Abstract. School is a social and educational center in which there is active cooperation of various economic, social, emotional, personal and psychological interests of the people or groups of people (teacher – student, teacher – parent, teacher guide, student – student, etc.). The clash of these interests creates the conflicts associated with the process of education. Conflicts based on the clash of various interests of different parties of learning process called pedagogical conflicts. This article discusses some features of promoting a culture of conflict resolution teaching in Uzbek schools, actual aspects of this problem, some aspects of their relevance of issues, including their characteristics, causes, problems, and pedagogical methods of resolving conflicts.

Key words: pedagogy, conflicts, the issues, novelty, transformation of conflicts, social problems, emotional conditions, peculiarities of pedagogical conflicts, causes of arising, identifying the problematic, the specifics of the conflict’s parties, the interests of sides.

Introduction
The question of pedagogical conflicts is one of the pressing issues of pedagogy in Uzbekistan, due to issues of obscurity, its novelty, transformation of the traditional education system and the formation of new relationships in the nowadays educational process. Pedagogical process does not take place without the various conflicts. Pedagogical process covers a vast social stratum interaction of people with different social status, culture, attitude, consciousness (Nijegorodseva, 2011). In this process, each of its members is present with its own interests, and these interests are more expensive mainly for them. So, pedagogical conflicts are an integral part of the life and activities in secondary schools. School cannot exist outside of pedagogical conflicts. Thus, the difference in the assessment and understanding of certain events in the pedagogical process give rise to pedagogical conflicts. Neither pedagogical staff of no one school, not any teacher cannot say for sure that everybody or process itself is defended from conflicts arising from the collision of the educational interests of the parties. That’s why, it is important for all teachers to know the ways of solving conflicts.

Aim of Research
The aim of this research is learning peculiarities of pedagogical conflicts, causes of arising them, identifying their problematic, the specifics of the parties involved in the conflict, their interests, and ways of solutions pedagogical conflicts in secondary schools in Uzbekistan.

Point of view
Teacher, which is the organizer of all educational activities within the learning process, should be armed with the knowledge, skills and methods of conflict resolution in order to successfully prevent and solve conflicts. Permission from the conflict must be seen as a discipline that studies the psycho-emotional patterns of interaction between people in conflict situations. It is obvious that for all the participants of the pedagogical process are necessary to prepare for permission from the conflict. Today are actual the relevant questions about the role, tasks, functions, responsibilities, psycho-emotional state, in general their attitude towards resolving conflicts teachers in school education. It is also necessary to study the characteristics of pedagogical conflicts in school, knowledge of which helps teachers to correctly identify the actions in specific conflict situations.

Result and discussion
In Uzbekistan, the issues of professional teacher training in conflict resolution began to put relatively recently. This does not mean that earlier in the schools there were no conflicts. Conflicts were, but they
decided on the basis of the life experience of those who have been involved in a particular conflict. But it was not ranked, scientifically sound and systematic knowledge about the nature of pedagogical conflicts, there were no recommendations for teachers, avoiding, predict or resolve the given conflict. There were not legally valid protection of teachers and other parties of the conflict in such situations. Today the problem of pedagogical conflicts began relates more scientifically and professionally. So, for ten years the course "Teaching conflict resolution" is included to the curriculum of teacher training in all universities, colleges and institutes of the country. The curriculum which is in use in some Western countries was taken as a basis for implantation. But unfortunately, there are still no course books, textbooks or manuals in the Uzbek language, which would reflect all aspects of the problem. The only book published in the Uzbek language, which explains the basics of preparing young people in conflict situations (Tuychieva, 2008). There exists the problem can be partially solved through the translation from Russian and other Western languages, there used textbooks, manuals and books. But, on the other hand, considering the pedagogical problems largely reflect their reality, their own reality, which sometimes do not match, or in contravention of the Uzbek school and national values. Therefore, the question remains the creation and publication of original textbooks and manuals that take into account all angles of national identity and originality. Educational institutions are not required to set up the process of conflict resolution centers in which professional experts could help the parties reach an understanding. Now the required scientific and practical understanding of pedagogical conflicts based on real life situations in schools had been demanded the attention of scholars, the retardation is observed in the formulation of the necessary practical recommendations.

