

УДК 378.016:37

STRUCTURE OF READINESS OF FUTURE TEACHERS TO PREVENT AND RESOLVE CONFLICTS

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***Анотація.** В статті проаналізовані психолого-педагогічні підходи до розуміння сутності конфліктологічної компетентності та виокремлено структурні компоненти готовності майбутніх учителів до попередження і розв'язання конфліктів.*

***Ключові слова:** конфлікт, конфліктологічна компетентність, готовність майбутніх учителів до попередження та розв'язання конфліктів, структура конфліктологічної компетентності.*

***Аннотация.** В статье проанализированы психологические и педагогические подходы к пониманию сущности конфликтной компетентности и выделены структурные компоненты готовности будущих учителей к предупреждению и решению конфликтов.*

***Ключевые слова:** конфликт, конфликтная компетентность, готовность будущих учителей к предупреждению и решению конфликтов, структура конфликтной компетентности.*

***Summary.** In the article the psychological and pedagogical going is analysed near understanding of essence of conflict competence and the structural components of readiness of future teachers are distinguished to warning and decision of conflicts.*

***Key words:** conflict, conflict competence, readiness of future teachers to warning and decision of conflicts, structure of conflict competence.*

Setting of problem. Educational activity is characterized by the interaction of a large number of people belonging to different age groups and have different ideas, opinions, experience, which inevitably creates conflicts for which teachers must possess the relevant skills. Increased conflictogenity educational activities predetermined number of factors: high levels of psychological tension, steady inertial nature of conflicts, increased emotional tone of the conflict; stress associated with regular evaluation and control of occupational activity; unbalanced informal and formal relationships in school, periods of increased conflict children caused by age-related characteristics and deficiencies in the educational process. The presence of objective contradictions in the pedagogical process makes conflict inevitable, and management a necessary part of managing educational process in general. School needs teachers able to act constructively in conflict situations, organize productive interpersonal communication with students, based on the principles of tolerance, respect and trust.

The importance of conflict resolution knowledge and skills as a necessary component of professional readiness teacher noted by many researchers. Psychologists and educators studied various aspects of the conflict training teachers: the nature and meaning of the conflict preparedness, conflict resolution competence, conflict resolution culture (Z.Drynka, I.Boltunova, A.Efimova, I.Kozich, A.Horoshylova) conceptual framework of conflict training of teachers (O.Ivanova, V.Bazelyuk); content and methods of the training of teachers to implement some professional conflict resolution tasks (O.Lukashonok, M.Reutov, D.Gorlova, N.Gurieva, I.Pylypets, O.Petrushkova, A.Horoshylova): procedure for creating conflict competence of teachers (N.Kuhleva, A.Efimova). The efforts of these researchers in teaching science set the stage for addressing the

conceptual and methodological support of preparedness of teachers to prevent and resolve conflicts teachers. However, despite numerous theoretical and experimental work is necessary in generalizing studies on complex analysis and systematization of developed approaches to conflict competence of teachers. The need for deeper scientific understanding of the meaning of conflict competence of future teachers is particularly exacerbated in modern terms, the reform of education on the basis of personal approach, reviewed the system of educational values and priorities. One of the most pressing and under-developed is the problem of determining the structural components of conflict competence as a complex integral formation of future teachers. Therefore, *the aim* of our paper is a theoretical analysis of the basic psychological and pedagogical approaches to understand the meaning of commitment to the prevention and resolution of conflicts and in determining the structural components of the phenomenon.

Explanation of the main material. Analysis of psychological and educational literature indicates diversity of approaches to determining the content and structure of teachers' ability to prevent and resolve conflicts. First, we should note that researchers use different concepts to define this ability, often – ready to notice or (and) conflict resolution (O.Valyayev, N.Salimov, O.Horoshylova, I.Churikov) and the conflict competence (O.Andrusevych, M.Bashkin, G.Berezhnaya, O.Efimova, I.Kozich, A.Kuzina, S.Romanov, O.Shonnykova, V.Shemyatyhin). Despite terminological differences, these concepts (readiness and competence) are largely filled with the same content. More differences observed in determining the structural components and indicators of formation of this complex personal and professional qualities. Some researchers, examining the contents of readiness of teachers to resolve conflicts, limited its general descriptive and does not emit certain aspects or components. For example, A.M.Valyayev, exploring the problem of forming practical readiness of teachers to manage interpersonal conflicts at school, describes it as personality traits integration, covering a motives and values teaching profession, a system of knowledge about the nature of interpersonal conflicts, content and mechanisms of management, the ability to apply design styles of behavior in pre-conflict and conflict situations, the ability to analyze the ongoing action and prediction of future events, the presence of positive plants on their perception and poverty, conflict resolution experience in solving problems in education schools; self [4].

