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**Spectrum Journal of Innovation, Reforms and Development**

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**Volume 05, July, 2022**

**ISSN (E): 2751-1731**

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**Website: [www.sjird.journalspark.org](http://www.sjird.journalspark.org)**

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**MANAGEMENT SKILLS OF THE LEADER IN ELIMINATING PEDAGOGICAL CONFLICTS**

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Saidov Asliddin Norbobo ugli

Chief Specialist of the State Inspectorate for Quality Control of Education under the  
Cabinet of Ministers of the Republic of Uzbekistan

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**Annotation**

Elimination of pedagogical conflicts is one of the urgent and important issues of today. This article describes the management skills of the leader in eliminating pedagogical conflicts in educational institutions. As well as, Methodological, material, scientific, external aspects of eliminating pedagogical conflicts have been studied.

**Keywords:** leader, employee, pedagogical conflicts, leader-employee relationship, management skills.

**Introduction**

It is known that personnel training is a multi-component process that includes methodological, material, scientific, biological, external, management and other types. Here it is aimed to express some of our opinions on this issue within the framework of one article.

Taking into account the patterns and results of the experimental study, there should be a scientific conclusion based on the historical experience of the practice of the pedagogical phenomenon under study, a scientific substantiation of the essence of the methods, forms and means of optimizing the training of personnel. the process is based on the study of its conceptual foundations, external and methodological solutions based on a retrospective analysis, allows you to establish causal relationships in the process of evolution of the system of training qualified personnel in the preparation of highly qualified managers and employees [9, 52].

A leader is a teacher, a coach, a leader - an educator of the nation, a person who belongs to eternity [3, 49]. "The further increase in the role of leaders is also connected with the complexity of the modern person. Therefore, every leader should strive to know people. He differs from the leader in his achievements, shortcomings, glory, and daily demands in life.

A leader cannot be a good leader if he does not know the individual and psychological characteristics, interests, skills, qualifications and abilities of his subordinates. He should work with skillfully taking into account the general and specific abilities, temperament types, and character traits of people. For example, some people rely on quick actions, while others may prefer logical thinking. Taking into account such personal qualities, he should be able to recommend certain tasks and put him in his place in the technological chain, to be able to effectively see information about the educational system. Therefore, the head of any educational institution should have a number of psychological characteristics in order to externalize his activities at a high level and manage the team" [7, 58].



It is known that the psychological characteristics of performers (workers, workers, employees) and their uniqueness, as well as the system, are important for the management process. Therefore, taking into account the issues of psychological education, externalization of activity and behavior, organization, communication, and reality of a certain level of the team, group and their members ensures the appropriate implementation of the management process.

Here we focus on the concept of system, because it is one of the main concepts of the theory of social management. Classification of systems is carried out according to various criteria, depending on the assigned tasks. First of all, systems are divided according to their belonging to the objective world. Systems related to social, biological and living nature are distinguished. According to Academician V. G. Afanasev, an integrated system is understood as a set of components, the interaction of which creates new (integral, systemic) qualities that are not characteristic of its generators[5, 81]. It is one of the most effective ways to use the integrated system in the management-employee relationship.

One of the most promising ways of personnel training is to avoid mistakes in the attitude of the employee, paying attention to the attitude of the manager. Deficiencies in the work process, disagreements between the manager and the employee can lead to a decrease in the opportunities for training qualified personnel[8, 47].

There are a number of effective ways to manage conflict situations. They can be divided into two large groups. They are as follows:

1. structural - external
2. are strategic methods.

In turn, structural - external methods consist of four methods:

- Explaining the requirement to study;
- Coordination and integration;
- Organizational complex goals;
- Improvement of the incentive system;

Strategic methods, on the other hand, consist of five methods, which are as follows:

- Moving away;
- Smoothing;
- Coercion;
- Agreement;
- Problem solving methods.

As noted, the leader should not consider the causes of conflict situations to be only differences in teachers' actions. Of course, this can also be an important factor in the emergence of a conflict situation in some specific case. But it is only one of the influencing factors. Therefore, the pedagogue should first of all analyze the factors causing the conflict, and then make a decision to use one or another method. We can define structural-organizational methods as follows. A method of explaining the demand for work. This method is the exact opposite of the dysfunctional method, which explains what results are expected from each teacher and group. Here they are reminded that:

- Scope of the result to be achieved;
- In what order the tasks are assigned and who receives them;



- Responsibility, liability and legal system;
- Clear policies, procedures, etc [4, 63].

The pedagogue should not try to clarify these issues for himself, but should explain how each student and group behaves in each situation and what is expected of them.

Adaptation and integration method. This method is called verbal chain of command.

