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CONFLICT COMPETENCE OF THE FUTURE SOCIAL TEACHER

Monograph

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MONOGRAPH

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The monograph has thoroughly analyzed the theoretical foundations and methodological capabilities of future social teachers to formulate their conflict competences. The pedagogical bases, essence and content, direction, paths, features, methods, dimensions and indicators of the conflictological competence formation are disclosed. Monographs presented: Pedagogical staff of educational group and other professional training.

CONTENTS

INTRODUCTION

In the era of globalization, countries with strong education and science are ahead in all respects. That is why the research and initiatives of our country's education system are aimed at improving the quality of education and integration in the world educational space. The country's accession to the Bologna process fully meets the new requirements of domestic education and political and economic choice of the republic. At the same time, the Bologna process considers the quality of competence, including knowledge, skills, and skills as a need for a new paradigm. This is a step towards improving the quality of education and competitiveness. The concept of competence: competence - the ability to use knowledge acquired; ability to master skills and abilities in the future profession; a set of integrative attributes that meet the level of social development and can withstand environmental factors. It is because the new form shouldprofessionalize social teachers.

In this regard, the President of the country N.A. Nazarbayev noted: "The main criterion for the success of the educational reform is to raise the level of knowledge that any citizen of our country who has received relevant education and qualifications will become a specialist in any country in the world. We need to achieve high quality education in the country at the world standards level", - emphasized the Minister of Education and Science.

It is important that social pedagogical professionals who can professionally competently comply with the world's requirements, acquire knowledge and skills, and organize a well-balanced, socially responsible, emotional, and socially responsible conflict situations. Despite the fact that the term "Conflict" has come to science shortly, and despite the sharp increase in the work of scientists in this field, conflict situations in the society are not slow. This situation defines the need for future social educators to have special competencies in the field of conflict within the context of conflict situations in the community.

In accordance with the needs of the modern society, the need to master the conflict of social skills of the social teachers and to form it in social and pedagogical higher educational institutions should be scientifically justified. In this regard, the current public discourse is the formation of a conflict psychological competence of future social teachers and their implementation in the university. And the current situation in the preparation of a social pedagogical specialist and social and pedagogical higher education institutions require the presence of a course in this area in order to fully use the opportunities for future social teachers to develop their conflictual competence.

The course is aimed at theoretical and pedagogical bases of the future social pedagogues' formation, the effective solution of conflicts, the formation of a paradigm of knowledge on the basis of conflict prevention, the ability to apply theoretical knowledge in practice. Moreover, it considers creating new knowledge, skills in shaping conflict psychological competencies of future social teachers.

Objectives:

- to analyze theoretical, methodological, pedagogical justification of the formation of conflictual competence;

- define the structure, paths, directions, peculiarities, methodology and conceptual basis of formation of conflictual competence of future social pedagogues;

- to be able to overcome difficulties and barriers encountered in the formation of students' conflictual competences;

- to define opportunities for future social teacher's ability to formulate competencies and to use it effectively in practice.

The tutorial consists of four chapters. The first chapter describes the history of the conflict, the essence and content of conflictual competences, the pedagogical and socio-psychological aspects of conflictual competence. The second chapter describes the methodological basis of the future social teacher's conflict, the active teaching methods and tools used in the formation of conflictual competence, the psychological methods and techniques used in the formation of conflict psychological competences of social pedagogues, and the model of forming the conflictological competences of future social teachers.

The third chapter presents the theoretical foundations of the conflict of the future social teacher, the origin and psychological peculiarities of the conflict, the nature and causes of the conflict, the structure of the conflicting competence, the logic of conflictual competence, the main directions of conflictual competence, conflict and psychological tolerance. The fourth chapter deals with conflict prevention and management, conflict resolution and negotiation, strategy and dynamics of negotiation, conflict resolution, mediator, conflict resolution in social pedagogy, conflicts management principles and causes of conflict, Conflict Management Techniques and Technology, Pedagogical Conflict Resolution methods, and the role of training in conflict resolution. There is also a workshop on "Conflict Management".

CHAPTER 1. HISTORY OF CONFLICT COMPETENCE FORMATION

1.1 Brief description of the history of the confrontational competence formation

Conflictology was originally focused on sociology in the 50s of the twentieth century. The first was the so-called "conflict sociology". These events were described by Darandorf (Germany) as "Social Classes and Classical Conflicts in Industrial Society" (1957), and L. Captain (USA) - Foundations of the Social Conflict (1956).

At the same time, similar phenomena can be seen in psychology, apart from social spheres. M. Sheriff, D. Rapport, R. Dose, L. Thompson, K. Thomas, M. Doych, D. Scott and so on. The psychology of conflict was developed as a separate item by researchers.

The study of conflict in social and psychological spheres has led to conflictual practice. The emergence of a conflictful phenomenon covers 70 years of the twentieth century. At this stage, Gorovitz and Bordman have developed a program-training course that demonstrates constructive self-defense in case of conflict situations. Ch.Oswud invented a two-way, gradual adventure. This approach is aimed at addressing international conflict situations.

The key point in the conflict-building experience is conflict resolution (David Scott, G. Bowers, G. Kelman, and others). The Technology of Negotiation through the participation of a mediator-interlocutor (V. Lincoln, L. Thompson, R. Rubin, and others) led to the preparation of mediators in the 1970-1980s in the United States. At this stage, Harvard's method of "principle-based negotiation" has been gained worldwide popularity (F. R. Fischer and U. Yurie).

Starting in the 1980s, the United States has emerged as the center for conflict resolution in other countries. In 1986, Australia launched a Center for International Conflict Resolution with the support of the United Nations. The center of conflict resolution in Russia appeared in St. Petersburg in 1993. And in our country, apart from international conflicts, societal disagreements are solved by disagreements between societies.

According to this information, confrontology is a long way to scientific formation as a discipline. And the first articles on the problem of conflict appeared in Russia in the XX century. Currently, 11 science-related fields of conflict studies are identified: psychology, philosophy, sociology, military science, art criticism, historical sciences, art criticism, historical sciences mathematics, pedagogy, political sciences, jurisprudence,

sociobiology. The first issue of the conflict was also in 1998. According to these research studies, conflictology is a combination of different levels: personality, social (interpersonal, intergovernmental, inter governmental), wildlife, etc. we can define conflicts as an interdisciplinary sphere of scientific research.

From the public to the market economy, the amount of conflict in the social and professional system has not lost at once. For this reason, the need and importance of the specialist in conflict management has increased. In addition to humanitarian sciences, this course was in great demand in technical economics, law and other specialties of higher education. Therefore, it is important for future psychologists to conduct conflict studies and introduce them into practice in order to resolve conflicts in the relationships between the members of the team and to resolve personal conflicts.

Research studies of local scientists who have studied the stage of development of conflicts competence.

A number of domestic researchers explored ways to develop competencies, conflict resolution, conflict resolution, and ways to solve them.

Particular attention was paid to the development of competence in certain disciplines in the works of B. Baimukhanov, S.E. Shakilkilova, M.A. Kudakulov, AE Abylkasymova, Zh. Karaev, B.T. Barsay.

B.T. Kenzhebekov stated about competence: "The existence of competence should be interpreted on the basis of the results of human labor. Professional competence is a combination of fundamental knowledge, ability and competence of the person, his professional endeavors, and his professional competence, if he / she is competent enough to perform the work that meets the requirements of the end result of his / her professional activity, quality, high level of technology, culture and skill, creativity in organizing, self-development.

Professional competence is the unity of theoretical and practical training and ability to perform professional activities of individuals ". In its own terms, the result is a major indicator of competence, indicating that only theoretical knowledge is lacking as a future specialist. If the accumulated knowledge is only one part of competence, the only way to get the result is a combination of experiences and positive outcomes. These abilities are not limited to the point of the problem as a professional, but rather the ability to use the right ways to solve them, analyze, synthesize and correct the results.

G.Zh. Menlybekova focused on the formation of social competence of future professionals. S**ocial competence** is a qualitative property as a

combination of human understanding of social truth as value, a combination of actual social knowledge in action management, subjective competence in self-determination, and social technology. That is, from this form of authorship, we see that competence is a combination of three-dimensional property and that these components of quality are interconnected.

