

PEDAGOGICAL CONFLICTS IN PRIMARY SCHOOL STUDENTS - AS AN IMPORTANT SOCIAL-PEDAGOGICAL PROBLEM

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Abstract: *One of the most important spiritual changes in a small school age is the process by which conflict situations manifest. At the same time, it is necessary to get acquainted with the content and essence of the conflict. Man faces various contradictions in his way of life in society. Conflicts and conflicts can occur throughout a person's life, at any age, in any situation. Conflicts can occur at home, on the street, at school, between students, between parents and children, between an employee and his or her supervisors, between team members. Conflicts do not bypass anyone. It often happens more often when they are together for a long time. The article describes the pedagogical conflicts that arise in the educational process of children of primary school age, their variation depending on their age characteristics and causes. Types of conflicts are discussed, and ways to overcome conflicts using a pedagogical approach are scientifically substantiated by comparative analysis.*

Keywords: *conflict, conflict, conflict situation, pedagogical conflictology, problem, conflict, pupil, social conflict, interpersonal conflicts, intergroup conflicts, persistence, cooperation, agreement.*

Introduction The ladder of human maturity is formed from childhood and adolescence. At the same time, the correct orientation of education and the provision of the highest level of knowledge is a guarantee of high results in the future. In this regard, it is worthwhile to study some of the spiritual and spiritual changes in small school-age students. One such change is the emergence and manifestation of conflict situations. From an early age, a person is confronted with various conflicts and contradictions in a way he does not want to. From this point of view, one of the main tasks of future educators is to know the causes of conflict situations in young school-age students and to direct them to the correct solution, to use different methods to eliminate it. Similarly, prospective educators need to be aware of the psychological characteristics of small school-age students.

The small school age period includes students in grades 6-10 of primary (1-4) grades. At the same time, children are preparing for school from kindergarten. Psychological preparation for education means that the child is objectively and subjectively fit for school requirements. He is psychologically prepared for school education first of all. A child of this age differs from children of other ages by the sharpness, clarity, purity, accuracy of his perception, his curiosity, kindness, benevolence, confidence, thinking. Features of the child's attention are seen in role and plot games, drawing and visual-making lessons, making toys from clay and plasticine, solving mathematical operations in understanding and

comprehending the speech of others, listening and composing a story. His memory will be interesting, wonderful, amazing information, and will be able to carefully remember and recall events. While children have mastered this or that information under the guidance of adults until now, during this period they independently begin to gather the necessary information and try to set themselves huge goals and objectives.

Taking into account the anatomical and physiological characteristics of children of primary school age, the level of physical development is a guarantee of success in the organization of educational work at school. An elementary school student grows biologically relatively fit, developing his height and weight proportionally. However, the child's bones (chest, pelvis, arm bones) still have uncle-like tissue in the spine, indicating that his or her skeletal system has not improved. In the primary grades, the heart muscle grows rapidly, the diameter of the blood vessels is slightly larger, and the brain weighs 1250-1400 grams.

Assessing the performance of primary school students is important in shaping a positive attitude towards learning. It is known that oral assessment of children in schools has become a habit, because the first-grader strengthens his activity under the influence of this assessment, tries to do positive research. Even though the student does not initially distinguish between "good" and "bad" grades, he is interested in how many more grades he received. One of the important characteristics of small school age students is their sense of confidence and high respect for the teacher's personality. That is why the teacher has a great opportunity to have an educational impact on the child.

Elementary students will be confident and receptive to external impressions. As our great scholars have pointed out, a person's character is formed more than anyone else in the first years of his life, and the qualities that appear in this period become firmly entrenched in him and become the second nature of man. In the second nature of the child, all the responsibility for the formation of positive emotions, qualities, the formation of high moral norms falls on the primary school teacher. At this age, every word, every action, every style of influence of the teacher serves as a criterion of truth for the child.

