

PSYCHOLOGICAL AND PEDAGOGICAL CAUSES OF ORIGIN OF CONFLICTS IN A SYSTEM “TEACHER–STUDENT”

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Where there are opinions that differ from each other, where there are people who have different views about the purpose and methods of achieving them, the plans and principles of life, there is inevitably conflict situations. The problem of conflict is related to the number of problems that are global in nature. In recent years significantly has increased the urgency of studying the problem of educational psychology, as pedagogical reality generates a lot of controversy and conflict situations, the output of which requires special training of teachers of high school.

The aim of our research is to study the causes of conflicts in the system “teacher–student”.

Considerable attention in the psychological and pedagogical literature paid to the problem of pedagogical conflicts. The issue devoted their researches as foreign (S. Freud, C. Jung, K. Horney etc.) as domestic psychologists (S. V. Banykina, N. Y. Voronova, E. I. Stepanov, B. S. Bratus, V. V. Stolin, F. Yu. Vasylyuk, A. A. Faizullaev, T. M. Titarenko, O. A. Donchenko, G. V. Lozhkin, A. F. Bondarenko, M. I. Pyrene, S. R. Kartashov, etc.)

Conflict is a sharp way of resolving contradictions arising in the process of communication, which is accompanied by negative emotions. It is clash of principles, opinions, estimates, characters and standards of behavior. Pedagogical conflicts include interpersonal conflicts, as in the student group, and in the system “teacher–student”. A distinctive feature of pedagogical conflict is the opposition social-role positions, which in turn is determined by the status of the participants of the conflict.

A conflict between the teacher and the student may occur due to various reasons, which can be divided into the following groups:

- *motivational* (poor motivation of students in the teaching and learning activities, they learn without interest, do not want to do study tasks);

- *behavioral* (violations of the student code of conduct in school and out of it);
- *personal* (individual characteristics are the cause of both students and teachers: age, temperament, character, perception, experience, etc.).

In a process of search for effective conflict resolution conditions teachers of higher education institution should specify the reasons for the conflict, and understanding the nature of their origin, use specific mechanisms of action for the successful their resolution in the context of their teaching. Conditions of conflict resolution are so diverse, as are conflict situations. However, they can be summarized as follows:

4. Termination of counter parties to a conflict situation.
5. Control of the emotional sphere (the human capacity for self-control and self-control in conflict situations).
6. Try to avoid using irritants in communication. Need to control their verbal and nonverbal behavior, not to provoke conflict through conscious or unconscious use of irritants.
7. Conflict can be successfully resolved only on the condition that both sides are showing a desire to that and looking for a way to reach understanding.
8. Timely and accurate diagnosis of its causes (identifying objectively existing contradictions, interests, goals of opponents).
9. Mutual interest in overcoming the contradictions and mutual recognition of each party's interests (free from hostility and mistrust each other).
10. Joint search for ways to overcome the conflict (the use of a whole arsenal of tools and techniques: direct dialogue between the parties, negotiating through a mediator, negotiations with involving a third party, etc.).

During the research we concluded that because of the conflicts is often a contradiction subordinate to certain laws, teachers, understanding the nature of their origin, should use the specific mechanisms of action for the successful resolve them in a variety of teaching situations.