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## PEDAGOGICAL PERMISSION AND CREATION OF CONFLICT

**Abstract:** *These issues examine the problematic situations and approaches to conflict encountered in pedagogical activity. This article analyzes ways to assess and resolve conflicts.*

**Key words:** *conflict, pedagogy, assessment, problem situations, ethical assessment, situation, pedagogical skills and competence.*

**Language:** English

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### Introduction

Currently, pedagogical science, pedagogical technology, educational technology, and teaching technology are frequently mentioned in pedagogy. To date, the concepts of "new pedagogical technology", "advanced pedagogical technology", "modern educational technology" have not yet been formulated in pedagogical literature, reports on education issues, and the encyclopaedia has not yet been formulated. q, there is no single interpretation of its content, and therefore there are many distinct definitions of the expression. Pedagogical technology is a field of knowledge through which the education policy of the third millennium is turning, the teacher's activity is being renewed, the system of thinking, knowledge, patriotism and love for the country and the students. formed. The basic idea behind education is also to create personal qualities, such as tolerance, tolerance, respect for the opinions of others, national, cultural and universal values that refuse authoritarian and false thinking that understands nature and human identity. is a humanitarian act. The solution to this problem is to some extent related to educational technology.

First, let's clarify the concept of "technology." The word came to science in 1872 as it relates to technical development, and comes from the Greek two

words - "techne" - art, skill, art, and "logos" - science. formed and means "science of the craft." However, this expression does not fully describe the modern technological process. A technological process involves performing a specific sequence of operations, always using the necessary tools and facilities. To be more precise, a technological process is the activity of a worker (machine) to create products as a result of a gradual effect on labor objects and raw materials. When we translate this definition to the subject of research, that is: Pedagogical technology is the use of the teacher's teaching tools to influence students in a particular context. It is the process of forming and setting the personal qualities that are predetermined as the product of this activity.

As we have seen from the above definition, the process of explaining the concept of pedagogical technology is based on the technological process. In fact, the definitions of this concept are numerous in the pedagogical literature. In the pedagogical literature, the term "technology" can be found in many different ways: "teaching technology", "educational technology", "information technology", "learning technology" and so on. While teaching technology is a close concept to pedagogical technology, it does not mean exactly that, because it reflects the way

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technology is absorbed in a particular subject, topic, or question. . It comes with more private methodologies. Pedagogical technology refers to the implementation of information technology and is based on knowledge of the functional system of the "teacher-student". It is worth noting that at present there is no consensus on the logical explanation of the concept of educational technology. There are more than 300 definitions in the pedagogical literature. As mentioned above, although the theory of pedagogical technology has been based since the second half of the last century, there are different approaches to the concept of "pedagogical technology." In particular, pedagogical scientist Bepalko describes pedagogical technology as a "project of a specific pedagogical system that is implemented into practice" and focuses on the design of the educational process. NF Talzina notes that pedagogical technology should be an "independent science that addresses issues such as the consistent application of techniques that promote certain principles between science and practice," and so on.

Conflict is any kind of contradiction that arises between subjects. A pedagogical conflict is also a contradiction between subjects, but the subjects are the educator and the pupil. Based on the contradiction, personal development and the development of interpersonal relations are carried out. Distinguish between empty and meaningful conflicts. The first arises on the basis of unstable mental health. Its resolution does not require complex technology, but only the removal of the mental stress of the interlocutor through the manifestation of care and attention. Depending on the degree of development of the substantive conflict, the technology of its pedagogical resolution is becoming more complicated. The most difficult type of relationship for students (and teachers), where it is more difficult to reach agreement, cooperation. It is no coincidence A.S. Makarenko considered it necessary to educate two abilities in schoolchildren: "the ability to command and the ability to obey." The difference in relations leads to a mismatch of norms, values and interests, which often leads to conflicts.

Conflicts in pedagogical activity arise quite often. Conflict is a clash of differently directed goals, interests, positions, opinions or views, expressed in an aggravated, rigid form. Conflicts can be intrapersonal, interpersonal and intergroup, short-term and protracted, explicit and hidden. Depending on the resolution method, productive (constructive) and destructive conflict are distinguished. A productive (constructive) conflict has the following positive aspects:• promotes a certain forward movement, prevents stagnation;• objectification of the source of disagreement occurs and its resolution, "removal" is possible; funds are found to prevent future conflicts;• there is a denial of old relationships, which leads to the formation of new relationships, correction of

interaction;• internal tension is eliminated, aggressive feelings, frustrations, neuroses are discharged;• a way of self-assertion of a person;• intergroup conflicts lead to group integration, increased solidarity and cohesion of the group. But it is more expedient to resolve conflicts in a peaceful, constructive way. The component of the conflict - the pedagogical situation - the real situation in the study group in a complex system of relations and interactions between students, which must be taken into account when deciding on how to influence students. Types of situations:• situation of activity - arises regarding the fulfillment by students of educational or other types of tasks or assignments;• situation of behavior - arises as a result of students violating the rules of behavior at school, at home, in a public place;• situation of relations - arises in the sphere of emotional-personal relations between teachers and students or between students.

Features of the pedagogical conflict: • professional responsibility of the teacher for the pedagogically correct decision of the pedagogical situation; • parties to the conflict have different social status, which determines the behavior of the parties to the conflict; • the difference in the age and life experience of the participants breeds their position in the conflict, giving rise to different responsibilities for errors in its resolution; • different understanding of events and their causes by participants; • the teacher is not always able to understand the depth of the experiences of the pupils, and the pupil to cope with their emotions; • the presence of witnesses gives educational conflict educational value; • the professional position of the teacher in the conflict obliges him to take the initiative to resolve it. Undesirable consequences of the conflict: inflicting deep psychological trauma on the pupil, provoking reciprocal rudeness and aggression, the emergence of negativity in the behavior of the pupils, the loss of authority by the teacher, a decrease in interest in the subject taught by the teacher, school maladaptation, and the strengthening of the tendencies of difficult education for individual children or groups. conflict: manifestation of empathy, "arbitrator" (appeal to a third party), two-way analysis, temporary disconnection, ultimatum, suppression, joke, compromise, apologizing, advancing the person, forgiveness (Those who know how to forgive end quarrels. African proverb), surety, organization of success in the activities of a foster child, moral support, raising the status of a foster child in a children's team, switching attention, postponing, the effect of three D: benevolence, good faith, affordable STI, and others. "Cooperation - is not the absence of conflict, but a means to settle them" (D. Tannen). Operations to create interaction in conflict: • achieve an adequate perception of each other; • not respond to aggression with aggression; • Do not insult or humiliate your opponent with a word, gesture, or gaze; • give the opponent an opportunity to speak out,

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having carefully listened to his claims; • try to express your understanding; • do not make hasty conclusions; • invite the opponent to discuss the issues in a relaxed atmosphere. Dialog: • observance of pedagogical tact in relation to the opponent; • do not interrupt unnecessarily; • Do not impose your point of view; • not be categorical; • in their arguments rely on facts. Interaction is the final stage in resolving the conflict. A means of protection against stress and conflict is the

mechanism of psychological protection, which is actively used by both pupils and teachers. The phenomenon of psychological defense is common to all people and is considered a normal phenomenon in a healthy psyche if it does not become redundant and painfully pointed. Methods of psychological protection: crowding out, substitution, identification, isolation, alienation, rationalization, avoidance reaction, regression, sublimation.

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