In the doctoral thesis O.A.Ivanova, devoted to the training system of teachers to engage in conflict educational environment, also offered a general interpretation conflict competence as the integration properties of the individual teacher, which contains a system of knowledge about the conflict, how to interact in a conflict, the conflict behavior strategies and ways of their solutions; and skills of interaction in the conflict through dialogue, cooperation, understanding, skills of dialogue interaction models in conflict for his constructive solutions based on cooperation, values and outlook installation aimed at harmonizing relations, cooperation, dialogue, tolerance, tolerance of another perspective, creativity and self-education [6].

In our view, this descriptive approach does not allow the conflict to fully disclose the readiness of future teachers as the unity of interrelated but qualitatively specific aspects of their preparedness for conflict prevention and resolution. It can lead to a simplified interpretation of the structure of such a commitment as set elements of the same order between which there is real complex functional relationships and dependencies. A more constructive approach seems different – manystructural in the context of which the conflict content readiness or competence is seen as a unity of interrelated substructures that are revealed through certain specific functional components that reflect different aspects of teacher professional readiness: cognitive, emotional, activity and so on. For example, G.Berezhnaya, exploring the structure of conflict competence of secondary school teachers, provides in its structure three blocks: 1) a system of qualities that characterize individuality and personality – axiological component, 2) semantic unit (knowledge) – informational component, and 3) operating unit (ability) – operational component. Axiological component invariant, since the function of regulatory (motivational, emotional, reflexive, willful, existential) basis for effective conflict management. Information and the operational components contain invariant component – knowledge and skills needed in all spheres of influence on conflict and variable that reflects specific knowledge and skills, required to implement certain aspects of the regulation of conflict interaction. It is worth noting that the author considers the conflict competence component of professional readiness, which not only provides the ability to perform employment functions, but also determines the possibility to transform the environment for successful implementation of the objectives of education, training, development [3].

The original approach to the interpretation of the content and structure of conflict competence proposed in the study of S. Romanov [7]. Considering this kind of competence as the ability to minimize the destructive forms of conflict interaction in teaching situations by choosing different behavioral strategies, research reveals its content not because of specific components and related traits, and a behavioral strategy. This strategy is meant by orientation of the individual in relation to the conflict, the installation of certain forms of behavior in a conflict situation, the general line of conduct opponent in the conflict. The main functions of conflict competence of future teachers, according to S.Romanov is informative, regulatory, reflective, optymatization

and prevention. Following the strategic and approach, the researcher defines the criteria for forming conflict competence of future teachers: degree of awareness of choice behavior strategies in conflict situations, the degree of awareness of the need to transfer destructive conflict in a constructive direction, lack of fear of conflict, awareness of the importance of conflict competence for teaching activities, the desire to master the conflict competence at an optimal level, a reflection of their own competence.

M.Bashkin the conflict competence understands as a kind of communicative competence, which is characterized by the relevant qualitative criteria: the complexity of structural organization, which has an integral character, connections of the structure of the communication process and its efficiency, dynamic structural components, the possibility of improvement [2]. The structure of conflict competence researcher identifies three components: cognitive (information presented and creative elements) motivation (characterized by the dominance of the behavior of the individual motivation to succeed), regulatory (includes emotional, volitional and reflective elements). According to M.Bashkin, the main functions of conflict competence are: preventive, predictive, constructive, reflective and corrective. Conflict resolution expertise helps implement preventive measures in interpersonal interaction, providing adequate recognition and constructive conflict resolution. Developed by researchers structure conflict competence, in our view, suffers a certain one-sidedness: it represented cognitive, motivational, emotional, volitional and reflexive aspects of preparedness for conflict resolution, but missed all operational and active aspect.

Analysis theory conflicts occurred O.Horoshylova, allowed her to identify a set of knowledge and skills that ensure the readiness of teachers to constructive conflict resolution [9]. The structure of this readiness researcher singled out motivational and evaluative, intellectual-cognitive, active, practical, emotional and volitional components. Motivation and evaluative component characterized worldview, ideals and value orientations of future teachers, intellectual and cognitive – knowledge system of theoretical and practical nature of the nature and essence of social conflicts (general social and professional nature), their causes, methods of prevention and resolution, effectively and practical – a system formed skills that are in communication, interaction with others, emotional and volitional – formation of perceptual component communication (knowledge and understanding of the other person on emotional level) and volitional abilities to overcome difficulties and problematic situations in interaction with others (colleagues, students, parents).

A similar approach to determine the structure of conflict competence of future teachers offers E.Shonnykova [8]. In her opinion, the quality of personal integration is a complex system organization and provides motivational and evaluative, cognitive, emotional and volitional, reflexive organizational and active components, reflecting the desire to acquire knowledge of conflict resolution, awareness of professional responsibility for decisions, applying skills constructive solution pedagogical conflicts in appropriate situations.

