

SUMMARY

Final qualifying work on theme: "Interpersonal conflicts in the pedagogical process in the dyad "teacher-student"

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Key words: conflict, educational conflict, the dyad "teacher-student", teaching process, and interpersonal conflicts.

The relevance of the research topic. For modern schools the problem of interaction between teacher and student in the pedagogical process is quite acute. The high school teacher must possess competences that will help him to foresee, prevent and properly resolve conflicts in the educational space. Therefore, the study of interpersonal conflicts in the pedagogical process in the dyad "teacher-student" is a practice-oriented course in conflict resolution, as its objectives are the study of the nature and causes of pedagogical conflicts, development of methods for their management and resolution, and building methods for their prevention.

Today it is becoming more and more urgent implementation of smart conflictological competence of participants of educational process: teachers in the first place. Need of a favourable psychological climate in a school team are unquestionable, as it will contribute to reduce the impact of conflict-generating factors that exist in an educational environment. No less important in secondary schools to practice the particular personal component involved in the conflict and the use of individual counseling, weight this will contribute to the harmonious development of the personality of each student.

The purpose and objectives of the study. The aim of the study is to study the strategies and behaviors of the teacher and student interpersonal conflict with the creation of practice-oriented project of prevention the interpersonal conflicts in the dyad "teacher-student".

Objectives of the study:

- explore categorical apparatus, structure and types of interpersonal conflicts,
- to identify the main causes of conflict in the dyad "teacher – student",
- identify key strategies and behaviors the teacher and student interpersonal conflict;
- to develop practice-oriented project of prevention the interpersonal conflicts in the pedagogical process in the dyad "teacher-student".

Theoretical and practical significance of the research consists in possibility of application of the provisions and conclusions of the thesis in universities in courses on conflict management and pedagogical skills. Theoretical significance of qualification work is that the prisoner in her multi-level theoretical analysis allows to define more precisely the problem of interpersonal conflicts in the pedagogical process, to use recommendations for their prevention and resolution.

The results of the study.

- studied categorical apparatus, structure and types of interpersonal conflicts,
- identified the main causes of conflict in the dyad "teacher – student",
- identified key strategies and behaviors the teacher and student interpersonal conflict;
- developed practice-oriented project of prevention the interpersonal conflicts in the pedagogical process in the dyad "teacher-student".

Recommendations.

1. Conflictological analysis of the situation of resolving interpersonal conflict in the dyad "teacher-student".

In the case of the resolution of the conflict of the teacher we offer the option of conflictological analysis of the encountered problem situation, which will contribute to resolving interpersonal conflict in the dyad "teacher-student" and is as follows:

- 1) description of the situation, its participants;

- 2) determination of the critical moment when it was possible to prevent the transfer of the situation in the conflict;
- 3) objective evaluation by the teacher of their actions during the creation of a conflict situation, as it could play a negative role in the surprise act of the student, the confusion previously created by the emotional state or mental attitude, perhaps the presence of witnesses, or, conversely, their absence, etc.;
- 4) analysis of used methods of exposure, their effectiveness;
- 5) analysis of teacher's own errors;
- 6) analysis of relationships with students after conflict.

2. Conflictological analysis of the situation of resolving interpersonal conflict in the dyad "teacher-student".

From the administration of the school also remains important to analyze the behavior of the teacher in the situation and its errors; and assessment of the methods of influence used by the teacher in a conflict situation in the dyad "teacher-student", including from the point of view of the adequacy of the existing at the beginning of the development of the situation information.

So how to solve the conflict, the parties, in particular, the teacher, or in the course of settlement of the conflict by the parties, in particular, the other teacher and the facilitator needs to be analyzed:

- 1) the source of the conflict (prerequisites, which are of some nature, whether it is subjective or objective experiences of the parties, confessional, ethnic, psychological, moral or humanitarian aspect, etc.

- 2) the depth of the conflict, which takes into account the positions of the conflict, confrontation (partial or full), a contradiction of opinions, the clash of positions, etc.

- 3) "biography" of the conflict – history accompanying the background from the sympathizers, the preferred methods of struggle of the interests involved, etc.

- 4) the parties to the conflict – where, depending on quantity of the involved forces the actual participants can be inferred about the complexity of conflict, its intensity.

- 5) relationship of the parties and their positions. We are talking about the analysis of the formal and informal relations between the actors of the conflict, is there interdependence between them and what she order, the extent of the relationship and threshold of significance of relationship, interest in the conflict by third parties (the various factions and personalities).

- 6) the attitude of the parties to the conflict and seeking to solve it yourself or rely on publicity and external factors of influence, counting on the escalation of the conflict or interested in its resolution, etc.

3. Methodology the identification strategy of behavior in conflict situations.

The knowledge of the teacher to the basic techniques of conflictological analysis will help him not only dignified way out of conflict situations, but also to prevent conflict. Teachers must know the tricks conflict-free communication with the students, which would indicate a literacy educator in the field of conflict resolution. To this end, we offer teachers to use the method of K. W. Thomas, "behavior Strategy in a conflict situation", adapted N. In. Grishina. This technique makes it possible to identify five possible variants of individual behavior in a conflict situation are determined typical ways of responding to conflict. It is known that respondents are prone and unwilling to cooperate or rivalries in the group, in the team varies and the tendency to compromise on individual characteristics depends on the propensity for conflict or, conversely, the desire to repay them. This technique allows also to evaluate the degree of adaptation of each member of the team to work together.

4. Conflictological memo to the teacher.

We also offer memo "Conflict in the dyad "teacher-student: prevention and resolution", which consists of ten points:

1. Whenever possible, you should avoid a hasty reaction against the student, as "verbal blows" lead to the impulsive reactions of the pupil, which is followed by the response "verbal blows" and the situation becomes contentious.

2. It is important as perturbation of the act not to pass on personal qualities of the student, not to do obobshchennykh conclusions, not glue "labels".

3. To avoid bias in the rating behavior of the student, as the student, cute teacher, often turns out to be wrong, his mistakes are remembered and are remembered. This position of the teacher leads to the fact, that he substitutes an objective attitude to personal qualities of the student, the list of offenses in which he was seen early: a good student remember the good things and few bad important and "difficult" the student remains responsible.

4. You need to try to see the positive in a tough teenager, to highlight this, to praise, etc.