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## DISPUTES AND METHODS OF ITS RESOLUTION

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### Abstract

The article describes the conflicts that occur in personal activity, their types, reasons for their origin, types and procedures for their resolution. In addition, there are ideas about the ways to prevent the pedagogical and psychological characteristics of conflicts, thereby professional deformation.

**Keywords:** conflict, dispute, communication, attitude, communicative, interactive, perceptive communication, administrative conflict, pedagogical conflict, moral conflict.

### Introduction

A problem of pedagogical psychology of complex pedagogical importance is the problem of psychological communication and obstacles in the daily activities of a person.

Relationship is a multifaceted process of development of bonds between people arising from the needs of joint activities. A relationship involves the exchange of information between co-operators. Such information exchange can be described as the communicative aspect of the relationship. When people engage in communication, they turn to language as one of the most important tools of communication. The second aspect of the relationship is the mutual action of the participants in the relationship, in the course of speech, the facts are exchanged not with words, but with actions and behaviors. Finally, the third aspect of the relationship is that the participants in the relationship are able to perceive each other. Thus, in the process of a single relationship, three aspects, communicative (information transfer), interactive (mutual action) and perceptive (mutual perception) aspects can be shown separately. It is the unity of these three aspects and the studied relationship that emerges as a way of organizing joint activities and mutual actions of people involved in it. It is especially important for a pedagogue to know the laws of relations and to develop the skills and abilities of establishing relations.

After all, his task according to his profession can be successfully solved only if he is able to effectively involve students in joint activities with him, establish mutual action and mutual solidarity in a way that meets the goals and tasks of education, that is, establish a full-blooded pedagogical relationship. Pedagogical attitude, considered in terms of its forms of implementation, is a system of mutual actions of the pedagogue and students. First of all, information exchange is done by the teacher using various communication tools.

The content of the relationship is the establishment of mutual solidarity and mutual relations with the student. The didactic and especially educational tasks of the teacher's activity cannot be carried out in a sufficiently productive manner without organizing the

process of productive interaction between the teachers and the student community. In this way, the attitude in the work of a pedagogue:

**firstly**, in particular as a means of solving educational tasks;

**secondly**, as a system that supports the educational process from a social and psychological point of view;

**thirdly**, it is a method of organizing a certain system of mutual relations between teachers and students that allows for successful education and training, and finally;

**fourthly**, without it, the individual character of the schoolchild will emerge as a process that cannot be educated.

Pedagogical relationship means the system, methods and skills of mutual action between the pedagogue and the group of students, the content of which is the exchange of information, the educational effect and the organization of mutual cooperation. The teacher is the initiator of this process, organizes it and leads it. Pedagogical attitude, on the one hand, is the emotional state of the educational process, and on the other hand, it appears as its direct meaningful definition. The problem of forming a team of pedagogues is one of the urgent issues of today. The mental environment of the team of educators is first of all reflected in the mood of its members, and their work determines their mental and physical condition.

As evidenced by socio-psychological studies devoted to the study of scientific communities, people who occupy a good position work more productively than others, are victims of accidents relatively less and commit less disciplinary defects. This applies equally to the pedagogical team. Ultimately, the mood of teachers is always determined by the psychological environment of the school community. Current research shows that the team environment is largely related to the cooperation of experienced and young professionals. In such a case, the support given to young and talented people is one of the most important aspects. In communities of such people who seek more independence, the very act of satisfying this desire frees up many resources of collective energy and directs them to creative pursuits. However, in current pedagogical teams, the so-called "adaptation" is widespread, according to which young professionals who are less independent in their behavior in the new team more successful adaptors, and more creative beginning pedagogues become sources of more 'conflicts'.

Interpersonal conflict is a situation of conflict and disagreement between people. Interpersonal conflicts are common conflicts in life. Such conflicts are divided into conflicts in the family and production. Industrial disputes include:

- between employee and employee
- between the employee and the manager
- can be between the leader and the leader.

In most cases, the conflict between individuals may arise due to the incompatibility of their views on this or that issue, the distribution of resources between managers, and the dissatisfaction of working conditions between employees and managers. People behave differently in conflict situations: some give way, some insist on their point of view. Doctor of Psychology.

N. Obidov distinguishes 3 different types of behavior in conflict situations; "Practitioner", "Interviewer", "Thinker" behavior types.

They act differently in conflict situations.

"Practitioner" applies the principle "The best defense is offense". For them, the most important thing is action, which causes these conflicts to last for a long time. The change of opinion of others leads to different opinions.

Conflict cannot be avoided when solving a problem in the "leader-employee" relationship.

Because the "practitioners" are too petty, there are breakdowns in relationships. For them, communication with people is in the first place. People of this type easily accept the opinion of others. Therefore, they often become the informal emotional leader in the team.

For "thinkers" "Let them think that they have won!" the principle is unique. "Thinkers" tend to be aware of themselves and their environment. In conflict situations, they cite complex facts to prove themselves right and the opposite side wrong. Only a third party can get the conflicting parties out of a difficult situation. "Thinkers" always think about their behavior. In conflict situations, representatives of each type behave in their own way.

The state of affairs caused by aggression or disagreement between people is such a direction that the conclusions about it are of interest not only to psychologists, but also to sociologists, lawyers, pedagogues, philosophers, social workers, managers of various levels. After all, in order to study human nature and its aspects related to other people, it is necessary to learn, know and manage this aspect of behavior. Effective conflict resolution progresses from avoidance to cooperation. In conflict avoidance, no one side wins, and in competition or compromise and compromise, only one side wins, or none at all. Only in cooperation can both sides win.

Based on the studied sources, the following conclusions can be made:

- the origin of internal conflicts in a person depends more on the system of interpersonal relations;
- mechanisms of internal conflicts in a person are determined by dissatisfaction with communication, lack of mutual understanding, supports.
- formation of interpersonal relations in the team is considered important in the occurrence of internal conflicts in a person.
- internal conflicts in a person have an objective and subjective character, and the main place is occupied by personality characteristics.
- the basis of internal conflicts of a person is the communication characteristics of a person.
- many aspects of internal conflicts in a person depend on the leader and his management style.
- special training sessions held in the team can be an effective tool in preventing conflict situations in them.

In conclusion, by studying and analyzing the pedagogical and psychological features of conflicts arising in personal activity, finding ways to study them comprehensively and applying them in practice, elimination of conflicts helps to prevent the occurrence of professional deformations.

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