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## METHODS OF RESOLVING ETHICAL CONFLICTS IN PEDAGOGICAL ACTIVITY.

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**ANNOTATION:** *In this article, various conflicts arising as a result of deviations from the ethical norms of the participants in the process of pedagogical activity and their prevention, the elimination of existing conflicts.*

**Keywords:** Morality, ethical norm, outburst of emotions, emotional compensation, conformity, competition, compromise, cooperation, competent third method, method of exposing aggression, method of forced listening to the opponent, method of exchange of positions, method of expanding the spiritual horizon.

Moral conflicts are those in which each person behaves, behaves, behaves, behaves, and the resulting conflicts can be called moral conflicts. As a result, it is clear that human relationships will deteriorate. We can also attribute the origin of moral conflicts to the upbringing, habits, and social norms that each person has received from an early age, and which he or she has always accepted as acceptable. Morality is a way of life in social life that everyone considers right for themselves, and this way of life may not be compatible with our current environment, or moral laws may be violated as a result of wanting more from our present time. For example, in the time of our ancestors, they endured all kinds of hardships, but today it is very difficult for our young people to accept any hardships. We can see a big difference between the worldviews of our grandparents and the worldviews of today's youth. Such differences also lead to various ethical conflicts. Conflicts, which are still the most common in pedagogical activity today, are the result of deviations from these moral norms. If we consider the violation of the relationship between the participants in pedagogical activity, ie educators and pupils, as a moral conflict, it is precisely because we bring into our modern popular culture the moral norms of foreign countries and unknowingly prefer it to nationality. is to put. The slowdown in our educational process can also be a major factor in making us morally accustomed to the culture of a foreign culture.



Pedagogical ethics is an independent branch of ethics, which studies the characteristics of pedagogical ethics, identifies the specifics of the implementation of general principles of ethics in the field of pedagogical work, reveals its functions, the specifics of the content of the principles and ethics. categories. Pedagogical ethics also studies the essence of the teacher's moral activity and moral relations in the professional environment, develops the basis of pedagogical ethics, which is a set of specific rules of communication, etiquette, etc., developed in the learning environment. people who are professionally engaged in education and training. Among the requirements for the pedagogical culture of the teacher are universal requirements developed in the process of developing pedagogical practice. But in the field of pedagogical work, ethical regulation also has its own characteristics and influence, an integral part of which is moral self-education. After all, many of a teacher's actions are not controlled by anyone. Often, he evaluates his own actions and deeds and corrects them himself. Therefore, the teacher's moral "barometer" is that his pedagogical conscience must be highly sensitive.

Teacher ethics.

In relations with parents:

1. Teachers 'relationships with parents should not affect the assessment of children's personalities and achievements;
2. The social status of the parents should not affect the attitude towards the students;
3. It is not possible to discuss classmates and their parents in communication with parents.

In relations with students:

1. A teacher should not discriminate against students in any way, including on the basis of age, gender, nationality, religion or other characteristics.
2. The teacher should adequately assess the activities and behaviors of the students.

In relations with colleagues:

1. Demonstration of mutual assistance, support, openness, trust and respect;
2. They talk well or very well about their colleagues. You should not discuss the professional and personal qualities of colleagues with anyone.
3. School is not a place for gossip;
4. Any criticism of another teacher should be objective and well-founded;



5. Use constructive methods in resolving conflict situations without compromising your dignity and the dignity of your partner.

Of course, every educator interacts with all the actors in the process. This attitude depends on the ability to master pedagogical etiquette, pedagogical ethics, pedagogical communication. To do this, he must be skilled and have human qualities.

Thus, adherence to the rules of pedagogical ethics helps to strengthen the reputation of the teacher, helps to create a favorable psychological environment in children and the pedagogical community. An integral part of pedagogical ethics is the ability to professionally (constructively) resolve conflict situations that often occur between participants in the educational process: parents, students, colleagues. Scholars' statements reveal the nature of the conflict and its instigators.

For example: Any conflict is always resolved by a self-governing sage. Conflicts occur not because of differences, but because of disrespect for these differences. If a person has a conflict with himself, he will definitely come into conflict with others. If there is preparation for conflict, there is always reason for conflict. The school is characterized by all sorts of conflicts. The pedagogical field is a combination of all types of purposeful formation of the individual, the essence of which is the activity of transmission and assimilation of social experience. So, here we need favorable socio-psychological conditions that provide spiritual comfort to teachers, students and parents. It is common to distinguish four subjects of activity in the field of public education: student, teacher, parent and administrator. Depending on the interaction of the subjects, the following types of conflicts can be distinguished:

- student - student;
- student - teacher;
- student - parents;
- student - administrator;
- teacher - teacher;
- teacher - parents;
- teacher - administrator;
- parents - parents;
- parents - administrator;



Conflicts of activity occur between teacher and student and are manifested in the student's refusal to complete a learning task or its poor performance. This can happen for a variety of reasons: overwork, difficulty in mastering the learning material, and sometimes a teacher's unsuccessful comment instead of specific help when difficulties arise at work. Similar conflicts often occur when students have difficulty learning; when the teacher teaches science for a short period of time in the classroom and the relationship between him and the student is limited to academic work. In recent times, such conflicts have been exacerbated by the fact that teachers often make excessive demands on the subject and use assessments as a means of punishing those who violate discipline. Such situations often lead to talented, independent students dropping out of school, while in the rest, in general, learning motivation decreases.

