THE CONCEPT OF CONFLICTOLOGICAL COMPETENCE AND ITS PEDAGOGICAL AND PSYCHOLOGICAL ESSENCE

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Abstract

This article investigates the concept of conflictological competence, focusing on its pedagogical and psychological essence in educational contexts. It defines crucial components, discusses strategies for fostering constructive conflict resolution, and emphasizes the role of empathy and reflective practice. Recommendations for enhancing teacher and student interactions improve well-being and academic success.

Keywords: Conflictological competence, pedagogy, psychology, empathy, reflection, communication, school environment.

INTRODUCTION

Conflictological competence refers to the knowledge, skills, and attitudes required to identify, manage, and resolve conflicts constructively within social and educational settings. It goes beyond mere conflict avoidance by equipping individuals with the capacity to engage in healthy dialogue, negotiate differences, and promote positive interpersonal relationships. In school contexts, conflictological competence encompasses both pedagogical and psychological dimensions, each shaping the effectiveness of conflict resolution. Through the interplay of these two dimensions, educators, students, and administrators can establish an environment conducive to growth, cooperation, and academic success.

Pedagogical Essence of Conflictological Competence

Within the realm of pedagogy, conflictological competence guides the development of instructional strategies that help students recognize and manage conflict as a natural aspect of social interaction. Teachers who possess a high level of conflictological competence incorporate constructive conflict resolution activities into their lesson plans, promoting collaboration and mutual respect. For instance, group projects in which students must set shared goals, delegate tasks, and collectively solve problems can foster negotiation and compromise skills. By framing conflicts as learning opportunities rather than disruptions, educators encourage students to reflect on diverse perspectives and understand the underlying reasons for disagreements.

Furthermore, a pedagogical approach to conflictological competence places emphasis on designing classroom rules and procedures that reduce triggers of frustration or aggression. Clear communication norms, well-defined consequences, and inclusive instructional methods create an atmosphere where students feel secure to express concerns and seek solutions collaboratively. Educators who adeptly model respectful dialogue and active listening help shape a classroom culture in which openness, empathy, and accountability are valued. Effective communication skills, including paraphrasing and the use of calm, neutral tones, further demonstrate to students how conflicts can be approached without escalating tensions.

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Teachers also need to adapt conflict resolution strategies to the developmental stages of their students. Younger learners often require concrete examples and role-playing activities to grasp fundamental concepts like sharing and taking turns. Older students, particularly adolescents, benefit from more complex discussions on ethical dilemmas, peer mediation, and collaborative decision-making. Across all age groups, however, the underlying pedagogical aim remains consistent: nurturing students' ability to handle disagreements constructively, thus preparing them for responsible citizenship and leadership roles later in life.

Psychological Essence of Conflictological Competence

The psychological essence of conflictological competence focuses on the emotional, cognitive, and behavioral processes underlying effective conflict resolution. Conflict situations often evoke strong emotions—anger, fear, frustration—that can obstruct rational decision-making. Developing a keen sense of emotional intelligence is therefore crucial for educators and students alike. Emotional intelligence involves recognizing and regulating one's own emotions, as well as empathizing with others' feelings. In conflict scenarios, empathy facilitates understanding of different viewpoints, which can de-escalate tensions and foster mutually acceptable solutions.

From a cognitive standpoint, conflictological competence is linked to perspective-taking and critical thinking. Individuals learn to challenge their own biases, question assumptions, and explore the potential consequences of various solutions. This reflective process enables them to identify root causes of conflicts rather than addressing only the surface-level symptoms. Schools that prioritize metacognitive strategies, such as self-assessment and peer review, equip students with the cognitive tools to approach disagreements methodically and objectively.

On the behavioral level, teachers and students must master techniques for assertive communication that neither suppress personal concerns nor dominate others. Simple methods—like the use of "I" statements—can significantly reduce defensive reactions in conflict discussions. Encouraging positive body language, active listening, and respectful turn-taking sets the stage for meaningful dialogues. When individuals feel heard and understood, they are more inclined to collaborate on finding solutions that respect everyone's interests and needs. This dynamic supports a more harmonious school environment and, ultimately, fosters resilient relationships.

Integrating Pedagogical and Psychological Dimensions

Conflictological competence in schools emerges from the synergy of pedagogical and psychological components. The school climate itself plays a pivotal role in ensuring that both domains are given due attention. Administrators, particularly principals and department heads, can implement policies that encourage ongoing professional development, teacher collaboration, and the incorporation of conflict resolution programs into the broader curriculum. When school leaders model effective conflict resolution strategies—by mediating staff disputes or involving student bodies in decision-making processes—they signal that conflictological competence is a shared priority.

Teachers, meanwhile, serve as the day-to-day facilitators of this competency. By embedding experiential learning activities, reflective discussions, and structured conflicts into their practice, they create opportunities for students to develop both social and emotional

intelligence. Peer mediation programs, in which trained students assist their classmates in resolving disagreements, also provide a tangible platform for building leadership and negotiation skills. Ultimately, when pedagogical strategies and psychological insights merge, the entire school community benefits from heightened empathy, improved communication, and more constructive handling of interpersonal challenges.

CONCLUSION

The concept of conflictological competence encompasses a dual focus on pedagogical methodology and psychological insight. By understanding the interplay of these dimensions, educators can guide students to recognize conflict as a catalyst for personal and social development rather than a barrier to progress. In well-structured learning environments that value empathy, reflection, and collaboration, teachers and students alike acquire the tools needed to transform conflicts into opportunities for growth. This holistic approach to conflictological competence ultimately fosters not only a positive school climate but also prepares students with the interpersonal competencies required for success beyond the classroom.

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