

## SOCIO-TECHNOLOGICAL APPROACHES TO CONFLICT MANAGEMENT IN MODERN SCHOOLS

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**Annotation.** Communication is the basic concept of communication psychology. When interacting, people pursue different motives. Depending on the goal, effective and ineffective relationships can be distinguished. When people's goals match, relationships become productive. In recent years, the number of discussions and publications on this issue has increased on a large scale, as this issue, firstly, is relevant today, and secondly, it has been studied by foreign and domestic scientists on this topic and considered this issue from different angles, therefore, studying this issue will allow a broader definition of the topic.

**Keywords:** communication, personality, conflict, action, motive, bullying, mobbing, strategy.

### **Introduction.**

Communication is a fundamental concept of communication psychology. Without communication, it is impossible to understand and analyze the process of personality formation and the development of society as a whole. Communication, according to G. M. Andreeva, is a way of uniting and developing people.

Psychological qualities of a person arise, develop, and change as a result of communication. Communicating with others, a person learns social rules, options, knowledge and methods of action, and general social experience. As a result of communication, a person is formed as a person.

In the course of communication, people not only exchange information, but also plan their actions, exchange actions and gestures with each other, and determine the type and norms of interaction. At some point, more people may be involved in this action, and everyone makes their own contribution.

When interacting, people pursue different motives. Depending on the goal, effective and ineffective relationships can be distinguished. When people's goals match, relationships become productive. The most irrational motives are individualism and aggression.

There are five main strategies of interaction between participants in communication:

- \* strategy of resistance
- \* Escape strategy
- \* Concession strategy
- \* Compromise strategy
- \* Cooperation strategy

### Forms of people's communication with each other

#### Direct communication

- full psychological contact created through natural face-to-face, verbal and unconscious (gestures) means

#### A new relationship

- incomplete psychological contact created by means of writing and technology, which prolongs or delays the feedback time of the participants.

#### Interpersonal relationships

- direct contact of familiar people within the group, the composition of which does not change by two

#### Mass communication

- Direct or indirect contact of strangers

#### Interpersonal relationships

- psychological contact of famous personalities who reveal their qualities in the course of common activities

#### Role-based communication

- psychological contact of performers of well-known social roles

**Results and discussion.** Conflict is a widespread form of interpersonal communication. An alternative to the concept of conflict is conflict, tug of

war. Establishing control over processes and relationships in which conflict situations cannot be managed without understanding the mechanisms of their development and which directly depend on the conflicting parties. Only in this case, there is reason to question the possibility of conflict management at the micro level. This leads to the need for strict application of social technologies in the educational process to regulate the actions of participants in conflict interaction and provide an opportunity to control conflict processes in the right direction and at a favorable time.

The development of a conflict situation is often carried out anonymously, therefore, the school principal or her deputy, who has set the task of preventing or resolving conflict, must learn to find appropriate manifestations, balance the conflict situation, thereby not leading to conflict. To recognize a conflict situation, it is recommended to use conflict factors containing information that causes dissatisfaction among individuals, leading to the emergence and aggravation of disagreements between them. Obviously, the environment in which interpersonal conflicts occur in an educational institution also has its own types: student and student, student and group (class). How does a conflict arise, and what is the reason for it? Types of conflicts between a student and a student at school that are currently an urgent problem and are taking place: this is bullying and mobbing. According to statistics for the last year of 2018 in Kazakhstan, every fifth student faced or experienced this situation with bullying.

Among the methods of generalizing the initial information are monographs and scientific papers devoted to the problem of interpersonal conflicts at school. In recent years, the number of discussions and publications on this issue has increased on a large scale, as this issue, firstly, is relevant today, and secondly, it has been studied by foreign and domestic scientists on this topic and considered this issue from different angles, therefore, studying this issue will allow a broader definition of the topic.

Bullying is a word that tells us what it means to be insulted and harassed from abroad. In 2018 (it should be noted that the survey is conducted once every 4 years), a research group of scientists from the Ministry of Health of the Republic of Kazakhstan (Ministry of Public Health) conducted a survey to study health and well-being indicators among Kazakhstani schoolchildren HBSC (Health behavior in school-aged children). According to the survey results, bullying occurs most often in 17% of children aged 11 to 15 years on a monthly basis, i.e. they are bullied. Everyone can be bullied at home, at school, on the bus or on the Internet, in general, anywhere. What causes Bullying? In this case, we will note the concepts of priority and subordination. While the dominant creator is the aggressors, the subordinate side

is the abusers. Bullying is characterized as follows: Intentional infliction of harm and suffering to the victim; aimed at depriving the victim of self-confidence; deprivation of the ability to resist, aimed at humiliating and destroying a person. As you know, the end of this pressing problem with the death of a person is obvious. What we will look at in this article is why bullying occurs at school, the impact of freckles and the consequences that can result from this, and finding ways to resolve conflicts.