Any mistake by a teacher in resolving a conflict will lead to new problems and conflicts involving other students; it is easier to prevent conflict in pedagogical activity than to resolve it successfully. Conflicts in relationships often occur as a result of the teacher's inability to resolve problematic situations and, as a rule, are of a long-term nature. These conflicts take on a personal meaning, causing the student to dislike the teacher for a long time, disrupting their relationship for a long time. Since it is not easy to identify the root cause of conflict in real life and find an adequate solution to it, it is recommended to get acquainted with the strategy of action in a conflict situation developed by scientists (K.V. Thomas, R.H. Kilmenn) and consciously specific actions depending on the situation you will need to choose a strategy.

Moral conflict is a contradiction in the field of moral relations. They are divided into axiological (conflict of different values) and deontological (conflict of different types of debt). The peculiarity of all conflicts is that, in addition to the content, it has a psychological component:

- High mental tension of subjects, stimulation of unconscious instincts;
- Lack of control of emotions, stereotypes of behavior, incompatibility of feelings and thoughts;
- Transferring the causes of failure to the enemy;
- Formation of a negative attitude towards the opponent;
- Demonstration of hostility, aggression;



- Intentional physical or moral damage to an opponent;

ive strategies can be used to resolve conflicts:

1. Escape - lack of desire to cooperate, but at the same time unwillingness to achieve their goal; the participants (or one of them) indicate that there is no conflict, ignore it.
2. Compatibility - sacrificing one's own interests to another, agreeing to one's own detriment in order to maintain a good relationship.
3. Competition is the desire to gain at the expense of someone else and in any case one's own.
4. Compromise is the exchange of partial concessions. Both participants partially win, but partly have to give up their goals, which maintains tension and can lead to a renewal of the conflict.
5. Collaboration is the joint search for solutions that fully meet the interests of both participants.

In social psychology, there are direct and indirect methods of conflict resolution.

The direct method: a proposal by the manager, the psychologist himself, that contradicts the request to state the reasons for the conflict. However, the informational side is more important than the emotional side. Regardless of the judgments of the opposing parties, the leader comes to a decision. A direct and business decision based on ethical principles will help alleviate the incident. Analysis of the situation can also be done at a team meeting. In this case, the decision is made on the basis of speeches, comments, wishes of the meeting participants. If, despite the decision made, the conflict does not subside, the manager may resort to administrative action. conflict can damage the learning process.

Indirect methods (A.B. Dobrovich).

1. The "Emission of Emotions" method. The person is given the opportunity to express their negative feelings, for example, a psychologist who requires the emotional support of the interlocutor, understanding with empathy.
2. The method of "emotional compensation". A person who complains about his enemy is considered a conditional sufferer ("victim"), he needs help, compassion, praise for his best qualities for self-repentance. The phrase is appropriate: "Do you know the ancient wisdom of the two contenders, who is smarter than himself? ... But you are a smart man, your mind is valued and respected by others," and so on.



3. The "Authorized Third" method. A third party, acting as a "judge" for both parties, is involved in the dispute. Indeterminate communication that goes beyond the content of the conflict.
4. The method of "exposing aggression". The psychologist gives the opposing parties a chance to express their dislike in his presence. Subsequent work is based on the following methods.
5. The method of "compulsory listening to the opponent." It involves repeating the opponent's arguments. It encourages listening to each other attentively, activating self-criticism.
6. "Position change" method. The psychologist encourages opponents to take the other side.
7. The method of "expanding the spiritual horizon". The brawl is recorded or recorded on camera. The record is then played for analysis.

Ethical conflicts in pedagogical activity can be resolved in the above ways. I believe that in order to avoid conflicts between mutual moral norms, everyone must have a high level of moral, both practical and theoretical knowledge. Because he has to follow the moral norms and understand and accept them correctly and be an example to others. Individual psychological characteristics in each person are also important for overcoming moral conflicts. Each person perceives himself with his mind, the world around him with his own worldview and expresses his attitude to it. Conflict resolution requires self-respect, self-analysis, self-management, self-awareness, and self-respect. Only then will he not be harmed in any conflict and will he not harm others.

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