G. Zh. Niyazova in her research study defines the competence of her students as "a set of experiences of a student in the context of a clearly defined object, necessary for the realization of his / her spiritual orientation, knowledge, qualifications, personal and social performance".

Also, U. Autalipova, S. Konyrbaeva considered the psychological aspects of conflict, development, causes, and ways of conflict. S. K. Daribaeva, M. M. Baybekova reviewed the psychological aspects of conflict resolution.

Abdrakhmanova A. T., Ospanbaeva M. P in thier work "Conflictology" wrote about methods of conflict management, talking about the conflict's history, causes and dynamics. At the same time, the collective conflict focuses on issues and identifies ways to prevent them.

However, given the new nature of the conflict, we are confident that the problem of conflict resolution will be explored in the future.

1.2 The essence and content of conflictual competence

The main objective of the education system in the Republic of Kazakhstan is to form an individual who has the flexibility to use the knowledge gained on the basis of the achievements of science and practice, able to make independent, effective decisions. Solving various situations in the social pedagogy in the field of social pedagogy, using competent, accurate outcomes of the conflict situations in which the employees communicate, the use of pedagogical and psychological knowledge in solving the problem management problem is one of the topical issues today.

The training of social pedagogical professionals, who are capable of mastering the strategy of their decision making, professionally competent, emotional and tolerant in various conflicts in the social environment, capable of acquiring professional competence in accordance with world requirements, acquiring knowledge and skills. Despite the fact that the term "Conflict" has come to science shortly, and despite the sharp increase in the work of scientists in this field, conflict situations in the society are not slow. This situation defines the need for future social educators to have special competencies in the field of conflict within the context of conflict situations in the community.

Many psychological and pedagogical research studieswere

conducted in conflict (L. A. Petrovskaya, G.U. Lyubimova, B. I. Hasan) and conflicational readiness (T. B. Belyaeva, O. I. Denisov, M. M. Kashapov, M. I. Leonov, E. N. Bogdanov, L. N. Tsoy, V. Z. Zazinkin, A. A. Kuzmina and others) of the future specialist. Although G.Kozyrev, N.V. Samsonova and others used the term "conflict culture of personality", they did not consider it as a category of science.

Meanwhile, along with foreign researchers (M. Doych, H. Cornelius, L. Couzer, E. Melibruda, K. Thomas, L. Festingen, R. Fisher, Sh. Feyr., A. N. Antsupov, N. V. Grishina, E. V. Drapak, A. L. Zhuravlev, C. I. Erina, N. I. Leonov, M. M. Rybakova, L. U. Subbotina, B. I. Hassan, A. I. Shipilov), and domestic researchers (A. T. Adakhmanova, Popanbaeva O. P). These investigations allow us to examine and investigate the types of conflicts of different professional levels. However, there is a contradiction between the fact that the conflict is not covered by personality. Modern research does not provide for the work that form the conflictual competencies of future social educators.

However, many psychologist-pedagogical scientists have been discussing issues of education and educational conflicts (G. M. Andreeva, V. M. Afonkova, T. V. Dragunova, E. M. Dubovskaya, V. I. Zhuravlev, A. S. Zaluzhsky, R. L. Krichevskii, B. Likhachev, O. Lukashenko, E. V. Pervysheva, L. A. Petrovskaya, L. S. Slavina, E. A. Timohovets, N.I.Shevardrin, H.Shurkova and others).

There are also researchers who conducted scientific researchstudies on competence-based education and improvement: M. B. Averin, A. G. Asmolov, I. V. Bestuzhev-Lada, E. V. Bondarevskaya, V. A. Kan-Kalik, Б. T. Kenzhebekov, L. N. Kogan, N. V. Kuzmina, I. Y. Lerner, V. A. Lyawisis, A.K. Marcova, N.V. Mirza, etc.

The need for special knowledge of pedagogical standards, pedagogical conditions of formation in higher education institutions, as well as the necessity of the need to master the conflict of social skills of social teachers, as well as the need for modern society, as the conflict, and conflict culture of the social person, scientific substantiation of its formation in social and pedagogical higher educational institutions four. In this regard, the current public discourse is the formation of a conflict psychological competence of future social teachers and their implementation in the university. And in the current state of training of the social pedagogical specialist, the social and pedagogical higher education institutions require a special course in this area in order to fully use the opportunities for future social teachers to develop their conflictual competence.

The purpose of the course: to acquaint students with the theoretical, pedagogical bases of conflict resolution, effective conflict

resolution, the formation of a paradigm of knowledge on the basis of conflict prevention, and the ability to apply theoretical knowledge in practice, to create new knowledge and skills in shaping conflict psychological competencies of future social teachers.

Acquaintance with structure, ways, directions, peculiarities, and methodology of formation of confliquity competence	Being able to overcome difficulties and barriers encountered in the formation of students' conflicts competence
	Objectives of Discipline:
Formation of theoretical, methodological knowledge on the conflict phenomena	Teaching to use the conflict competence effectively in the practice
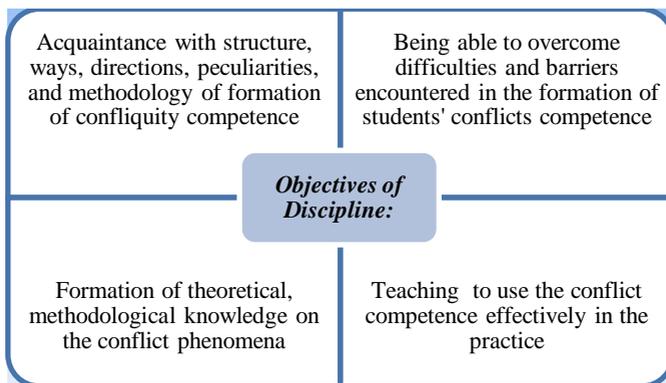
Considering these needs, we focus on the question of conflict.

Conflictology is one of the areas of social psychology. Conflictology is a science about the laws of development and prevention of negative situations of conflicts, methods of its solution and elimination.

Conflictology is the branch of science about the origin, development, end of conflict, as well as principles, methods of its management. Conflictology is one of the youngest branches of science education, developed in many fields of science. First of all, it involves sociology and psychology.

And the concept of "competence" is "competentes" from Latin ("coherent", "capable", that is, the ability to act). The term "competence" refers to a specific activity, the field of activity. The term "competence" emerged for the first time in the twentieth century. It was introduced by N. Homsky. Its original meaning was the ability to perform specific language functions. In 1996, in a joint statement at the European Council Program in Berne B. Hutmaxer refers the term "competence" to the idea of "how to do" rather than "what to do".

The concept of "competence" is more meaningful than the term "competency". It involves cognitive-educational but also motivating, relative, regulative components. Contextual competence is the quality of a person who completes a certain level of education, expressing his or her social standing and social readiness for training.

L. Kuleeva considers the concept of "competence" and "readiness"

as understandable. Considering these concepts parallel, the difference was that the preparatory action was a prerequisite and the competence was a practical implementation of the training. If we consider that professional qualifications are professional training, it can be considered as a component of professional competence - professional competence.

The methodological and theoretical aspects of the formation of professional competence are reflected in the works of the following authors: J. Raven, M. A. Holodnaya, E. F. Zeer, A. K. Markova, U. N. Petrov, S. S. Kunanbaeva, K.S. Uspanov, A. K. Kozybay, B. B. Baymukhanova.

The description of the competency includes preparation for competence, relationship to competence, knowledge of the subject, skills, peculiarities of behavior, experience of work, emotional control over the process, self-analysis of the results of competence. This definition can be seen from the preparation for the level of competence, from the beginning of the initial knowledge acquired by the future specialist to the formation of a specialist, and ending with an analysis.

V. A. Slastenin considered the pedagogical competence, the professional function of the teacher in the pedagogical activity is the theoretical and practical training unit required for the professional activity. We see that this scientist examined the theory and practice of coherence to form a competence.

A. K. Markova defines "professional - a specialist in the profession, who is interested in professionalism of his profession."

