

PEDAGOGICAL FRAMEWORK AND PSYCHOLOGICAL METHODS OF CONFLICT MANAGEMENT

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Abstract. This scientific research analyzes key information based on the pedagogical framework and psychological methods of conflict management. The main objective of our research is to reveal and discuss the nature of conflicts that arise in the educational process, the factors contributing to their emergence, and the theoretical and practical mechanisms for their effective management. Furthermore, our research describes the effects of the concept of conflict on the socio-psychological environment, the reasons for the formation of conflicts within the pedagogical environment, and the dynamics of the relationship between teacher and student. The importance of a teacher's professional competence, pedagogical skills, and psychological potential in conflict management is also emphasized.

Keywords: Conflict, pedagogical conflict, conflict management, psychological methods, pedagogical approaches, psychological influences.

KONFLIKTLARNI BOSHQARISH PEDAGOGIK TARTIBI VA PSIXOLOGIK USULLARI

Annotatsiya. Ushbu ilmiy tadqiqotdada konfliktlarni boshqarishning pedagogik tartibi va psixologik usullariga asoslangan asosiy ma'lumotlar tahlil qilinadi. Tadqiqotimizning asosiy maqsadi sifatida ta'lim jarayonida yuzaga keladigan konfliktlarning mohiyatini, ularning paydo bo'lish omillarini hamda ularni samarali boshqarishning nazariy va amaliy mexanizmlarini ochib muzokaralar qilishdan iborat. Shuningdek, tadqiqotimiz davomida konflikt tushunchasining ijtimoiy-psixologik muhitga ta'sirlari, pedagogik muhitda konfliktlarning shakllanish sabablari, o'qituvchi va o'quvchi o'rtasidagi o'zaro munosabatlar dinamikasi holatlarida tasvirlab beriladi. Konfliktlarni boshqarishda o'qituvchining kasbiy kompetensiyasi, pedagogik mahorati va psixologik salohiyatining ahamiyati haqida ta'kidlangan.

Kalit so'zlar: Konflikt, pedagogik konflikt, konfliktlarni boshqarish, psixologik usullar, pedagogik yondashuvlar, psixologik ta'sirlar.

ПЕДАГОГИЧЕСКИЕ ПРОЦЕДУРЫ И ПСИХОЛОГИЧЕСКИЕ МЕТОДЫ УПРАВЛЕНИЯ КОНФЛИКТАМИ

Аннотация. В данном научном исследовании анализируются основные положения, касающиеся педагогических процедур и психологических методов управления конфликтами. Основная цель нашего исследования заключается в том, чтобы раскрыть сущность конфликтов, возникающих в образовательном процессе, выявить факторы их возникновения, а также обсудить теоретические и практические механизмы их эффективного разрешения. В ходе нашего исследования также описывается влияние понятия "конфликт" на социально-психологическую обстановку, причины формирования конфликтов в педагогической среде и динамика взаимоотношений между учителем и

учеником. Подчеркивается важность профессиональной компетентности, педагогического мастерства и психологического потенциала учителя в управлении конфликтами.

Ключевые слова: Конфликт, педагогический конфликт, управление конфликтами, психологические методы, педагогические подходы, психологическое воздействие.

INTRODUCTION

The pedagogical order and psychological methods of conflict management are one of the most pressing issues in the modern education system, since the educational institution acts not only as a place for imparting knowledge, but also as a social space in which interpersonal relations are formed. From a pedagogical point of view, conflict is a socio-psychological situation arising as a result of a discrepancy in goals, demands, roles, or values between subjects in the educational process. Such situations can arise between the teacher and the student on the basis of discipline, assessment, a sense of justice, or personal relationships. Competition among students, leadership struggles within the group, or issues of social status can also be sources of conflict. Pedagogical discipline refers to the systematic stages of identifying, evaluating, preventing, and constructively resolving conflict. The pedagogical procedure for conflict management primarily includes the diagnostic stage. At this stage, the teacher must objectively assess the situation, determine the positions of the parties, and analyze the causes of the conflict.

In the educational environment, internal psychological reasons often lie behind the external problem. Prevention of conflicts is closely related to creating a positive environment in the educational process. Clear and understandable rules, fair evaluation criteria, principles of open communication and mutual respect reduce the likelihood of conflict. The use of socio-psychological trainings, team activities, and collaborative teaching methods in the classroom develops students' empathy and communication skills. This mitigates potential conflicts. When a conflict arises, the teacher should manage the situation through constructive dialogue, not succumbing to emotions. Psychological methods are an important tool in this process. In managing pedagogical conflicts, it is important to consider age characteristics. In elementary school students, conflict is often impulsive and characteristic, since their self-control mechanisms are not yet fully formed. One of the psychological methods of conflict management is emotional regulation. It is also important to teach students the skills of expressing and managing their feelings. Cognitive redirection is also an important method used in managing pedagogical conflicts. This method is aimed at correcting students' misinterpretation of the situation. Moral and value education also plays an important role in managing pedagogical conflicts. Instilling in students the concepts of respect, justice, and responsibility increases their social maturity. In a conflict situation, explanation and discussion yield more effective results than punishment. After the conflict is resolved, analyzing the situation, learning lessons, and taking measures to prevent it from recurring in the future strengthens the pedagogical process.

