**Pedagogical conflicts, methods of prevention and resolution**

Modern educators - both scientists and practitioners have the problem of developing technologies for managing conflicts in the sphere of education. However, it is not easy to do this within the framework of a single science, therefore, it is necessary the integration of different subject-professional positions.

 Pedagogical conflicts arise in the sphere of social relations. By social relations we mean subjectively experienced interrelations between people, which are objectively manifested in the nature and ways of mutual influences that they exert on each other in the process of joint activity. The educational process is a joint activity, where the set of purposeful educational, educational and self-educational processes are aimed at solving the problems of education, upbringing and development of the individual.

Conflict is one of the stages in the development of relations between people, and, following many researchers, it can be argued that it is a fundamentally human way of resolving contradictions in social relations. Contradictions in this case are objectively existing and mutually exclusive terms. Here are some contradictions arising in the educational process:

* Contradictions in the hierarchy of goals: between the general goal of education and the personal goals of the participants in the pedagogical process, between the overall goal of education and private methodological goals, between the personal goals of students and tasks of collective activity
* Contradictions between the level of theoretical training of a teacher (lecturer) and his practical skills
* Contradictions between the tasks of education (upbringing, education, development) and the methods, forms and means of pedagogical activity
* Contradictions between general educational standards and the tasks of creative personality development
* Contradictions between the level of students' needs and possible forms of their satisfaction

Pedagogical conflict arises as a result of professional and interpersonal interaction among the participants in the educational process, a form of manifestation, became aggravated subject-subject contradictions that assumes a constructive conversion of the collision of the conflicting parties into an interested elimination of its causes, contributing to the goals of education understood in a particular socio-cultural context.

Essential in the identification of conflict as a pedagogical is the influence that renders on the formation of certain qualities of the individual, on the development of the personality. Namely this value of the conflict impart it the status of a pedagogical one. Not every conflict that arises in the sphere of education can be considered as pedagogical.

In the structure of any conflict, it is customary to distinguish the following components, which have their own specifics in the pedagogical conflict:

1.The subjects (parties of the conflict)
2.The subject and object of the conflict
3.The dynamics of conflict
4. Social context

**The subjects** of the pedagogical conflict are those persons (participants, parties) whose interests, being contradictory, in the interaction in the sphere of education are realized through a collision and influence the development of the individual. The object of conflict is a specific material (resource), social (power) or spiritual (idea, principle, norm) value, the subjects of the conflict aspire to possess or use.

The subject of the conflict is an objectively existing or conceivable (imaginary) problem, which serves as a source of discord between the parties, the main contradiction, because of which a conflict arose. Pedagogical conflict is a complex phenomenon that occurs due to objective and subjective (personal) reasons. The study of causes is a quintessence in science. According to F. Bacon, true knowledge is knowledge, which goes back to principles.

In pedagogical conflictology, a large empirical material has been accumulated, that explores the causes of pedagogical conflicts. For example, it has been established that teachers at the age between 40 and 50 often perceive control over their activities as a challenge that threatens their authority; After the age of 50, teachers are constantly anxious, often manifested in intense irritation, emotional breakdowns leading to conflict.

**Dynamics of the conflict: the main stages of its development.**

Since the educational process is an active and dynamic system, the conflict in it is conditioned not only by the initial parameters, but also by the process of deployment, the conflict can be represented in the form of three main stages of development: a conflict situation, an incident and conflict interaction. At its core the conflict situation is always a contradiction, which manifests itself through the opposition of the interests of the parties, value orientations, goals. At this stage, the motives for conflict behavior are formulated.

This is the stage of a latent conflict, since there are no actions for confrontation, that is, contradictions do not always entail a conflict. For a conflict situation to evolve into a conflict, an incident is necessary. The incident is an occasion for conflict, a concrete circumstance, which is the "trigger mechanism" that generates the development of events. The escalation of the conflict means a progressive aggravation of the confrontation, in which the intensity of the destructive influences of opponents increases against each other.

Escalation means a sharp intensification of the struggle of the subjects of the conflict. The attitude towards the emerging conflict situation is largely determined by the previous experience of interaction. Therefore, it is so important for the personality to have a positive experience of conflict interaction.

Among external social conflicts various forms are distinguished:

- Inter-personal conflicts;

-conflicts between the individual and the group;
+intergroup conflict;
**The end of the conflict (the end of it for any reason) can occur in different forms:**

* Extinction of the conflict as temporary stopping of the counter while saving contradictions and tense relations means a transition of the conflict in a latent form.

This occurs at the loss of constituent entities of motivation to confrontation, switching activity to other areas or when supplies are depleted, forces and capabilities to continue the fight.

Elimination of conflict means the elimination of the basic structural elements of the conflict: the withdrawal of one of the actors or the removal of the object of conflict, etc.
• Growing into another conflict is possible if there is a new, more significant contradiction and a change in the object of the conflict.
• Adjustment of the conflict - elimination of contradictions between the parties to the conflict with the participation of a third party.

• Conflict resolution is a joint activity of its participants, aimed at stopping the opposition and solving the problem that led to the confrontation.

In resolving the conflict, three fundamentally different approaches are possible:
1) change the situation, 2) change attitudes, 3) change yourself. These three types of activity are carried out within the framework of the five styles of behavior in the conflict, identified by American scientists U. Thomas and H. Kilmen.

*Avoidance of conflict* (withdrawal, ignoring, connivance, changing attitudes to the situation) is that a person delays the moment of solving the problem, seeks not to notice contradictions or for some time to postpone the decision.

*Adaptation* (conciliation, concession) is to change the subject of the conflict itself and is an attempt to maintain good relations at all costs. This is a forced or voluntary refusal to fight and surrender of their positions.
*Confrontation* - (overcoming, domination, suppression, struggle, contest, competition) as a style of behavior expresses the desire to subordinate the situation to oneself, to insist on one's own.

*Compromise (cooperation) -* is manifested in changing the situation and changing the subject itself. This is the tactic of reaching an agreement by mutual concessions based on the use of formal components and an appeal to the formal order of things. A compromise can serve as a step in the adoption of an optimal solution, postponing for some time the final resolution of the conflict in the interests of all parties.

Cooperation is the type of interaction in the conflict, in which its participants seek to resolve the contradiction that has arisen between them, focusing on preserving the positive relationship. The purpose of using this strategy is to achieve a long-term agreement.
The idea of ​​cooperation as a positive strategy for resolving the conflict first arose in 1942 in the works of the American social psychologist M. Fallet and was originally designated as an integration strategy. Understanding of cooperation as a key strategy of pedagogical cooperation made it possible to create a whole pedagogical direction-the pedagogy of cooperation. The main communicative mechanism in this pedagogical technology is a dialogue.

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