**Materials and methods:** A similar concept in which Bullying and lookalike go is mobbing. Mobbing is a group in which aggressors gather, and mobbing at school is a group in which aggression prevails in the classroom. Their main goal is psychological and physiological abuse and harassment of the same person as a group. In modern scientific literature (V. N. Butenko, I. V. Volkova, S. V. Krivtsova, D. A. Lane, O. A. Sidorenko, etc.) bullying is considered as a type of violence manifested in systematic purposeful acts of aggression against physically or psychologically weak people. The scientists cited common characteristics inherent in all types and forms of conflict.:

- deliberate action (intention);
- repeatability and regularity of manifestations;
- a real or perceived power imbalance that manifests itself as physical and social inequality between the parties involved;
- aggressive behavior and damage caused.

According to D. N. Solovyov, "bullying in the classroom is a destructive way of realizing the natural need to form the internal structure of a group based on the principle of dominance of the adolescent community."

According to a study by N. M. Moiseeva and M. V. Safronova, the most vulnerable in this regard are students in grades 6-7.

The analysis of psychological and pedagogical literature shows that interpersonal conflicts in the school environment can be caused by a combination of personal and social factors. Personal factors contributing to conflicts are the aggressiveness of the student, poor academic motivation and academic performance, low level of upbringing, early sexual activity, early criminal record, tendency to dominance. In addition, the causes of conflicts can be jealousy, revenge, self-assertion, power struggle, desire to be the center of attention, desire for surprise, liberation and "consolidation", as well as feelings of revenge and hatred.

The main social factors that provoke conflicts between students:

- family discomfort (low socio-economic status, change of parents (the appearance of a stepmother, stepfather or guardian), family conflicts, constant monitoring of

aggression in an intimate environment, family and sexual violence, hyperopia or hypopecia);

-a conflictogenic environment in the classroom or school team (the student's class with the name "Leader", the authoritarian style of behavior of teachers used in relations with students (insult, anger, act of oppression.

-lack of control over students' behavior by school staff (for example, lack of desire to resist domineering behavior);

- The spread of violence in the media.

The problem of bullying, which is currently widespread in schools, worries teaching staff, as it can cause anxiety, irritability, loneliness, aggressive and suicidal behavior, substance use, the risk of participating in criminal groups, maladaptation at school and the resulting somatic diseases.(dizziness, headaches, sleep disorders, enuresis, abdominal and back pain, physical injuries, etc.) Krivtsova characterizes the following side effects: cases of harm to a student's health: the need to reduce body functions to a minimum; blockage of digestive processes in the body and, as a result, loss of appetite and digestive disorders; increased heart rate; damage to the mind, impaired immune system.

As for school conflicts, we have determined that the types found in the practice of modern foreign schools are the most common for children.

Flaming is a short emotional type of remark and correspondence on the web. Attacks (harassment) are constant repeated abusive messages addressed to the victim.

Defamation (denigration) is the publication of false information that offends the victim of a photo or video.

Isolation (ostracism) is separation from a social group, but social death is equivalent. But the end can be really deadly.

Happinslapping is to capture and spread the course of abusive methods on camera.

And the situations in which conflicts may arise include: academic performance, appearance, manner of dressing, dialect, physical strength, anxiety, locomotor system, types of popularity. In connection with this situation, psychologists argued that the main reason for the predominance of aggression in child abusers is the influence of warmth, which they did not experience from the family.

What is even more worrying about this problem is that bullying can be observed among girls. The proof of this is the videos and news on social networks. For example: in 2020, as a result of abuse among girls in the West Kazakhstan region, a person was physically injured in September. The situation with the above video resource is attributed to mobbing, which was caused by the group behavior of several

girls, which caused harm to one girl. We can say that this story is typical not only for boys, but also for girls in recent years.

