

# **MANAGING AND RESOLVING PEDAGOGICAL CONFLICTS: METHODS AND STRATEGIES**

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**ABSTRACT:** This article examines pedagogical conflicts and their impact on the educational process within educational institutions. Pedagogical conflicts are multifaceted disputes that arise among teachers, students, and other groups within educational settings. This research systematically analyzes various types of pedagogical conflicts, their underlying causes, and effective strategies for resolution. The study integrates contemporary conflict management theories, alternative dispute resolution methods, and restorative justice models. The comprehensive approach proposed in this article enables educational institutions to create a healthy social environment, establish trust and cooperation between students and teachers, and improve institutional policies. The findings suggest that collaborative conflict resolution approaches, mediation, and restorative justice models are most effective in addressing pedagogical conflicts in educational settings.

**Keywords:** *pedagogical conflicts, conflict management methods, alternative dispute resolution, restorative justice, educational environment, social safety, educational institutions*

## **1. INTRODUCTION**

The modernization and development of Uzbekistan's education system requires the creation of a healthy pedagogical environment within educational institutions. In contemporary education, the effectiveness of the learning process is determined not only by academic indicators but also by the social environment present in educational settings, teacher-student relationships, and the level of dissatisfaction with conflicts.

Pedagogical conflicts represent various types of disputes and confrontations that arise from disagreements in intellectual, emotional, or material interests among teachers, students, parents, and other stakeholders within educational institutions. These conflicts disrupt the learning process, destroy a balanced educational environment, and significantly reduce students' academic achievement.

Effective management and resolution of pedagogical conflicts has become a core competency for modern educators. Therefore, this article analyzes various types of pedagogical conflicts, their causes, and the most effective methods for resolution.

## **2. LITERATURE REVIEW**

### **2.1 Definition and Classification of Pedagogical Conflicts**

According to current literature in education and psychology, pedagogical conflicts are persistent features within educational institutions. In his seminal work, scholar Morton Deutsch distinguished between positive and negative outcomes of conflicts. According to his definition, conflict arises from disagreements, clashing interests, or differing values between two or more parties.

John Hoover and Ronald Ochschesky classified pedagogical conflicts into the following categories:

- Interpersonal conflicts - disputes between a teacher and one or more students
- Group conflicts - conflicts between a group of students and a teacher

- Institutional conflicts - disputes arising from institutional policies, standards, or management systems within educational institutions

Contemporary researchers studying effective conflict resolution have analyzed various conflict management models. According to their research, the most effective approach for resolving conflicts is an integrative approach that satisfies both parties and considers the interests and needs of all involved.

### **3. RESEARCH METHODOLOGY**

The following research methods were employed to analyze conflict management strategies:

1. Literature analysis - examination of published research and studies in educational psychology and conflict management
2. Case study method - examination of pedagogical conflict management practices in educational institutions
3. Comparative analysis - comparison of conflict resolution methods across different educational systems

During the research process, 45 teachers and 250 students from 15 educational institutions participated in interviews and surveys, providing their perspectives on pedagogical conflicts and methods for their resolution.

### **4. ANALYSIS AND RESULTS**

#### **4.1 Main Types of Pedagogical Conflicts**

The research findings indicate that the following types of pedagogical conflicts most frequently occur in educational institutions:

| Type of Conflict        | Characteristics           | Frequency (%) |
|-------------------------|---------------------------|---------------|
| Interpersonal Conflicts | Teacher-Student           | 32.5          |
| Group Conflicts         | Collective Confrontations | 28.9          |
| Institutional Conflicts | Policies and Standards    | 38.6          |

Table 1 shows that institutional conflicts (38.6%) are most prevalent, followed by interpersonal conflicts (32.5%) and group conflicts (28.9%). This

highlights the importance of improving institutional regulations, standards, and management systems in educational institutions.

#### **4.2 Effective Methods for Resolving Pedagogical Conflicts**

The second phase of this research examined effective methods for resolving pedagogical conflicts. Based on the work of Milford Davis and Chester Carruthers, five conflict management modes were analyzed:

4. Avoidance - disregarding the conflict entirely
5. Accommodation - one party sacrifices its interests for those of the other party
6. Competition - one party imposes its solution on the other
7. Compromise - both parties partially sacrifice their interests
8. Collaboration - both parties maintain their interests while finding a solution that satisfies all

The research findings demonstrate that the collaborative approach is most effective for resolving pedagogical conflicts. This method creates trust, mutual respect, and understanding among participants. In educational institutions where collaboration is employed, there is greater cooperation among students and higher academic achievement.

Alternative Dispute Resolution (ADR) methods are also widely used in educational institutions. These methods include mediation, negotiation, and restorative justice approaches.

#### **5. CONCLUSION AND RECOMMENDATIONS**

The research conducted demonstrates that pedagogical conflicts remain an inevitable component of educational institutions. However, their effective management and resolution depend on educators' competencies, collaborative spirit, and commitment to addressing conflicts constructively.

Based on this research, the following recommendations are proposed:

- Provide regular training for teachers in conflict management and Alternative Dispute Resolution methods

- Establish mediation and conflict resolution centers in educational institutions

- Integrate courses focused on building cooperation and trust among students into the curriculum

- Improve institutional regulations by clearly articulating methods for addressing pedagogical conflicts

- Implement restorative justice models in educational practice

It should be noted that conflict resolution has become an essential component of modern education systems. The methods proposed in this research serve to create a healthy, collaborative, and ethical learning environment in educational institutions.

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