This process increases students' critical thinking and social responsibility. In a deeper analysis of the issue of conflict management in the pedagogical environment, the specific structure and hierarchical nature of the educational process require special attention. Conflicts related to learning activities usually arise due to assessment criteria, the complexity of tasks, or teaching methods. In such situations, transparency and explanation are important. If the teacher can clearly define the assessment criteria in advance and justify them, the sense of injustice will decrease.

Conflicts related to personal relationships are more often the result of communicative ambiguity or misinterpretation. Organizational conflicts may be related to schedules, workload, or resource allocation. One of the important aspects of pedagogical discipline is ensuring the principle of justice. When students feel equality, dissatisfaction decreases. Otherwise, the impression of favoritism or subjective attitude may arise. This disrupts the socio-psychological environment. Therefore, the teacher must make their decisions consistently and logically.

Among psychological methods, the technique of assertive communication is of particular importance. Assertiveness is the ability to express one's opinion respectfully, but firmly. If the teacher clearly and distinctly formulates their requirements, unnecessary misunderstandings are reduced. Reflection is the process of analyzing one's own actions and drawing conclusions from mistakes. If a teacher can acknowledge their own contribution to the emergence of conflict, this has a strong educational impact on students. Because justice and openness will be manifested.

The ability to self-criticise is a sign of pedagogical maturity. Group dynamics in the educational environment also influence the intensity of conflict. Informal leaders, small groups, or situations of social isolation can exacerbate conflict. The teacher must monitor the roles within the class and support positive leadership. Empathetic exercises yield effective results in managing psychological conflicts. Collaboration with parents is also important in managing pedagogical conflicts. Sometimes a problem in a student's behavior is related to family circumstances. Establishing constructive communication with parents helps to understand the situation more deeply. However, the principle of cooperation and support should be prioritized in this process, not blame or pressure. In the digital educational environment, conflicts are also taking on a new form. The effectiveness of managing pedagogical conflicts largely depends on systematicity. In general, the pedagogical order and psychological methods of conflict management ensure the stable and effective functioning of the educational institution.

This process should be based on understanding, not punishment, not pressure, not cooperation, not fear, not trust. A scientifically based, systematic, and humane approach serves to transform any conflict in the educational environment into an opportunity for growth and positive change. To consider the issue of conflict management in the pedagogical environment on a broader scale, it is necessary to take into account the socialization function of the educational process. If the teacher manages the conflict correctly, it becomes a source of life lessons, social skills, and moral conclusions for the student. Regulatory and legal frameworks also play an important role in the management of pedagogical conflicts. If the internal regulations, code of ethics, and disciplinary norms of the educational institution are clearly defined, the conflict resolution process will be free from subjectivity. However, the rules should be adopted in the form of a social contract, and not as a means of strict control. When students understand the content of the rules and consider them fair, internal discipline is formed. Internal motivation is more effective than external coercion. Psychologically, the process of identification plays an important role in pedagogical conflicts. If the student feels like a partner with the teacher, and not in a contradictory position, the conflict will decrease. For this, the teacher must respect the student's personality, listen to their opinion, and allow them to make independent decisions. The communicative strategy of the teacher in conflict management requires separate analysis.

Collaboration with a school psychologist in conflict management in an educational institution increases effectiveness. The psychologist identifies the deep roots of conflict through diagnostic, counseling, and corrective sessions.

Individual conversations, psychological trainings, and stress management exercises develop students' socio-emotional competence. This serves to prevent future conflicts. In modern pedagogical approaches, the concept of socio-emotional education occupies an important place.

This approach is aimed at developing students' self-awareness, emotional management, empathy, responsible decision-making, and effective communication skills. As these competencies develop, the destructive form of conflict decreases.

Because the student learns to manage their emotions and understand others. Another important aspect of pedagogical conflicts is the reduction of subjectivity in the assessment process. Students often associate grades with personal attitudes. Therefore, the introduction of a criteria-based assessment system, specific criteria, and elements of self-assessment is recommended. One of the important principles of conflict management in the pedagogical process is consistency. Reacting differently at different times to the same behavior increases the sense of injustice. Therefore, the teacher must be consistent in their decisions. This fosters a sense of confidence and accuracy in students. Encouragement and positive reinforcement are also important tools in conflict management. Instead of focusing only on negative behavior, recognizing students who set a positive example improves the classroom climate.

According to the principles of positive psychology, as positive experience intensifies, negative behavior decreases. In the process of managing pedagogical conflicts, it is necessary to take into account gender, cultural, and individual differences. Each student has their own unique psychological characteristics. Making decisions based on stereotypes can exacerbate the conflict.

An individual approach serves to recognize the value of each person. As a final point, it can be noted that managing pedagogical conflicts is not only a solution to the problem, but also a means of improving the quality of the educational process. Management, carried out on the basis of a constructive approach, forms the principles of social responsibility, self-awareness, and respect in students. Thus, the combination of pedagogical discipline and psychological methods strengthens the principles of stability, cooperation, and humanism in the educational environment.

CONCLUSION

In conclusion, the pedagogical order and psychological methods of conflict management are an integral part of the educational process. Scientifically based psychological approaches, empathy, and reflection are the main factors in the constructive resolution of pedagogical conflicts. Conflicts arising in the educational process are a natural and inevitable phenomenon, and it is important not to deny them, but to manage them on a scientific basis.

Psychological methods are a decisive factor in effective conflict management. At the same time, the conflict management process must be continuous and systematic. In general, conflict management requires the integration of pedagogical and psychological approaches. This is an important condition for ensuring the development of personality and a stable psychological environment in the modern education system.

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