Currently in Uzbek schools, a dramatic transformation of childhood is developed. Intense social, political, economical, demographic, ecologic situation of latest decades leads to increasing negative tendency in childhood development. Progress of estrangement, which was the result of social-economical condition in the family, growth of cruelty among children and teenagers, their truculent, potential conflicts, time of their non-addictiveness to the reality of social life, ignoring their own position and others can be seen among the negative tendency.

V.I. Andreev defines a conflict situation as a situation of "latent or open confrontation between two or more parties involved, each of which has its own goals, motives, means and ways of solving the problem that has personal significance for each of its members" (Andreev, 1995).

In permission from the conflict takes an important role the person with his culture, mind, thought, conscience, morality, aesthetics, behavior, rationality, responsibility etc. Therefore, the relevance of the study of conflict resolution involves issues of what, how, in what capacity, and how much should be taught, how it is necessary to form the basis of all participants of pedagogical confrontation, with the aim to prepare them for the correct, rational, without damaging to themselves decisions and to more peaceful relationships to each other.

It is clear that developing a culture of permission from the pedagogical conflicts and promoting a culture of tolerance towards the conflict parties is a complex, multi-faceted, multi-dimensional educational process. This is primarily to overcome the initial passivity or excessive aggression against human psycho-emotional state of other person and his problems, it is not the ability to fully know the psycho-emotional state of another person, it is in most cases a manifestation of personal selfishness, which is based on the protection of only their own interests (Temina, 2002).

Today are changing the socio-political conditions for the functioning of the school, and change the content, nature and problems of pedagogical conflicts. For the understanding the conflicts concerning the modern educational process, it is necessary to understand fully the process, and develop necessary for this particular period all recommendations, guides interacting parties on the creative channel, and ensure the safety of potential conflicts. That’s why it is actuality to learn school life, as there is no any exact, clear, optimal, rational, scientifically approved solution of problems, arising in conflicts and recommendations for improving broken relationship (Metkin, 2005).

Sociological studies have shown that in a conflict situation, 63% of teachers respondents used the tactic of protection, 24% – external attacks and indifference, and one in three respondents could not determine its position. 68% of teachers responded that they themselves are the initiators personally resolve the conflict, 13% - resorted to a third party, and 45% – undecided. These data suggest that one-third of school teachers do not own methods of conflict resolution, so many conflicts remain unsettled reality.
In conflict resolution such as "teacher – student" predominately repressive methods. 77% of teachers responding suppress conflicts with students by imposing various sanctions on them (alone, with the help of parents, through the administration), 30% – resolve conflicts by carrying out individual work with students; 8-10% – in conflict resolution and allow for individual age especially students, 15% – try not to notice the conflict situation arose.

In conflict resolution such as "parents – student" also dominated the repressive methods (physical punishment, restriction of personal freedom of the child, various prohibitions, etc.). The other extreme – is a complete acquiescence or indifference to the fate of the student which we can see by some parents.

In the conflict "teacher – student" often parents are protecting their child in conflict with the teacher. But more often the teacher and parents combined together for joint action against the student. The consequences of such "education" will be sorrowful at the end and are very sad. As a result the child's cannot go anywhere with problems, and he "withdraws into himself," or seeking protection and asylum "on the street". In some cases, rejected by all the child can go on a suicide. According to statistics, the overwhelming number of children's attempts to take their own life occurs against a background of conflict in the family and school.

