



## Types Of Pedagogical Conflict In Primary School Students And Ways To Overcome Them

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### ABSTRACT

This article analyzes the types of pedagogical conflicts encountered in primary school students and ways to overcome them and makes relevant recommendations.

### KEYWORDS

Pedagogy, conflicts, type, students, education, character, problem, understanding.

### INTRODUCTION

Currently, the process of building the Third Renaissance in Uzbekistan is underway. One of the main tasks in this process is the harmonious development of the student's personality in the primary grades. Therefore, the study of pedagogical conflicts that negatively affect the

well-being of primary school students is currently relevant.

As mentioned, the word "conflict" means, "disagreement", "conflict", "misunderstanding". However, the

pedagogical contradiction between them is acceptable. This is because the notion of contradiction is manifested in the relative and transient nature of this phenomenon. In this regard, the personality-oriented nature of pedagogical conflictology is manifested in the form of contradictions. This is explained by:

- 1) The word “conflict” is a cultural meaning of the term conflict and has a relatively positive character;
- 2) Conflict is a temporary phenomenon;
- 3) There is no aggression or use of force in the conflict;
- 4) Conflict - can be eliminated.

Based on this pedagogical analysis, we use the concept of “pedagogical conflict” in the sense of a set of contradictions that arise in the process of education and upbringing and have overcoming factors. This requires examining the phenomenon of pedagogical conflict in the context of the general phenomenon of Conflictology, the study of its manifestations, forms and types, the technology of their resolution.

Pedagogical conflicts have their own characteristics in relation to political, economic and social conflicts. Here we emphasize the most important of these features.

1. **Educational nature.** Pedagogical conflicts are primarily of an educational and pedagogical nature, and they occur in the process of learning, education and habituation. Therefore, pedagogical conflicts are contradictions that arise in the reality of education and activity.

2. **Periodic nature.** Pedagogical conflicts have a temporal (temporal) nature, they are relatively transient conflicts in terms of their origin and consequences. Because in their emergence there will be internal and external factors, the effects of time and space. In this respect, pedagogical conflicts occur in a way that is specific to certain appearances, shapes, and species, and may diminish or increase under the influence of time and space.

3. **Coming between individuals.** Pedagogical conflicts are conflicts between the participants of education - the student and the teacher (coach), the student and the student, the student and the parent, the student and the school community. In this respect, this phenomenon has specific objects, the extent and consequences of which depend on individuals.

4. **Possession of the factor of elimination.** There is a factor of elimination of pedagogical conflicts with educational, term, interpersonal features. Because pedagogical conflicts do not have the characteristics of violence, use of force, or threat, on the contrary, they have the potential to be resolved because they have the characteristics of reading, learning, mastering, and adapting.

After all, pedagogical conflicts differ from political, economic, social, ideological conflicts by having such specific features. At the same time, it is necessary to take into account the

following pedagogical conflicts related to the teaching process.

Conflict in the learning process is a situation that arises between the teacher and the student due to the inability of the parties to reach an agreement on certain issues.

Conflicts in the educational process negatively affect the mood of any person, reduce their ability to learn, desire, and destabilize the “mental climate” in the group, increases student dissatisfaction. to be fair and objective under a particular situation, to draw appropriate conclusions.

Pedagogical-psychological research shows that in a place where the “mental climate” is good, disciplined, not only is education high, but pedagogical conflicts are also high, and students are found to be very satisfied with their knowledge.

Conflicts in the learning process can occur for a variety of reasons.

From them:

- Shortcomings in the organization of education;
- Imperfect incentives;
- Poor educational conditions;
- Violation of the law on education;
- Low level of teaching;
- Dissatisfaction with the culture of interaction, etc.

There are basically three types of pedagogical conflicts: Conflict between teacher and

student arises when the student is given conflicting assignments, the teacher’s demands do not match, and the student does not know what to do in such a situation. Suppose the teacher demanded that the task be completed. Later, if a teacher complains to a student that he or she has spent too much time on these tasks and, as a result, is unprepared for the remaining tasks, such a requirement is inconsistent with the requirement. As a result, the student becomes angry without knowing what to do.

Conflicts between teachers and groups can often be caused by inconsistencies in their views on a particular issue, the division of responsibilities between groups of teachers, and unsatisfactory learning conditions between groups and teachers. Even when two candidates are nominated for the best student, there will be cases of this kind of origin. Conflicts between teachers and students are common in life. Such conflicts in the learning process can be, for example:

- Some students do not do their homework;
- Regular truancy;
- Touching the teacher’s nerves without discipline in the classroom;
- A teacher puts one student ahead of another.

Conflicts between a teacher and a group can be caused by disagreements between the teacher and the group. In the educational process, the relationship between each teacher and student takes place in two components: formal and informal

The young teacher's conflict with the group is also the result of a disagreement between the teacher and the group. In the learning process, the interaction between each teacher and student takes place in two structural frameworks: formal (or formal) and informal (or informal).

The interaction between the teacher and the student is constantly affecting each other, and in the process, conflicts also arise. Depending on its abstraction, pedagogical conflicts can be open or closed.

Open conflicts usually arise directly, in the eyes of the teacher and the student. They will be fully matured until the collision occurs. Because such conflicts are under the control of management, they pose little threat to the learning process and are easier to manage.

