

PEDAGOGICAL CONFLICT – THE CONTEMPORARY TECHNOLOGY OF THE COMPETENCY-BASED APPROACH

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Abstract. *In the 21st century, the creative role of education in the socio-economic development is increasing. Therefore, education is focused not only on the acquisition of certain amount of knowledge by learners, but also on the development of creative abilities and personal qualities, including the ability and desire to study, the ability and desire to act and the ability and desire to create. These key competencies develop in the process of learning on the basis of the technologies of the competency-based approach.*

The research problem is the development of positive learning motivation for students as the means of transforming inter-personal conflict into pedagogical conflict, which promotes individual's moral education.

The aim of the article is to analyse the characteristics of pedagogical conflict and elaborate the model of pedagogical conflict on this basis as a contemporary technology of the competency-based approach.

The methodology of the research include:

- *the competency-based approach and the activity-based approach;*
- *the research methods include: theoretical analysis, interpretation and mathematical statistics.*

The results of the study – there have been elaborated the theoretical basis of the pedagogical conflict as a technology of the competency-based approach:

- *the nature of the has been analysed, and the content model of pedagogical conflict has been elaborated;*
- *there has been determined the organization of the process of learning based on the humanitarian inter-action of teachers and learners, which facilitates the transformation of inter-personal conflict into pedagogical conflict and promotes the moral education of an individual.*

Keywords: *pedagogical conflict, competency-based approach, motivation, technologies.*

Introduction

The topicality of the study lies in the fact that the pedagogical conflict as a technology of the competency-based approach promotes the development of the humanitarian orientation of the process of learning; namely, the transition from the pragmatic goals of education as the aggregate of knowledge and skills to a humanitarian goal - the overall development of individual's culture.

As a result, the organization of the process of learning changes in accordance with the requirements of the competency-based approach. The organization of the pedagogical conflict is underpinned by humanitarian technologies, the key feature of which is the orientation towards the education of a competent individual (Хуторской, 2003).

The object of study – conflicts in the pedagogical process.

The subject of study – the development of positive motivation in learners when resolving the pedagogical conflict.

The aim of the study is to analyse the features of the pedagogical conflict, to develop a model of the pedagogical conflict as a modern technology of the competency-based approach and to implement this model in the pedagogical process.

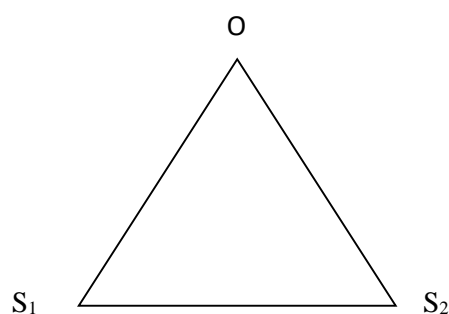
Conflicts in the context of the contradictory world

Every conflict is underpinned by a contradiction. A conflict is a complex phenomenon: it is both a form of the existence of a contradiction, a substantial component of a contradiction and the source of all development. This is due to the general law of the development of life through the overcoming of contradictions.

A personal meaning is what this phenomenon means for everyone. As long as there is no collision of personal meanings, there is no conflict; there are only different opinions about any phenomenon or subject.

The position of the subject (teacher) towards the conflict is important. It can either be willingness to resolve the conflict or ignore it. Not noticing the contradiction, the teacher removes from himself/herself the responsibility for the formation of child's personality, for their moral, spiritual and intellectual development.

These conflicts can be defined on the basis of cognitive educational activity (Čehlova, 2002).



S_1-O - teacher's activity.

S_2-O – learner's activity

S_1-S_2 – communication, the relationship between a teacher and a learner.

Figure 1 *The structure of cognitive educational activity* (Čehlova, 2002)

An interpersonal conflict is the clash of the interests of two subjects. It is the most widespread type of conflict: two people are involved in this conflict and are responsible for its outcome: a teacher- a learner, a learner-a learner, a teacher-parents, a teacher-a teacher.

