



Conflict logical Competence of the Teacher as A Condition for Positive Interaction in the Educational Environment

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ABSTRACT

The article presents the results of the study conflictological competence of teachers of the Russian language in secondary schools. Conflictological competence of the teacher as a condition for positive interaction in the learning environment is an important and relevant topic for the educational organization. freedom of choice of the teacher, subjects, classes and, consequently, the need for compulsory attendance at school is limited; subordination Strict framework of discipline is required. These circumstances require the creation of an environment that reduces the negative factors of the textbook environment and develop skills of constructive interaction. The aim of the study was to identify ways to enhance the conflictological competence of teachers for qualified work with students and their parents in interaction during a conflict educational environment. The paper offers areas of work with teachers that improve conflictological competence.

Keywords:

Educational environment, conflicts, teacher training, conflictological competence, positive interaction, educational organizations.

Prelude

This study examines the system of professional education of the future teacher considered to be based on the competence approach. The competent approach is based on the concepts of "competence" and "competence". The competent approach is a system of principles on the basis of which the goals of vocational education are set, the content, if education is chosen, the educational process is organized, the learning outcomes are evaluated. The implementation of the competence approach in an educational institution is studied and studied by many scientists (A.S. Belkin, E.F. Zeer, I.A. Zimnyaya, O.E. Lebedev, A.V. Khutorskaya, T.M. Kovalyova, D.B. Elkonin, V.V. Bashev, Y.V. Senko, A.M. Aronov, etc.), whose views complement each other and are reflected in our study. As stated by E.G. Repina, the purpose of introducing the Competence approach in

Russian education is to achieve maximum competitiveness of the state's human resources in the global labor market. To achieve this goal, the competency-based approach allows us to solve the following tasks:

- 1) to ensure the unity of theoretical education and practical exercises;
- 2) to improve the quality of labor resources for the Russian labor market;
- 3) to strengthen international cooperation in the field of education (mutual training in Russian and foreign universities - double degree programs), which is possible only with the compatibility of educational programs and their results;
- 4) to contribute to increasing the attractiveness of Russian universities for foreign students. The provisions of the competence approach are institutionalized in the Federal State Educational Standards (FSES), which are constantly qualitatively updated.

The relevance of the study is due to the need to form conflictological competence in a potential teacher in the multicultural educational environment of the university. In future professional activities, conflictological competence is an indicator of optimal relationships at all levels of interaction. The competence approach requires the future teacher to be ready and capable of professional activity, to clearly realize what universal (key) and special (qualification) personal qualities will be indispensable in professional activities. This, in turn, implies the teacher's ability to compile a practice-oriented basis for professional activity - a set of basic information about pedagogical professional activity, including a description of the goals, objects, means, forms, methods, principles, products and results of their professional activities.

Materials and Methods

The article presents different views on the concept of «conflictological competence». The authors apply the principle of unity in diversity. When interacting with general pedagogical principles, it implies the recognition of different opinions and forms of expression, the right to differ from others; respect for people regardless of their ethnicity as members of a large community - humanity, respect and recognition of different cultures, opinions, values, approaches to resolving conflict situations.

Before proceeding to the analysis of the concept of "conflictological competence", we studied the concept of "competence" as the basis of our research. The Encyclopedia of Psychology considers this concept as "the degree of mastery of the necessary skills and abilities" that help to cope with the situation and choose the necessary mode of behavior. A specialist who has a certain set of professional, social, personal, and other competencies can be called competent, that is, having competence in a certain field of human activity. The definition of competence in the system of higher education was proposed by Y. G. Tatur: "The competence of a specialist with higher education is their practically manifested desire and ability (readiness) to realize their potential (knowledge, skills, experience, personal

qualities, etc.) for successful creative (productive) activities in the professional and social sphere, realizing the social significance and personal significance of responsibility for the results of such activities, as well as the need for its continuous improvement... ».

In our study, based on the work of A. V. Khutorsky and other scientists, we understand competence as a set of interrelated personal qualities (knowledge, skills, abilities, thinking features that ensure the ability to make effective decisions in a conflict, act rationally, promptly, etc.), defined in relation to a certain process and are necessary for productive action. The concept of "competence" includes knowledge, skills, abilities and methods of activity (object component). The concept of "Competence" reflects the ability of the subject to carry out activities when applying them (subject component). In this regard, it should be noted that the educational process is subordinated to the idea of purposefulness and efficiency.

Conclusion

The process of forming the conflictological competence of future teachers is important and necessary for their professional development. The teacher regularly interacts with people of different levels of education, social status, intellectual development, etc. A developed theoretical base constructive behavior in a problem situation can help teachers regulate their thoughts and actions. Knowledge and ability to identify conflict in order to make optimal decisions shows the ability to productively contain contradictions, which contributes to the settlement of the problem. The obtained results confirm the need to form the conflictological competence of potential teachers as one of the most important characteristics of professional mobility. The research is undoubtedly relevant, as all the activities of the teacher are permeated with the need to resolve conflicts between children, parents and colleagues. Conflictological competence is manifested in the actions of the teacher as the ability to carry out conflict-free interaction with students, to conduct professional activities aimed at minimizing destructive consequences and creating a

situation of equal communication; the ability to subordinate interaction and communication with a single goal - productivity, given the problem situation to become an inevitable element of professional and innovative activities. The article reveals the systemic, personal and cultural approaches, the author's method of forming the conflictological competence of the future teacher.

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