A. K. Markova describes the following types of competencies: **specialty -** competence in a particular specialty; **social** - in the field of social relations; **personnel** - use of individual features and professional capacity for their work performance and productivity; **polyculture** - a kind of competence that covers the basis of almost all types of labor, comprising an erudite, broader worldview; **extreme** - stress-based, extreme-type competence; self-sufficiency - self-esteem, personal qualities, abilities, peculiarities, needs, purpose, motives, adequate thinking about value orientation.

According to I. R. Lerner and V. V. Kraevski the relation between "competence" and "competency" is the relation between the abstract and realistic dialectic categories. If we conclude from this, the competence - the competency in the course of action.

According to E. V. Bondarevskaya, the phenomenon of professional competence is linked to pedagogical culture, the author can provide it with a basic component of the educational process, i.e. a high level of professionalism through the pedagogical culture samples.

Similar definitions in the concept of "competence" are found in

John Rowen's work. According to Rowen's definition, competence is a specific ability that involves the ability to perform specific actions, special discipline skills and thinking, requiring special knowledge in a specific subject matter. N. V. Volgin's competence not only covers the knowledge and experience gained by the specialist, but also uses the acquired knowledge in the application of his or her professional goals. In addition, competency is the right decision making, which will give a good result, with a proper assessment of the situation. N. A. Volga noted the following competencies:

- **functional** (special) - vocational education and ability to demonstrate it at the highest level, and further develop professional development;

- **intellectual** - analytical analysis of actions, use of complex platforms to perform their tasks, development of self-development and self-identification against professional deformation of the person;

- **situational** means to act in accordance with the situation;

- characterized by the presence of social, communicative and integration capabilities, as well as the ability to communicate on the professional level, the responsibility for the results of their professional work;

- **individual** - Indicative training and individual development of the profession, ability to prepare for professional development.

A. M. Novikov considers the concept of competence as "professional" as an alternative concept. The first is about technological preparation, the second term is a term of professional content, which includes components of "basic specialties".

U. G. Tatour believes that the competence of higher education institutions is to understand the social significance of the results of professional and social performance and its personal responsibility for its continuous improvement, its enthusiasm and potential (knowledge, qualifications, experience, personal qualities, etc.) - is the ability and professional readiness to carry out. Summarizing the authors' opinions, we see that the professional competencies of future professionals are linked to pedagogical culture, and the importance of creativity in pedagogical activity is taken into consideration.

Based on the views of scientists, we can define the concept of "competence" as being used in life by the knowledge, skills and abilities, cognitive and practical skills that students have in their personality psychology.

In addition, the Russian scientist M.Bashkin, studying the problem of conflictual competence, said "Conflictial competence is the ability to act

to minimize the conflict of the actors (organizations, social groups, social movements, etc.), and socio-negative conflicts to socio-positive".

B. I. Hasan states that, "conflict-resolution is to promote productivity in a conflict-prone form of productivity". That is, finding contradictions is to master the conflict management methods in order to solve it.

Accordingly, the conflictual competence is to replace the conflict from destructive potential to productive mood. Moreover, the specialist, who possesses such a high level of expertise, uses the conflict as a means of conflict management and action.

L. P. Petrovskaya also said that the concept of "conflict-based competence" should be used in the context of the development of social and psychological analysis.

From the point of view of the relationship, it has considered conflictual competence as an integral part of communicative competence. L. P. Petrovskaya studies the conflicting competencies as a whole system, allowing everyone to choose the management, reflexive and empathic positions from that system. You can also define personal values, motives and structures, skills and skills, such as in complex integrated education from such competence.

In addition, N. V. Grishina, T. I. Privialihina, conducted the research. They propose to conflict participants to adopt three subjective positions, such as active, initiative, conscious. Subjective position is primarily reflexive culture as one of the most important indicators of confrontational competence. Reflexive culture, in turn, defines the subject of the conflict, identifies the necessary and existing resources, gives a positive outlook and predicts its development. M. M. Kashapov, who carried out a number of research studies in this area, noted that, in addition to the operational component, the personality component (outside of the situation) plays an important role in the conflict resolution. That is, this component understands the conflict situation, considering the situations in which the individual is out of trouble.

Scientists who have studied the conflict from the constructive perspective are B. I. Hasan, A. V. Dorohova, P. A. Sergomanov, and T. I. Privialihina.These authors give a broad sense of the conflict and give the definition of a "specific structure that changes as a result of conflict of action and action that leads to new content." The main peculiarity of the concept and the nature of the conflict in this platform is the contradiction in the conflict with the contradictory attitude. By analyzing these psychological and pedagogical research definitions, it is possible to define the concept of "conflictological competence of future social teachers". That

is, **formation of conflictual competence of future social teachers** - formation of practical skills, professional qualifications, professional qualities and abilities, self-development, with future psychologists and pedagogical education in the field of conflict education.

1.3 Pedagogical aspects of conflicts competence

In the period of rapid development of modern technologies, the effectiveness of the educational process of higher education institutions is directly related to the future training of the future teacher. For this reason, the future is "the formation of professional training and conflictful competency of social teachers, their being a qualified specialist. In the State Compulsory Educational Standard of the Republic of Kazakhstan, the main purpose of general secondary education at the national level is to contribute actively to the social, economic and political life of the country and to contribute to the formation of a competent person.

The theory of competence was based on G. V. Vayler, U. V. Koynov, J. L. Lefsted and othersscientists' works. The issues of mastering the methods of the competence approach to the organization of education are considered in the works of M. N. Skatkin, U. Ya. Lerner, V. V. Davydov and others. Different directions of professional competence: the basis of pedagogical orientation formation – A. A. Orlov, I. Ya. Fastovets, S. T. Kargin; development of important professional qualities – N. V. Kuzmina, I. Ya. Lerner, V. A. Slastenin; The essence of pedagogical creativity – V. I. Zagvyazinsky, M. M. Potashnik; psychological bases of professional activity of the teacher – L. S. Vygotsky, P. Y. Galperin, V. V. Davydov, A. N. Leontiev, D. B. Elconin and others.

Theoretical and practical aspects of formation of professional competence in Kazakhstan are taught by Sh. Kh. Kurmanalina (professional training of elementary school teachers in college), B. T. Kenzhebekov (professional competence of future specialists in the system of higher education), G. Menlibekova (social competence of future teacher), B. Kaskataeva (methodical competence of the future mathematics teachers), M. B. Semenova (formation of professional competence of future teachers in higher education institutions), S. I. Ferkho (competence to use electronic devices in training process) and other scientists.

A. V. Hutorsky considers the competency "necessary for the effective performance of a certain work, the qualities of a person, and the competence" to have the inherent character of a certain work and the personality of the individual".

B. T. Kenzhebekov gives the following definition of professional

competence in the study of professional competence of future specialists in the system of higher education: "professional competence is a combination of fundamental knowledge, human abilities and accumulated qualifications, its professional qualities, high level of technology, culture and skill, unity of creative activity in the organization, readiness for self-development".

G. Zh. Menlibekova pays great importance to the formation of social competence of future teachers. In his opinion, social competence is a qualitative characteristic of human understanding of social truth as value, combination of actual social knowledge in action management, subjective competence in self-determination, and social technology.

Sh. T. Taubayeva: "Competence is a personality-trait, which is based on the knowledge and experience acquired in the process of learning and socialization of a person, defined as his general abilities and readiness to act". "Competence is the integrated ability of a person to describe his / her ability to succeed in performing a certain type of activity as a result of mastering knowledge and skills".

According to these studies, the pedagogical aspects of the formation of conflicting competences of future social teachers can be described as follows:

- to have a high level of fundamental and integrated knowledge - pedagogy, the theory and methodology of education, conflict-building, and ways of formation of conflictual competence, deep study of the knowledge given to students of higher education institutions through those branches of science.

- ability to communicate in conflict situations - didactic, cognitive, communicative, research, creativity, ability to develop own knowledge, ability to connect theory and practice, diagnostic actions, research activities in this area;

- looking forward to the future social teachers in their field; learn new skills;

- mastering the methods of defining the peculiarities of conflict resolution;

- professionalism in the solution of tasks in the field of social pedagogy, the structure of formation of conflictual competence;

- systematic diagnostic actions in the solution of conflict situations, ways of solving conflict situations.

