

PEDAGOGICAL CONFLICT, TYPES OF PEDAGOGICAL CONFLICT, WAYS TO RESOLVE PEDAGOGICAL CONFLICTS

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ABSTRACT

In this article, pedagogical conflict is the basis of conflicts, one of the important events in the pedagogical process. A conflict is a clash of incompatible forces, a lack of mutual agreement between two or more parties, a conflict that represents a conflict reveals interests and ways to prevent this.

Keywords: process, event, conflict, opposing forces, conflict, agreement, interests, conflict.

The years of independence were literally spent on implementing large-scale reforms aimed at determining the prospects for the socio-economic and cultural development of the Republic of Uzbekistan, the desire to take its rightful place among the countries of the world community. Studying the experience of developed countries of the world, taking into account local conditions, economic and intellectual resources, implementing fundamental reforms in all spheres of society ensures the achievement of new achievements, strengthening independence in all aspects, and enriching the achievements achieved. Quick elimination of existing shortcomings requires special dedication, zeal, courage and determination from members of society. The teacher's pedagogical tact is reflected in his behavior, restraint and restraint. This quality presupposes a confident look at the student. Looking at a student with disbelief means that the teacher does not have pedagogical tact. The basis of any pedagogical disputes and conflicts is the lack of pedagogical tact of the teacher. Any rudeness, rudeness, constant criticism of students, and distrust of them cause pedagogical conflicts. Pedagogical tact is also manifested when the teacher carefully listens to the student's answer, pays special attention to the content of the answer, if the student makes a mistake, calmly and calmly corrects it, truthfully and rationally evaluates the student's activity, and explains the essence. class. At the same time, smiling at the responding student, confirming his answers with various gestures, head nods, facial expressions, and hand movements helps to increase the effectiveness of teaching activities. A qualified teacher must be attentive to assessing student performance. After all, an incorrect grade not only negatively affects the student's personality, but also kills his interest in learning.

Pedagogy of V. A. Sukhomlinsky in assessing student performance It is advisable to work based on experience:

1. A practical approach to the student (not in the style of "After you become a student, you must study"), but an attitude towards him as an individual ("My student is, first of all, a person, a child, and then an Assessment ", which I give him, is not a measure of his knowledge, but my human attitude towards him."
2. Each class should instill in the student a spirit of confidence in the future; it should encourage the student's work, and not be a means of punishing his laziness and incompetence.

3. Effective management of the educational process and resolution of pedagogical conflicts. One of the important events in the pedagogical process is conflict. A conflict is a clash of opposing forces, a lack of mutual agreement between two or more parties, a conflict that represents a conflict of interest. A pedagogical conflict is between a teacher and a student, parents, colleagues or management. Conflict of interest arising in the pedagogical process, mutual opposition. Main types of pedagogical conflict Injustice in pedagogical disputes and social relations Tyranny cannot be tolerated. There are a number of ways to resolve pedagogical conflicts. Among the most effective methods are the following:

1. Without expanding the scope of the dispute.
2. Offer convenient solutions.
3. Do not use prohibited methods.
4. Reducing the number of complaints.
5. Solve minor problems organically.
6. do not use words that humiliate persons involved in the conflict.

Pedagogical and administrative methods of conflict resolution

Teachers must be able to provide pedagogical and instructional support to participants in pedagogical conflict. In modern conditions, a teacher is required to have the qualities of professional competence, consistently work on himself, strive to acquire new knowledge every day, be able to creatively prepare for classes in order to convey educational information to students in an interesting way. Consequently, global information exchange creates the opportunity for social actors, especially students, to receive the necessary information at a time and place convenient for them using various information and communication technologies. Although in this case the data is accepted

Although the possibilities for this are extremely wide, not all the information obtained by a person in this study can be considered as knowledge. Because the main difference between knowledge and any information is determined by the systematic, consistent, continuous and targeted assimilation of information in certain areas. Today's educator needs to be able to quickly receive, process and deliver information to students in an effective, interesting way to be able to systematically deliver quality, useful, important, relevant, relevant and practical information to students in the education system. . This necessitates the teacher's possession of the qualities of professional competence, the basics of pedagogical skill, and the ability to perform creative activities.

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