oriented approach in the diagnostic activities of professors and teachers, taking into account the principle of synergetics, it becomes possible to achieve positive results.

The functional-role approach to the pedagogical diagnosis of students 'conflict behavior (at the macro level) implies the unity of general diagnostics (system-role) in combination with the process structure (system-functional) creates the possibility of a comprehensive solution to the problem, determination and characterization of the causes of students' conflict behavior, their analysis, students' awareness of the true motives of their actions.

Diagnostics and self-diagnostics are an important condition for students to understand the causes of conflict behavior: in the process of self-awareness of themselves as a personality, the "set" of diagnostic tools expands, objective judgments are provided, and it becomes possible to exercise mutual control.

A motivational approach to the pedagogical diagnosis of student conflict behavior (criteria level) helps to analyze the components of the formation of the conflict value system (emotional, intellectual, verbal, behavioral components) in their unity.

As a result of acquaintance with various causes of conflicts in educational institutions, it was established that the main reasons are: pedagogical requirements do not take into account the age, psychological and personal abilities of students, therefore, all students have the same approach and requirements, in practice there are "unfair" attitudes of teachers towards students , pedagogical requirements do not comply with the wishes and aspirations of students; pedagogical requirements lack sincerity and sincerity; set out in the spirit of order, they did not reflect the confidence in the student's personality, etc. The results of theoretical analysis fully confirm the relevance of the problem of the emergence of pedagogical conflicts, determining their essence and ways of eliminating taking into account pedagogical, psychological factors and the theory of educational process management.

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The study identifies the psychological and pedagogical methods for diagnosing pedagogical conflicts in the process of higher education and mainly for diagnosing students' conflict behavior:

1. Methods based on figurative representations of students (the method of associations in the drawings is used to study various psychological barriers, to establish the reasons for the student's not very conscious behavior in accusation situations and conflict relationships).

2. Methods based on the special properties of students' imaginative thinking (methodology of thematic apperception tests aimed at studying the reasons for the student's incomprehensible conflict behavior).

3. Methods based on specific mental representations of the personality (the methodology of unfinished sentences makes it possible to study the student's relationship to himself, to others, to the goal, ideals, motives of behavior); the method of mental associations - is used to study the connection of the student's thoughts and feelings with the not completely conscious reasons for his conflict behavior.

4. General pedagogical diagnostic methods associated with the study of the student's conscious activity (observation, diagnostics, conversation, questioning, testing, modeling, natural situations, modeling, content analysis, etc.).

During the study, typical difficulties encountered in the process of studying the causes of conflicts in higher education are analyzed. It is concluded that it is necessary to identify and overcome problems by establishing a communicative connection between teachers and students. Firstly, this is due to the insufficient knowledge of teachers in the field of establishing effective communication, and secondly, the insufficient ability of the teacher to influence the student through communication. Some teachers do not have the skills to organize effective activities to achieve and strengthen mutual understanding with students, as a result of educational work is at a low level.

On the basis of various characteristics of the concepts of "culture" and "pedagogical culture", the dissertation gives a definition of the term "pedagogical conflictological culture", which is interpreted as a complex of integrative abilities, combining a system of skills and methods of eliminating contradictions that arise among subjects of pedagogical activity, and conscious implementation of pedagogical functions in an interactive educational environment.

In the study, this concept is considered in the relationship of two aspects. Firstly, the conscious implementation of pedagogical functions means: training and education are not only the activities of the teacher directly, but joint actions in this process of parents, colleagues, teachers and the administration, that is, pedagogical functions are not limited to teaching a specific discipline. Secondly, the above characteristic of pedagogical culture means the activities of the teacher to eliminate the contradictions that arise among the subjects of pedagogical activity. This position helps to determine the role of the teacher in resolving conflicts.

The definition of the structure of the teacher's conflictological culture is based on ideas related to the general cultural competence of the individual.

General cultural competence is expressed in a person's attitude to the world, himself, the environment, other personalities and contains three components: personal culture, spiritual culture and social culture of cooperation.

From this position, the study identified the components of the teacher's conflictological culture: cognitive, perceptual, axiological, thought-activity and communicative-creative.

As part of the study, methodological approaches of two levels for the development of a teacher's conflictological culture were analyzed: theoretical and methodological strategy and practical activity tactics.

Theoretical and methodological strategy is based on systemic and strategic approaches. A systematic approach requires the consideration of the teacher's conflictological culture as a holistic system, therefore, its components should be studied both interconnectedly and individually.

Improving the process of development of a teacher's conflictological culture is aimed at independent knowledge acquisition and is a complex structure of elements based on autopsychological abilities.

From the point of view of the synergetic approach, the teacher's conflict resolution culture is a complex organizational system and has a tendency to personal development in many areas. The definition of the process of development of the teacher's conflictological culture from the position of bifurcation (branching), this development is carried out in an evolutionary way at certain stages.

