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**TECHNOLOGY OF PEDAGOGICAL CONFLICT MANAGEMENT
WITHIN AN EDUCATIONAL INSTITUTION**

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Abstract

According to the analysis of scientific and applied research on humanizing the key social development components, modern Russian scientists pay considerable attention to improving the management of objects which represent different areas of social activity (including education). Generalizing the results of studies and empirical observations allows the authors to emphasize the most common shortcomings of management systems that inhibit the accelerated development of educational systems: low science-intensive management, poor focus on modern scientific approaches to management, the use of insufficiently justified methods and procedures of

management activities. Nowadays the problem of pedagogical interaction is becoming increasingly acute for educational institutions. In recent years, relations between students and teachers have become much more complicated and tense, which happens for many reasons, including age and gender issues. The relations between teachers and students undergo complex changes in each age period. The real mechanism for establishing normal relations with schoolchildren is seen in reducing the number and intensity of conflicts by transferring them into a pedagogical situation. Therefore, conflict management skills are an important tool in the teacher's work, since the conscious application of appropriate techniques improves the quality of children's communication, helps to preserve and develop the teaching staff and forms the teacher's overall managerial and conflictological competence. Conflict pedagogy is currently focused on the following issues: teenage conflicts, the teacher's conflictological competence, pedagogical intervention in conflicts, ways to prevent and resolve them.

Keywords

Conflict management – Participants in a conflict situation – Pedagogical activity

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Introduction

The modern Russian society is characterized by growing understanding of the major role of education for the country's competitiveness: its economic growth, social well-being, political and legal development. The processes of education management decentralization are becoming more and more intense, new management forms and technologies are appearing that make it possible to increase its effectiveness. Despite the differences in the pace and nature of changes within regional educational systems, the latter ones are facing certain problems. In some regions, districts and cities these alterations led to the emergence of municipal bodies responsible for educational issues. Since self-management presupposes *coinciding* subjects and objects, the arising challenges are recognized by both the subjects and the objects of managerial influences¹.

The inability of the existing management system to solve pressing problems in the educational field is even more obvious when comparing its capabilities with the features of the modern Russian education.

Relationships occupy a special place in a complex set of phenomena occurring in pedagogical groups, because the educational results majorly depend on the nature of pedagogical tasks. In this context, the role and significance of the human factor as a unity of people's consciousness and activity, as a certain combination of a person's ideological, moral and socio-psychological qualities (realized in his / her professional, labour and social activity) are manifested to a greater extent than in other public life areas. However, the atmosphere of cooperation and success can be disrupted by the driving impulse of the conflict vector, which constantly upsets the balance of interests established in any social organization. Among numerous contradictions that cause conflict in the organization, it is necessary to single out the main one that leads to other contradictions and is somehow "present" in all of them. This is the conflict between the established system of group norms and administrative rules in the management system, on the one hand, and the need for all management entities to fulfill such roles that would provide them with freedom of activity and a real opportunity for self-expression, on the other hand. In other words, the main contradiction in the sphere of managing a modern educational institution is the discrepancy between the traditional bureaucratic rules of the management system and the need for innovative actions, freedom of action and self-expression of management subjects².

Literature review

A number of authors, such as T. V. Dragunova and A. V. Zosimovsky, consider the conflict as an active means of identifying and shaping the adolescents' moral maturity³. E.

¹ Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov", Russian journal of linguistics Vol: 22 num 1 (2018): 175-194.

² J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics", EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018): 1-15.

³ M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", Turkish online journal of design art and communication (TOJDAC) num 8 (2018): 178-185; M. G. Sergeeva; V. Yu.

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I. Kirshbaum and A. F. Pelenev study the nature of conflicts and the causes of disagreements in pedagogical groups. S. V. Banykina and N. E. Schurkova examine the features of preparing future teachers for conflict resolution in the pedagogical process. According to Yu. N. Kozyrev and V. B. Olshansky, teachers are least prepared to solve the psychological problems that arise in communicating with colleagues, school administrators, students and their parents. These circumstances make it useful for the teacher to master the technology of managing conflict situations which occur in the pedagogical process⁴. However, the corresponding issues still require a systematic approach to finding effective didactic and educational solutions to pedagogical and social problems. Therefore, an urgent scientific task is to study the scientific status of the theory of education management in general and the theory of pedagogical conflict management within an educational institution (PCMWEI) in particular, to determine the place of this theory in the structure of modern scientific knowledge, to develop a conceptual and categorical apparatus, research methods, etc.