Hierarchy of teacher's duties in the educational process, i.e. providing direct assistance or consulting according to the level of knowledge, establishing the order of the level of knowledge regulates and harmonizes the interaction of teachers, the flow of information, and decision-making related to the educational process.

If there is a conflict or a disagreement between two or more teachers regarding one or another task, such a conflict can be resolved by telling the leader. The principle of single administration is very useful here.

Integrating focus groups and cross-disciplinary meetings is also very important. General organizational (complex) goals The essence of this method is to mobilize all participants' efforts and efforts to achieve the main goal.

Structural system of incentives. Due to its lack of dysfunctional consequences and positive influence on teachers' behavior, incentive systems are widely used to prevent and manage conflicts that may arise. Those who achieved achievements in the educational process, who showed enthusiasm in foreign affairs, who tried to help those around them with a comprehensive approach to the solution of the problem, of course:

- Acknowledgment;
- Award;
- They should be awarded with a certificate of praise.

At this point, it should be noted that not only encouragement, but also determining the punishments for the teacher who behaved illegally or acted against the interest of the educational institution has a decisive role in preventing conflicts that may arise. There are five strategic ways to prevent isolated situations or mitigate conflict [6, 35].

Distance. A qualified and experienced pedagogue tries to stay away from the quarrel. He does not participate in the discussion when the conflict is at its height. This method is used by the parties in cases where they are not interested in resolving the conflict situation and want the relationship to remain apparently good. Such situational conflict is observed in cases where the knowledge levels of the conflicting parties are still immature or advanced.

If the conflict is due to subjective reasons, then the strategy of walking away is the preferred strategy. Because, it allows the parties to calm down, once again reflect on the situation, understand it with understanding, and finally come to the conclusion that there is no reason to continue the conflict. If the conflict is caused by objective reasons, the strategy of distancing will lead to defeat on both sides. Because during the period of separation, time is extended, the reasons for the conflict situation deepen, in short, «the wound is eaten».

moothing. This method aims to eliminate conflict by encouraging teachers to do better. In a conflict situation, the teacher and staff are encouraged to be polite to each other, not to get angry over trivial things, and generally not to «rock the boat» that is sailing together at the same time.



Compulsion is the acceptance of a will, suzi by force. A person who is going to pass his word is not interested in the opinion of another person, he denies it.

A pedagogue who adopts such a strategy aggressively imposes his will. This method is mostly used by pedagogues against those who are slow participants in the learning process.

The strategy of coercion stifles the initiative, leads to the instability of the «mental climate» in the educational process. Especially, this method arouses hatred in older students and relatively young students.

Agreement. The most important condition for successfully exiting a conflict situation is the ability to compromise. Amicable dispute resolution is a highly valued strategic method to reach a mutually satisfactory solution.

Solving the problem. This method is based on an in-depth analysis of the causes of the conflict and taking into account the opinions of all, in order to find a solution that satisfies all pedagogues and teachers. Proponents of this method want to achieve their goal not through the goals of others, but at the expense of finding the most reasonable solution to the pedagogical conflict [1, 192].

A conflict between a leader and teachers in an educational institution can have a bad effect on only «selected» people, not the «whole community». It is impossible to solve such a conflict in one way, on a large scale. In solving this conflict, the leader should strive for cooperation with his intelligence, fairness, and cultural level. That is, in this conflict situation, it is necessary to find a solution on the basis of equal legality, not on the basis of position. For example, the following are very important in this process: recognition of an employee or teacher; listening without interrupting; demonstrate understanding as another person; to understand how others perceive (understand) the situation in the conflict process; clearly imagine the topic under discussion; to form relatively general views on the subject; determine the outcome being compromised; writing down (analyzing) the content of the dispute; choosing a common way to resolve the conflict in cooperation; reaching a common conclusion (compromise) in cooperation. Such a path is a difficult but wise path. This requires experience.

In today's conditions, a leader should not only know his field well, but also be a good externalist, psychologist and educator. For this, every leader should independently master the sciences of sociology, psychology, pedagogy, and professional ethics [2, 2-4].

Being able to find a way to the members of the group, to the heart of each student, is of primary importance in the leader's work. A leader who knows this will be able to solve all kinds of conflicts that arise in the educational process within his team with the leader, together with his teachers, without bringing it up to the superiors. Such a leader organizes his work correctly, successfully fulfills the goals and plans assigned to the group on time. The leader should resolve every conflict situation calmly and without haste.

After all, understanding that national ideology is a powerful tool that changes the future leader's ability, mentality, thinking, social consciousness, duty and worldview, as well as eliminating pedagogical conflicts, is an important factor that ensures the sustainability of the leader's management skills.



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