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EDUCATIONAL AND METHODOLOGICAL FOUNDATIONS OF DESIGNING A CONFLICTOLOGICAL BLOCK IN THE PROFESSIONAL TRAINING OF A TEACHER

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Abstract. *This article examines the educational and methodological foundations of designing a conflictological block in the professional training of a teacher. Theoretical and methodological approaches to integrating the conflictological block into the pedagogical education system, its content structure, and its didactic conditions are considered. The author analyzes the criteria, principles, and educational-methodological tools used in designing this block.*

Keywords: *conflictological block, professional training, educational-methodological foundations, design, pedagogical education, conflictological competence, didactic principles, future teachers.*

INTRODUCTION

The modern education system places high demands on the teacher: he must become not only an expert in his subject but also a specialist capable of managing complex interpersonal and intergroup relations. In the practice of pedagogical activity, conflicts appear as an inevitable phenomenon, and the inability to resolve them constructively often becomes one of the main causes of professional burnout, dissatisfaction, and resignation among teachers (President of Uzbekistan, 2019). For this reason, designing a special conflictological block in the professional training of teachers has become a pressing scholarly and practical problem.

The idea of distinguishing a conflictological block as an independent didactic unit within the educational process has found expression in the works of such researchers as G.S.Kodjaspirova, N.V.Grishina, and V.I.Zagvyazinsky (Grishina, 2008). However, special studies aimed at the systematic elucidation of the educational-methodological foundations of designing this block are insufficient; this issue has been especially little studied in the context of Uzbek pedagogical education.

MAIN PART

Theoretical foundations of designing the conflictological block

In the professional training of a teacher, the conflictological block is an independent didactic module of the curriculum intended for the purposeful formation of conflictological competence in future teachers, consisting of a harmonious combination of theoretical knowledge, practical skills, and reflexive experience (Kodjaspirova, 2004). Three principal theoretical approaches are applied in designing this block: the systems approach (the interconnection of the block's elements), the competence-based approach (conflictological competence as the outcome), and the activity-based approach (practical action skills in conflict situations).

In designing a conflictological block in pedagogical education, the following principles must be observed: (1) the principle of professional orientation – the content of the block must proceed from the real conflict situations of pedagogical activity; (2) the principle of integrativity – the harmonious unification of psychology, pedagogy, and conflictology; (3) the principle of staging – a consistent transition from knowledge to skill, and from skill to competence; (4) the principle of reflexivity – developing the ability to analyze and evaluate one's own actions (Zagvyazinsky, 2012).

Educational and methodological tools for designing the conflictological block

In constructing the conflictological block, it is expedient to divide the content into three levels: the theoretical level (the nature, types, and dynamics of conflict), the practical level (negotiation, mediation, and de-escalation techniques), and the integrative level (finding solutions in real pedagogical conflict situations). At each level, specific educational-methodological tools are applied: at the theoretical level – lectures, textbooks, and scholarly articles; at the practical level – trainings, role-playing games, and case studies; at the integrative level – pedagogical practice, supervision, and the portfolio method (Xasanov, 2020).

The entry of digital technologies into the educational process is opening up new opportunities for designing the conflictological block. In particular, creating virtual conflict situations through simulation programs, conducting online trainings, and maintaining an electronic portfolio serve to improve significantly the conflictological preparation of future teachers (Abdullayeva, 2021:18-25). Practice shows that this approach has yielded positive results in the experience of the Uzbekistan National Pedagogical University.

In assessing the effectiveness of the conflictological block, the use of a rating-monitoring system is recommended. The following may be established as assessment criteria: the accuracy of conflict diagnosis, skill in conducting negotiations, stress resistance, and indicators of the ability to find constructive solutions (Lutfillaev, 2022). The results obtained according to these criteria serve as a source of feedback for improving the content of the block.

CONCLUSION

Designing a conflictological block in the professional training of a teacher requires a soundly grounded, systematic, and competence-oriented educational-methodological approach. This block must rest on a three-level content structure, integrative principles, and modern didactic tools. The organic incorporation of digital technologies into the block's design makes it possible to increase the effectiveness of forming the conflictological competence of future teachers. In the future, the implementation of this block in a form adapted to the requirements of the Uzbek State Educational Standard (DTS) is regarded as a promising direction.

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