

SUMMARY

The theme: «The influence of the conflictogenic factor of family education on the interaction of the actors of general education».

The author: Razdueva Tatyana Andreyevna

Scientific adviser: Volochayeva Oksana Fyodorovna, PhD in Sociology, associate professor, head of the Conflict Resolution Studies, Public Relations and Journalism Chair.

Organization: The Institute of International Relations; the Conflict Resolution Studies, Public Relations and Journalism Chair; Pyatigorsk State Linguistic University.

Key words: pedagogical conflict, general educational process, pedagogical interaction, family education, intrafamily conflict, psychological correction, child-parent relations.

The interest to the phenomenon of pedagogical conflict appeared long ago and was associated with the transformation of priorities in the sphere of education, family education and other fields connected with the spiritual and moral development of the personality. We consider that nowadays the interrelation of the family education and pedagogical conflicts deserves much attention.

The relevance of the research work: it is conditioned by the fact that in order to resolve both pedagogical and family conflicts it is necessary to create some innovative methods which as much as possible take into account the peculiarities of the problems in the sphere of education, as well as the problems of a child's personality development under the conditions of the conflictogenic society.

The object of the research consists in the pedagogical conflicts in the general educational process, their constructive resolution.

The subject of the research is the specificity and role of the conflictogenic factor of family education in the process of transformation of value and educational priorities.

The purpose of the research is to reveal the fundamental elements of interrelation of family and pedagogical conflicts, as well as by means of singling out some basic strategies of their resolution to work out the practical recommendations for the organization of psychological correction of the child-parent relations. In accordance with the purpose of the research a number of goals are determined, as follows:

1. To consider the pedagogical conflicts as an integral part of the general educational process.
2. To single out the conflictogenic factor of family education under the conditions of transformation of the value priorities.
3. To reveal the specificity of interrelation of family education and pedagogical conflicts.
4. To work out an innovative practice of pedagogical conflicts resolution under the conditions of transformation of family education.
5. To present some mechanisms of intrafamily conflicts resolution in the «parent-child» line as a means of the conflict prevention in the general educational process.

The theoretical and practical significance of the work is determined by the fact that a specialist in conflict resolution studies should know the latest information about the conflictogenic spheres and be able to analyze the obtained information. The practical significance of the work lies in the fact that some particular recommendations on the subject in question are elaborated and their use in the educational and analytical activities are determined. One of the practical recommendations is to create an innovative pedagogical center for conflict resolution, that would allow to broaden the knowledge that is necessary for both teachers and conflictologists to resolve the conflicts in the pedagogical and family interaction. Taking into consideration the international experience in the framework of the conflict resolution center will help to make progress in the creation of new approaches to the settlement and analysis of conflicts in the general educational process, conditioned by the problems of family interaction.

While working out the program for the constructive resolution of a particular conflict, the role of all subjects of the conflict – a child, a parent, a teacher, peers, etc., as well as their individual psychological peculiarities should be taken into account.

The work structure is subject to the logic of research. The graduation work consists of an introduction, two chapters with five paragraphs, a conclusion and references with forty-nine sources. The total volume of the work is sixty-one pages.