1.4 Socio-psychological aspects of conflictual competence

The concept of conflict in the field of psychology is widely used in almost all kinds of phenomena related to human psyche. In particular,

interpersonal difficulties, excitements, and crises requiring psychotherapy, conflict of action algorithms in solving students' learning tasks.

In this regard, let us look at the widespread definitions and research in psychology. The Psychological Dictionary (1983) defines the complex contradictions that can be solved through acute emotional excitements. V. V. Druzhini (1989) and his co-authors provide the following definition of conflict: "Conflict is the solution to the major contradictions that can not be solved by another (logically)." N. V. Grishina (2000) considers the conflict as a collective phenomenon - a contradiction between two initiatives aimed at containment of contradictions, which are seen by the activity of the parties.

A. Ya. Ansupov and A. Ya. Shipilov (1999) provided the following definition: "Conflict is the most acute solution to the most important contradictions that arise from relationships, usually accompanied by negative emotions".

The definitions of these definitions can be summarized as the meaning of the components and the conflict. In this regard, let us talk about the socio-psychological aspects of conflict research. This aspect is a specific aspect of the conflict analysis and its scope is broader than the social conflicts and the resulting conflicts.

What is a socio-psychological conflict? This type of conflict is of a two-dimensional meaning, i.e. it consists of two components that make up one phraseology. However, when we combine two phenomena, there is a new phenomenon. That is, here we can see the integration of two terms, such as psychological conflict and social conflict.

- **Psychological** conflict is a conflict, which is difficult to find within the framework of the entity's well-behaved appearance and actions, and the contradictions that are associated with strong intrusions and influenced by internal, external factors.

- **Social conflict** - the subjects are openly interconnected with one another, conflicts and contradictions arise because of them.

- Considering the common similarities based on these two definitions, we consider conflict as a socio-psychological phenomenon.

- There are obvious contradictions in the form of conflict or aggravation of two or more parties that are active subjects;

- To have an open conflict situation in the form of counter-offs or counter-offs of two or more active entities;

- The type of relationships that arise creates a certain type of relationship between the parties. It is a form of enmity and hostility;

- Each of the parties shall have a purpose based on needs and motives, aware of the barriers to the actions of the opposing party;

- In conflict situations, the cause of which is the "conflict". Otherwise, we can call it a conflict resource as the resource is always lacking and does not satisfy the two sides;

- Dependence of the parties on each other, or their need for each other, does not allow them to distance themselves from such relations;

- Negative relationships, combined with the excitement of conflicts of interest, create negative emotions for each other.

In our opinion, it is possible not only to identify the phenomena related to the socio-psychological discourse, but also to use the socio-psychological methodology in their analysis.

In this regard, we need to distinguish two phenomena, such as a socio-psychological conflict and socio-psychological contradictions.

The first case appears in the form of an open conflict, the second one is the complex characterizing the interaction of social actors, ie differences in social structure, relationships, and opinion is limited to understanding.

This difference, which is perceived as a conflict, creates anxiety. In this regard, we need to supplement the concept of conflict with some of the socio-psychological ideas. **Firstly,** the contradiction must be urgent, ie the existence of conflict, value, purpose, motive, and structure contradictions of the conflicting parties; **secondly**, we can consider the conflict as a deterrent in the conflict resolution process. That is, the contradictions of the conflict constitute the subject of the conflict; **thirdly,** the participants in the under-standing and interpretation of the conflict do not only deal with personal factors, but also affect the social environment in conflict; **fourthly**, it can be seen that the conflict does not end with a certain social situation in the es-tablished way.

In short, the conflict is an integrated phenomenon that combines social-psychological concepts with interpsychic (interactions, communica-tions, etc.) trends in the social phenomena, which are seen as social con-flicts, contradictory processes (intrigue, emotion, perception, communica-tion, etc.).

Self-work tasks for students.

1. Describe the level of development in the field of foreign and domestic conflict.

2. Conflictology and development of conflictual competences.

3. Describe the work of domestic researchers considering conflicting competencies.

CHAPTER 2. METHODOLOGICAL PRINCIPLES OF CONFLICTUAL COMPETENCE OF THE FUTURE SOCIAL PEDAGOGUE

2.1 Model of formation of conflicting competences of future social teachers
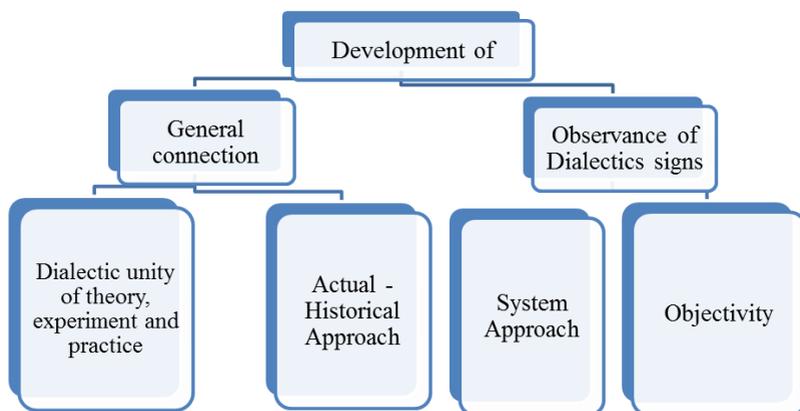
Figure 1 – General scientific principles of conflict research

Deep methodological and theoretical training of the future specialist will always be in the agenda anytime.

In this regard, we shall refer to the methodological bases for the conflict study. Considering theory as a general and systematic outcome of the process of learning, we can consider the methodology as the right way of learning.

2.2 Methodology of research of conflictual competence of future social teachers

In general, we describe systematic logic of the scientific analysis of the conflict by the sequence of methodological, theoretical, methodological and organizational-technical procedures. This scientific logic continuation is interconnected with one objective: to get real facts about the phenomenon, to solve conflicts, to use in management practice.

In this regard, let's introduce the **methodological principles** of the conflict study to formulate the conflicting competences of future social teachers.

In order to effectively investigate the conflict, it is advisable to

apply the principles of methodology at different levels: philosophical, general science, real-science. The philosophical and general methodologies include *7 principles of conflict research: general communication; observe the rules of dialectics; unity of the theory of dialectical, experimental and experimental, systematic platform, real-historical base, transparency.*

Knowing the evolutionary laws of conflicts allows us to know the true meaning of contemporary conflicts.

Each particular conflict situation is constantly changing, i.e. its dynamics. When evaluating the conflict, it is important to remember that it was somewhat different earlier, and that in the foreground it would have to be changed.

Let us talk about the principle of **general bonding**. The cognitive sense of this principle is to study the whole phenomena related to it, its relationships with other phenomena and the constituent parts, without considering the individual elements of the conflict. It is not possible to fully investigate the conflict with its established environment, but it is enough to characterize the key connections.

Consider the principle of observing the **laws of dialectics**. In the process of conflict study, the categories and basic regularities of dialectics play a methodological role.

The law of unity and struggle of the opposing parties points to the internal conflict of the conflict: unity and struggle, strength, trends of the opposite sides.

The legality of transition from quantitative changes to qualitative changes reveals the evolution and dynamics of conflict.

The Revocation Denial Bill allows you to identify the direction of conflict.

Types of dialectics, including matter and movement, time and space, quantity and quality, uniqueness, uniqueness, commonality and phenomenon, content and form, necessity and inconvenience, reason, etc. to identify the common ground in the conflict study.

The principle of unity of dialectical theory, experiment, and practice in the process of scientific discovery drives the dialectics of our knowledge into reality and identifies the role of experience in the cognitive process.

The famous Russian psychologist K. K. Platonov (1972) said: "The experiment, based on theory, examines and clarifies it, and in practice, serves to improve it."

Violation of theoretical, experimental, experimental integrity decreases the effectiveness of the social teacher and promotes imitation action.

The study of the levels of any conflict in the field of theoretical, empirical components is based on two strategies. (1 chart).