When constructing the theory and methodology of pedagogical conflict management, it is necessary to consider that this is a branch of scientific knowledge developing at the junction of several scientific disciplines – pedagogy, theory of social management, theory of organizations, social psychology and conflictology⁵. It should be especially noted that PCMWEI is not a mechanical combination of data and conclusions of related sciences. Besides, each of these areas is so vast that Pedagogy faces a difficult challenge of synthesizing diverse aspects of various scientific disciplines. Finding the optimal proportion between them and determining the set of the most important managerial and pedagogical interdisciplinary issues seem possible only through building a coherent logical system of knowledge within a single theoretical and methodological construction, which can be formed by the PCMWEI theory.

According to the general control theory, flexible control structures are the only ones favoured by a system with hardly predictable changes. It is the synergetic approach that meets the modern requirements of humanistic education, as it has specific methodological and procedural capabilities to systematize, regulate and purposefully organize the components and practical elements of the school educational process, which are different in content and purpose. The most important goal is to harmonize the correlation between strictly controlled pedagogical and organizational processes, on the one hand, and the spontaneous mechanisms affecting real life activity and goal-setting patterns of the student

Flyagina; I. V. Taranenko; E. V. Krasnova y A. V. Vilkoval, "The Interaction of Labor Market and Educational Services Market Considering Social Partnership Mechanism and Specificity of The Regional Educational Policy", *Ponte* Vol: 73 num 12 (2017): 2-14; M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, "Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university", *Amazonia Investiga* num 8 Vol: 18 (2019): 5- 14 y M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotniko v y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development", *Revista San Gregorio* num 30 (2019): 6-13.

⁴ S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). *INTED2018: Proceedings of the 12th International Technology, Education and Development Conference*. Spain: Valencia. 2018. 7977-7982.

⁵ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, "Formation of academic mobility of future foreign language teachers by means of media education technologies", *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 3 (2018): 959-976.

as a full-fledged personality, on the other hand. The synergetic approach, namely the attractor theory, allows taking a fresh look at the pedagogical conflict management⁶. Justifying the concept of synergetic management in the conflict theory, we proceed from the fact that synergetics primarily involves the subject-subject interrelation paradigm, not the subject-object one. This correlates with the personal-activity approach to social reality, which can be used by pedagogical conflictology to analyze and solve its own problems.

Despite the fact that in recent years Russian scientists and educators have been actively searching for their own solution to conflict problems, pedagogical conflict studies in domestic science still leave much to be desired. In our opinion, the basis for constructive resolution of conflicts is achievable through their management, which allows comprehending the following factors: the determinants of conflict situations; pedagogical, socio-psychological, cultural, economic and other parameters; personality traits, features of consciousness and behavior which distinguish active participants of such situations (favouring or impeding the effective educational process). In developing the methodology of the approach to studying the pedagogical conflict management, we were guided by the ideas of E. P. Belozyortseva, I. F. Isayev, V. A. Slastyonin, and others, whose main provisions enable us to consider conflict management as a solution to pedagogical problems in accordance with a certain scientifically based technology⁷.

Thus, the essential need for educational theory and practice to develop PCMWEI methods and technologies contradicts the uncertainty of a holistic methodological concept of this process, namely⁸:

1) insufficient focus of teachers and school officials on resolving conflict situations that occur in the educational process;

2) poor knowledge of the scientific and pedagogical foundations of conflict management;

3) the lack of comprehensive educational innovations that allow implementing an anti-conflict programme in the educational process;

4) the uncertainty of pedagogical conditions.

Therefore, the development of the PCMWEI theory and technology is an important problem of pedagogical science.

⁶ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, "Students' internet addiction: study and prevention", Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 4 (2018): 1483-1495.

⁷ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference. Spain: Valencia. 2018. 2556-2559.

⁸ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, "Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education", EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 10 (2018): 178-185.

Research methods

According to the theory of social conflict, which recognizes it as a major factor of social development, it is an everyday occurrence in all processes associated with human activity. The unified conflict theory by V. A. Svetlov emphasizes that the elements of the synergetic system are interconnected only through positive feedback and form one homogeneous pole. It allows us to assume that enhancing one's system activity requires not self-suppression but self-support. The desired effect can be achieved through pedagogical management of conflicts, which includes their constructive resolution and preventive measures aimed to harmonize the interpersonal space in the subjects of the educational process. Given this theory, we selected the following pedagogical foundations of the managerial task in the field of conflict resolution⁹:

1) *identifying a problem field* – diagnosing a pedagogical situation, which includes collecting necessary data about the situation;

2) *self-organization* – providing psychological readiness to overcome difficulties;

formulating a pedagogical goal – creating an educationally fruitful “image” of future achievements;

pedagogically justified decision-making – determining effective ways and means to achieve the goal;

planning – determining short-term and long-term tasks, along with methods and means of solving them;

organization – attracting various resources (material, technical, financial, human, etc.), establishing certain relationships between all management entities involved in problem solving;

control – constant comparison of current processes with the ideal;

regulation – coordination and correction of pedagogical processes;

assessment of a goal achievement level – tracing compliance of cognitive and emotional processes associated with goal achievement processes.

