

FEATURES OF THE CONFLICTOLOGICAL CULTURE FORMATION OF HIGHER EDUCATIONAL INSTITUTIONS STUDENTS IN THE PROCESS OF THE DISCIPLINE “PSYCHOLOGY” STUDYING

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Abstract. *The study presents theoretical analysis of such concepts as "conflictological culture of a person", "conflictological culture of a specialist", "conflictological competence", as well as features of the conflictological culture formation of higher educational establishments students in the process of studying the discipline "Psychology". Theoretical analysis of the components of conflict-related competence as components of the students' as future specialists conflict-related culture is presented. It is underlined that the formation of the students' conflict culture is connected with the organization of the educational process of the higher educational institution, and more specifically, with the study of the discipline "Psychology". The formation of the components of the future specialist conflict culture is a complex process, where the organization of the educational process of the higher education institution plays an important part, as well as implementation of innovative pedagogical technologies.*

Keywords: *conflict culture of a person, conflict culture of a specialist, conflict competence.*

Introduction

Today, the problems of conflictological culture formation among students of higher education institutions are of great importance, since graduates of higher education institutions do not always constructively resolve conflict situations, and this has negative affect on their professional tasks performance [9]. Among the tasks of higher education institutions is the formation of a competent specialist with the well-formed components of conflictological culture. According to the latest research, the conditions of the modern professional environment are conflict-generating, which, unfortunately, also applies to the education system and negatively affects the effectiveness of pedagogical activity [2]. According to O. A. Zarichanskyi, M. I. Klyap, modern living conditions require thorough research of the problems of conflictological culture formation of the future specialist within the educational system. The formation of this culture among students in the process of their studies at a higher education institution should ensure the successful completion of professional tasks by a specialist in the future in a conflict-causing professional environment [3, p. 237-241].

Research analysis

The formation of the conflictological culture of the future specialist is the subject study of many researchers, in particular – S.A. Aleksandrova, A.Ya. Antsupova, E.N. Bogdanova, A.A. Verbytskyi, T. Dzyuba, O. S. Zhuk, V. G. Zazykina, O. A. Zarichanskyi, D. V. Ivchenko, M. I. Kabachinskyi, M. I. Klyap, I. V. Kozich, T. F. Lemak, U. Mastenbrook, A. B. Nemkova, L. B. Nikiforova, N. V. Pidbutska, L. A. Petrovska, N. V. Samsonova, V. I. Svystun, L. N. Tsoi, B. S. S. Fil, I. Khasan, M. Hrystiuk, A. I. Shipilova, O. I. Shcherbakova, V. V. Yagupova, L. Yaroslav and many others. Among the authors' studies are works devoted to the problems of the formation of conflictological competence of future teachers [7].

Modern researchers distinguish the concepts of “conflictological culture of the individual” and “conflictological culture of the specialist”. Thus, according to the research of N.V. Samsonova, the conflict culture of the individual consists in the desire and ability of a person to prevent and resolve various social conflicts, in particular – interpersonal, interethnic, and international, which plays an important role in solving the tasks of harmonizing interpersonal relations [9, p. 11-12]. The conflictological culture of the individual includes a system of norms, values, motives, in particular, awareness of the value of the individual, interpersonal interaction, cooperation, and is realized in the possibilities of effective conflict management taking into account their features and predicting the consequences [9; 10]. According to N.V. Samsonova, the conflictological culture of a specialist consists in the assimilation and use of professionally oriented conflictological knowledge, which is necessary for the perception of conflicts and the subsequent implementation of professional functions by the specialist in conflict conditions. The defined point of view is presented in the works of O. S. Zhuk, M. I. Kabachinskyi [4, p. 300-303].

Conflictological culture in the structure of the specialist's professional culture is connected with informational, communicative, methodological and special culture, and, in general, with the culture of the individual. The culture of the individual consists in the system of knowledge, features of the worldview, competences, which affects all aspects of a person's life. From the point of view of researchers, conflict culture can be considered as part of a broader and holistic phenomenon – professional culture, since the essence of conflictological culture is the regulation of professional interaction processes. According to A. A. Verbytskyi, M.Klyap, N. V. Samsonova, and N. V. Pidbutska, conflictological culture is one of the characteristics of a specialist capable of performing effective activities in a conflict-causing professional environment. According to O. A. Zarichanskii, M. I. Klyap, the presence of formed components of conflictological culture prepares a specialist to perform tasks of professional activity at all levels – both the level of interpersonal conflicts (conflicts with subjects of professional activity) and the level of intra-personal – awareness and work with intra-personal, cognitive, motivational conflicts [3, p. 237].