Based on the essence of the conflictological culture, it becomes possible to design and implement a "scenario" of its development, to study the mechanisms for improving and predicting the occurrence of conflicts in the field of pedagogical communication.

Methodological approaches characterizing the tactics of practical actions serve to determine the development paths of the teacher's conflictological culture.

The practice-oriented tactics of the development of conflictological culture is based on the axiological, acmeological, andragogical, activity-based approaches. For example, an activity-based approach helps the realization of goals and motives for the development of a conflictological culture; the asciological approach contributes to the constructive solution of problems and is aimed at the formation of values, the acmeological approach is focused on organizing effective communication between the teacher and students based on the professional development of the teacher, and the andragogical approach serves to develop a conflictological culture from the standpoint of taking into account the characteristics of adult education.

The use of the above approaches in combination creates a favorable educational environment for the development of a teacher's conflictological culture at a high level.

Based on theoretical materials, the study developed a model for the development of a teacher's conflictological culture. The model reflects the content of the development process of the conflictological culture and the components of organizational activity and the effectiveness of the process.

The model is aimed at improving the professional qualities necessary for the teacher, therefore, it can be successfully used in the system of retraining and advanced training of teachers. For this purpose, it is recommended to rely on principles: taking into account personal capabilities, mentality, basing on general laws, team training, and the development of systemic thinking.

In the research process, special attention is paid to the development of conflictological competence of students in the process of higher education. Conflict competence is a complex system of individual personality characteristics, knowledge and skills that make it possible to efficiently solve professional problems, stimulate cognitive activity, and perform integrative functions.

V. EXPERIMENTAL RESULTS

In accordance with the research topic, the faculty of pre-conscription military training of TSPU named after Nizami, the faculty of pre-school and primary education of Karshi State University, and the faculty of primary education methods of the Kokand State Pedagogical Institute were identified as experimental sites.

184 students of the III and IV courses and 19 teachers of the mentioned higher educational institutions were involved in the experimental work. Respondent students were selected in absentia in the experimental and control groups. As a result, 91 participated in the experimental groups, and 93 students in the control groups. The formation of conflict resolution skills in the pedagogical process among students of experimental groups was carried out according to a special technique in the framework of the experimental program. In the control groups, training and education of students was carried out in the usual manner, without the use of a specially designed experimental program and methodology. In order to justify the effectiveness of the experimental technique, observations and evaluation of the results before and after the experiment were carried out.

The main stage of the experimental work was determined by the stage of formation of students' skills to eliminate conflicts arising in pedagogical processes, which studied the reflection of theoretical ideas on the topic of research in practice. The formative stage was the "core" of the experiment, during which the effectiveness, content, forms and types of the pedagogical process in the chosen direction were monitored and adjusted.

The formation of conflict elimination skills in the pedagogical process among student respondents was determined by the levels: high, medium, low.

The essence of the indicators of each level was disclosed. It:

1. High level - well understands the essence of the terms "conflict", "pedagogical conflict", especially conflicts; correctly evaluates conflict situations; able to effectively manage conflict situations, has the skills to properly resolve conflict situations as a future teacher; ready to provide methodological professional assistance as a future teacher to students and parents.

2. Intermediate level - understands to a sufficient degree the meaning of the terms "conflict", "pedagogical conflict", assesses conflict situations to a certain extent, is able to manage conflict situations, seeks to master the skills of the correct resolution of conflict situations, but is difficult as a future teacher in providing methodological assistance students and parents.

3. Low level - does not fully understand the essence of the concepts of "conflict", "pedagogical conflict", especially
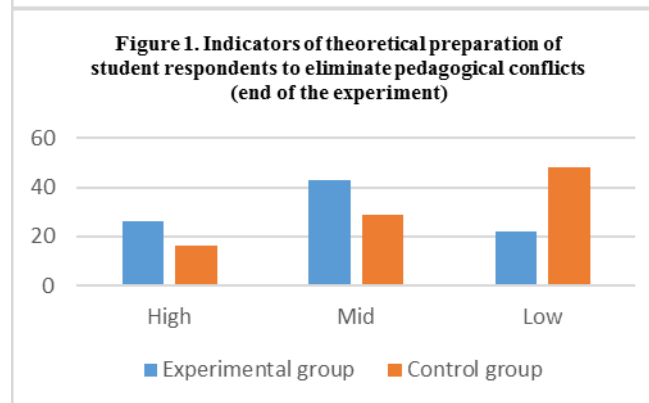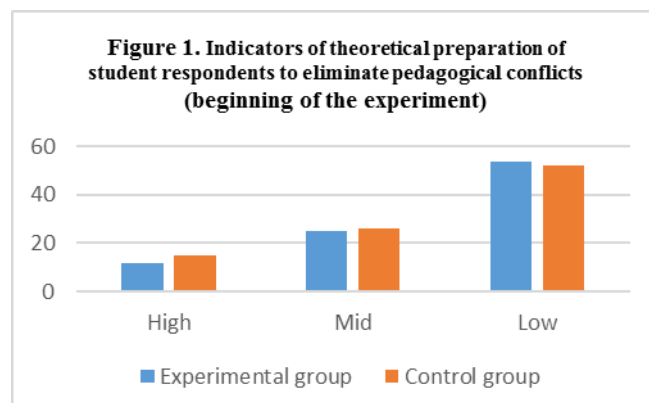
conflicts, is able to manage conflict situations to a small extent, does not have the skills to properly resolve conflict situations as a future teacher, seriously hampers in providing methodological assistance as future teacher to students and parents.