A managerial pedagogical task always deals with an issue of a probabilistic situation, in which it is necessary to find a pedagogically justified solution within strict legal and time limits, i.e. to achieve the goal in a way that is considered the most appropriate for all participants.

Solving complex educational problems determines the need to study the interaction of pedagogical theory and practice within continuous systemic changes in the goals, technologies, content and organization of educational activity and its scientific understanding. The necessity to solve large-scale fundamentally new pedagogical

⁹ M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, “Quality Management of Services of The Higher Education”, Ponte Vol: 74 num 1 (2018): 34-47.

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problems aggravates the need for new theoretical knowledge. The practice in its broadest interpretation includes theory as the highest component – definition of objectives (goal setting). It is theoretical activity that provides practice with solid aims and contributes to real substantive changes in the society. Recognizing the existence of the conflict management theory as a specific branch of knowledge with its object, subject and research methods allows us to argue that it has not only its own conceptual apparatus, but also its methodological basis (essence, laws, driving forces). However, the analysis of scientific literature, textbooks and teaching aids revealed the incompleteness of the pedagogical theories presented in the field of conflict management, their insufficient scientific and methodological validity, poor prognostic focus and technological sophistication. Despite the fact that the systematic approach is the generally accepted scientific basis for the description and implementation of management, we suppose that scientifically organized management is based not only on knowledge of social laws, but also on the conditions under which they operate.

Since PCMWEI is an open, complex, non-linear, dynamic system, it requires a systemic methodological approach. Therefore, the conflict management methodology, which considers the synergetic principles and ideas, allows taking a fresh look at this system's formation, as well as its functioning and development. The synergetic approach can be described as an interdisciplinary methodology for explaining the development of a macroscopic phenomenon (an educational institution) as a result of microscopic elements interaction (involving the subjects of the educational process, the subjects of management, management process, school model, etc.). The synergetic approach fundamentally expands the very formulation of the control problem and qualitatively changes its substantive characteristics. Based on the fundamental theoretical aspects of synergetics, dissipative educational environment and specially organized conditions may "give birth" to a well-defined set of structures determined by the properties of the educational environment itself¹⁰. At the same time, the management of the educational process is aimed at ensuring the emergence of predetermined structures, not random ones. Besides, particular attention at a strategic level is paid to the creation, maintenance and development of this "active environment".

The essence of PCMWEI allows understanding the attractor theory, which scientifically substantiates the mechanisms of reliable and flexible response to fluctuation disturbances of the environment via certain control measures. This control system is quite sensitive to "innovative" disturbances and capable of responding to them by correcting the chosen trajectories. Any management (not only pedagogical) allows the system to either remain intangibly attached to its attractor and preserve the behaviour typical of the current systemic stage or to change the trends of the system (when it is influenced by another attractor). The system will build the necessary structure itself due to an adequate external impulse activating the internal trends. It is only needed to know the potential capabilities of this environment and how to stimulate them.

However, if the control system is not able to implement these mechanisms, then even significant "mechanical strength" will be insufficient to resist specific environmental disturbances, which may lead to instability or even collapse of a seemingly successful

¹⁰ V. Utemov; R. Khusainova; M. Sergeeva y V. Shestak, "Full Packaged Learning Solutions for Studying Mathematics at School", Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018): 1-13.

system. Fluctuation in the bifurcation area can be dangerous for the educational environment: any incorrect action of the control system may cause a wave of nonlinear feedbacks in the system and direct it to the deconstructive attractor or even destroy it. Pedagogical laws of humanization and personality-oriented approach when making managerial decisions allow avoiding a bifurcation development strategy. Therefore, we believe that when developing the theory and methodology of conflict management, it is necessary to consider the pedagogical management of dissipative systems, which primarily refers to the educational system¹¹.

Result analysis

Our understanding of the PCMWEI model is based on four basic principles used in the design of system-forming objects: homomorphism, multiple representations, practicability and reflexivity¹². The ability of the modelled object to reflect the reality of the psychological self-movement of the student's personality as an individualization process under certain external and internal conditions was considered as a system-forming factor in the PCMWEI model.

The PCMWEI model consists of a number of stages (Table 1).

No	Modelling stages	Stages description
1.	The construction of an indicative basis	The construction of an indicative basis for the PCMWEI activities, namely the allocation, classification and preliminary analysis of the problems existing in the management objects
2.	The programme-target stage	The programme-target stage of PCMWEI implementation involves the description of the main working areas within the identified psychological, social and pedagogical problems of management objects, the definition of goals and main directions of work aimed to implement the conflict management
3.	The executive stage	The executive stage involves the implementation of the developed anti-conflict programme
4.	The control and assessment stage	Regarding the control and assessment stage as a separate one is conditional, since control should be carried out at each stage of the model realization (current and final control)

Table 1
Stages of PCMWEI modelling

The implementation of control at the last stage allows us to fulfill analytical work on comparing the goals of managerial activities set by the programme unit and the achieved results. This stage of the PCMWEI model involves not only analyzing the outcome of the current programme, but also identifying new problems, designing new strategies, forms and methods. It also launches the beginning of a new cycle, which enables us to judge the

¹¹ M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", *Modern Journal of Language Teaching Methods* num 8 Vol: 11 (2018): 814–823.