The characteristics of the pedagogical conflict

The nature of the pedagogical conflict is different due to the fact that it involves a learner and a teacher, who is responsible for the conflict because of their social role.

Everything connected with the pedagogical process is subordinated to the upbringing of a person; therefore, the purpose of a pedagogical conflict is the upbringing and development of a person; that is, a pedagogical conflict has a completely different meaning and requires special organization.

In modern pedagogical theories, the principal education strategy of the 21st century is defined – the humanization of the educational process (Нейматов, 2002). It radically changes the essence and the character of the pedagogical process, putting a child in its centre. Therefore, all the functions of the pedagogical process must be reconsidered and re-evaluated in light of their human-forming functions. The development and upbringing of a learner become the main meaning of the pedagogical process. The degree of this development acts as a measure of the quality of the work of a teacher, the school and the entire education system. (Čehlovs, 2008). In this context, the term “pedagogical conflict” appeared (Ицупкова, 2002).

In his conception of humanitarian education, M. Chelov emphasizes that humanization cannot be reduced to a change in the content of education and the style of pedagogical communication. It is an objective pedagogical reality. On the

other hand, there is also a subjective pedagogical reality. It refers to people, the participants in the pedagogical process (Čehlovs, 2011).

The real, most profound and precise meaning of the humanization of education is the constructive self-change of people, the development of humanity in individuals and the harmonization of the personality of each teacher and student, their inclusion in the pedagogical process (Thorosen, 2007). The motivation of learning is very important.

The humanization of the personality is the condition without which education will remain traditional, with the old pedagogical thinking.

The causes of conflicts in the pedagogical process

The age characteristics of senior secondary school students largely determine the conflict situations characteristic of this age. The reasons may be the actions and behaviour of a teacher, the personality characteristics of a student and the teacher, as well as the overall situation at school.

According to school principals, the cause of many conflicts is rooted in the low level of pedagogical communication by teachers, who cannot stop in time, cannot avoid harsh words or blaming students for their family troubles, emphasizing their negative qualities and making fun of individual students in front of their peers. These are well-known norms, but they are often violated by many teachers.

How can the non-professional understanding of the role of conflict be overcome, and how can conflict be turned into a mechanism for personal development? Researchers believe that teachers need to “master” the conflict, i.e. understand its content, the subject of contradiction and project the future result. The main thing is to master positive patterns of behaviour in conflict situations.

In order to do this, it is necessary to have pedagogical argumentation, a strategy for resolving conflict contradictions.

Teacher’s strategy to transform an interpersonal conflict into student’s intra-personal conflict

Do conflicts arise in personal-business relationships?

Yes, they do. And they do not always arise spontaneously. The teacher, whose goal is the development of the tolerant personality of the student, seeks to create a pedagogical conflict, since the professional resolution of a pedagogical conflict contributes to the intellectual, moral and spiritual development of student’s personality.

The way to resolve contradictions in the pedagogical conflict is the tolerance of the participants in the interaction. The conflict acquires the features of a

pedagogical conflict. The professional strategy of the teacher in resolving the conflict is very important. The teacher's skill lies in the fact that an interpersonal conflict between the teacher and the student is transformed into an intra-personal conflict of a student with a focus on development. This results in the contradiction between two interests of the student: the development interest and the situational interest. The development interest is often not relevant for the student. He/she is keen on the situational interest (writes text messages, plays, etc.). The development interest is the socio-cultural norm presented by the teacher, which should be realized by the student in the interests of his/her development. The student does not understand it yet.

In this situation, pedagogical argumentation of the teacher is necessary so that the student can understand the significance of the development interest for his/her social and cultural progress. As a result, it is necessary to ensure intense spiritual work of the student, which contributes to the resolution of the conflict. The one who controls the argument controls the conflict.