One of the most important spiritual changes in a small school age is the process by which conflict situations manifest. At the same time, it is necessary to get acquainted with the content and essence of the conflict. Man faces various contradictions in his way of life in society. Conflicts and conflicts can occur throughout a person's life, at any age, in any situation. Conflicts can occur at home, on the street, at school, between students, between parents and children, between an employee and his or her supervisors, between team members. Conflicts do not bypass anyone. It often happens more often when they are together for a long time. Usually there is a perception that conflict is a negative phenomenon that always causes threats, hostility, resentment, misunderstanding, and should be avoided as much as possible. Conflicts arise in the process of people interacting with each other, so people try to make their own judgments, whether they are present in the family or in public places. Conflicts exist not only between people, but also within a person, that is, internal conflicts. For example, how do I spend the weekend? We also witness the emergence of internal conflicts in finding the answer to the question. For example, his best friend offered to spend a Sunday together on the river, and he agreed to take a family vacation, that is, to return the children. , the process of planning the use of a variety of tools or activities to achieve them. Often, conflict situations are based on objective reasons, and sometimes some improperly said word, thought, action, or premeditated plan for a purpose can be sufficient grounds for conflict to arise. In conflict situations, the subjects or opponents who may have causes or causes of its origin, the direction and purpose of the conflict, or the object of the conflict, and which one to choose, is also a manifestation of internal conflicts. Many definitions of conflict can be addressed.

For example: Conflict (from the Latin "conflictus" - conflict)

1. In sociology - these individuals are sociological groups, conflicting goals between classes, clashes of views and ideologies.
2. In behaviorism - the result of the action of stimuli that provoke non-joint reactions of the organism.
3. In psychological analysis, it is the conflict that arises between intellectual impulses and / or the constituent elements of a person, such as Ego (I) and Superego (higher self).
1. Conflict is a manifestation of objective and subjective contradictions that represent the opposition of the parties.
2. Conflict is a dispute, a clash of two people or social groups for possession of something that is equally valuable to both parties.
3. Conflict - in general, a conflict is a conflict of conflicting actions of people due to differences of opinion, views, aspirations. Conflict stems from relationships.
4. Conflict is a conflict of views of different social units, a form of manifestation of social conflict.
5. Conflict - (from the Latin "conflictus") - a collision, confrontation of two beginnings, aimed at overcoming the conflict in the broadest sense, manifested in the activity of the parties.

The concept of conflict encompasses a wide range of events at different stages, different from traditional, conflict tariffs.

Social conflict is a situation in which one of the parties enters into a confrontation or open struggle with the other. In addition to social conflicts, there are socio-psychological and psychological categories. The main organizational characteristics of the conflict are the participants (parties), its origin and course, the subject (object), the actions of the participants, the result. The dynamic aspects of the conflict are described by the processes, the stages that occur at different stages.

Certain types of conflict are studied in disciplines rich in scientific traditions such as philosophy, sociology, and psychology.

In pedagogical activity, conflict is often manifested in the teacher's attempt to assert his or her position and in the student's opposition to unjust punishment, his or her misjudgment of the lesson.

It is difficult for students to follow the rules of conduct on a daily basis and the conditions imposed by teachers during classes and breaks. Therefore, it is natural to violate the rules that are not important in the general order: although the child's life is not limited to lessons at school, there will be misunderstandings, mood swings, arguments.

Justifying the cause of a conflict in a social environment is a very difficult and confusing task. Each social movement has its own characteristics. Conflict arises on the basis of objective and subjective causes of conflict. To analyze those objective and subjective causes of conflict, it is necessary to study the relationship between ongoing events and people. This is reflected in the motivation of the events that took place.

Any conflict depends on internal and external circumstances with a wide scope, and how variable and specific these circumstances are is a specific proportion. The subject of the conflict is a problem that exists objectively between the parties or is created for a specific

purpose. However, this problem causes the parties to enter into a mutual conflict. Interestingly, both sides are interested in resolving this issue in their favor.

According to sociologists, in fact, in all conflicts there are two things: the resource and control over it.

As an object of conflict, an individual can be a manifestation of existing things in the material world and social existence, which serve the interests of the group or the state and society, or in one form or another.

