ISSUES OF DEVELOPING CONFLICTOLOGICAL CULTURE IN FUTURE TEACHERS

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Annotation: This article presents *"Conflictological Culture"* as a distinctive feature and method of professional activity of future teachers in a professional conflict environment. The structure of conflictological culture is identified, and the psychological approaches, pedagogical technologies, as well as the theoretical and methodological aspects of developing conflictological culture in future teachers are explored.

Keywords: conflictological culture, psychological culture, psychological approach, conflictological competence, development of conflictological culture, functions of conflictological culture.

Today, in the modern education system, a teacher's professional competence is determined not only by their ability to deliver knowledge and engage in educational activities, but also by their capability to make appropriate decisions in socio-psychological situations — that is, by their culture of conflict resolution (conflictological culture).

Therefore, developing future teachers' preparedness in conflict resolution has become one of the key tasks in pedagogical training. Conflictological culture encompasses a set of skills such as navigating conflicts appropriately, achieving compromise during communication, demonstrating empathy and patience, and acting as a mediator. This culture ensures the teacher's social and professional stability.

The ability to prevent and constructively resolve conflicts in the educational environment is one of the most essential professional skills of today's educators. Hence, developing future teachers' conflictological culture remains a topical issue.

Conflictological culture refers to a set of theoretical knowledge, practical skills, and values that an individual possesses for identifying, analyzing, preventing, and constructively resolving conflicts. This culture is closely linked to the teacher's psychological resilience, communication culture, empathy, and mediation abilities.

In today's global and dynamic society, the clash of different views, cultures, and behaviors within the educational environment is a natural phenomenon. Therefore, teachers are expected to not only provide knowledge but also serve as leaders, mediators, and psychologists in conflict situations.

Currently, increasing attention is being paid to the issues of interaction between participants in the educational process. There is a growing trend to develop conflictological culture and competencies not only among teachers but also among other participants in the educational process. The culture of behavior in conflict and conflict resolution is still not fully established in modern society, and the education sector is no exception. Teachers' competence in conflictology directly affects students' healthy development.

Conflictological culture is a system of knowledge, skills, and values related to identifying, assessing, constructively resolving, or preventing conflicts. It includes:

- Understanding the socio-psychological essence of conflicts.
- Maintaining healthy communication in stressful and conflict situations.
- Applying strategies for conflict resolution (negotiation, mediation, empathy).
- Analyzing oneself and others (reflection, psychological resilience).

According to the national educational standards, students in pedagogical programs must acquire the following competencies:

- Communication competence: using constructive communication methods in conflict situations;
- Socio-psychological competence: behaving appropriately in teams, understanding and assessing others;
- Professional-reflective competence: analyzing and evaluating one's own activities, resolving conflicts from a professional perspective.

To develop the conflictological culture of future teachers, the following areas are considered important:

1. Theoretical preparation – educating students about types, causes, and solutions of conflicts;
2. Practical training – simulating conflict situations using videos, role plays, and case studies;
3. Reflection and analysis – enabling students to analyze their own emotions and behaviors;
4. Mediation skills – developing the ability to act as mediators in resolving problems.

Developing conflictological culture in future teachers is based on the following scientific approaches:

a) Pedagogical Approach:

This approach considers the student-teacher relationship within an educational, personality-oriented, and ethical framework.

- Personality-oriented education (L.S. Vygotsky, Sh.A. Amonov): Each learner's individual characteristics are taken into account. In conflict situations, personal needs, socio-psychological state, and mental conditions are considered when choosing solutions. *Essence*: the teacher approaches each student as an individual and focuses on developing interpersonal communication rather than managing the conflict itself.
- Ethics- and upbringing-based professionalism (N.D. Nikandrov, B.T. Likhachyov): Emphasizes the importance of moral norms, respect, and communication ethics in pedagogical activity. *Essence*: the teacher relies on professional ethics in conflicts, controlling emotions and preferring compromise over coercion.
- Humanism and democratic dialogue (J.A. Comenius, J.J. Rousseau): This approach considers the individual as the highest value. Every opinion is heard and respected. *Essence*: conflicts are resolved through exchange of views, equality, and respect—not force.

b) Psychological Approach:

This approach studies conflicts from the perspective of inner emotions, thinking, and behavior.

- Psychodynamic model of conflict (S. Freud, K. Lewin): Freud believes that conflicts arise from inner contradictions (between conscious and unconscious desires). *Essence*: conflicts are not only external but also rooted in inner tension, which must be analyzed psychologically.

- Emotional intelligence theory (D. Goleman): This theory focuses on managing one's emotions, understanding others' feelings, and approaching them with empathy. *Essence*: a teacher with high emotional intelligence can manage conflicts gently and positively.

- Cognitive model of stress and conflict management (A. Ellis, A. Bandura): This theory emphasizes how a person interprets a situation and reacts to it. *Essence*: conflicts arise from incorrect thoughts or stereotypes; they can be resolved by changing those thoughts.

c) Sociological Approach:

This approach analyzes conflicts within social systems, intergroup relations, and societal change.

- Founders of conflictology (G. Simmel, L. Coser, R. Dahrendorf) view social conflicts as a natural and positive process that drives social progress and transformation. *Essence*: conflict is a clash of social groups, values, or interests, and managing it helps maintain societal balance. In education, this approach helps identify and resolve issues among roles such as student-teacher or parent-school.

Effective pedagogical technologies for developing future teachers' conflictological culture include:

1. Trainings and workshops – teaching conflict resolution techniques through hands-on practice;

2. Role plays and case studies – enacting real-life conflicts and exploring solutions;

3. Mediation lessons – teaching the basics of acting as a neutral intermediary;

4. Reflection journals – allowing students to analyze their emotions and behaviors;

5. Psychological tests and diagnostic tools – measuring tendencies toward conflict, stress resilience, and empathy.

conclusion:

A teacher with a strong conflictological culture not only fosters a healthy social environment with students and parents but also becomes a tolerant, moderate, and dialogue-oriented citizen within society. This lays the foundation for stability and quality human relations in education. A conflict-aware teacher creates a psychologically healthy environment, resolves conflicts positively in the learning process, and contributes to developing tolerance in society. Developing this competence must be an integral part of pedagogical education. Future teachers must be not only theoretically but also practically competent. They must act with patience, tolerance, and constructive communication in conflict situations.

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