Complemented by pedagogical techniques (intonation, facial expressions, voice articulation, vocabulary, etc.), teacher's arguments turn an interpersonal conflict into an intra-personal conflict of student's interests — a situational interest and a development interest.

Teacher's professional strategy is the following:

- first of all, a scientific theoretical analysis of the subject of contradiction and the content of a conflict situation is necessary: in practice, teachers ignore theoretical analysis and rely more on intuition, on the traditional ways of reacting when conflicts arise, for example, on the logic of common sense;
- professional orientation of the teacher is important; she tries to persuade the student of the importance of the development interest for him; At the same time, the teacher analyses the situational interest significant for the student with respect;
- reliance on tolerant relationships between the teacher and the student;
- as a result, the collision is transferred to the field of interests of the student. It acquires the features of the pedagogical conflict;
- the analysis of the conflict process;
- the anticipation of the outcome of the conflict.

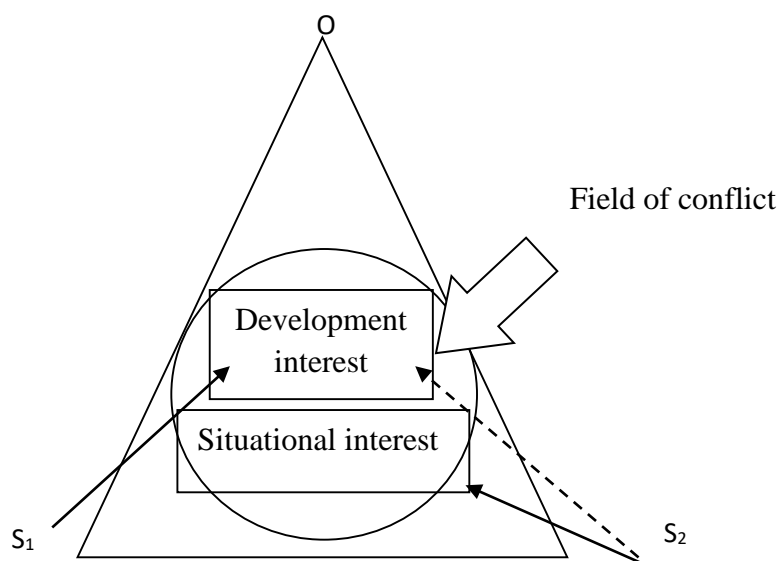


Figure 2 Interpersonal conflict (Щуркова, 2002)

In order for a pedagogical conflict to become educative, a special organization is needed to resolve it in the pedagogical process. It is based on humanitarian technologies for solving the pedagogical conflict. For this purpose, we use the activity cycle developed by Z. Cehlova (Cehlova, Cehlov, & Gode, 2018).

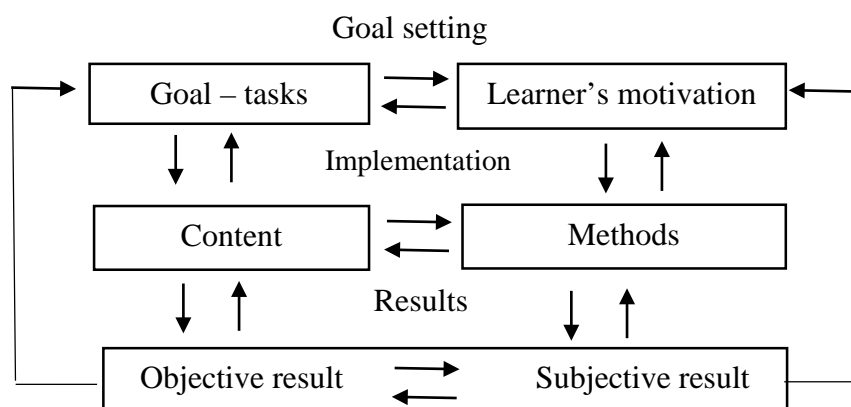


Figure 3 Activity cycle (Čehlova, 2002)

The main strategy for resolving a pedagogical conflict is the humanization of the educational process. Humanitarian technologies aimed at human development are used.

