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THE IMPORTANCE OF PEDAGOGICAL COMPETENCE AND TACT IN RESOLVING THE CONFLICT BETWEEN TEACHER AND STUDENT

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ЗНАЧЕНИЕ ПЕДАГОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ И ТАКТА В РАЗРЕШЕНИИ КОНФЛИКТА МЕЖДУ УЧИТЕЛЕМ И УЧЕНИКОМ

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Abstract. Conflicts between teachers and students can significantly affect the learning environment and academic results. This article examines various strategies for resolving conflicts between teachers and students, emphasizing the critical importance of pedagogical competence and tact for the effective resolution of such situations. Based on existing literature, empirical research and practical findings, this study aims to provide a comprehensive understanding of conflict resolution in educational institutions and to highlight the role of pedagogical competence and tact in strengthening positive relationships between teachers and students. Through in-depth analysis of theoretical foundations, case studies and best practices, this study provides valuable information on how teachers can deal with conflict by being empathetic, professional and focusing on promoting student growth and well-being. This study is aimed at studying the complex nature of conflicts between teachers and students, studying the underlying causes, manifestations and consequences of such conflicts. Focusing on conflict resolution strategies based on pedagogical competence and tact, this study aims to shed light on effective approaches to conflict management and strengthening positive relationships in educational institutions.

Аннотация. Конфликты между преподавателями и учениками могут существенно повлиять на среду обучения и академические результаты. В статье рассматриваются различные стратегии разрешения конфликтов между учителем и учениками, подчеркивая решающее значение педагогической компетентности и такта для эффективного разрешения подобных ситуаций. Основываясь на существующей литературе, эмпирических исследованиях и практических выводах, данное исследование направлено на то, чтобы обеспечить комплексное понимание разрешения конфликтов в образовательных учреждениях и подчеркнуть роль педагогической компетентности и такта в укреплении позитивных отношений между учителями и учениками. Благодаря углубленному анализу теоретических основ, тематических исследований и передового опыта это исследование предоставляет ценную информацию о том, как учителя могут справляться с конфликтами, проявляя чуткость, профессионализм и сосредотачиваясь на содействии росту и благополучию учащихся. Данное исследование направлено на изучение сложной природы конфликтов между учителями и учениками, изучение глубинных причин, проявлений и последствий таких конфликтов. Сосредоточив внимание на стратегиях разрешения конфликтов, основанных на педагогической компетентности и такте, данное исследование направлено на

то, чтобы пролить свет на эффективные подходы к управлению конфликтами и укреплению позитивных отношений в образовательных учреждениях.

Keywords: teacher-student relationships, pedagogical competence, teaching strategies.

Ключевые слова: взаимоотношения учителя и ученика, педагогическая компетентность, стратегии обучения.

The teacher-student relationship plays a key role in shaping students' academic achievements, their social and emotional development, and overall well-being. Although the quality of these relationships is influenced by many factors, the teacher's pedagogical competence and tact are the most important determining factors. Pedagogical competence includes a teacher's mastery of subject knowledge, learning strategies, and assessment methods, while tact refers to their ability to manage interpersonal relationships with sensitivity, empathy, and diplomacy. This article describes how the integration of pedagogical competence and tact contributes to the establishment of a positive relationship between teacher and student, thereby enriching the educational experience and contributing to student growth.

Unfortunately, conflicts between teachers and students often arise in educational institutions, and their effective resolution is crucial to maintain a favorable learning environment. The dynamics of the relationship between teachers and students, combined with a variety of experiences, points of view and personalities, can lead to conflicts that affect the learning process for all participants. Therefore, there is a need to study conflict resolution strategies in which priority is given to pedagogical competence and tact.

Eliminating conflicts between teachers and students is of paramount importance to create a positive and learning-friendly atmosphere. Conflicts, whether they arise from differences of opinion, misunderstandings, or behavioral problems, can significantly disrupt the teaching and learning process.

V. A. Sukhomlinsky writes about conflicts at school: "The conflict between teacher and child, between teacher and parents, teacher and staff is a big problem of the school. Most often, conflict arises when a teacher thinks unfairly about a child. Think about the child fairly - and there will be no conflicts. The ability to avoid conflicts is one of the components of a teacher's pedagogical wisdom. By preventing conflicts, the teacher not only protects, but also creates the educational power of the collective" [1].