¹² S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", *European Journal of Science and Theology* Vol: 14 num 3 (2018): 117-129.

model we designed as a cyclic one. Therefore, the model involves pedagogical management of a special type – problem-oriented, designed to ensure the effective implementation of large-scale, mass innovations that make it possible to shift from episodic measures to creating a stable mechanism for orienting the education system towards the goals and objectives of long-term anti-conflict activities.

The next step in developing the PCMWEI theory is to build a comprehensive technology that allows the teacher, as a direct subject of management, to fully realize his / her functions in anti-conflict activities. From our point of view, the PCMWEI technology is a combination of external and internal actions of teachers and students aimed at implementing the stages of pedagogical conflict management in their objective interdependence, where the teacher's personality plays an important role. The structure of the concept of "pedagogical conflict management technology" includes two components – the technology of mastering conflict resolution methods and the technology of teaching students to form an anti-conflict focus and preventing destructive conflicts, which allows implementing the principle of the Training and Nurturing Unity at the applied level.

Pedagogical technology involves setting goals based on current management results, expressed in the participants' actions that are predicted, recognized and determined with sufficient reliability. This technology presupposes the consistent implementation of management and conflict resolution methods at the scientific, theoretical and procedural stages.

The procedural stage of the PCMWEI technology includes the implementation of five steps (Table 2).

No	Steps	Description
1.	Assessment	Analysis of a conflict situation (studying information about the nature of an active, passive or potential conflict and about its participants: their personality traits, forms of behaviour, etc.)
2.	Methodology	The choice of conflict management methods (choosing specific techniques and ways of interaction aimed at forming anti-conflict focus of participants in accordance with their individual and age characteristics)
3.	Organization	Organization of conflict management activities (constructive training in conflict management, which contributes to forming appropriate skills in the subjects of the educational process to coordinate and regulate the conflict development)
4.	Coordination and control	Coordination and control of PCMWEI activities (adjusting the activities fulfilled by the subjects of the educational process and organizing the verification of success or failure of the organized management process)
5.	Reflection	Comprehending the pedagogical actions and the effectiveness level of anti-conflict activities within an educational institution.

Table 2

The procedural stage of the PCMWEI technology

Each step of the procedural stage concerns the functioning of one of PCMWEI components: *cognitive* (providing a holistic view of pedagogical activity), *communicative* (establishing various communicative relationships between participants based on constant interaction and information exchange), *didactic* (selecting forms and methods of training

and nurturing in accordance with a conflict situation), *organizational* (educating students of the necessary moral qualities, forming a certain personal position and anti-conflict focus) and *reflexive* (analyzing the process of pedagogical conflict management, subject-object relations, arising difficulties, etc.).

Conclusion

Within the modern conflictological paradigm a conflict is considered as an objective phenomenon of social interaction, a form of extreme exacerbation of the natural contradictions typical of the human society. Educational institutions are not an exception. The objective determinant of school conflict is associated primarily with the “conflictogenic” nature of the pedagogical process itself, which has contradictions as its driving force. The presence of objective contradictions in the pedagogical process makes conflicts inevitable. Managing them is an essential component of managing the pedagogical process as a whole.

External factors increasing the conflictogeny of the pedagogical process are social, economic and psychological problems that worsen the tension in various interaction areas, which complicates the processes and mechanisms of development, training and nurturing. Unconstructive behavior of people who participate in a conflict situation leads to the development of business conflicts into emotional ones, causing negative consequences such as increased emotional tension, high anxiety level and unjustified psychological defense. On the other hand, constructive resolution of the conflict as an objective contradiction can help to achieve a higher development level of the interacting parties.

The choice of management methods depends on many factors. Therefore, to make the right choice, the teacher must have reliable information about the state of things in the student’s group and choose the relevant management methods. This requires a comprehensive PCMWEI model, which allows assessing the scale and main stages of anti-conflict activities. Developing a pedagogical management technology for such a multifunctional process as a conflict within an educational institution is based on two relatively independent groups of principles: 1) fundamental (basic) principles of synergy and systematicness, which relate primarily to the issues of organizing research work on synergetic issues within management pedagogy; 2) applied principles (communicativeness, hierarchical structure, development through self-organization, pedagogical modelling of synergetic objects and processes, situational and event-based approaches) associated with the PCMWEI technology and its functional peculiarities.

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