When confronted with bullying, it can be determined by several signs. Here are some signs that a student is facing a bullying situation.:

The child does not want to go to school. Children who have been bullied regularly go to school without a mood. They also serve as an excuse for illness, to avoid going to school or to invent illness and stay at home. In addition, due to constant stress, the child's health can really suffer.

The child doesn't want to talk to anyone. Children who have been bullied refuse to talk to their friends. The child's behavior becomes antisocial, he avoids communication, locks himself in his room and gives holistic answers to the questions: "yes" and "no". The child starts quarreling with everyone for no reason.

The child does not sleep well, he has no appetite. Children who have been bullied suffer from neurotic manifestations. The child does not sleep well: he is in a hurry, screams, wakes up often. He has no appetite, and his mood changes dramatically: the student moves from absolute calm to hysteria and vice versa.

School performance is declining. Children who are exposed to bullying victims are completely immersed in the problem with the team, so there is no energy left either for studying or for normal communication with other children.

The child does not want to go to the school bathroom. The bathroom at school is often a place of physical abuse of a child. There are no adults, so a child who is afraid that he will meet aggressors there prefers not to go there and go home.

The child cannot explain the damage to his belongings. The child cannot answer the parents' question about why his belongings are damaged or where his school supplies have gone. He prefers to keep quiet. The child is afraid to say that his belongings were taken away or ruined by the aggressors.

The child cannot explain the causes of the physical injuries. Children can also be physically abused. For example, there is a fight between children, but if a child constantly comes home beaten or with bruises on his body and bruises, this is not just a conflict, it indicates the existence of bullying. In addition to these symptoms, we can use various methods and surveys to determine whether bullying exists or not.

In order to accurately identify this situation, psychologists have developed special techniques, questionnaires, and tests. In particular, the first anti-harassment program implemented in the world is the D. Olweus Bullying Prevention Program 1982-1985. His strategic set includes identification work at several levels: school, classroom, and individual students. The main goal of the program is to raise awareness among the entire school community about bullying. A bullying risk questionnaire was also compiled among the students, that is, the ORB anonymity questionnaire (bullying

risk questionnaire), created as a result of the merger of scientists A. A. Bocharov, V. B. Kuznetsova, E. M. Bianchi and others .

Many professional psychologists identify the following causes of conflict:

- age-related or psychological crises;
- lack of attention or overconfidence on the part of parents;
- excessive aggressiveness on both sides, unwillingness to listen to the interlocutor;
- rejection of the opinion of the opposite party;
- the discrepancy of opinions about life, which is especially noticeable among teenagers;
- excessive fatigue of parents, "cyclicality" during work and other problems unrelated to the child's life.

Of course, it can be very difficult to get out of this situation. Especially the intervention of parents and children in conflict and other people, such as grandparents. In these cases, very often the attitude of the mother and father towards their son or daughter is significantly reduced, which leads to the inability to achieve certain educational goals. Strong parent-child relationships and the constant work of parents with a child have a huge impact on a student's school life. Behind many difficulties in communicating with a child, there are no evil intentions of either the child or the parents, which will be based on habit. Therefore, it is important that parents have more intensity in their relationship with their child.

In this regard, it has been established that the relationship between parents and a teacher is a step towards mutual understanding that teachers and parents give each other, achieving trust, exchanging emotional values, assimilating pedagogical experience and knowledge. The moral maturation of a child depends on the environment in which he lives. There are many different environments in a child's life: the environment at school, the environment in additional courses, sections, the environment of their own friends, the environment in higher education institutions, the environment at work, etc. But it is the family environment that is the most unchangeable and leaves its big mark on a child's life, which is the basis for his development from a moral and psychological point of view. Teachers often work with parents of difficult children. And if the student does not show deviations from moral norms, the teacher does not worry about his fate, has little interest in home education and family relations. The educational psychologist pays great attention to the deviant activity shown by the student together with the class teacher. That is, if they notice changes in their behavior, they will immediately start working and create conditions for prevention.

Bullying and mobbing require preventive and corrective work to avoid complications. On the issue under consideration, it is necessary to provide the same

remedial work for the bullying event, which will be side by side for both men and girls. It is well known that the work of correction and prevention is quite clear.

In addition to the above methods, what should be done in schools where bullying occurs, and what work and measures should be taken to prevent this bullying? In this regard, the work carried out to prevent bullying:

Making changes to the school rules on bullying cases and supplementing the content of the accepted rules with remarks that this situation does not go unpunished.