- Stage 1: goal setting.

The goal is the resolution of the conflict in order to educate the student. The teacher analyses the motivation of the student. Student’s situational interest is the leading motive in a conflict situation. In a specific situation, this could be writing

a text message or reading the answer. A teacher's remark may lead to a conflict situation.

- Stage 2: the implementation of the goal – the resolution of a conflict.

The teacher analyses the nature of the conflict, its content and uses humanitarian technologies: she does not raise her voice but tries to understand the student. Teacher's arguments are very important. She addresses the student calmly and voices his situational interest: "I understand that, apparently, there is a reason why you want to send that text message now". The teacher tries to emphasize the development interest of the student. Thus, the conflict becomes intra-personal and turns into a conflict of student's motives, the situational interest and developmental interest. The development interest becomes the dominant one. As a result, student's motivation system changes.

- Stage 3: results.

As a result, the conflict is resolved. This is the objective result, and the subjective result is a change in student's motivation. The teacher praises the student for the right decision. Teacher's motivation and her experience in resolving the conflict are also changing. These are the results of the humanization of the educational process. Most importantly - the relationship between the teacher and the student remains positive.

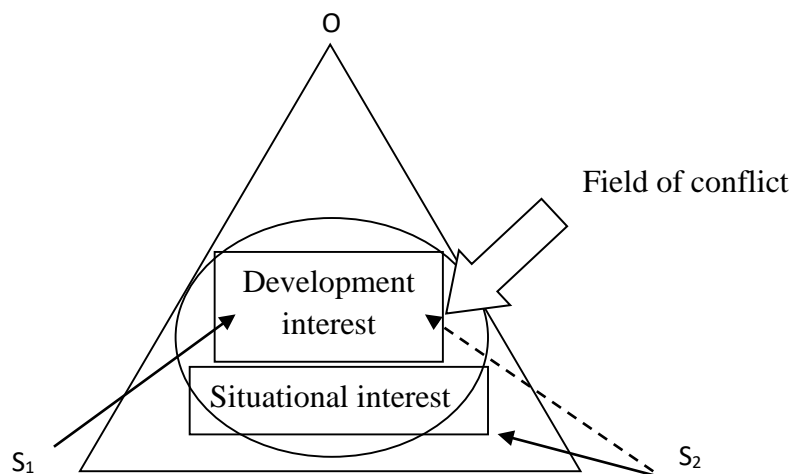


Figure 4 Pedagogical conflict (Ильцова, 2002) (intra-personal conflict of the interests of a student)

Conclusions

1. There have been analysed the characteristic features of the pedagogical conflict.
2. The model of the pedagogical conflict as a modern technology of the competency-based approach has been developed.
3. This model has been implemented in the pedagogical process.
4. The conditions of secondary school students' learning motivation development in the process of the pedagogical conflict:
 - the teacher considers conflict as a factor in the spiritual, moral, and intellectual development of the student;
 - the teacher uses humanitarian technologies to resolve the pedagogical conflict;
 - the teacher translates an interpersonal conflict into the intra-personal conflict of student's motives: the situational and development interest;
 - the student takes the subject position in the lesson and is included in the assessment activity.
5. The organization of the process of learning based on the humanitarian interaction between teachers and learners has been determined, which contributes to the transformation of interpersonal conflict in the pedagogical conflict and the education of the person on this basis.

Summary

For the first time, a pedagogical conflict is considered as a modern technology of the competence-based approach. It is based on tolerant interaction between a teacher and students, where each party treats the other as a value. Therefore, the pedagogical conflict acquires the features of a humanitarian technology. Tolerant interaction is formed on the basis of pedagogical argumentation of a conflict situation. For the first time, the development of a pedagogical conflict is analysed in a cycle of activities. This allowed us to show convincingly the development of positive motivation, the development interest.

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