

The level of nutrition tolerance among students is 81.6 points, which is related to the presence of students as tolerant and intolerant risks; there are situations in which their behavior would be tolerant, and that is, in which students would show some signs of intolerance.

**Conclusions.** In this study, we discovered that the majority of students have an average level of all tolerance types. To increase the level of ethnic tolerance, it is recommended to conduct more extracurricular activities with students of other nationalities and religions. Volunteers work with people of different ages and social categories will contribute to the development of social tolerance. Tolerance as a personality trait develops through the deep psychological training.

## STUDY OF STUDENT'S CONTROL STRATEGIES IN THE CONFLICT

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**Introduction.** In our life we can come into conflicts everywhere starting from the banal quarrels in transport and to armed clashes. All these conflicts and various types of conflicts become more and more frequent, as the development of society causes new interests and values appearance. Conflicts have both positive influence and negative one. The influence depends on the choice of the parties to the conflict either constructive or destructive strategies of behavior in a conflict situation.

**Aim.** The goal of our research is to establish the dominant conflict resolution strategies of students.

**Materials and methods.** The study was conducted with using K. Thomas's test questionnaire on the behavior in a conflict situation. 50 1<sup>st</sup> year students of «Pharmacy» speciality were questioned.

**Results and discussion.** Conflict is a collision of oppositely directed goals, interests, attitudes, arising in the process of interaction, and accompanied by conflict behavior. The conflict is ambiguous in nature, because it is something bad and unpleasant, but sometimes leading to something good and effective. Sometimes conflicts are very useful, even necessary, because they are sources of progress and can cause the improvement of the organization. But there are destructive consequences. Of course, it is impossible to build your life in such a way as to completely prevent yourself from participating in conflicts, because they can arise anywhere and at any time. The main thing in a conflict situation is not to launch it. It is necessary as soon as possible to deal with the object, the object, as well as with the parties of the conflict, so that the conflict does not become long-term. Properly chosen behavior strategy can help the parties not only eliminate the conflict, but also turn its consequences in its direction.

According to the results of testing, you can see that 40% of students choose the strategy of "avoidance" that leads to a prolonged conflict. This strategy is not effective, because unresolved conflicts lead to loss of self-esteem, deepen the old conflict, give rise to a new one. Deviationist tactics often breeds tensions.

34% of students try to find a compromise in conflict resolution as an agreement on the basis of mutual concessions, the proposal of a variant that removes the contradiction that has arisen. In a conflict situation, 18% of students resort to a cooperation strategy that satisfies the interests of both parties: «you are not against me, but we are together against the problem».

The rivalry strategy is characteristic of 4% of the students surveyed who defend their point of view. Those who seek to preserve their interests to the detriment of others choose this way of behavior. Only 4% of students try to adapt to any situation in order not to cause conflict, and make all sorts of concessions. With this strategy, there is no satisfaction of the interests of the one who adapts.

**Conclusions.** Thus, only 52% of the students surveyed choose constructive strategies of «compromise» and «cooperation» behavior in conflict situations. This necessitates the development of the skills of effective conflict resolution, constructive communication, and the conflictological competence of students in the process of teaching in a higher educational institution.