In Kyrgyz folk pedagogy, great importance was attached to the resolution of conflicts between children and adults [2].

Therefore, it is important to understand the importance of eliminating these conflicts:

Maintaining a positive learning environment: Conflicts can create tension and negative attitudes in the classroom, which affects students' ability to concentrate, engage in the process and learn effectively. By resolving conflicts quickly and constructively, teachers can help create a positive and supportive learning environment in which students feel safe, respected, and motivated to participate.

Promoting healthy relationships: Conflict resolution promotes healthy relationships between teachers and students based on trust, mutual respect and understanding. By resolving conflicts in a respectful and empathetic manner, teachers demonstrate their commitment to ensuring the well-being and success of students, thereby strengthening the relationship between teachers and students.

Improving student well-being: Unresolved conflicts can negatively affect the emotional and psychological well-being of students, leading to stress, anxiety and leaving school. By resolving

conflicts and providing appropriate support, teachers can alleviate the suffering of students and contribute to their overall well-being by creating a supportive classroom environment.

Improving academic performance: Conflicts can hinder academic performance by preventing students from focusing on their studies and actively participating in classroom activities. By resolving conflicts and creating a supportive learning environment, teachers can provide students with the opportunity to fully immerse themselves in the curriculum, which will lead to improved academic performance and learning outcomes.

Conflict Resolution Training: Conflict Resolution training provides teachers with the opportunity to model and teach students valuable conflict resolution skills. By demonstrating effective communication, empathy, and problem-solving strategies, teachers give students the tools they need to constructively resolve conflicts in their personal and academic lives, thereby contributing to socio-emotional learning and development.

Creating a culture of respect and inclusivity: Conflict resolution reinforces the importance of respect, inclusivity and tolerance in the classroom community. By evaluating different points of view and encouraging open dialogue, teachers cultivate a culture of respect and inclusivity in which all students feel appreciated, heard and accepted, regardless of differences or disagreements.

To extinguish a conflict means to transfer the relations of its participants to a mutually acceptable level for both sides, to shift attention from emotionally strained relations to the sphere of business relations and academic work [3].

Conflict is an amazing phenomenon of life, its constant magnitude and an indispensable element, the importance of which cannot be overestimated. Conflict makes it possible to know the soul of another person. It doesn't look like yours. There are other feelings, thoughts, and relationships in her world. It is in conflict that our dissimilarity is suddenly revealed. And that in itself is already interesting [4].

The sociocultural theory proposed by Vygotsky emphasizes the importance of social interactions in cognitive development. According to this concept, learning takes place through collaborative processes in a supportive social context. A positive teacher-student relationship fits this point of view, creating an environment conducive to meaningful interaction, constructive feedback, and the sharing of learning experiences. Moreover, Bandura's theory of social learning emphasizes the role of modeling and observation in shaping behavior. Teachers, being role models, demonstrate pedagogical competence and tact in communicating with students, thereby contributing to the acquisition of prosocial skills and attitudes.

Pedagogical competence includes a teacher's ability to effectively plan, implement and evaluate learning strategies, while tact refers to the skillful and diplomatic resolution of difficult situations. Both are integral components of conflict resolution, as they affect how conflicts are viewed and resolved in an educational context.

Pedagogical competence includes many aspects, including knowledge of the content, curriculum development, classroom management and literacy in assessment. An experienced teacher demonstrates knowledge in their subject area, uses different teaching methods to meet different learning needs, maintains an organized and stimulating learning environment, and uses assessment data to make informed learning decisions. By using pedagogical competence, teachers can effectively shape students' learning experiences, encourage academic engagement, and develop a culture of excellence.

Tact in teaching includes interpersonal communication skills such as active listening, empathy, cultural competence, and conflict resolution skills. A tactful teacher communicates with students respectfully and favorably, recognizes their point of view and adapts learning approaches taking into account individual differences. In addition, tact allows teachers to approach difficult

situations diplomatically and delicately, thereby minimizing conflicts and promoting mutual understanding. By embodying tactful communication, teachers develop trust, mutual understanding and a sense of belonging among students, which are the basis of a positive teacher-student relationship.