For the elements of the material world and social existence to be the object of a particular conflict, the interests of the various social entities that seek to establish control over that element must be intertwined around it. There are many examples of this. For example; relations between children quarreling over a beautiful toy, or international conflicts between states seeking to take control of this or that territory, and so on. The conflict may not have a clear object. In addition to "objective" conflicts, the categories of conflict are also divided into the type of objective conflict, which does not allow self-control. For example, in one of the ordinary apartment buildings, one of the neighbors is working on a desk and another neighbor is playing a musical instrument. The first neighbor knocked on the wall as the sound of music interrupted him, and the conflict began. It is clear that the conflict is not caused by the mutual efforts of the two sides to soften the situation, but by the fact that the activities of one party interfere with the work of the other and weaken its activities. Conflicts are classified as follows. (Table 1.1)

CLASSIFICATION SYMBOL	TYPES OF CONFLICT
GROUP ON THE EFFECT OF THE ORGANIZATION ON WORK	1) Constructive (functional, practical) 2) Destructive (dysfunctional)
CONTENTS	1) Realistic (practical) 2) Nereal (not applicable)
BY THE CHARACTER OF THE PARTICIPANTS	1) Personal (internal) 2) Interpersonal (between individuals) 3) Between individuals and groups 4) Between groups

Constructive conflicts lead to informed decisions and contribute to the development of relationships. For organizations, the following main functional consequences of conflicts are distinguished: the problem is solved in such a way that it satisfies all parties and everyone feels involved in its solution. Decisions made jointly will be implemented faster and better. The parties will have the experience of cooperation in resolving disputes. The practice of resolving conflicts between a leader and subordinates destroys the "obedience syndrome". Relationships between people improve and reflect the view that these conflicts do not lead to bad consequences.

Interpersonal conflicts: This is the most common type of conflict. It manifests itself differently among people. However, the cause of conflict is not only in character, attitudes, behavior, attitudes (i.e., subjective reasons), but more often underlying such conflicts are objective reasons. Often it is a struggle for a lost opportunity (a struggle for money, equipment, a place to live, a struggle for a high position, a struggle for superiority in small school-age students, a struggle for toys in play activities, a struggle for a place in the classroom, a protest against the teacher).) occurs in cases.

Intergroup conflicts: These are conflicts between normal and informal groups that are made up of public organizations. For example, it occurs between the administration and ordinary employees, between employees of different departments, between the trade union and the administration.

Differences in psychological characteristics are another serious cause of conflict. It is not an important and root cause, but it is impossible to ignore the psychological features. Everyone has certain personal characteristics: temperament, character, need, purpose, habit, and so on. Everyone is unique and unique. But sometimes psychological differences between people who work together are a major cause of conflict, resulting in a high rate of people falling into conflict with each other.

Some experts believe that there are conflicting types of personality. The multiplicity of causes of conflict increases the likelihood of their occurrence, but does not always lead to conflict actions. The party to the conflict tries to get their point across and prevents others from doing the same. Therefore, it is necessary to manage conflicts in such cases, because the consequences of conflict are divided into functional (constructive) and dysfunctional (destructive) consequences. There are organizational and interpersonal approaches to conflict management.

Organizational methods include:

- A clear statement of the requirements, ie the requirements for the results of the work should be explained to everyone in the same way as they are explained to everyone, and clear rights and responsibilities should be defined;
- use of convenient mechanisms, ie the creation of a special integration service and uniting the goals of all;
- Defining a common goal and the formation of common values, ie, for example, the future cooperation of teachers and students;
- use of incentives that do not harm the effectiveness of activities in the process of conflict of interest;

