

PREVENTION AND RESOLUTION OF CONFLICTS AT SCHOOL AGE

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Manifestations of conflict are very typical for schoolchildren, but they are situational in nature and may gradually disappear. It should be emphasized that conflicts have become one of the most difficult problems in the life of the modern school. Students, interacting with adults, peers, and the socio-cultural environment, quite often at different levels and for different reasons, face conflicts. The number of conflicts in the “teacher–student” and “student–student” systems is constantly growing. Today, the absence of positive relations between the teacher and schoolchildren has become almost the norm, the emotional and spiritual distance between them is growing; on the contrary, mutual interest in each other falls, students’ motivation to learn decreases.

Material and methods. The problem of conflict is extremely topical; in recent years, the theory and practice of conflict resolution has been developing quite rapidly. There has even emerged a new direction, whose representatives are studying this problem at the intersection of different sciences – conflict management. The moral and psychological nature of the conflict is addressed by both individual scientists and research institutes. In particular, such scientists as R. Doze, L. Thompson, D. Rappoport, M. Sheriff, in the sociology of the work of R. Darrendorf, M.I. Piren.

Research methods: systematization and generalization philosophical, psychological, pedagogical, scientific and methodological literature on the problem of resolving conflict situations, the method of scientific research, empirical research methods: generalization, comparison.

Findings and their discussion. Despite the large amount of research in philosophy, psychology, sociology, ethics, a generally accepted definition of the nature of the conflict, its essence, and escalation has not yet been developed. Translated from Latin, the word “conflict” means a collision [7, p. 141]. Conflicts between individuals are most often based on emotions and personal dislike. The conflict that has arisen is difficult to stop, this explains its cumulative nature, that is, each aggressive action leads to a reciprocal or retaliatory action, and more powerful than the primary one.

Long-term, unresolved conflicts negatively affect interpersonal relationships, the socio-psychological climate in the school team. Therefore, it is necessary to resolve the conflict at its beginning, when there is still even the slightest opportunity to return to the previous relationship with the opponent [2, p. 540].

Overcoming conflicts is, to a certain extent, a skill that can be mastered, skillful conflict resolution can lead to harmony, while trying to crush the conflict can lead to aggression. Fairness in conflict resolution is an important element, and this concerns the values and culture of conflict behavior. Ideally, the conflict should end in a situation in which both sides win. If this is not possible, you need to make sure that no one loses, but on the contrary finds a compromise that will ensure a balance in the separation of advantages and disadvantages. Potential participants in the conflict are not only opponents who are directly involved in it, but also the community and the environment as a whole [1, p. 186].

Resolution is the final stage in the evolution of a conflict. For any type of conflict development, the teacher's task is to turn the opposition of the parties into interaction, a destructive conflict into a constructive one. To do this, one should promote an adequate perception of each other by opponents. By controlling emotions, the teacher must reduce emotional stress in relationships with a student, father, colleague. Do not respond to aggression with aggression, give an opportunity to speak out and listen to the opponent's claims, do not make hasty conclusions and do not give hasty advice, be able to convince your opponent that you are not his enemy and are ready to cooperate [3]. The next step towards resolving the conflict is dialogue. It is a way to debug communication, a tool for discussing controversial issues and seeking mutual agreement. During the dialogue, it is advisable to show tact and correctness, not to interrupt unnecessarily, not to impose your opinion.

In participating in a dialogue, opponents clarify the relationships, positions, intentions, goals of each other. When the source and cause of the dispute is determined, then you can proceed to interaction, which is the final stage of conflict resolution. The key point is how to overcome conflicts: participants must treat them as a learning tool, channel energy and turn them into constructiveness.

Responsibility for resolving conflicts in the children's collective rests with the teacher, regardless of the nature of the conflict and the attitude towards it, whether he is a participant or a mediator. The teacher, the class teacher, must deeply study and analyze the psychological situation in the team, find out the reasons for the emergence of contradictions. Reasonable formulation of the question is not reduced to a complete avoidance of conflicts, but to an attempt to learn how to properly resolve conflict situations, to make them useful, if possible. As mentioned above, conflicts are an integral part of our life, they can be reduced to a minimum, if you do not require complete conformity and dependence from children, if you are condescending to the individual characteristics of all family members. Dialogue and the desire to understand each other is a bridge that unites, rather than separates, the older and younger generations.

The main link in solving pedagogical situations is the implementation of its psychological analysis. The teacher can reveal the reasons for the situation, prevent its transition into a prolonged conflict, that is, to some extent learn to master the situation, using its cognitive and educational functions [3].

Conclusion So, the conflict is ambivalent in nature: it contains both negative features that lead to a deterioration in the socio–psychological climate in the school environment and a decrease in labor productivity, and positive aspects that contribute to the development and improvement of its participants. A conflict cannot be eliminated with a magic wand, especially a childish conflict, because it is based mainly on emotions that are too strong in childhood: they supplant the voice of the mind. If school conflicts become the norm, then it is necessary to treat not psychology, but a regime and discipline, without which there is no order. A school without discipline is like a mill without water. If we do not learn to live without conflict in a school environment and find a compromise, then we will never free ourselves from conflicts between students and the teacher, between the students themselves. Prevention is important here, including psychological.

Conflict can be prevented or weakened only by neutralizing aggressive feelings and intentions, which is too difficult a task. This is a systematic, routine work. The most reliable way to prevent conflicts is to create a moral and psychological atmosphere in the family, class, school collective, in society as a whole, which would exclude the very possibility of the occurrence of causes leading to conflicts. This lofty goal can be achieved only as a result of the consistent implementation of a whole complex of thoughtful measures to strengthen relations of cooperation and mutual assistance between people.

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