Theory

Strategy 1   Strategy 2

Theoretical   Theoretical synthesis
synthesis

                                    Emperical
                                    basse

Emperical basea

Practice
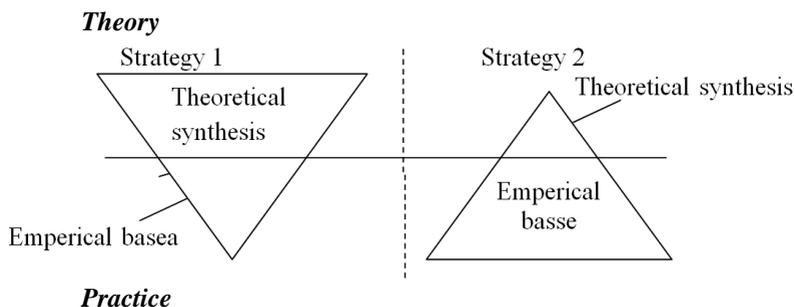
Chart 1 – Two strategies of conflict research

The empirical research base acts as a "reference" that holds the theoretical data. Unfortunately, when looking at two strategies, the researchers' level of work is more than strategy 1. From that point of view, the practical value of the theoretical generalizations and suggestions based on an empirical basis can be judged to be far higher than that of the researcher.

Expanding the interpretation, building complex theoretical structures, thinking experimental organization are much easier than conducting a swimmer empirical study. For that reason, the objective theoretical component is ahead of experiment and practice as a conflict study. In this regard, theoretical knowledge requires little effort in achieving the goal. And social educators should not be in such a situation. талап етеді.

And social educators should not be in such a situation.

One of the main problems of the Conflict Study is the logic of theoretical relationships. Conflictial competence is formed if the research is conducted in the following cases.

Conflictology is based on 3 types of content models at each 3 development levels (descriptive, explanatory, and controlling) (chart 2):
1) Theoretical (conceptual) - KM;
2) Procedural (scientific method) - PM;
3) Empirical (detailed empirical knowledge) - EM;
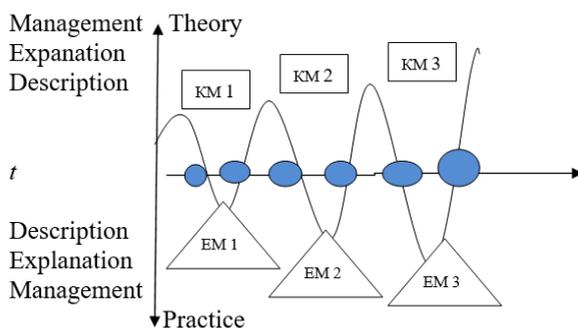
Chart 2 – The Logic of the Conflict Study Process
(B. Ya. Shvedin, 1989)

Models of the three types should also be in close contact. Creating a conceptual model without undefeated procedural and empirical models is very complex and unlikely. However, in some of the dissertations in conflictology, most often only theoretical information and conclusions are made, only a part of the empirical base is either expressed or imprinted. It should be borne in mind that intelligence has a great deal of knowledge in practice.

In sum, these findings suggest that social teachers should rely more on practice in the field of conflict resolution.

The concept of real-historical pedestrians requires that specific data - conflict, environment, location, time, actual teamwork or individuals - should be a real-life situation when investigating the conflict.

The principle of objectivity requires that other opinions, structures, and subjective factors of social pedagogy do not interfere with the process of conflict research.

In the conflict study, the principle of consistency is crucial. If we consider conflicts as a complicated process of study, it will have hierarchical links. It is important not only to identify the components of the conflict, but also to identify their relationships and related phenomena. In the meantime, this principle will help to identify trends in positive or negative development of the conflict.

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In this regard, a systematic analysis of the conflict is conducted: systemic-structural, system-functional, system-genetic and system-information;

In this regard, the conflict analysis is based on the following scheme (3 charts):
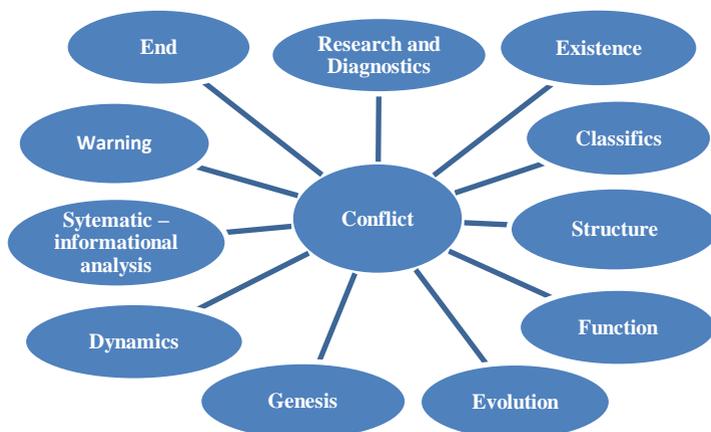
Chart 3 – Ways of conflict research

Regularity helps social teachers to explore the following situations:

- viewing the investigated phenomenon as a system surrounded by many interconnected elements;

- determine the structure, organization of the system;

- identification of the system's internal connections;

- identification of the system function and its role in other systems;

- identification of trends and regularities of the system development;

The role of methods in shaping conflict-resolution competences of future social teachers is significant.

In this context, conflict management is made up of several stages. Working in compliance with the requirements of scientific research logic - ensures the effectiveness of future social teachers.

There are eight stages of scientific analysis of the conflict.

1. Creation of a program - a clear, comprehensive and complete analysis of the methodological approaches to the methodological approaches, the phenomena of interest.

2. Definition of a specific subject of research. The social teacher

is one of the components of the action that plays a very important role in achieving the goals set.

3. Development of a technique for the analysis of specific types of conflict - drawing up a system of methods and procedures for conflict education in accordance with the purpose and objectives of the training to provide full information coverage.

4. Conflict studying is carried out with the purpose of determining the accuracy and accuracy of the information obtained, and the addition of program and methodological work. It also allows to clarify the new forecasts.

1. Collecting the first conflictual information. Complete learning content acquired during this period. Monitoring the accuracy and accuracy of the obtained data is a key element.

2. Quantitative and qualitative analysis of the information collected is based on the theoretical analysis of content.

3. Explanation and analysis of the result will be reflected in the systematization of the obtained results.

4. Conclusion, substantiation of practical guidance - Apart from the data obtained during the conflict study, it requires the use of existing knowledge in this area.

The methods used to formulate this conflictologically competent future teacher. Based on the theoretical and practical basis available, the conflict can be considered as a method (conflict-method) and, as a method, we use it to formulate conflictual competences of future social teachers.

"Conflict-Method" is the way and way of learning rational action. And in this way, as well as knowledge of the conflict, we minimize the destructive elements.

Before putting the concept of "conflict-method" into a series of ways to prepare future professionals, let us define the potential for conflict resolution. They:

- diagnostics of the situational situation in the micro level;

- separation of "empty" and "valuable" concepts according to the received materials;

- To provide the participants with the necessary tools and methodologies for this conflict;

- development of reflexive thinking;

- prevention of the end of the situation;

- Stabilization of stabilities in conflict;

- Promoting conflict resolution;

In the solution of professional conflict situations of future social teachers the methods of methodological approaches, methods and

information analysis are important. And while forming the competence of such specialists, it is possible to obtain a systematic approach as a methodological basis. Because this platform views the object as a whole system: it analyzes its components and connects them.

It is important to identify the structure and function of the system in order to achieve these goals. By M. M. Kashapov structural analysis of the system can be implemented in two aspects: a) a normal aspect; b) the aspect of development; In order to examine the conflicting competence from a regular position, we need to define the relationships and the function and the relationship between its structural components. Accordingly, the choice of methods for the formation of future social pedagogy conflictual competencies consists of three cognitive, cognitive, motivating, regulative determinants. When choosing a method, we rely on the following criteria:

1. From the point of view of social pedagogy, the methods we choose to choose are effective.

2. The materials that come through these methods provide an opportunity to define the concept of conflictual competence. The basis of the systematic basis we use on this basis is very important (V. A. Barabanchshikov, D. N. Zavalishina, A. V. Karpov, B. F. Lomov, V. E. Orel, V. D. Shadrikov).