During the ascertaining experiment, in order to establish students' positive attitude towards pedagogical contradictions, after each training session or educational event, students of the experimental groups were given a certain amount of time to "analyze" and "resolve" conflict situations. In the second chapter, this provision is described in detail, so there is no need to dwell on this.

The analysis of the pedagogical process confirmed that the students of the experimental groups use the acquired theoretical knowledge and practical skills in resolving pedagogical conflicts.

Table I. Indicators of theoretical preparation of student respondents to eliminate pedagogical conflicts.

Groups Number of respondents	Arithmetic expression	Level indicators					
		At the beginning			In the end		
		High	Mid	Low	High	Mid	Low
Experimental $n_i = 91$	X_i	12	25	54	26	43	22
Control $n_i = 93$	Y_j	15	26	52	16	29	48

Figure 1. Indicators of theoretical preparation of student respondents to eliminate pedagogical conflicts (beginning of the experiment)

Figure 1. Indicators of theoretical preparation of student respondents to eliminate pedagogical conflicts (end of the experiment)

The effectiveness of experimental work according to the evaluation criteria in the experimental groups is more than one, in the control groups more than zero. This reflects the advantage of students of experimental groups in terms of practical readiness to eliminate conflicts arising in the pedagogical process.

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The indicators obtained in the experimental groups indicate the effective organization of experimental work.

VI.   CONCLUSION AND RECOMENDATION

Based on the empirical study, the following conclusions are made:

1. The study of the theory of the issue showed that the occurrence of interpersonal conflicts in the process of pedagogical activity between its participants occurs quite often.

2. Pedagogical conflicts among the participants in the educational process reflect their contradictory attitude to social reality and at the same time serve as an impulse for the prospective development of the system of training and education. Pedagogical conflicts are perceived not as a general denial of established rules, but as a need to streamline and improve the forms of rational management of the pedagogical process.

3. Pedagogical conflicts in the educational process arise between the leaders of educational institutions, teachers, students, their parents due to the fact that the principles of organizing the educational process are not taken into account or they are not respected due to the fact that each subject tries to protect his interests, forgetting about the general rules and development trends of society.

4. The desire for mutual understanding of the participants in the pedagogical process, the desire to protect the interests of the opposing parties, to help each other, to prevent pressure, humiliation, and act together will provide a positive solution to pedagogical problems.

5. In recent years, much attention has been paid to psychologists and educators in the study of conflicts and their effective resolution. The existing sources cover aspects of the organization of conflict management, various areas of social relations, the consequences and options for resolving disputes, however, no works have been created that serve to study the nature of pedagogical conflicts.

6. In the process of research, scientific, pedagogical and practical-methodological support for experimental work was created aimed at identifying effective ways to resolve conflicts arising in the process of higher education using pedagogical correction tools.

The use of various forms of practical activity during the experiment: lectures, seminars, discussions, practical exercises, disputes, debates, trainings, presentations, conferences, competitions was of great importance for obtaining the expected results.

7. The correct choice of effective methods and means of resolving conflicts in the process of higher education by means of pedagogical correction is an important factor ensuring the success of the study. When conducting experimental work, based on the direction, the main idea and purpose of the study, such forms and methods of diagnosis and stimulation of pedagogical activity were identified as questionnaires, explanations, lectures, practical exercises, exercises, mini-studies, work with sources, interactive methods, pedagogical requirements, problem situations, presentations and others.

8. Means that ensure the effectiveness of pedagogical activities to overcome conflicts in the process of higher education are recognized questionnaires, answers to questions (in writing), lesson development, practical exercises, various sources, literature, presentation materials, the identity of the organizer and head of classes, his position and actions, as a model for making a reasonable decision, visual aids, technical means, which together can be considered effective means of pedagogical correction, a way Leica Geosystems eliminate conflicts that arise in the process of higher education.

9. The organization of a pedagogical experiment as the main part of scientific and pedagogical research requires a deeply thought-out approach to the determination of organizational and methodological aspects, the selection of content and the development of a special experiment program.

10. In the study, special attention was paid to the ideological, theoretical, organizational, methodological and technological aspects that ensure the effectiveness of experimental work aimed at developing students' skills to resolve conflict situations in higher education by means of pedagogical correction. The special methodology and program used in the experimental groups provided students with the skills to overcome conflicts in the pedagogical process.

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