The synergy between pedagogical competence and tact helps to strengthen the relationship between teacher and student. A teacher with pedagogical competence can organize exciting lessons, provide constructive feedback and effectively organize the learning process of students. However, the application of these skills requires tactful communication to establish mutual understanding, motivate students and create a favorable atmosphere in the classroom. Conversely, tact without pedagogical competence can lead to superficial interaction devoid of meaningful learning experience. Thus, the integration of both elements is necessary to maintain a positive relationship between the teacher and the student and achieve maximum learning outcomes [5].

In relation to conflict resolution, pedagogical competence involves using a set of skills and knowledge to manage conflicts in a way that ensures positive results for all parties involved. These are the key components of pedagogical competence in the context of conflict resolution:

1. *Communication skills*: Effective communication is fundamental to conflict resolution. Pedagogical competence involves the ability to clearly express one's thoughts, actively listen to the opinions of students and express one's point of view respectfully and constructively. Teachers with pedagogical competence can promote open dialogue, clarify misunderstandings, and show empathy for students' feelings and experiences.

2. *Empathy and understanding*: Pedagogical competence in conflict resolution involves the manifestation of empathy and understanding of the views, emotions and needs of students. Teachers with empathy can communicate with students on a personal level, confirm their feelings and recognize the underlying causes of their conflicts. By understanding the point of view of students, teachers can adapt their approaches to conflict resolution in such a way as to effectively solve individual problems.

3. *Problem solving skills*. Conflict resolution often requires the ability to find the root causes of conflicts and find effective solutions. Pedagogically competent teachers can analyze difficult situations, evaluate alternative options, and implement conflict resolution strategies in a way that promotes learning and growth. They encourage students to participate in collaborative problem-solving processes, fostering a sense of ownership and responsibility for conflict resolution.

4. *Flexibility and adaptability*: Effective conflict resolution requires flexibility and adaptability to the diverse needs and preferences of students. Pedagogically competent teachers can adjust their approaches to conflict resolution depending on the specific context, dynamics and severity of conflicts. They recognize the importance of taking into account individual differences, cultural backgrounds and learning styles in conflict resolution, thereby promoting inclusivity and equity.

5. *Fairness and consistency*: Pedagogical competence in conflict resolution presupposes respect for the principles of justice, equality and consistency. Teachers strive to maintain impartiality and avoid favoritism in conflict resolution, ensuring that all students are treated with dignity and respect. Consistency in the application of rules, consequences and disciplinary measures helps to establish clear expectations and instill in students a sense of responsibility.

6. *Reflexive practice*: Pedagogically competent teachers engage in reflective practice to evaluate their own attitudes, beliefs, and behaviors regarding conflict resolution. They critically evaluate their approaches, identify areas for improvement, and strive for continuous professional growth in order to improve their skills and knowledge in effective conflict management. Reflection

practitioners are constantly learning from their experiences and refining their strategies to better support student learning and well-being.

Thus, pedagogical competence in conflict resolution includes a number of skills, attitudes and practices that allow teachers to resolve conflicts constructively, with understanding and taking into account cultural characteristics. By integrating these components into their teaching practice, teachers can create a supportive learning environment in which conflicts are resolved through joint efforts, contributing to positive relationships and socio-emotional development of students [6].

Educational institutions and teacher training programs should give priority to the development of pedagogical competence and tact among teachers. Professional development initiatives should provide teachers with the opportunity to improve their subject area knowledge, teaching skills and interpersonal competencies. In addition, mentoring programs and collaboration with colleagues can facilitate the exchange of best practices and continuous growth. By providing teachers with the knowledge, skills, and predisposition necessary for effective pedagogy and interpersonal relationships, schools can create an inclusive, supportive learning environment conducive to student success.

A positive teacher-student relationship is based on the integration of pedagogical competence and tact. As educators strive to create supportive, inclusive classrooms, they must develop their expertise in subject matter, learning strategies, and interpersonal communication. By developing a culture of continuous learning and reflective practice, teachers can optimize their impact on students' academic performance, social and emotional development, and lifelong learning. Thus, investments in the development of pedagogical competence and tact are of paramount importance for enriching the educational experience and strengthening positive relationships outside the classroom.

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