3. The methodology tool was selected for the purpose of forming conflict-prone competencies. In this regard, it is important to pay close attention to the valuation methods of the future specialist.

2.3 Active teaching methods and tools used in the formation of conflict skills

Modern computer-based and interactive software and methodological tools are reflected in the form of interaction between the subject and the subject relations, changing the forms of interaction between the teacher and the student. This change will encourage students to use learning techniques, along with information technology, to enhance their motivation to learn, and develop new models of teaching, reporting, teamwork, essay writing, abstract, course and diploma projects, it is necessary to introduce individual types. The result of formation of conflictual competence, which is a part of the professional competence of students in the educational process:

- to master the educational programs developed in accordance with world standards and search for practical application in any case;

- to use interactive methods of the student to master conflictual competencies;

- to self-assess and use of electronic textbooks, sources of information aimed at the formation of conflictual competence;

- to have ability to organize social pedagogical work aimed at solving problems;

- to characterize information tools, programs, electronic textbooks related to the formation of conflictual competence.

The use of modern information technologies, interactive whiteboards, electronic textbooks, innovative technologies and interactive methods in the organization of the learning process through the following methods that provide conflict resolution competencies of future social teachers, the portfolio of the students' self-study results, lectures and seminars on subjects and subjects, creative tasks for the development of creativity of the recipients, professors "Master classes", learning best practices, and more. methods of use. The next method of training future specialists is the communicative competence of the teacher on a personal basis: philosophical, social, cultural aspects. They are:

- the philosophical aspect of the conflictual competence, the interpreting activity arising from the reflection of the person, the human qualities of the person in his / her performance, the development of the student living in the center of education;

- the social aspect of conflictual competence - professionalism, self-development, self-organization, self-realization, and professional growth of the subject-subject creativity organization of subject pedagogical activity;

- the cultural aspect of conflictual competence is the creativity of a person in understanding multiculturalism, special ethnic factors, partnership behavior, interpersonal and business communication, intercultural co-operation.

During the course of the research, active teaching methods were used in the development of conflictual competence.

These methods are the most effective way of organizing teaching and learning activities. The purpose of these methods is to create pedagogical situations to stimulate thinking, action activation. Creating a collective relationship with the mass involvement of the students in the teaching and learning process through the use of these methods in conflict resolution, the creation of conditions for the full learning of the material. At the same time, it is based on active teaching methods, in the form of dialogue, subject-subject relationship.

The classification of active teaching methods is divided into imitation and immature groups. Let's talk about the different types of research that our theme has to offer.

Group discussion is a way of identifying opposing positions, organizing relationships with stakeholders in identifying similar approaches and reducing contradictions, allowing for a comprehensive consideration of the problem. Using this method, future social teachers can analyze the problem situation, hear, communicate with other colleagues, and easily find solutions to many issues. Group discussions allow the individual to maximize personal experience in order to better understand the material.

Role Playing is a "role-playing game". Participants are part of the roles that make it clear that they can express their thoughts. Role-playing games are especially important for interpersonal communication skills. This is because future social teachers will work with different groups of people in the future.

The game situations are usually taken from simple situations and several students are expected to achieve the goal of teaching while playing a certain role.

Discussing the outcome of playing such roles can give a better understanding of the motives of people's actions.

Business games are the most effective, effective way of solving professional, teaching, research tasks. It is a specific form of teaching, which gives the subject and social content of the professional activity, and simulates communication.

Analyzing a particular situation is the most common method of dealing with the problem and the analysis of the decision taken. The basis of this approach is to seek theoretical knowledge in order to rely on others' experiences and to answer questions discussed.

The use of this method will allow future social teachers to develop skills such as analysis, information structuring, identifying key issues, generating and evaluating alternative ways to solve problems, choosing optimal solutions, and developing an action program.

Depending on the direction of use of information tools in the formation of conflict resolution competences of future specialists, the following can be classified:

Information and reference editions provide general information support. These include encyclopedias, reference books, dictionaries, chrestomata, geographical and astronomical atlas, regulatory legal and economic collections. These materials can also be considered as tools for the formation of conflictual competencies of future social teachers.

We can also consider cultural publications in the formation of professional culture of future social teachers. Their goal is to make virtual journeys to museums, libraries, and other historical sites.

Types of electronic educational editions classified as: Electronic

library is an information system, which provides the collection of illustrative materials and texts selected in accordance with the field of conflict and the ability of students to safely store and effectively use different electronic materials. The electronic library contains the following information: review information; author's and subject reference; extended bibliography. Electronic visual aids library - the type of media provided with the content of multimedia tools. With the help of a simple editor, the teacher can create a set of visual aids required for the classroom.

An electronic encyclopedia is a type of media that can store a wide range of information in a variety of fields, depending on a particular area of knowledge. This type of publication differs from illustrations, videos and audio clips. Teachers are educational and methodical complexes that allow students to independently prepare for classes, examinations, objectively monitor and evaluate their knowledge. Their structure consists of: instructions to perform tasks; interactive exercises; control and self-control tools.

Multimedia tools - visual and audio effects, ways of producing electronic documents, executed under the control of interactive software of various multimedia features. Multimedia promotes the role of scientific knowledge and innovation solutions as a source of information news, envisages technological growth and the creation of new intellectual technologies.

2.4 Psychological methods and techniques used in the formation of conflict psychological competences of future social teachers

According to these studies psychological methods were used in forming conflict psychological competencies of future social teachers.

First of all, the influence of future specialists on the conflict situation is determined. One can use M. M. Kashapov and T. G. Kiselyova's diagnostic technique for this purpose.

This technique is a set of ways in which specialist can effectively handle conflict situations, verbal and emotional reactions, or conflicts, and conflict resolution against the aggression of people (clients) in any conflict situations.

This method consists of 42 positions. Each position is treated as a response to the situation. Time of this method: 20 minutes. Situations given to a subject require the presence of other attendants. Requests the subject to be assigned to a 4-point scale by applying the following:

"0" - "This is not my behavior, and I will never do that".
"1" - "I do this in rare cases".

"2" - "I do so often."

"3" - "This is really the case with me".

The answer is determined by the key. Hereby, we define the types of future experts in their impact on the conflict. Types of influence: "Going" (the future specialist strives to avoid the conflict as much as possible); "Aggression" (person with negative emotions and also acts of cruelty); The type of "useful solution" (the type of person who is ready to separate the thoughts of others and who hears the thoughts).

Such techniques were proposed by K. Tomas. He has identified types, such as competition, adaptability, compromise, conflict avoidance and unification through their methods. N. V. Grishina was also involved in this issue, and the types that he identified were consistent with the research of these scientists.

There is a need to identify cognitive components in the formation of conflicting competencies. For this purpose, the questionnaire method, Methods for Questioning and Methods of Identity Diagnosis (F. Williams) and Method of Metacognitive Knowledge and Metacognitive Activity Scale (U. V. Skvortsova, M. M. Kashapov).

The cognitive component of the Conflict's Competence consists of information and creative elements. The questionnaire is conducted to determine the information component of this competence. On the questionnaire, using open-ended questions, the resulting content analysis is done. The main purpose of these methods is to give personality characteristics of the future specialist as well as personality creativity. Here, the notion of "creativity" refers to the idea of a future specialist to break out of a certain situation, deviation from the traditional thinking scheme, and, in the shortest, sometimes unusual, conflict situations. Identification of these cases is determined by question-answer method "Personality Creation Diagnosis".

These techniques cover 50 questions, each method consists of 4 variants. The time of this method is 30 minutes. Evaluation of results is carried out on 4 scale: riskyness, skill, difficulty, conceptualization.

Besides, the method of "meta-cognitive knowledge and meta-cognitive activity scale", according to U. V. Skvortsova, is that metabolism is a knowledge based on knowledge and strategies and ability to reflect them. A. L. Brown, R. N. Cleveland and J. Flavell found the way to solve the problem, and the major ways of tabularisation.

Based on these studies, the following conclusion can be drawn: The personality of an individual aimed at identifying the conflict of origin is based on the metacognitive basis of self-evaluation and the ability to cope with the conflict.

