

FEATURES OF THE FORMATION OF CONFLICTOLOGICAL CULTURE AMONG STUDENTS OF HIGHER EDUCATION INSTITUTIONS - FUTURE TEACHERS IN THE CONTEXT OF DISTANCE LEARNING

CARACTERISTICI ALE FORMĂRII CULTURII CONFLICTOLOGICE ÎN RÂNDUL STUDENȚILOR INSTITUȚIILOR DE ÎNVĂȚĂMÂNT SUPERIOR – VIITORI PROFESORI – ÎN CONTEXTUL ÎNVĂȚĂMÂNTULUI LA DISTANȚĂ

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Abstract. The article presents an analysis of such concepts as “conflictological culture”, “teacher’s conflictological culture”, “communicative competence”, “conflictological competence”. The features of the formation of a conflictological culture of future teachers - students of a higher educational institution in the conditions of distance learning are presented. The components of conflictological competence of students of a higher educational institution are analyzed as parts of professional self-realization of the personality. It is presented that the formation of a conflictological culture of future teachers depends on the organization of the educational process in a higher educational institution in the conditions of students’ distance learning. Effective methods of distance learning for the formation of components of conflictological culture of future teachers are analyzed.

Keywords: conflictological culture, conflictological culture of the teacher, communicative competence, conflictological competence.

Introduction. Conflictological competence, as a component of the teacher’s conflictological culture, ensures effective interaction with all participants in the educational process. The conflictological culture of a specialist contains formed components of communicative and conflictological competences. The latter consists in predicting the conflict situation, rational behavior during the conflict, and understanding the consequences. The study of the problems of the process of formation of conflictological competence, as a conflictological culture of future teachers – students of higher education, especially in the conditions of distance learning, does not lose its relevance.

Research analysis. The study of the problems of forming a conflictological culture of future specialists is presented in the studies of T. R. Branitska, O.V. Hrechanovska, T. Dziuba, M. I. Kabachynskyi, V. Kovalchuk, O. H. Kaverin, M. I. Kliap, I. V. Kozych, N. O. Korostelin, N. V. Pidbutska, B. Savchuk and many others.

In modern studies, such a concept as “conflictological culture of an individual” and such a concept as “conflictological culture of a specialist” are distinguished. The first is a characteristic of the presence of competencies in a person to predict and resolve conflicts, the second concept is related to the specified competencies during professional activity. This is the result of the study of social psychology, conflictology and the acquired skills of using them in

practice by students of higher education institutions [2, pp. 300-303]. In addition, according to the researches of N. V. Pidbutska and O. V. Hrechanovska, the above is also evidence of the ability to adapt in a conflict-prone environment.

According to the researches of T. R. Bronytska, the conflictological culture of a specialist should be understood as the multifaceted quality characteristics of an individual, which is based on humanistic values, contains the components of communicative culture, conflictological literacy, motivation, competence in conflict management, a constructive conflictological perspective, and is a personal potential that is enriched by life by experience.

According to N. V. Samosonova's research, the conflictological culture of a specialist contains the following components: theoretical knowledge (conflictological literacy) and the ability to implement them in practice (conflictological competence). Conflictological competence includes perceptive, communicative, interpersonal and managerial competence [9, p. 20].

The ability to diagnose conflict and predict consequences – conflictological preparedness is the ability of a specialist to diagnose a conflict situation and predict consequences, the ability to manage conflicts in a professional environment. The specialist's conflictological preparedness involves assessing one's own capabilities to overcome potential difficulties during conflict resolution in order to achieve the set goal. Conflictological preparedness provides a regulatory function during conflict interaction. The most rational choice of strategy for behavior in conflict, management of emotions, constructive interaction are indicators of this preparedness.

The unity of all components, according to T. R. Bronytska, forms conflictological competence and, accordingly, the culture of a specialist. The criteria and indicators of the formation of the conflictological culture of future specialists include personal-active, motivational-value, content-cognitive, emotional-volitional, communicative-behavioral, reflective [1, pp. 237-238].

The personal-active criterion reflects the level of conflictological knowledge. Also, according to this criterion, the student's level of awareness of conflict in professional activity is determined. This criterion reflects the student's desire for professional self-realization, independent work on the development of the components of conflictological culture, awareness of the peculiarities of one's own individuality, creative activity. Personality characteristics according to this criterion are humanism, independence, ability to work, perseverance, willingness to accept responsibility for one's own actions, sociability, objectivity of self-evaluation.

The motivational-value criterion characterizes a person's system of knowledge about social values, norms of ethics and morality, and professional values. According to this criterion, the peculiarities of human motivation, the need for educational and professional activities, the awareness of the understanding of the assimilation of knowledge, the formation of professional skills for the implementation of future professional activities are determined.

Indicators of the motivational-value criterion are the presence of a goal for the formation of a conflictological culture, motivational readiness for intellectual development, readiness for a constructive conflictological position.

The content-cognitive criterion is manifested in the awareness of the need for knowledge about the nature of conflicts, characterizes the knowledge system of conflictology, skills and abilities in managing professional conflicts. The indicators of this criterion are knowledge about

the psychology of relations between people and methods of their regulation; a set of knowledge about the culture of thinking; intellectual features of future specialists; an active position in the analysis of conflicts; focus on real actions in the conflict.

