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MODELS FOR RESOLVING CONFLICT SITUATIONS THAT ARISE IN THE MANAGEMENT OF INNOVATIVE DEVELOPMENT PROCESSES IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

In today's globalization process, as the international education system moves towards a new type of innovative development, there are also situations where, as a result of the replacement of traditional and innovative education systems with each other, the differences between these systems become apparent, leading to the emergence of conflict situations. This article provides detailed information on models for resolving conflict situations that arise in the management of innovative development processes in higher education institutions.

Keywords: Globalization, international education system, innovative development, innovation development, management, leaders, higher education institutions, conflict situations.

INTRODUCTION

Currently, on the path of transition of the international education system to a new type of innovative development, there are situations in which, as a result of the replacement of traditional and innovative education systems with each other, the different aspects of these systems are highlighted, leading to the emergence of conflict situations between them. Such situations are identified by researchers and scientists under the name of conflicts in the innovative development of higher education institutions, and their resolution and management are becoming one of the most important needs. Conflict management in innovative development in higher education institutions involves achieving mutual agreement between the participants in this innovative development process, and such agreement ensures the maximum effective use of the constructive modernization potential of conflicts.

Conflicts in the development of innovation in higher education institutions are not only inevitable, but also constructive in many ways, which is why it is so obvious that, although the issue requires resolution, it is not necessary to mobilize all efforts not only to prevent such conflicts that arise in higher education institutions. In this regard, it is more promising to use their potential based on the prediction, modeling and regulation of conflict interactions. It is this aspect that constitutes the essence of venture management of innovative development conflicts in universities. An essential element of such management is analytical modeling of innovative conflicts. Modeling is a fundamental research method in all fields of knowledge and a scientifically based method for assessing the properties of complex systems used for decision-making in various fields of activity. A model (from Latin modulus - measure, sample, standard) in science is broadly understood as an analog, a "substitute" (fragment of reality) of the original object, which, under certain conditions, reproduces the original properties of interest to the researcher.[1]

M. Vartofsky considers models as “images” that are comparable to something. An “image” can be “similar” to an object or can appear as the object itself in various guises, from the simplest

situations of sequentially reflecting the contours of a map to situations such as a "representative" of a nation that reflects and represents it with its own views, inclinations, and behavior [2].

The informational aspect of the model is emphasized in the definition of N.N. Moiseev. According to his definition, "by a model we mean a simplified, if necessary, generalized knowledge about an object (phenomenon) that provides a certain, fully defined, limited information, reflects one or another of its properties. A model can also be considered as a special form of information coding. Unlike the usual coding, where the initial information is known and we only translate it into the original language, a model encodes information that was previously unknown to people, regardless of the language used. It can be said that the model has potential knowledge, and a person can use it for his vital needs by studying this knowledge. It is for these purposes that special methods of analysis have been developed within science. It is precisely this that determines the predictive ability of the model to describe and describe. [3]

It is accepted to divide models into substantive and formal (shaped) types. In addition, models consist of two interconnected stages - model formation (task definition) and model study.

The methodological basis for the development and study of the considered substantive models is considered to be systematic analysis. However, the application of research methods that are successfully used in the natural sciences often turns out to be ineffective in the social sphere. The fact is that social systems do not just demonstrate activity, because they make decisions, choose the path of further development. Therefore, the systematic approach should be supplemented with the ideas of cognitology - a new interdisciplinary scientific direction that studies a wide range of problems of perception, understanding and acceptance of decisions.

The most important characteristics of a model are its structure, modeling goals, and model adequacy indicators, which depend on the adopted criteria for adequacy [4].

The modeling process involves the following: - the object of research; a researcher who is assigned a specific task; the availability of a model necessary to obtain information about the object and solve the task. Existing and projected social systems can be effectively studied using various types of models (analytical, imitative, semiotic, etc.). The model is a tool for directly solving technological, organizational-managerial and other tasks.

Yu.M. Plotinsky, arguing the relevance of modeling in sociology, noted the following: "Considering the current growing crisis in sociological theory, it is precisely the model method that is capable of strengthening theoretical and practical sociological research. Instead of fragmentary study of individual variables of their interrelations, models ensure the completeness of the approach, since the model undoubtedly has a certain level of integrity and in this sense it is considered a system" [5].

