

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS
SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF CONFLICT IN
THE PEDAGOGICAL COMMUNITY

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Annotation: *The article analyzes conflicts in the pedagogical team, their socio-psychological aspects, causes, and types. It also examines strategies for reducing psychological stress within the team, conflict prevention, and the impact of conflicts on the functioning of the pedagogical team based on national and local studies. The article provides a thorough analysis confirming that internal relationships, communication, and leadership systems play a crucial role in enhancing the effectiveness of the pedagogical team.*

Key words: *pedagogical team, conflict, social-psychological process, communication, leadership, psychological pressure, prevention, relationship, ethnopsychological factors, innovative learning*

Introduction. In the modern world, the issue of teams is considered a scientific research problem that requires specific study within social psychology. The team has been examined as a socio-psychological problem for many years. This issue has been thoroughly explored in the works of V.A. Artemov, B.V. Belyaev, V.M. Bekhterev, V.A. Wagner, L.N. Voytolovsky, A.S. Zaluzhny, K.N. Kornilov, M.V. Lange, M.A. Reisper, and others. One group of scholars, interpreting the team as a socio-psychological phenomenon, defines it as follows.

A team is the highest form of an organized small group, characterized as “an association distinguished by strict organization and regulation of life and activity, the presence of a recognized leader, the absence of conflicts, friendly relationships, and solidarity among its members.” However, alongside a positive climate in the team, conflicts may also arise, and such situations negatively affect team effectiveness.

Conflicts within a team are socio-psychological processes that hinder the achievement of team goals or disrupt relationships among its members. In a pedagogical team, types of conflicts include those arising from interpersonal relationships, contradictions surrounding the role of leadership, deficiencies in interpreting team goals, lack of communication or misinformation, ambiguity of tasks, and problems in the distribution of responsibilities. There are also studies on the causes and sources of conflicts in teams. Researchers A.G. Kashuba, A.O. Kashuba, D.P. Kaidalov, and E.I. Suimenko classify sources of conflict into personal (emotional states, motives), role-based (conflicts of requirements and goals), organizational (lack of resources, unclear objectives), and cultural (microclimate, corporate norms) aspects. Additionally, Z.I. Kalgashkina and N.A. Sterlyadeva have focused on resource-related and institutional causes in modern pedagogical teams.

The types and nature of conflicts are also studied as a separate research problem. O.U. Gogitsaeva and co-authors, as well as N.A. Sterlyadeva, classify conflicts according to order, intensity, and the number of participants. Titarenko and Fedorchenko provide empirical data on typical conflicts, such as role conflicts, disagreements over workload, and conflicts with management.

Strategies for preventing and reducing psychological stress within teams constitute a separate research direction. N.S. Ezhkova and O.N. Surovtseva, V.A. Novoselyeva, and S.A. Titarenko recommend preventive measures such as open communication, timely identification of conflicts, a mediative approach, professional psychological support, and training. E.V. Gryaznova and co-authors evaluate national practical values and methods in the field of conflict management.

There are also studies by domestic scholars devoted to social psychology, several examples of which can be mentioned. In the dissertation of D.G. Mukhamedova, the socio-psychological mechanisms of implementing innovations in education and the training of leaders in this process are examined on a scientific basis. A. Jabborov, relying on modern theories of ethnopsychology, social psychology, and pedagogical psychology, conducted research of fundamental importance for highlighting the psychological characteristics of the Uzbek teacher associated with social, cultural, and national values.

Conclusion. The analytical conclusions of foreign and domestic scholars on the study of socio-psychological processes in a pedagogical team demonstrate that the effectiveness of team performance directly depends on the stability of its internal relationships, communication, leadership system, and team dynamics.

The works of foreign and domestic researchers confirm that such factors as group dynamics, interpersonal relationships, trust, cooperation, competition, leadership styles, and conflict management constitute decisive psychological mechanisms within a pedagogical team.

Scientific sources emphasize the positive impact of the team's emotional climate, management based on the principles of mutual respect, psychological safety, and fairness on the quality of pedagogical activity. At the same time, teachers' personal characteristics, ethnopsychological factors, and readiness for innovation emerge as important components of team psychology.

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