The emotional-volitional criterion is manifested in the totality of knowledge about emotions and methods of self-regulation; characterizes volitional activity and features of social behavior. Indicators of this criterion are stress resistance, perseverance, purposefulness, conscious attitude to the emotional states of opponents, display of friendship and optimism.

The communicative-behavioral criterion is manifested in the possession of communicative culture, in particular, the possession of “active listening” techniques. Indicators of this criterion are personal characteristics and professionally important qualities of future specialists – tolerance, communicativeness, orientation towards cooperation, diplomacy, ability to manage one’s own behavior in conflict conditions, social adaptability. The reflexive criterion reflects knowledge of professional responsibility, awareness of the need to form components of conflict culture. The indicator is the development of reflection during conflict interaction [1, p. 239].

The formation of conflictological competence of students of higher education – future teachers depends on:

- study of psychological disciplines in an educational institution;
- organization and holding of seminars, round tables, scientific conferences on conflictological topics by the institution;
- the work of the “Psychological Service” of the institution of higher education and the organization of educational and preventive measures;
- organizing the work of curators of academic groups and the administration of the educational institution;
- peculiarities of adaptation to study and the group of students of a higher education institution.

The formation of conflictological competence of students of pedagogical specialties is a very relevant topic of scientific research today. The distance learning of students of higher education institutions – future teachers – is carried out thanks to the creation of a distance education platform, the organization of the optimal ratio of classroom and independent work, the organization of online interaction of participants in the educational process – conducting lectures and practical classes, consultations. The goal of distance education is to ensure students’ access to the educational resources of a higher education institution. This form of education is necessary during military operations on the territory of Ukraine. Distance learning involves a large amount of independent work time for students.

The difficulties of distance learning students are related to the need for self-regulation and organization of self-education, the lack of real communication during classes, and technical problems. The organization of education requires technical support, a sufficient level of modern computer technologies mastery, self-organization of students’ lives. The advantages of distance learning are that students can independently adjust their workload, develop self-organization skills, have free access to educational resources and opportunities for additional self-education.

Those interested in distance learning are students who are distant from the educational institution, military personnel, citizens of foreign countries, people with special educational needs, students who combine work and study, students who wish to obtain several specialties,

students of general secondary education institutions who want to prepare for admission to institution of higher education [6, p. 193].

The advantages of distance learning are the implementation of continuous education; access to electronic libraries, classes of various lecturers, the possibility of interaction with foreign teachers of educational institutions, internships, professional development [5, p. 303].

According to the research presented in the work of L.P. Londar, the most common forms of interaction between the participants of the educational process in the conditions of distance learning were communication through phone calls, messengers such as WhatsApp, Viber, email correspondence, interaction in Google Meet, Zoom, Skype. Distance learning platforms were created in educational institutions. Learning outcomes were evaluated based on independent written works of students, online testing of subjects, recordings of audio responses of education seekers to the tasks of the educational process [4, pp. 39-40].

While studying the discipline “Psychology”, students Sumy State Pedagogical University named after of A.S. Makarenko, future teachers, study the components of social psychology. The study of the structure of the conflict, dynamics, strategies of behavior in the conflict, and the consequences of various types of conflicts are subject to special analysis. It is very important to study the methods of conflict regulation, the mechanisms of their resolution, the possibilities of forecasting and prevention. According to E.N. Bohdanov and V.H. Zazykyn, the necessity of the modern world is for a specialist in professional activity to have knowledge of conflict studies [9, pp. 20-21].

In the process of distance learning, lectures and practical classes are held in the mode of Internet conferences. During the practical classes, there is a discussion of tasks on conflictology, solving psychological problems on conflictology topics. During practical classes, future teachers are offered psychodiagnostic methods, based on the results of which young people determine indicators of personal qualities. Thus, students master the skills of personal psychodiagnostics. In the future, the research results can be the material for self-analysis and opportunities for further psychological correction. According to the results of T. Dziuba’s research, conflictological competence is in a critical analysis of personal capabilities [ibidem]. Also, while studying the discipline, students perform independent work on researching the problems of conflictology. During classes in a distance format, it is effective to organize work in problem groups for the purpose of studying models of conflict situations, role-playing games for playing different strategies of behavior in conflicts and discursive discussion of results, forecasting consequences. Heuristic conversation, “brainstorming”, and project-based learning technologies are effective. Thus, students get opportunities for practical use of the acquired knowledge, which contributes to the formation of professional qualities of future specialists [3, pp. 43-46].

Effective methods of formation of communicative and conflictological competence are social-psychological trainings. Participation in trainings contributes to the development of social perception mechanisms (reflection, empathy), emotional self-regulation, organizational and communication skills. The organization and conduct of conflictological trainings contribute to the formation of constructive interaction skills, active listening skills, understanding of behavioral strategies of participants in conflict interaction, forecasting the progress and consequences of conflict interaction.

Conclusions and prospects for further research. The formation of components of the conflictological culture of students of higher education in the conditions of distance learning has

its own specificity. Effective methods are conducting debates, “brainstorming”, trainings, project activities. Students of higher education - future teachers should be offered analysis of problem situations, professional conflict problems, and psychodiagnostic work. The student can self-diagnose the formation of the components of conflictological culture during the pedagogic practice, which takes place in the 4th year. Conflictological competence of students – future teachers is a necessary condition for professional and personal self-realization of young people.

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