All of the listed principles of modeling theory can and should be used to build meaningful models for resolving conflicts that arise in the process of innovative development, but the conditions for their application, research results in this area, and practical application have not yet been fully studied in the scientific literature.

The scientific literature rarely describes conflict models in innovative development. For example, A.Ya. Ansupov and A.I. Shipilov studied only the specifics of innovative interpersonal

conflicts[6]. L.Ya. Dyatchenko, in his work "Social Technologies in the Management of Social Processes", cites a general technological and analytical model of innovations [7].

In this, it gives a certain place to the fact that innovation processes are contradictory and conflictual. N.M. Kobzeva proposed a conceptual model of innovation conflicts in the system of relations within the firm and applied it in the analysis of innovative activity [8]. This model is based on the principle of systematic analysis and includes five theoretical approaches (Figure 7).

According to N.M. Kobzeva, innovative conflicts in the system of relations within a firm arise when introducing any innovations within the organization, in which the influence of external factors is indirect.

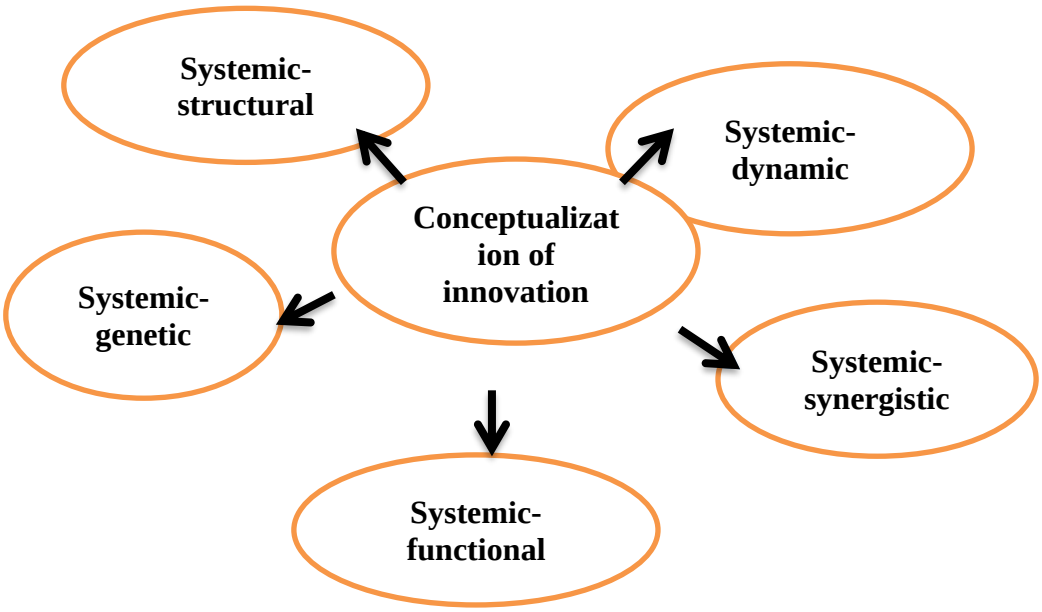

Figure 1. Theoretical approaches in the conceptual model of innovation conflicts

We would like to emphasize that it is necessary to include the practice of analytical modeling in the basis of venture management of conflicts in innovative development in a higher educational institution. The essence of analytical modeling of innovative conflicts is the gradual structuring of the elements of the conflict on the basis of one or more signs that emerge as a basis for identification. Then a general picture of the structural and dynamic nature of the conflict is created. It is this picture that emerges as a meaningful synergetic model of the conflict.

The problem of analytical modeling of conflicts in the innovative development of higher education institutions requires conceptual solutions. This conceptualization is provided by:

- strict definitions of key concepts;
- an overview of the essence of innovative conflict and its functional role;
- "given direction" the existence of a system of principles for constructing a model that ensures action on;
- socio-technological basis, which is provided by the recognition of the initial principles of conflict management theory;
- correctly define the model boundaries;
- set model functions.