This method consists of 2 main scales. "Metacognitive education" identifies the future social skills of their mental processes (attention, memory, thinking), ability to quickly absorb new knowledge. And the "metacognitive activity" scale involves components of metacognitive practice. It involves the management of your intellectual activity: different ways of structuring information, planning cognitive activities, methods of managing your own cognitive processes. The method for these 2 scales provides the following meta-cognitive characteristics:

1) Concentration - to be able to control your attention, to focus on the problem, to avoid improper handling of the problem;

2) Reception of information - adoption of new knowledge, memory, use of supporting materials, schedules, schemes, etc. creation;

3) Selection of the main ideas - the ability to identify, analyze information for the purpose of further identification, research;

4) Manage the time - the ability to effectively organize time. This method consists of 39 items, each of them must respond to either the tester's correct or negative. The average time for this method is 10 minutes.

Techniques for "Motivation to Succeed" and "Motivation to Fail" (T. Eller) are used to determine the peculiarities of the motivational component of the conflicting competence. Through the first methodology, it determines the level of success of future social educators. The author of this question is motivated by success, achieving success in achieving it. They want to succeed in everything they do, they are quick to make decisions, are self-confident, and have no doubts about their rightfulness. Such people direct all resources to their goals and achieve productivity. These individuals can also evaluate their power fairly. The questionnaire consists of 41 questions and there are variants.

The 'Avoidance' method identifies the need to avoid the failure of the individual's actions (ie, consequences of fear of the consequences). Such individuals do not believe in the success of their actions at the beginning, fearing the criticism of neighbors, not trusting in their success, keeping them unreliable. It does not take the event as a temporary phenomenon. This question-answer method consists of 30 stimuli. The time of the event is 15 minutes.

Methods of evaluating emotional, voluntary, reflexive structures are used to master the regulative component of the conflict.

The emotional element of the conflicting competence is determined by the method of **"Evaluation of emotional excitation" (V. A. Breezweis).**

This Austrian psychologist's scale method defines screening neurotism and its structure (general emotion, moodiness, hunger and

inability to absorb its emotion). This scale is a reliable way of determining neurotism according to G. Aizen's comparison:

- the question-and-answer method is more profitable than the other, because there are few paragraphs;

- clarifies the neurotism as a tendency for high emotional excitement when it finds that the situation is exacerbated;

- does not include sections such as distress and depression, which contain 4 components of emotional excitation;

- the answer to the questions in the questionnaire can not be abandoned by the keyword "no". This method includes 15 questions. Time: 5 minutes.

In addition, the voluntary element in the development of conflictual competence is determined by the method of **"Assessment of Self-Determination"** (**E. V. Eidman, A. G. Zverkov)**. This method is intended to give a total appreciation of volunteer behavior. A type of method that determines the ability to control the behavior in all situations.

And we can recognize the reflective element of conflictual competence through the method of "Determination of Self-Determination Locks" (J. Rotter). This method examines the subject's subjective handling, the responsibility for the situations in which it is taking place.

The following methods are used to summarize the collected materials for the purpose of forming conflict-building competences of future social teachers: correctional and regressive analysis, structural analysis, A. V. Carpov's "organizational level assessment method".

In addition to the above methods, methods are used to identify individual conflict situations. They are: domestic researchers – A.T. Abdrakhmanova, M. P.Ospanbayeva (Conflict level determination technique) A.Bass-A Darki survey (method of determination of level of aggression); Technique of T. Liri (Methods of determining the relationships with the environment); Personal Inquiry by G. Aizenk; Factor-16 Questionnaire by R. Kittle; The reactivity and excitability scale of C. Spilberg; X. Zalen and D. Stock's "Q-sorting" technique (participatory behavioral tendency, dependence-non dependence, relationships with or without tendency, method of measuring inconsistency); K. Thomas' questionnaire (methodology for defining conflict strategy). The use of these methods in researching not only creates conflicts of future social teachers, but also allows them to determine their individual psychological and conflict situation.

At the same time, the role of conflict-related relationships in the group is high. These methods allow not only to detect conflicting phenomena, but also to explore interpersonal conflicts: control, sociometry,

question-answer, testing, retrospective analysis of conflict, document study, experiment. An example of this method is Abdrakhmanova's technique of collective atmosphere, which is a method of determining the psychological situation in the team.

The role of modular sociotest in the diagnostics of the group is unusual. In this method it is possible to define a way of constructive solution not only prevention of conflict.

As for the methods of conflict research, the situation of the situational approach is unique.

And the study of interpersonal conflicts: *analysis, synthesis, inductive method, deductive method, historical method, logical method, generalization, comparative methods.*

At the same time, one of the most effective methods of conflict research is mathematical simulation of conflict.

There are two ways to investigate the inner conflict situation. It's a question-and-answer test.

In practice of social pedagogical practice, the method of personal interviewing is widely used. With regard to complex research, T. Liri's technique (Diagnostics of Intrinsic Interaction), M. Roccich's methodology ("valuing the value orientation" and depression scale) is widely used. These techniques have helped to define conflict levels among young men in military training.

At the same time, the technique proposed by G.Keller is used to identify interpersonal conflicts. This technique is designed to determine the level of conflict in adolescents, in the relationships between friends, and in other environments.

On the left side of this table is a group of methods for dealing with conflicting parties and the conflict situation situation, and on the right are specifically applied methods for the group of methods:

Conflict resolution methods

Methods Group	Specific methods
Methods of Personnel Research and Assessment Control	Control Questions and answers Testing
Monitoring and Evaluation of Social and Psychological Situation in Groups	Control Questions and answers Sociometric method
Conflict diagnostics and analysis	Control Questions and answers Analysis of activity results Expert interview method
Conflict Management Methods	Structural Methods Cartography method

Specifically, the stages of forming the conflict psychological competences of future social teachers are realized through this schedule.

In short, the global globalization, the current international and the ongoing conflict in our society, puts forward the issue of the problem of specializing in the field of conflict resolution by experts in the field of education. In fulfilling these requirements, theoretical materials and practices must be focused on a comprehensive approach to individual conflict situations. The fact that this issue is not studied in our country complicates the situation. Given the advent of the current situation in the context of the current situation, the competence of the expert will be derived from any situation, leading to a conflict-free decision-making process.

2.5 Model of formation of conflicting competences of future social teachers

Continuous study of socio-pedagogical disciplines became the basis for theoretical modeling of formation of conflictual competence of future social teachers.

The following are *some of the guidelines for the design of the model:* the first is the social experience of the fields of activity and the content of education that is the key to the future social teachers' ability to master conflictual competencies. Second, they have a statistical and dynamic structure. Because the statistical structure should be in the context of the "purpose - content - competence - outcome" system, and the dynamical structure needs to be developed in the form of content and learning process, which is aimed at achieving the development of content through the development of conflict resolution competence, the content model and the educational content of future social teachers, shall be taken into account.

- The modeling is based on the methodological platforms that define the mechanism of detecting the integrity of the studied system, which identifies the different types of communication and theoretical basis.

- The basic basics of the model are displayed in several blocks. The methodological basis of forming the conflictological competences of future social teachers relies on the pedagogical system as well:

- It is considered as a form of scientific pedagogical education that forms a holistic view of communication and communication components. System-forming elements (goal, learning process, final outcome) are based on the principles that provide the specificity and specificity of general social training.

- Regulatory frameworks provide the entity with a stable and

targeted educational process in building a regulatory framework for general social education, indicating the level of system management.

When it comes to social conditions in the current market situation, it is a very important quality that a person can understand social issues and solve them in the best way possible. From this point of view, social thinking, social responsibility, employment, tolerance, communication, the ability to solve conflict issues in the society can be called the main attributes of the future specialist. The humanistic orientation of modern Kazakhstani education, the orientation of education to the quality of the human being, is of interest to today's researchers to create models of different orientations, based on the development of all their strengths, qualities and abilities.

Modeling is a universal way of providing educational and training methods in tables, graphs. In this regard, we have set up a model for the formation of conflictual competences of future social teachers. During the modeling process, students were encouraged to learn about conflicts, their attitude towards education in this area, their interests and their desire to expand them (Figure 2).