In exploring ways of conflict in school, were defined objective and subjective reasons for their occurrence:
- Ignoring the demands for basic education of students, and not the ability of school management and staff quickly transforming in changing conditions of educational needs of the population;
- Availability of not understanding and confrontation between student and teacher on functional tasks and status of the educational institution, because there are the student’s side and teacher’s side, and the destruction of behavioral norms in these tasks;
- Severe restrictions on freedom of choice and behavior for one of the parties, such as harsh discipline, punitive, pressure, thrust into submission, not having a right for choice or change the school, teachers, classroom teacher, school staff management, strict control of attendance);
- Existence confrontation between opinions, concepts, values of the older and younger generation, transformation of these values, a departure from the younger generation beliefs the traditional national values, involvement of the youth to the Western cultural influence;
- Subordination to the will of the teacher student’s all actions, authoritarian style of management in the school, teacher mandatory of assessment, performance, behavior, knowledge, thoughts pupil, which restricts the freedom of the student;
- Predominance in school education the authoritarian leadership role of the older generation, when the student is subordinate teachers, staff, administration, parents, classroom teacher, various social organizations, when student mainly plays the role of a subordinate, and managing the process of his learning is constantly growing (Myers, 1993);
- Emergence of confrontation between the educational goals of the student, on the one hand, and on the other with the same goals of his parents, and school conditions that do not meet the plans of the student;
- Availability of psycho-emotional incompatibility between student and teacher, aggressive demeanor and not predictable of the parties, loyalty to conflicts, lack of communication skills;
- Excessive workload,, lack of student abilities to these stresses, the reluctance of the parties go on about each other's refusal for discuss and resolve problems, teachers incompetent's, lack of teaching practice, not knowledge of child psychology;
- Discrepancy of professional level of some teachers, the reluctance of teachers to work on a new way (use interactive teaching methods), not wanting to learn the new teaching methods, the infringement of justice, which use in their practice some teachers;
- Unjustified increase in the teaching loads and hours, as a result the growth of aggressiveness of pupils, their constant fatigue, indifference, physical inactivity, lack of self-denial from school;
- Lack of creative learning environment, taking into account the individual characteristics of students, ignoring the student’s initiative, independence, initiative, creativity.

The following actions and quality of the teacher were identified as criteria of behavior of the teacher in solving pedagogical conflicts:
- Speech and the moral qualities of the teacher;
- Culture and Spirituality;
– Communication qualities and skills;
– Psychological resilience and ability to change;
– Creativity;
– Empathy, the ability to feel others’ compassion;
– Perception;
– Positivity and justice solutions;
– Organizational skills of the teacher;
– Reflexivity.

For the relieving own aggressions in pedagogical conflicts are recommended three main methods (Grishina, 2008):

**Passive** – passive method characterized with the fact that the teacher in respect of his own aggression selected passive way and aggression exits him out. But the teacher must remember that throw out its own aggression on others, whoever they may be coming, it is not the solution. Therefore, as a passive method is proposed to talk about the issue with colleagues, friends, relatives and analyze their actions and come to just decisions on assessing events for prevent deepening of aggression.

**Active** – to be active in non-aggression, the immediate and sustained of non-aggression, to set the goal – not to use aggression cornfields life or in a profession constantly, try get rid of the accumulated aggression, helped by the actions in the form of physical exercise, different activities, such as, occupation housework, cleaning, or digging in the garden, in the process of active actions that do not threaten anyone, there is a revaluation of values;

**Logical** – it is a way of overcoming from aggressiveness of intelligent, rational, and creative people. The method requires a lot of mental and emotional job on them. Only those who are able to dominate emotions are able to apply the logical method of non-aggression. People such emphasize the essence of the problem, its content, allowing them to escape from their emotions, and solve the problem based on a neutral attitude to it. Understanding of the problem leads to a rational solution. Therefore, such people cannot be in their own aggression. They often engaged in analytical evaluation of one's own emotions.

**Conclusions**

Consequently, the study of some aspects of the implementation of Conflict Resolution to the teacher training process, research the features of pedagogical conflicts in the Uzbek school show its relevance, as well as the originality and the need to develop specific recommendations for teachers in forecasting, prevention and resolution of conflicts in schools.

**References**