Particular emphasis on the study of the causes of destructive conflicts allowed E. Efimova introduce the conflict competence of future teachers as integrative characteristics of training, which is a dynamic structural-level education, the unity of content, activity and personal components [5]. Integrity, the relationship these components conflict competence as a specific component of vocational and educational training of the future teachers provided several functions: information and signaling, optimization, stabilization, of reference, integration, reflexive. According to the researcher, the criteria forming conflict competence are: lack of conflict syndrome, awareness of the importance of conflict of competence for professional teachers, the degree of orientation in psychological and educational information about the conflict and its settlement policies, the ability to consciously creating conflict to implement training and education objectives, the ability to restrain conflict interaction, reflection of their own conflict-competent behavior and behavioral interaction partners, striving to master the conflict competence.

This position on structuring content conflict competence is supported by I.Kozich [11]. The conflict competence is regarded her as one of the essential components of the professional competence of future social workers, providing individual art work with the person, possession of a variety of "key" communication, special methods of his own psyche, means of reducing emotional stress and anxiety. The structure of conflict competence researcher identifies five components: semantic (methodological, philosophical, psychological, educational and cultural knowledge of the conflict and its solution strategy); motivational and activity (ability to act in situations of risk, strategy behavior in the conflict, communication skill , technology, conflict resolution); personal (personal qualities – empathy, tolerance, responsibility, emotional stability), structural (the ability to influence the opponents, their relationships, assessment objectives will conflict confrontation, shape public opinion on the conflict, to conflict prevention and conflict resolution on an equitable basis acting as arbitrator) communication (ability to make effective communication with parties to the conflict based on their personality and emotional states).

According V.Shemyatyhin, the conflict competence is cognitive-regulatory substructures professionalism individual teacher who can effectively manage the conflicts in the special conditions of activity and resolve

them on an objective basis to reduce the destructive impact and negative effects [10]. The structure of conflict competence of university teachers MES researcher identifies six interrelated components: gnostic, regulatory, design, status-reflexive, normative and communicative.

O.Andrusevych identifies these same components, except for regulatory, that investigated competence students of psychology to solve conflicts [1]. Conflict competence researcher examines how integration of personality that consists of five interrelated components (gnostic, regulatory, prognostic, reflective, communicative) that contain knowledge, skills and professionally important qualities necessary to manage interpersonal and intrapersonal conflicts. According O.Andrusevych, competence to resolve conflicts directly related to the features of inter-and intra personal conflicts students. In this context, effective management of conflict situations depends significantly on the subject of personal interaction.

Approaches to determine the structure of the conflict preparedness teachers differ as per the list of components and their semantic content. Compile and organize the results of educational and psychological research gives reason to believe that most of the structure of conflict competence of future teachers, researchers distinguish components such as cognitive (informational, factual, intellectual, cognitive, gnostic), activity (operational, active and practical, organizational and activity) and motivation (motivational and evaluative, axiological). Less distinguish components such as reflective, regulatory, communicative, emotional- volitional, personality, design.

The feasibility of the allocation of some components (eg, regulatory, structural) in the structure of conflict competence, in our opinion, does not look quite reasonable. Not always clearly traced the criteria on which the authors distinguish the ones, not the other components of readiness to resolve conflicts. Some components overlap in content, or even overlap. There is also some inconsistency in the nomenclature and the content ratio of components that are released by different researchers. For example, M.Bashkin identifies regulatory component conflict competence, that contains emotional, volitional and reflective elements. V.Shemyatyhin examines regulatory component along with gnostic, design, status-reflexive, normative and communicative. Some researchers (M.Bashkin) interpret the conflict competence as a kind of communicative competence, others understand its meaning is wider, isolating it includes communicative components along with other components (O.Andrusevych, I.Kozich, V.Shemyatyhin).

Conclusions. The analysis of scientific sources indicating the absence of modern pedagogy, psychology and Conflict unified approach to the definition of the concepts of "conflict resolution competence", "willingness to resolve conflicts" and highlight their structural components. Most willingness to resolve conflict is seen as a complex quality of the individual, the inner unity of structure and function that is integral character, complex structural organization and determines the ability of quickly, flexibly, appropriately and constructively to prevent and resolve conflicts that arise in the process of interpersonal and business interactions. Analysis and synthesis of different approaches to determining the structure of the conflict preparedness future teachers gives reason to distinguish this complex integral personal formation of three basic components: motivational value – humanistic values, the need for mastery of knowledge and skills necessary for the successful implementation of prevention and resolution of conflicts in teacher interaction, attitude to conflicts as a means of personal development, focus on professional self-improvement in teaching Conflict; cognitive – system knowledge needed to prevent and resolve conflicts (conflicts about the nature, types, types, functions, causes and structure dynamics and effects, how to prevent and overcome, the main approaches to the prevention, management and conflict resolution, etc.) operational and active – a set of skills that are necessary for the prevention, management and resolution of conflict interaction conflict. Marked structural components are in close communication and dynamic interaction, complementary to each other.

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