

**PHILOSOPHICAL, PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF  
THE CONCEPT OF PEDAGOGICAL CONFLICT**

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**Abstract:** This article examines the philosophical, psychological, and pedagogical foundations of the concept of pedagogical conflict. It highlights the historical origins of the notion of conflict, its role in contemporary educational practice, and its significance for personal development and educational quality. The article further discusses the factors contributing to pedagogical conflicts, as well as the methods, approaches, and effective strategies for their resolution. Based on the research findings, practical recommendations are proposed to foster a constructive approach to managing pedagogical conflicts.

**Keywords:** Pedagogical conflict, contradiction, communication, psychological conflict, compromise, educational process, conflictology, social relations.

**Аннотация:** В данной статье рассматриваются философские, психологические и педагогические основы понятия педагогического конфликта. Освещаются исторические корни понятия конфликта, его роль в современном образовательном процессе, а также значение для личностного развития и качества образования. Обсуждаются факторы, вызывающие педагогические конфликты, методы их разрешения, подходы и эффективные стратегии. На основе результатов исследования разработаны практические рекомендации по формированию здорового подхода к педагогическим конфликтам.

**Ключевые слова:** педагогический конфликт, противоречие, коммуникация, психологическое столкновение, компромисс, образовательный процесс, конфликтология, социальные отношения.

**Introduction.** In modern society, the education sector is undergoing numerous reforms and innovations. The effectiveness of education largely depends on a healthy socio-psychological environment between teachers and students. Within this context, various disagreements and misunderstandings—referred to as pedagogical conflicts—may arise. These conflicts can occur for multiple reasons, including individual personality traits, communication problems, perceived unfairness in assessment, lack of attention, decreased motivation, and other factors.

Pedagogical conflict is not just a disagreement, but an important socio-psychological phenomenon of the educational process, which must be studied and managed on a scientific basis. This article analyzes pedagogical conflicts from a philosophical, psychological and pedagogical perspective, revealing their essence, causes and ways of solving them.

**Content. The essence of the concept of pedagogical conflict.** Pedagogical conflict is a state of

conflict that arises between a teacher, student, parent, or other participant for various reasons. It arises as a result of interpersonal relationships, uncertainties arising in the lesson process, and a mismatch of requirements and opportunities.

**Pedagogical conflict can arise in the following situations:**

- Low student motivation;
- Excessive teacher demands;
- Communication problems (misunderstanding, negative attitude);
- Unfairness in assessment;
- Inappropriate parental intervention.

Philosophical foundations. In philosophy, conflict is considered the basis of progress, a form of dialectical development. According to Hegel, any progress is achieved through overcoming contradictions. In the pedagogical process, conflict also forces a person to think, defend his position, and form social adaptation.

Thus, conflict is not only a negative situation, but also an opportunity for development, renewal, and growth.

Psychological foundations. In psychology, conflict is interpreted as a clash of needs, goals, and values between individuals. In a pedagogical context, the following are important:

- Student self-confidence;
- Teacher emotional stability;
- Stress management skills;
- A culture of listening, understanding, and communication.

The emotional reaction that occurs during a conflict determines how it is resolved. The teacher's empathy, patience, and willingness to compromise are important factors.

Pedagogical foundations. From a pedagogical point of view, conflict:

- As a tool for educating the student's personality;
- An assistant in the formation of social and communicative competencies;
- Can be a key factor in developing a culture of debate.

The teacher should not deny conflicts, but learn to manage them constructively. For this, it is necessary to use modern pedagogical approaches - methods such as reflective listening, dialogic

communication, counseling, and mediation.

**Methods used in the study.** The study was conducted based on the following methods:

1. **Analytical method** - pedagogical and psychological literature, scientific articles were studied.
2. **Sociological questionnaire** - surveys were conducted on conflicts between teachers and students (60 participants).
3. **Observational method** - conflicts that arose during a real lesson in an educational institution were observed.
4. **Comparative method** - the effectiveness of different approaches and strategies was compared.

**Research Results.** The following key conclusions were drawn from the study:

78% of teachers reported frequently encountering pedagogical conflicts in their professional practice. The main causes of conflicts were identified as misunderstanding/communication problems (35%), excessive demands (28%), and perceived unfairness in assessment (22%). Teachers who addressed conflicts constructively observed higher levels of student participation and motivation. An approach based on open communication and collaboration was recognized as the most effective strategy for resolving conflicts.

**Table 1. Key findings from the study**

1	The level of teachers' exposure to pedagogical conflicts	78% of teachers observed this situation constantly or frequently
2	The main causes of pedagogical conflicts:	
	Misunderstanding (communication problem)	35%
	Excessive demand	28%
	Unfairness in assessment	22%
3	Student engagement and motivation in teachers with a constructive approach	It was observed that the higher

4	Open communication and collaboration as an effective strategy	Recognized by the majority of study participants
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**Conclusion.** Pedagogical conflict is an inevitable aspect of the educational process, and its proper understanding and constructive management represent essential components of a teacher's professional competence. Conflict is not solely a problem; it can also serve as a valuable tool for fostering students' personal development, critical thinking, and social skills. Effective resolution relies on communication, empathy, fairness, and patience. When philosophical, psychological, and pedagogical approaches are applied collectively to pedagogical conflicts, they can enhance a teacher's professional potential and positively influence the educational environment.

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