A.Ya. Ansupov and A.I. Shipilov, reflecting not only on innovative conflicts, but also on conflicts in general, come to the conclusion that the description of conflicts can be based on the following group of basic concepts:

1) essence of the dispute;
2) genesis of the conflict;
3) conflict evolution;
4) classification of conflicts;
5) conflict structure;
6) conflict dynamics;
7) conflict functions;
8) person in dispute;
9) conflict prevention;
10) dispute resolution;
11) methods of studying conflict.

L.R. Petrovskaya, who was the first to propose a conceptual scheme for the socio-psychological analysis of conflicts, includes four categorical groups:

1- group: conflict structure;
2- group: conflict dynamics;
3- group: conflict functions (constructive and destructive consequences of conflict);
4- group: conflict typology.

In addition to these basic concepts, it is necessary to distinguish and develop the concept of conflict management, which, in addition to preventing, prophylactic, mitigating and resolving conflicts, also includes the symptomatology, diagnosis, prediction and control of conflicts.

Depending on the level of the system in which the conflict occurs, it can affect the entire higher education institution or be resolved in its individual units. A conflict that occurs in the core of the system can be called a global conflict, since it inevitably spreads to other levels of the system. The changes that occur as a result of resolving this conflict occur not only in the core, but also in the entire system, since the core contains information about the entire system.

The core of the system of a higher education institution is its leadership, the rectorate. A conflict that arises in the leadership of a higher education institution is necessarily reflected in all its structural divisions - faculties, departments. The changes that occur as a result of resolving this or that conflict also spread to all lower levels (Figure 2).

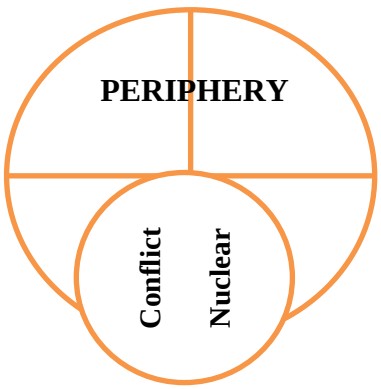

Figure 2. A conflict occurred at the system kernel level.

If a conflict occurs in one of the peripheral elements of the system, it can be conditionally called a local conflict, since the possibility of its spreading to other parts of the system is not very high (Figure 2).

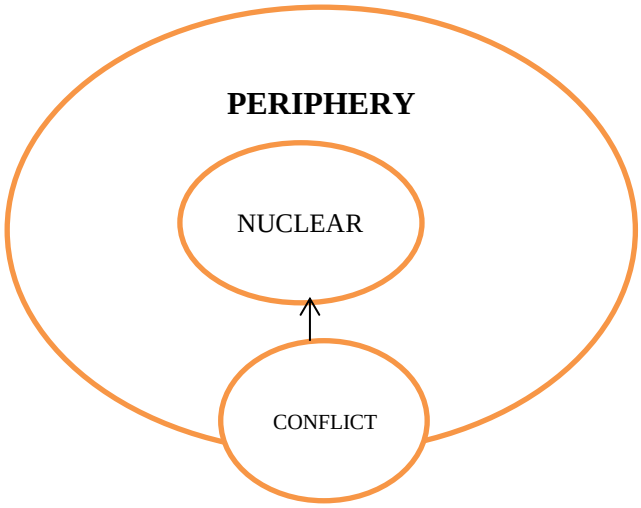

Figure 3. A conflict that occurred in the peripheral joints.

Thus, when modeling innovative development conflicts in higher education institutions, it is necessary to identify the core content and trends in its evolution in any given situation.
Undoubtedly, the conflicts of innovative development of higher education institutions can be described as a self-regulating system. However, in the context of higher education institutions, there are various limitations to self-regulation. These include:
- The university is not fully open to the environment, which results in insufficient intensity and delays in information exchange;
- asymmetry of the positions of the parties;
- the uncertainty and unpredictability of the consequences of innovations that have become the object of conflict;
- the participants' unwillingness to independently resolve the innovation dispute, including their lack of competence and the presence of psychological barriers.

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