In order to prevent bullying, it is necessary to conduct special training for school teachers, especially classroom teachers, for preventive work.

Also, the school psychologist's work plan should plan the forms of work with the victim of bullying and his parents in a systematic manner, that is, there are areas of work for the school psychologist on interpersonal conflicts that need to be worked with.

Types of work performed at the school level:

Raising the level of culture of school subjects: problems of managing bullying, mobbing and other types of conflicts; familiarization of the school administration with ways to prevent bullying. For all students exposed to bullying, it is necessary to have a rule of discipline.: what to do? How to walk? In our opinion, a special anti-corruption committee (ethics committee, justice committee, fathers' committee) should be established at the school.

We consider it necessary to organize special training work with pedagogical specialists and technical staff of the school to identify victims of bullying, identify aggressive situations among students, and identify isolated students.

Also, such preventive work should be organized among students. As part of the provision of pedagogical and psychological diagnostic services created in the process of working with a school psychologist bullying, it is necessary to prevent bullying by showing special videos, videos in the form of explanations that are understandable to students in any form.

Areas of work of a school psychologist for the prevention of interpersonal conflicts. At any moment, he should be able to tell his parents, adults whom he can trust, about the bullying situation. You need to feel confident. It is necessary to be able to find friends among your peers or classmates. The possibility of bullying should be far from high. You should forget about revenge, or not use weapons in order to show even more rigidity. It is necessary to learn how to joke and constantly try to maintain a positive attitude.

When resolving a conflict with children, it is necessary not only to give advice, but also to apply various methods and recommendations. In this regard, in the scientific foundation for our problem, one of the long-standing methods is called the

“Link crew”, i.e. the contact group. This method has been used in North American pedagogy (USA and Canada), authored by the outstanding educator and philosopher John Dewey. This method creates the most positive, smiling, active "contact group" of schoolchildren with leadership qualities. They are selected and receive special training. What are they preparing for? Selected students receive special training to become the "guardians" of younger students. For example, an eleventh grader leads five ninth graders. A tenth grader is looking for five eighth grade students. Seventh graders look at fifth graders. Each supervisor takes care of himself-3 to 5 students. What to do? The school psychologist leads the "contact group". How do I listen when I don't have much time? How to introduce children? How can I help resolve conflicts? What should I do if I find myself in an abusive situation? In the USA and Canada, participation in a team is considered as a full-fledged school subject, for which students who join the team are evaluated. This method is very similar to the method of leaving the pioneers .

When you see abusive acts taking place within the walls of a school, what should a psychologist do to prevent this?

It is necessary to tell the school administration or the teaching staff about bullying.

Taking into account that every teacher should apply Anti-Chinese measures against bullying, teachers should mark one position.

Teachers need help in developing a profession and its characteristic.

The Committee for assistance to school mayors in an organization such as the "committee of justice against one" or".

The work of a teacher-psychologist with bullying within the walls of a school: The teacher is approached by a student (victim of bullying) or the victim's son, the parents of a friendly victim. The teacher, expressing gratitude to those who asked for help, speaks of the high importance of their actions. At this moment or on the next day assigned to the psychologist, it is necessary to draw up a plan, set deadlines for each action and inform the victim's parents.

Psychological and pedagogical support work should be accompanied by the ability to respect the individual boundaries of each child, to be aware of their self-esteem; to explain the need to commit bloody acts in the event of a bullying situation; to teach them to express their feelings with openness from psychological and emotional forms; to work on changes and solidarity of development; to eliminate the syndrome of subordination of subordinates; to protect themselves, teach them to speak freely, not hiding if you encounter situations of trickery and bullying.

**Conclusion.** In conclusion, in addition to the work on the topic under consideration, in order to get mobbing and bullying ahead, it is necessary: to be able to consciously perceive that bullying takes place; do not try not to notice bullying at

school; in order for bullying to be ahead, a system of psychologist's activity is needed to protect the completeness of all graphs on the above In order for mobbing and bullying to be in a tense situation, every teacher should be able to communicate calmly with his son and a psychologist.; so, in the general teaching staff, we consider the work on compliance with professional ethical standards, respect for the rights of the child, taking into account its specifics, etc. Only in order to avoid the consequences of the Kana Os social phenomenon. Although bullying and mobbing happen anywhere, at any time, we believe that technological fists have worked.

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