

CONFLICT MANAGEMENT AND TYPES OF CONFLICTS AMONG MINORS

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Abstract: In the article, the study of the objective and subjective factors of conflicts between adolescents and the development of measures to prevent the occurrence of conflicts, the psychological determination of the specificity of the observed conflicts between adolescents are given. It was pointed out that the underlying psychological reasons and the analysis of disorders in the personality structure are considered important

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"A person is not born with bad behavior from birth. As a result of poor upbringing under certain conditions, bad behavior appears and forms in them. The maturation of the ability in a person is realized by upbringing."

Abdulla Avloni.

The large-scale social, economic and cultural reforms carried out in Independence have created an opportunity for Uzbekistan's integration with the countries of the world community in all spheres of public life. This is characterized by the fact that in the process of integration, our country is pursuing a policy of specific youth. One of the reforms carried out in the spiritual and cultural sphere is the policy of educating the harmonious generation. Comprehensive reforms are being carried out aimed at providing quality psychological service to young people, coordinating the management of psychological service activities with the content of education and training, raising cooperation between educational institutions and preventive inspectors and public representatives to a qualitatively new level, the development of a psychology school and the organization of psychological centers.

Within the framework of the psychological formation of adolescents, contemplative operas clarify the normative aspects of a teenager's attitude towards a person and a group. Also significant is the behavior of adolescents in various extreme situations, their volitional qualities and skills in overcoming conflict situations. In this regard, it is necessary to delve deeper into the educational qualities of a representative of the group that is being formed as a person, as well as its genetic identity and, of course, motives aimed at socialization.

At the same time, it should be noted separately that the constructive orientation of schoolchildren's activities, more precisely, the solution of conflicts that arise within the framework of interpersonal relations, is most optimal, in which others and the person himself cope with harmony without harm, ensuring emotional stability not only of his own, but also of the opposite side. Otherwise, it is no secret to anyone that the individual becomes the main determinant, which prevents the emergence of negative emotions, as well as the correct and meaningful Organization of educational activities of schoolchildren, the object of our research. Accordingly, we will focus mainly on the pose, which in our research is aimed at the method of factor resolution of the conflict, since it plays the role of the main factor that correctly organizes educational activities.

Especially healthy competition is considered one of the oldest forms of human behavior, in which a person helps to better understand himself, know, compare the results of his capabilities and activities with the capabilities and achievements of other people. Hence, in the educational system, the issues of focusing on the formation, formation and development of healthy competition among students are a special profession.

In a number of studies on Western psychology, the question of the teacher's style of behavior and its influence on student behavior was considered, in particular, N. N. Apderson, J. E. Brewer's studies highlight the different aspects between the students of teachers who use an authoritarian and democratic style. In this, teachers using the authoritarian style are interpreted as a set of relationships that involve the application of strict requirements for violence, threat, condemnation and submission. Democratic behavior means complimenting, inviting to do something, empathizing with the child, being in harmony and cooperation. It is characterized to be in an initiative and socially constructive POSE towards others in the actions of students who adopt a democratic style, in contrast to the fact that in students where the authoritarian style is used, students who are less attentive to speed, aggressive behavior, educational activities, more concerned with observing others, spreading false rumors about their comrades have been observed [3].

L.S. Vigotsky and D.B. Elkonin also closely related the role of the peculiarities of social influence in the development of existing conflicts in adolescents, without denying the importance and inconsistency of the course of internal characteristics in the unstable development of the individual. In the process of eliminating its shortcomings and solving the problems of forming a new, stable "I", a teenager, through models of imitation, turns to others, seeking to highly

evaluate and satisfy his "I". A teenager, wanting to be like an adult, studies the behavior of an adult, some external features, and accordingly becomes an adult himself [2]. One of the reasons for the conflicting behavior of adolescents and adolescents is the presence of barriers against the satisfaction of needs and goals. L.I.Bojovich believes that, unlike other age crises, the crisis in them is longer and sharper, since due to the rapid pace of physical and mental development, there are too many such urgent active needs, and given the sharp development of schoolchildren of this age, they cannot be satisfied in inadequate social conditions [1].

Hence, the main reasons for their contradictory behavior are internal conflicts and contradictions that arose as a result of changes in the social state of development and, above all, the emergence of a new level of self-awareness.

The sad thing is that the consideration of the course of interpersonal conflicts between schoolchildren is of particular importance, since during this period the style of conscious behavior and interaction with others develops. As a result of the development of the problem of interpersonal conflicts, it is expected that the negative behavior of students in an individual and collective manner will escalate, as a result of which it will appear in the manifestation of such actions as disobeying the requirements of teachers, imitating certain actions of teachers, putting different nicknames, making fun of some of their Or it is characterized by the emergence of various disputes, conflicts with group members.

D.I.Feldstein School comments on two areas of communication with students. The first appearance is when adolescents have horizontal relationships with peers, the second is vertical relationships, in which the adolescent has interpersonal relationships with the adult world. The first sphere is distinguished by a special variety of adolescent groups with a high structure at different levels of development – amorphous (without content, form). According to the studies carried out, it is considered an area of success in only 22.3% of the gorizantal group of adolescents. 38.7% are characterized by social flexibility associated with a violation of interpersonal relationships; the group simultaneously acts as a source of failure, uncertainty. But, despite this, adolescents seek to unite mainly in groups with a gorizantal character, which is due to many reasons. In particular, the group emphasizes that it is easier for a teenager to show and assert his independence, and most importantly, to manifest himself, satisfying the deep need for the development of social ties [4]. In most cases, it is no exaggeration to say that the origin of interpersonal conflicts that occur between adolescents is the result of needs that are not fully satisfied in interpersonal relationships, which are between parents and tengurs.

