

STUDYING THE LEVEL OF CONFLICT AMONG SCHOOLCHILDREN

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As you know, communication between subjects in the educational environment acts as the main link in the educational process. As in any other sphere of life, there are positive and negative communication situations in the educational environment. The conflict situation that periodically develops between the participants of the pedagogical process is one of the most pressing problems of our time. This is due to the fact that the conflict leads to a decrease in the level of effectiveness of the educational process, has a negative impact on the development of students' personality, on the authority of the teacher and the school as a whole.

Like and other social processes, conflict has a certain structure, in which there are: object (predmet dispute); subject (individuals, groups, organizations); flow conditions of conflict; the scale of the conflict (interpersonal, local, regional, global); the strategy and tactics of behavior of the parties; the outcome of a conflict situation (consequences, outcomes, awareness of them) [3].

Conflict is a complex socio-pedagogical phenomenon. The reasons for its occurrence are: contradictory goals, interests, views, opinions, values of people; differences in the manner of behavior and life experience of people; injustice; violation of human rights and freedoms; insult to personal dignity of a person; envy, etc. [2].

The problem of pedagogical conflict is one of the most important in pedagogical communication. According to S. V. Banykina, pedagogical conflict is a form of manifestation of aggravated subject-subject contradictions arising as a result of professional and interpersonal interaction of participants in the educational process, which most often causes them a negative emotional background of communication, and involves a constructive translation of the clash of the parties to the conflict into an interested elimination of its causes [1]. There are the following systems in which a pedagogical conflict can arise: "student - student", "teacher - student", "teacher - teacher", "teacher - administration", "teacher - parents". Pedagogical conflict has certain features: the teacher bears professional responsibility for the pedagogically correct resolution of the situation; the participants in the conflict have different social status, which determines different behavior in the conflict; the difference in age, level of education, and the amount of life experience of the participants generates different degrees of responsibility for mistakes in PR and conflict resolution; conflict "through the eyes of the teacher" and "through the eyes of the student" it is seen in different ways, so the teacher does not always understand the depth of the child's experiences, and the student can not always cope with their emotions, subordinate them to reason; the teacher must always be prepared for the presence of other students when there is a conflict and for the possibility of their joining the conflict; the teacher's professional position in the conflict obliges him to take the initiative in resolving it and be able to put the interests of the student as an emerging personality first; teacher's mistakes in resolving the conflict contribute to its inflaming and attracting other students to the conflict; conflict in teaching activities is easier to prevent than successfully resolve it.

School life is never completely conflict-free. But, despite the fact that conflict situations in the educational process are a common and ordinary phenomenon, it is impossible to leave it to its own devices. Therefore, starting from primary school, the teacher should monitor the relationship of students and students. In the course of the study, we conducted a survey in which 24 students of the 3rd "A" class of the unique autonomous general education institution "Secondary General Education School No. 16" of Gubkin, Belgorod region, took part. After analyzing the answers

received, we obtained the following results: 4% of respondents have a level of conflict closer to the average; 41% of respondents have an average level of conflict; 38% of respondents have a level of conflict higher than average; 17% of respondents have a level of conflict closer to high. The majority of schoolchildren have an average level of conflict. This means that children try to avoid conflict situations and respect the opinions of others. But the number of children who exceed the average level of conflict is high. This means that the teacher must monitor the relationships in the team, provide assistance and support in resolving a conflict situation.

Интересными являются The following facts are interesting: 30% of students sometimes like to give orders, while the remaining 70% never give orders; 20% periodically disagree with the opinions of others, and 80% - disagree very rarely. All this undoubtedly indicates a high degree of respect for children towards each other; 8% of students never tell the truth, 40% - sometimes tell the truth, 52% - always tell the truth. This indicates a positive trend in the development of children as subjects of social relations; 50% of students consider themselves creative people; 5% of children consider themselves the worst, 10% consider themselves better than others, 85% consider themselves the same as everyone else. This indicates a different level of students' self-esteem; most have normal, adequate self-esteem.

In addition, we have identified the main cause of conflict among schoolchildren. In the opinion of primary school students, this reason is not the consistency of opinions, views, interests and beliefs. As you know, the type of temperament of its participants has a great influence on the relationship in the team. We conducted a survey of primary school students and obtained the following results: 11% of respondents are melancholic; 26% of respondents are choleric; 30% of respondents are sanguine; 33% of respondents are phlegmatic. The majority of students are phlegmatic and are characterized by: calmness, consistency of actions, caution, prudence, restraint, patience, slowness. Sanguine people are characterized by cheerfulness, energy, restlessness, quickness of action, sociability, passion for business, instability of views and interests, haste. Choleric people are characterized by restlessness, fussiness, short temper, straightforwardness, determination, initiative, stubbornness, risky behavior, and a quick change of mood. Melancholics are characterized by: shyness, confusion, rapid fatigue, depression, impressionability, tearfulness, suspiciousness, vulnerability, unsociability, inactivity, timidity. Thus, we see that choleric people have a high level of conflict, melancholic people have a low level, and sanguine and phlegmatic people have an average level.

In conclusion, we came to the following conclusions: conflict is a natural social phenomenon; conflict relieves mental tension in society; there are many methods of resolving conflict situations, with the proper use of which all possible contradictions in society can be resolved; in order to create optimal learning conditions for students, the teacher must take into account the peculiarities of temperament and the level of conflict among students.

List of literature:

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