According to N. V. Samsonova, the structure of conflict culture includes the following components. Conflict knowledge is the assimilation of theoretical knowledge, the presence of experience in the application of this knowledge in practice, the presence of developed competences that would allow constructive resolution of conflicts. Conflict readiness is the ability of a specialist to diagnose a conflict situation and predict the consequences; the ability to understand conflict and manage it in a professional environment [9]. Conflictological competence is a system of scientific knowledge of a specialist regarding the psychological phenomenon of "conflict", the ability to manage conflicts which purposefully developed in the process of special training in relation to specific situations of professional interaction and communication. This implies a certain level of formed competences of a specialist – conflictological knowledge, development of relevant personality qualities, competence for the purpose of managing conflicts in the process of professional activity.

According to the researches of O. I. Shcherbakova, the structure of conflictological culture includes: conflictological knowledge, which involves individual's possession of conflictological knowledge and social interaction skills; conflictological competence – a system of scientific knowledge of conflictology and the ability to manage conflicts. What is determined is the result of purposeful formation. The third component is the directly formed conflict culture of the individual, which consists of the value-motivational sphere of the individual, culture of thinking, feelings, communicative culture [11, p. 23-26]. The conflictological culture of the individual, from the point of view of the researcher, is realized in the possibilities of effective management of conflicts, taking into account their features and predicting the consequences.

According to the researches of A. Ya. Antsupov, A. I. Shipilova, U. Mastenbrook, L. N. Tsoi, conflictological competence is a component of social-psychological competence, which includes perceptual, communicative, interpersonal and managerial competence [10, p. 20]. According to the researches of T. Dzyuba, conflictological competence enables a specialist to determine the patterns of the occurrence and development of a conflict in order to resolve it constructively; critically analyze personal capabilities; master conflict resolution technologies [10, p. 20-21]. According to I. V. Kozych, conflictological competence is the ability of a specialist to understand the components of a conflict, all the conditions and regularities of the stages of a conflict. Conflictological competence presupposes the ability to predict conflict situations, change them and use the conflict to achieve one's own goals [10, p. 21]. According to E. N. Bogdanov and V. G. Zazikin, today, mastering the basics of conflictology for a specialist is of great importance, which ensures the formation of the skills of effective interaction in a conflict [10, p. 20-21].

Thus, conflictological competence is a person's ability for effective social interaction, his understanding of the nature of conflicts, the possibilities of constructive interaction and effective

communication in conflicts, the ability to assess conflict situations and manage one's own behavior, the ability to interact constructively in a conflict and predict its consequences, to have the skills to eliminate undesirable consequences of conflicts; to determine the peculiarities and emotional states of people, to be able to choose strategies of behavior in conflict, to create conditions for the transition of a conflict situation into constructive interaction, to be able to use technologies of conflict prevention and overcoming. This requires long-term work on the formation of a conflictological culture in the process of training future specialists in a higher education institution. The components of a specialist's conflictological competence are communicative and organizational abilities, communication style, levels of empathy, features of existing communication barriers, will self-regulation, self-assessment of conflict, conflict behavior strategies, and assessment of a person's self-efficacy as a specialist in professional activities. The conflictological competence of a specialist is the property of perceptive, communicative, managerial competences aimed at the implementation of aspects of professional activity. The components of the defined competence include the possession and the ability to use professionally oriented conflict knowledge, which is necessary for the perception of professional conflicts and the implementation of professional functions in the conditions of a professional conflict. Stated above distinguishes this phenomenon from the conflictological competence of an individual.

The next component of conflict culture, according to N. O. Samsonova, is conflict readiness, the readiness of a specialist to resolve conflicts during the performance of professional tasks [9, p. 20-21]. Researchers identify the following conflictological skills that make up conflictological readiness: "diagnosing" a conflict, predicting it, possessing means of conflict diagnosis, prevention, and resolution. Today, a separate condition is the ability to use conflict in order to solve the tasks of professional activity. The concept of "conflictological readiness" implies: modern specialist skills in assessing his own capabilities in accordance with potential difficulties and obtaining the desired result during conflict resolution; skills of a constructive conflict position, as a system of relations and evaluations of conflict experience and perspectives, which determine the direction and behavior of a specialist. The specialist's conflict readiness performs a regulatory function during conflict professional interaction. Indicators of the formation of the determined readiness are: optimally effective choice of the strategy of behavior in the conflict; management of emotions in a conflict situation; ability based on developed abilities to manage professional conflict; constructive interaction with the opponent based on developed reflection and a constructive conflict position.

