

THEORETICAL ASPECTS OF DEVELOPING CONFLICT COMPETENCE IN FUTURE EDUCATORS

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Abstract: The article studies the theoretical and methodological foundations of the development of conflictological competence in future teachers, the practical methodological system of developing conflictological competence in future teachers, the effectiveness of developing conflictological competence in future teachers. The practical methodological system of developing conflictological competence in future teachers is also analyzed.

Key words: conflictological competence, competence, pedagogical, theoretical and methodological basis, improvement, technological, model, methodological system, motivational and axiological, cognitive, interactive technologies.

Introduction. Today, conflictology is being widely studied on a global scale. For instance, several universities in the United States host scientific-practical research centers dedicated to the study of conflict resolution. Among such centers, the *Center for Peace Education Studies* established in Miami is particularly renowned, and the books published by this center can be found in virtually every American university. Similarly, the *Center for Conflictological Research* under the Institute of Sociology of the Russian Academy of Sciences is also actively engaged in research. Establishing similar conflictology centers in our country is considered an urgent necessity.

Literature Review And Methods. The theoretical and methodological foundations of developing conflictological competence in future teachers, the practical methodological system for enhancing conflictological competence, and the issues of improving its effectiveness have been explored by scholars such as J. Burton, F. Dukes, L. Coser, G. Mead, T. Gordon, K. Thomas, A. Eagly, A. Antsupov, A. Belkin, V. Zhuravlev, E. Kirshbaum, A. Lobanov, I. Marinovskaya, V. Tsvetkov, Sh. Abdullaeva, D. Ro'zieva, N. Azizkhodjaeva, M. Akhmedova, M. Davletshin, S. Jalilova, Kh. Ibragimov, Kh. Karimov, V. Karimova, D. Narziqulova, Z. Salieva, and G. Tuychieva.

Results And Discussion. Conflictology, or the field of conflict resolution, is a relatively young and developing scientific discipline. Consequently, prominent Russian scholars such as A. N. Samarin, E. I. Stepanov, and V. N. Shalenko have paid particular attention to the theoretical foundations of

conflictology, its national characteristics, socio-cultural specificities, the interrelation of conflicts with social life, interpersonal conflicts, legal aspects of conflicts, labor conflicts, and in particular, pedagogical conflicts. It is evident that conflictology encompasses numerous internal directions and is a field with branched subdivisions. Studying conflictological tendencies and characteristics in societies, preventing factors that generate contradictions, and teaching individuals the culture of behavior in conflict situations all contribute to preventing social, ideological, economic, and financial crises, as well as broader societal clashes.

The problems of competency-based education are widely studied in pedagogy. Scholars such as U. Inoyatov, N. Muslimov, O. Musurmonova, B. Khodjaev, M. Vahobov, M. Mirsoliyeva, and M. Pardayeva have made significant contributions to developing the theoretical foundations of implementing the competency-based approach.

Researchers working on this issue have sought to clarify the concept of competence through the notion of competency. Therefore, it is first necessary to explain the concept of competence.

Competence (from the Latin *competentia*) refers to the domain of issues in which an individual is well-informed and possesses knowledge and experience. The term “competence” was first introduced by N. Chomsky in 1965. In his work *Aspects of the Theory of Syntax*, he proposed the use of the concept of competence to describe certain idealized objects that manifest themselves under ideal conditions of activity (according to Chomsky, in the study of language, under ideal conditions of communication). In the chapter titled *Transformational Grammar as a Theory of Linguistic Competence*, Chomsky does not directly use the term “competency,” but he distinguishes between two fundamentally different concepts: knowledge of a language (the speaker-listener’s knowledge of their own language) and the actual use of that knowledge in communication (performance).

Competence (from Latin, meaning *to achieve, to correspond*) is defined as an individual’s readiness to effectively mobilize external and internal resources to set and achieve goals; in other words, it is a person’s personal ability to solve specific professional tasks.

According to N. Muslimov, the English word *competence* literally means “ability,” but the term competence functions to denote a combination of knowledge, skills, abilities, and aptitudes.

N. Tarasova interprets the concept of competence as “a general ability based on knowledge, values, and capacities that ensures the correlation between knowledge and situation, and between knowledge and action, enabling problem-solving.” Based on her view, competence can be understood as a person’s ability, grounded in existing knowledge and life experience, to resolve a given problem.

B. Khodjaev notes that most definitions of the concept of *competence* have been formulated in relation to vocational education and professional activity. However, in connection with general secondary education, this concept acquires an innovative character, which makes it necessary to further clarify its essence. He concludes that competence represents not only the fulfillment of predetermined educational requirements of the learner for effective and productive activity in a given field, but also the ability to go beyond such socially established standards.

There are diverse approaches to the classification of competences. For example, N. A. Muslimov and M. B. Urazova, from the perspective of vocational education, distinguish the following types:

- **Special competence** – mastery of professional activity at a sufficiently high level and the ability to plan for further professional development;

- **Social competence** – the ability to cooperate in joint professional activity and to assume social responsibility for one’s work results;

- **Personal competence** – mastery of methods of self-reflection and independent self-development, as well as the capacity to resist professional deformations;

- **Individual competence** – the ability to apply and develop individuality within the profession, readiness for professional and personal growth, self-organization, and self-rehabilitation;

- **Core competences** – intercultural and interdisciplinary knowledge, skills, and abilities essential for adaptation and productive activity.

Furthermore, O. Hayitov and N. Umarova, drawing on a cluster approach, propose grouping competences as follows:

- **Competences related to working with information** – collecting and analyzing information, making decisions, and transforming information;

- **Competences related to achieving success** – planning, organizing activities, and analyzing results;

- **Competences related to working with people** – managing relationships, working in teams, and influencing others;

• **Competences related to self-improvement** – self-assessment, professional growth, and innovative mobility.

The research revealed that there is no universally accepted definition of the essence of competence nor a single classification of competences. At the same time, the analysis shows that both foreign and national pedagogical approaches to this problem share commonalities, and that the notion of individual competence demonstrates an acmeological orientation.

In this study, following the views of many scholars, a distinction is drawn between the categories of *competence* and *competency*—the former being understood as general, non-personalized, and theoretical, and the latter as an individual's personal experience in mastering a particular type of activity.

E. F. Zeer interprets competency, in its non-personal dimension, as a set of theoretical and empirical knowledge presented in the form of concepts, principles, and rules. Other scholars emphasize the activity-related aspect of competency. For instance, I. V. Chaplogina characterizes competency as a personal attribute manifested in specific conditions, reflecting the ability to act in unfamiliar situations.

Conclusion. Conflicts often arise from ineffective communication. Therefore, establishing effective interpersonal communication and expressing ideas clearly and precisely are of critical importance. Individuals must be able to recognize their own emotions and understand the emotions of others. This is essential for understanding and constructively resolving conflicts. In conflict situations, various communication strategies may be employed. A person with well-developed conflictological competence will always seek constructive approaches. In the communication process, maintaining a positive perspective, learning from mistakes, and focusing on new opportunities are of great significance.

In pedagogy, conflictological competence plays a vital role in the educational process. It not only enables the transmission of knowledge but also fosters the development of social skills among students. When disagreements or disputes arise among learners, the teacher's task is to guide them in the right direction.

In recent times, the growing intensity of diverse scientific-technological, moral, and economic influences on individuals, along with the increasing complexity of modern lifestyles, has contributed to a rise in potential conflict situations. In today's rapidly developing global era—socially, economically, and technologically—knowledge, skills, and abilities in conflict resolution serve as

protective factors, safeguarding individuals from various threats and helping them to navigate challenges constructively.

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