Closed conflicts are extremely dangerous. Such conflicts can be like a mine that gradually explodes at a set time. If the conflict is not yet "done" or hidden from the eyes of others, in other words, if the conflict is "inside" the teacher and the student, know that it is ultimately dangerous and very difficult to manage. Closed conflicts often arise as a result

of development in the form of conspiracy, provocation, deceit, and corruption. They focus on conspiracy, sabotage, and lies, fabrications, and slander serve as the main weapons for students.

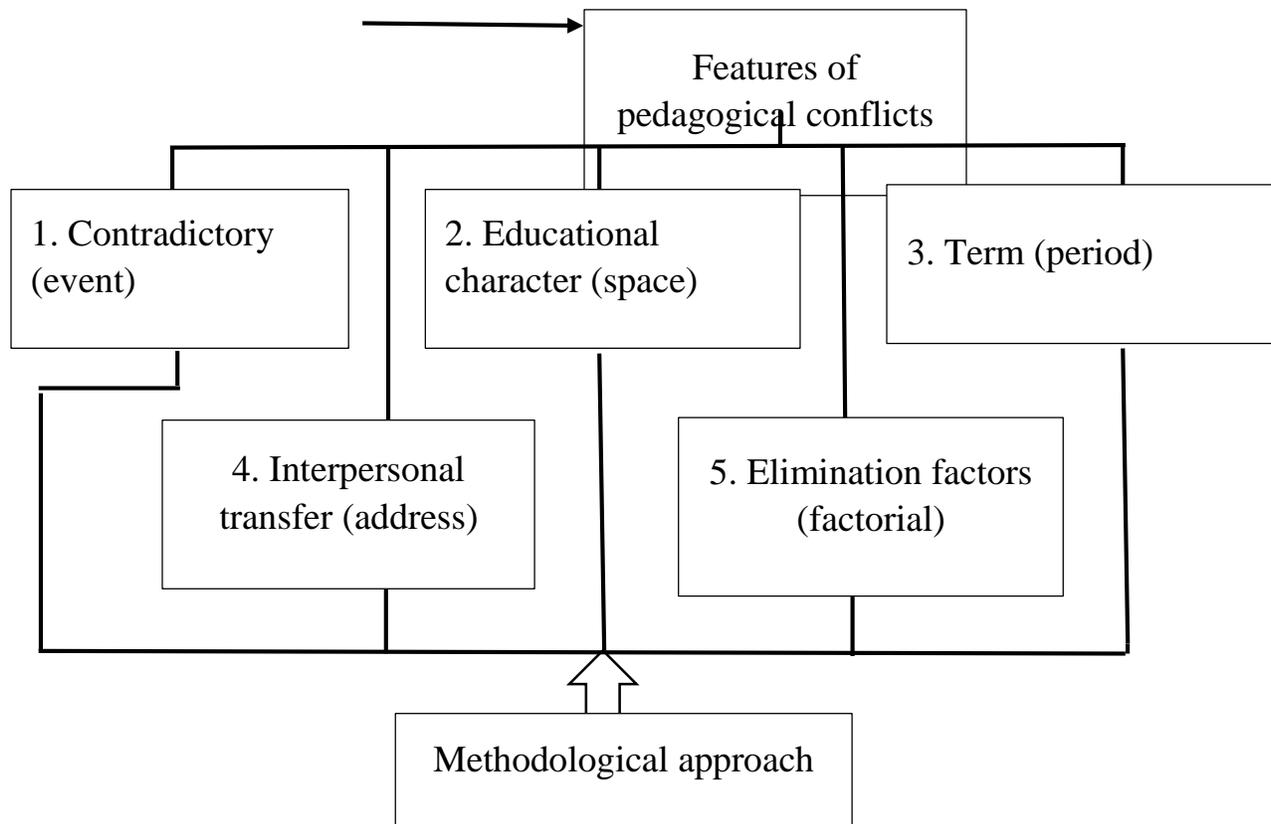
Depending on their nature, pedagogical conflicts are divided into objective or subjective conflicts.

Objective conflicts include conflicts related to realities and problems that arise in the process of education development.

Subjective conflicts include conflicts that arise as a result of differences in the personal views of the teacher and students on a particular reality. So any skilled teacher should try to stay away from conflicts in the team. Relationships should only be focused on the good.

It should be noted that conflicts between students and others are of a contradictory nature, and conflicts in the teaching process are of a conflict nature. In this case, the set of contradictions and conflicts goes through the factors of pedagogical conflicts. Therefore, in our approach, pedagogical conflicts take on a broader character.

Thus, the content of the phenomenon of pedagogical conflict is perceived as follows (diagram):



We all know that the recent increase in various scientific, technical, spiritual and economic influences on human beings in modern societies, the increasing complexity of the way of life in modern societies, also exacerbates the types of conflicts that people may encounter. Therefore, since conflicts are an integral part of human life, it is impossible not to recognize them and ignore them. You just have to learn to manage conflicts, to find solutions to them.

### CONCLUSION

One of the main tasks is to study the characteristics of pedagogical conflicts encountered in primary school students and to

find a solution to this problem. At the same time, the loyalty of pedagogical conflicts to other phenomena shows that there are didactic possibilities for solving this problem.

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