Based on this, we conclude that in the constructive solution of conflict situations experienced by schoolchildren, they need help, which, as a result, serves as the basis for the psychological study of existing conflicts between students, as well as the organization of a system of psychoprophylactic and psychocorrectional work.

The dynamics of the development of the dispute includes the following stages:

- the emergence of a conflict situation;
- awareness of the conflict situation;
- direct conflict behavior-actions that contradict each other and have an emotional appearance. They make it difficult for the interests and goals of opponents to be realized and facilitate the realization of their own interests at the expense of the harmfulness of the other party;
- the strengthening or resolution of the dispute depends on the participants, their individual characteristics, their intellectual and material capabilities. And they exist on the sides. In addition, conflicts depend on the nature and scale of the problem, the position of the people around them, the strategy and tactics of interaction with the imagination of the Gypsies about the akibati of the conflict.

Conflicts can be hidden and open, but on their basis lies the lack of agreement. Therefore, the conflict is explained by the absence of agreement between two or more parties – people or groups. The absence of concordance comes from the presence of various opinions, views, ideas, interests, approaches. However, such a disagreement, as noted above, does not always take the appearance of an open conflict, conflicts. When these existing contradictions, conflicts arise only when disagreements violate the normal interaction of people, preventing them from achieving the goals set. In this case, people are somehow forced to prevent discord and openly enter into conflict interaction. The main types of conflicts are shown in the literature on sosialogy and psychology as follows:

Conflict in person. This type of conflict fully corresponds to the definition that we gave above to the internal conflict of the personality of a teenager. . At this point, the participants in the conflict are not people, but various psychological factors of the inner world of the individual, which are not proportional or seem to be such in a person, serve as participants in the conflict: needs, motives, values, emotions, etc.k. In most cases, the differences between the available resources and needs in the personality of a teenager will be the main factor provoking a conflict. we found that it is necessary to focus not only on the analysis of conflicts that occur between a teenage person and those around him, but also on conflicts that occur against the background of the inner orientation of a teenager who is just stepping into a big life. Because, conflicts that arise through internal emotional experiences of representatives of the adolescent age period are one of the main signs of adolescence, during which it is required to have conflict management skills. Since the origin of these conflicts is not directly tied to the surrounding environment, the teenager's secrecy can cause various negative consequences due to the inability to convey his thoughts and needs to others. For example, in a teenager who realizes the inconsistency of his own needs and available resources due to nervousness, mental tension, behavioral deviations, aggression or suicidal states can also occur. The peculiarity of this type of conflict is that the negative consequences of the conflict may be unknown to those around them, not reflected in interpersonal relationships. But this leads to the fact that the teenager strains his personality, and the help that needs to be given is delayed.

Interpersonal conflict. This is the most common and most studied type of conflict. In organizations, groups, communities, it arises for various circumstances and reasons. "Push-ups", such as the character structure, the fact that differences in worldview come disproportionately to each other, the presence of two different opposing opinions on a particular topic, the inability to try to bypass the parties and prevent conflict, can cause interpersonal conflicts.

Conflict between a person and a group. In this type of conflict, which is more complicated than interpersonal conflicts, the conflict of a person with a group occurs between a single person and representatives of the party, consisting of two or more people in conflict with him. The fact that adolescents are constantly within a certain group, striving to become an active representative of a regular society, is their natural desires. This aspiration in age periods will be aimed at gaining more knowledge, gaining experience and showing identity. Especially it looks bright when adolescents are among their peers. On the basis of this, the conflict of views with one's own equal or representative of another group can provoke a certain conflict. The end of the dispute is not always the same. The dispute will end on its own in the case of agreement of the parties or in the event of a conflict of one of the parties, as well as when reconciled as a result of the intervention of third forces. Adolescent period conflicts also fall under this order.

Intergroup dispute. In fact, intergroup conflicts are a requirement of natural development. According to the laws of nature, since ancient times, representatives of a strong group have competed among themselves with another group or species in order to survive and develop. This was a guarantee of diversity and constant development of nature. Intergroup conflicts took on the appearance of social competition after humanity created its social environment throughout progress. The adolescent and adolescent period passes with membership in certain groups. From the formal or informal of these groups, it is possible to go to conflicts, to face conflict situations even in them. In an intergroup dispute, a teenager appears as a member of a group as a participant in a dispute with another group of the same group, as a force seeking to chemise his group, strike against the opposing group, and win. This type of conflict is extremely complex and requires differentiation according to the strength of the individual's influence in the group.

As a participant in intergroup conflicts, the teenager tries to demonstrate that he is a representative of the group, to contribute to the elimination of conflicts. It has a complex structure as a dispute, which can manifest itself as an internal conflict of the individual, a mixture of interpersonal conflicts. The stronger the teenager's involvement in the dispute, the stronger the strength of participation in the dispute, the greater the power of the conflict in itself to the personality of the teenager. This is due to the internal norms of the group, the individual characteristics of the members of the group.

In scientific sources, the structure of the classification of disputes is based on a more sociological point of view. The psychological state of a person in the conflict process and the need to conduct a study on the strength of his influence, negative consequences require a revision of such views. In particular, the issues of the relationship of conflicts with specific changes in the age characteristics of the conflict, especially in adolescence, are becoming the topic of today.

In conclusion, the imaginations of the correct perception of conflict situations will be associated with the sociability of the individual and the adequacy in his views on the environment. Social units that tend to change during adolescent age, on the other hand, can bring certain characteristics to the surface. The increased tendency of adolescents to conflict in a certain part of the age period, the emergence of destructiveness in communication with those around them are considered as a crisis of the age period. The peculiarities of conflicts in the age period are that the tendency to conflict or the desire to avoid them will depend on the internal behavioral dynamics of the teenager, as well as the social structure of those around him in relations with the teenager.

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