

SUMMARY

Theme : The specificity of the horizontal management conflicts (as an example of Municipal Educational Institution of village Shitkhala)

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Topical Importance is that for most educational institutions are characterized by conflicts of varying intensity. In the pedagogical sphere fundamentally requires favorable socio-psychological conditions that provide spiritual comfort to the teacher, the parents and the student, since it represents all kinds of deliberate socialization of personality, the essence of which lies in the development and transmission of social experience. Global changes, which we can observe in all spheres of life and the ever-changing demands of society, affect the development of the contemporary patriotic education. That is why we can include modern pedagogic society to the field of high voltage.

The process of pedagogical interaction is characterized by a lack of understanding and the emergence of conflicts between all actors: teachers, parents, and students. Working with a team of students, teacher is a strong psychological suspense, since it must control the behavior of their students, as well as their behavior when interacting with their peers. Conflict ICT incompetence teacher affects the level of professional development and formation, personal and professional image. Pedagogical activity of the teacher becomes a conflict, violated the integrity of the educational process.

Thus, **goals** of our research are to develop recommendations to identify and manage conflicts in the pedagogical team in Municipal Educational Institution of village Shitkhala, to reduce the likelihood of horizontal conflicts.

The realization of these goals presupposes the setting and achieving the following tasks:

- consider the features of conflicts in the pedagogical collective;
- to identify the specificity of teaching management of conflicts;
- experimentally investigate the State of conflict in the pedagogical team of Municipal

Educational Institution of village Shitkhala;

- develop recommendations for the settlement and prevention of teaching conflicts.

The theoretical value consists in the fact that the soil analysis of various scientific approaches to the study of the problems in the management of horizontal conflicts, and proposed recommendations were developed for the settlement and prevention of teaching conflicts. Have also been revealed main psychological causes horizontal conflicts which were developed recommendations on conflict prevention, management teaching. **The practical value** is that these study results can be used in the elaboration of prevention and management of teaching conflicts. Identified causes horizontal conflicts led to an empirical study using indicators that can be used to develop prevention programs. The data can be used in teaching and learning through lecture courses in conflictology, educational psychology, educational ethics, psychology of the conflict.

Results of our study were the development of recommendations for settlement and prevention of horizontal conflicts in the pedagogical team.