In the process of studying the discipline "Psychology", as a component of the professional training of future teachers and specialists of various professional fields at the Sumy State Pedagogical University named after A.S. Makarenko, a specialist's conflict-oriented culture is

formed. According to L. Mukhina, this affects the students' assessment of their own professional competences and the strategy of their further personal and professional development [6, p. 142].

Students of Sumy State Pedagogical University named after A.S. Makarenko acquire psychological knowledge during their first-year study of the discipline "Psychology", the structure of which includes blocks of general, social and developmental psychology. The block of social psychology contains the component of conflictology, which analyzes the concept of "conflict", types of conflicts and their causes, conflict structure, features of conflict dynamics, conflict behavior strategies, consequences, methods of conflict regulation, mechanisms of their resolution, forecasting, prevention, etc. The structure of the discipline involves lectures, practical classes, during which analytical work is carried out regarding the discussion of problematic tasks and the solution of psychological problems. Also, during practical classes, students master the skills of personal psychodiagnostics. The tasks of the discipline include performing independent work on various topics of defined course components, which are problematic in nature and provide opportunities for practical use of the acquired knowledge. In the course of studying the discipline "Psychology", students take part in trainings, the purpose of which is the development of empathy, reflection, communication and organizational skills, self-presentation of personal qualities, will self-regulation, assessment and correction of the personal sphere (based on the results of psychodiagnostics). Trainings, as an interactive method of learning, contribute to the formation of communication skills, strategies of constructive interaction. Carrying out research tasks involves working in problem groups, presenting the achievements of analytical activities and discussing the results in the course of the discussion. Such methods of work as "brainstorming", heuristic conversation, project technologies are actively used. It is important to include models of conflict situations in the professional training of students. Students of Sumy State Pedagogical University named after A.S. Makarenko take active part in the work of student scientific groups and the results of research activities are presented at various scientific conferences. The stated above ensures the formation of the components of the conflictological competence of students – future specialists. According to the research of T.V. Lemak, in the process of forming the conflictological culture of the future specialist, active learning methods are the most productive, which allows students, based on the transformation of the acquired knowledge, to creatively use their achievements in the process of forming professional qualities [5, p. 43-46].

Conclusions and prospects for further research

In the process of the conflictological culture formation of the future specialist, an important role is played by the organization of the educational process of the higher education institution, the introduction of innovative pedagogical technologies, in particular, interactive teaching methods: holding debates and discussions, using "brainstorming", training work, project activities. According

to the analysis of researches on the specified problem, the formation of a specialist's conflictological culture is possible on the basis of the unity of educational and professional activities. The process of forming the components of the conflictological culture of students will be effective if the teacher uses methods of interaction with students that reveal to them the personal meaning of their educational activities, in particular, during the analysis of educational and professional conflictological tasks, problem situations using psychological knowledge and the possibilities of psychodiagnostic work. This helps the students to become aware of inter-psyche conflict processes and to understand the necessity and importance of conflict skills (self-analysis based on psychodiagnostics, selection of directions for personal and professional development) [9, p. 135-139]. The activity of students in research work, performance of industrial practice tasks is of great importance in the process of conflictological culture formation. The conflictological competence of a higher education institution student is a necessary condition for professional self-realization and guarantee of mental health.

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STUDIUL AGRESIVITĂȚII LA ELEVII DIN LICEU

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Rezumat. *Articolul prezintă și descrie rezultatele studiului experimental al agresivității fizice la elevii din liceu. Pe întregul lot experimental (269 de adolescenți cu vârsta cuprinsă între 14 și 19 ani) am administrat Inventarul ostilității de A. Buss și A. Darkee. Ca rezultate am evidențiat că adolescenții în număr mare se caracterizează prin nivel moderat și ridicat de agresivitate fizică. Adolescenții și adolescentele prezintă frecvențe diferite pentru nivelul ridicat de agresivitate fizică, astfel agresivitatea fizică fiind întâlnită mai frecvent la adolescenți. Adolescenții de 14 – 15 ani și adolescenții de 16 - 17 ani demonstrează agresivitate fizică mai ridicată comparativ cu adolescenții de 18 – 19 ani.*