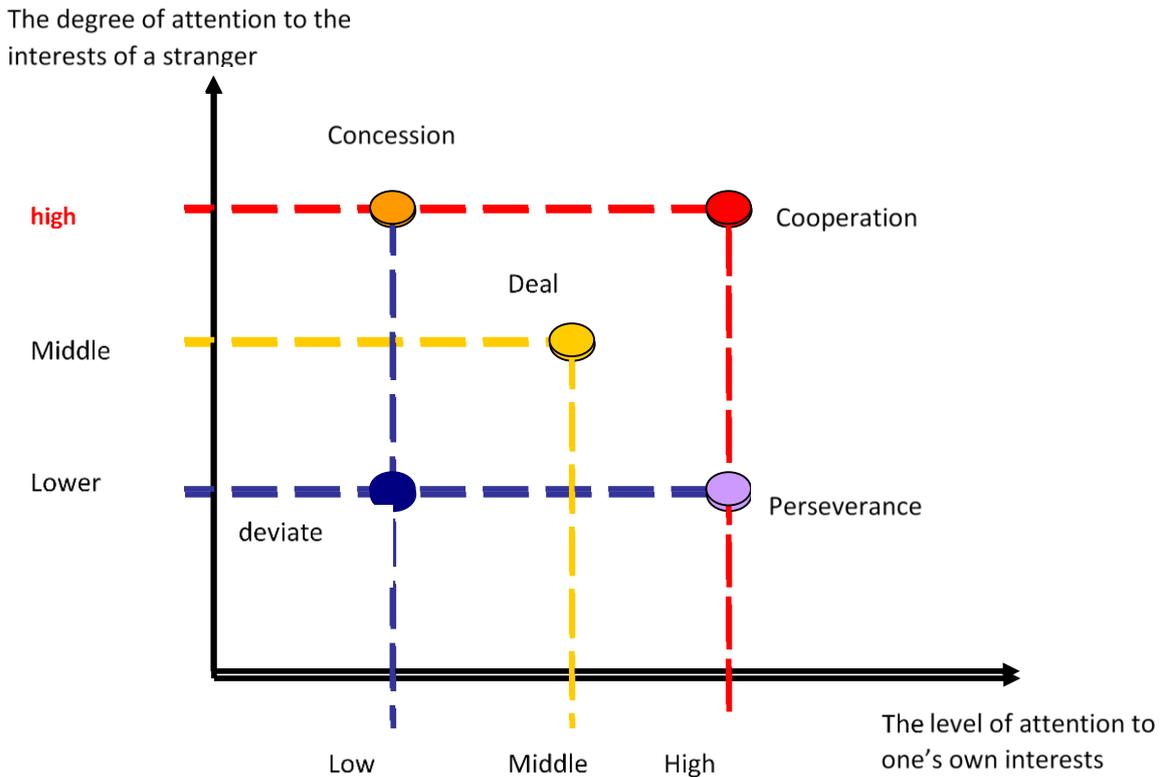
Conflict theory distinguishes five main strategies for dealing with conflict situations:

Perseverance, in which the participant in the conflict tries to accept his own opinion, point of view, no matter what, he is not interested in the opinion and interests of others. Typically, such a strategy leads to a sharpening of the relationship between the parties. This strategy can be effective if it does not pose a threat or threat to an individual's life.

Withdrawal is applied if the main reason for such behavior is insignificant, if he chooses to withdraw from the conflict, and if the conditions are not sufficient for the conflict to end positively. **Obedience** is the same if a person is willing to give up his own interests and sacrifice them for the benefit of others.

If disagreements are not significant, it is advisable to apply this strategy. The level of attention to one's own and others' interests is reflected in Table 1.2 below.

1.2- (table)



Agreement. One side accepts the opinion, the point of view of the other, but to a certain extent. In this case, a satisfactory decision is made at the expense of mutual favor. The ability to compromise is highly valued in management situations because it resolves the conflict relatively quickly. However, decisions based on compromise can be the basis for new conflicts.

Cooperation. Participants are willing to understand each other by acknowledging each other's right to personal opinion.

This allows them to identify the causes of disagreement and find a solution that is acceptable to everyone. The goal of this strategy is "We are not against each other, we are against the problem."

Perseverance. The first step that everyone involved in a conflict should take is to understand their intellectual position, their place, their role in the conflict. A person's place in conflict occurs in his or her two aspirations: in his or her quest to find his or her place and in his or her quest to stay in place.

Conflict is one of the most pressing social problems of our time.

The origins of conflicts are divided into several groups:

- Family;
- Territorial;
- International;

Conflicts are also divided into several groups according to the participants:

- Interpersonal;
- Inter-ethnic;
- Interstate;

How a conflict ends is radically different from how it is resolved. Conflicts can be known to end as a dispute between the parties, but there are also situations where it remains unresolved. Conflictology began to branch out without being officially recognized as an independent science:

- pedagogical;
- legal;
- political;
- social;
- ethno-political;
- , psychological;

The complexity and specificity of conflictology reflects its multifunctional structure and diversity of forms, processes of spread, and the course of conflicts in various aspects of human activity.

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