Conflict competences of future social workers are considered to be valuable in interpreting and interpreting communication strategies in the event of a conflict with people.

And in the process of teaching the formation of conflictual competence on the basis of this model, we have a deeper understanding. The next table we are discussing shows how the conflict is shaped by the learning process of this model. In the field of social conflicts, **public demand, state standards, and personal interests** are taken into account in the formation of the most active subjects of the society - competent persons. The purpose of the model is a system-based factor that looks like a competence guide. That is why it needs an external environment component for the pulse generator. It is a component of **public demand**. In turn, describes the needs of the labor market. And quality of training should correspond to **State educational standards**. At the same time, the goals and objectives of the future social teachers should be in line with their personal interests, ie, their motivation. Based on this, model structures are interconnected as interconnected systems.

And the main purpose of the model is to find out the goals and objectives of forming the conflictological competences of future social teachers. The goal and effect ratio is the quality of knowledge. And our main goal is to form a conflictual competence of future social teachers. The content of the model is determined by goals and objectives, on the one hand, the structural model of conflictual competence of future social

teachers on one hand. The goal is to clarify the following tasks: 1) formation of knowledge about conflict in the field of social pedagogy; 2) development of skills and abilities to manage social conflicts; 3) development of value orientation based on productive relationships.
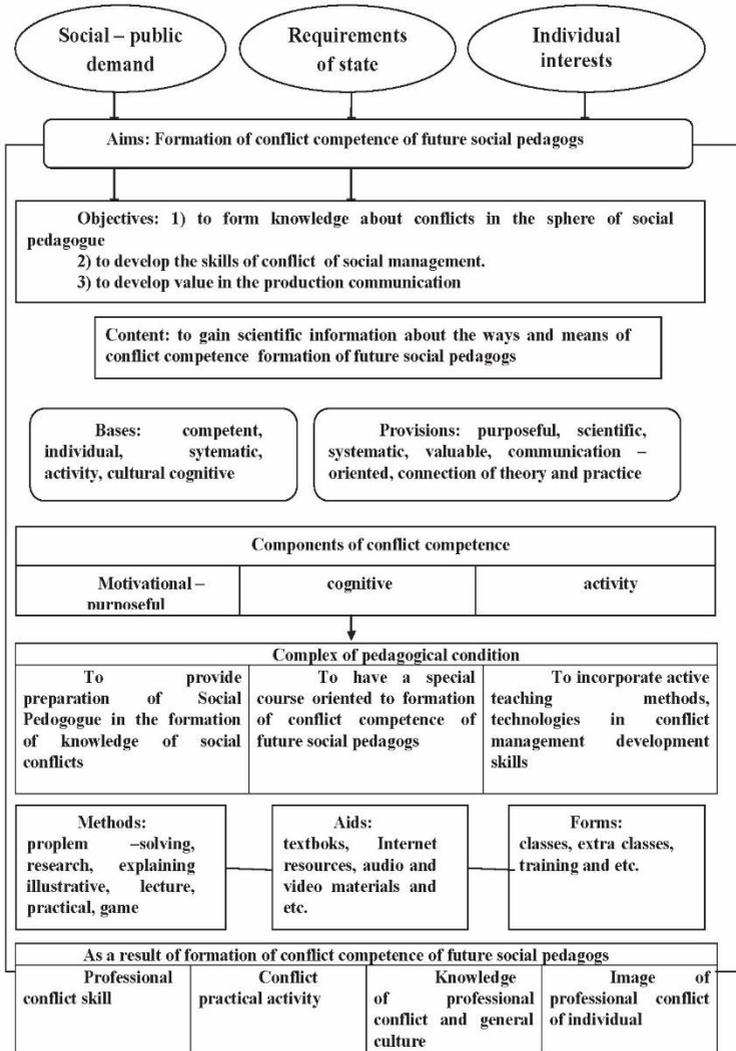

Figure 2 - Structural Model of Formation of Conflict Competences of Future Social Teacher

In addition, the main components of the model are: principles of teaching (purposefulness, sophistication, regularity, value, relationship orientation, theory and practice, etc.); pedestals (competence, personality, systematic, behavioral, cultural). content of cognitive, behavioral and motivational-targeted components; methods, forms and tools for conflict resolution.

The first two objectives are based on the content and structure of the model of conflictual competences of future social teachers, whose main components are knowledge and management of social conflict. And the third task is recognized as an important factor in managing the motivational and targeted area of the targeted person.

Description of the model components.

Formation of conflictual competence of future social workers is carried out in the form of a targeted tendency of social education in the scope of professional education of the person, society and the state. It includes the methods of knowledge that make up the most complex tools and motivational structure. In the process of creation of this model, we have relied on a number of scientists.

O. V. Pashkova presented a model of conflict resolution, consisting of three blocks:

1. The basic component of the conflicts competence is a set of personal qualifications (self-assessment, self-esteem, degradation);

2. Cognitive component - knowledge about methods of conflict resolution and prevention.

3. Action component - the choice of optimal strategy in action in conflict situations.

Although the components of the model of this researcher are real, it is not clear why personality traits make up the basic component.

A. S. Kashapov defines the following components of conflict resolution: emotional, cognitive, volunteering, motivation, psychomotor, as well as personality and self-improvement. This pedestal is characterized by a large number of conflicting constituent structures. However, there is no differential study of the emotional and psychomotor components of the investigated competence. Summarizing these data, researchers in the pedagogical and psychological literature do not define the structure of conflicting conflicting competences and criteria for determining its components. By comparing the researchers, we identify components that are the constituents of conflictual competence.

As A. V. Karpov discovered, the single complex structure consists of several parts that have their own distinctive features. These sub-sections play an integral role in organizing it. The following are the stages of a

complex whole structure: meteorological, systemic, sub-system, component, elemental.

When considering the structure of the conflicting competence as a complex system, we pay attention to the component and elemental stages of its organization.

As a defining structural component and component stages, F. de Sossur examined himself as a psychological problem by researcher L. S. Vygotsky.

We can identify the three main components of the conflict-prone structure as a complex structural-functional system (Figure 3).

Because the formation of conflicting competences of future social workers is directly related to interpersonal relations, these components are the basis for modeling. But taking into account that conflictual competence will be directly related to people, we will make some changes.
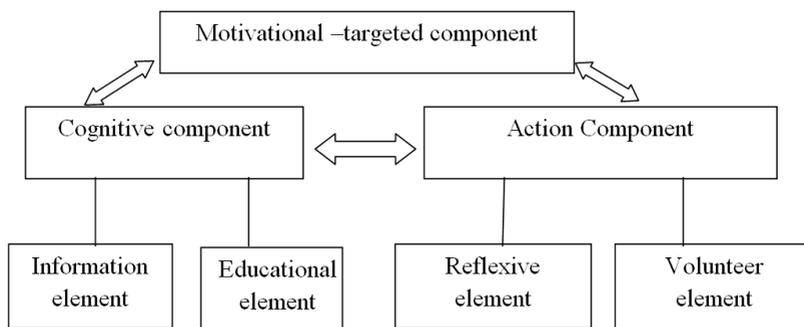
Figure 3 - Conflict competence structure

Experiments have shown that future social educators should have a wealth of knowledge about social conflicts and should be educated in diverse situations - economic, institutional, legal, and psychological, etc. and must be able to handle it. Conflict competence of a future specialist is not limited to knowledge and skills, but also an expert's value, motivation, self-esteem, communication style and culture with other people. For this reason, the structure of the conflict competence development structure contained in the model consists of three components: cognitive, motivational-targeted and action-oriented.

According to I. R. Sushkov, the cognitive component is that the individual takes the whole group and chooses to act accordingly. In our opinion, the cogitative component of conflictual competence is the attitude, knowledge and knowledge of a person who is in conflict situation. As a

result of such knowledge, the future professional can change the approach to conflict from destructive to constructive behavior. This component includes informational and cognitive elements.

(a) The information element - the knowledge of future social educators about conflict and management.

b) the cognitive element - the role of future social teachers in developing a positive image of a conflict-affected person and the ability to consider conflict as a destructive phenomenon rather than destructive phenomenon.

The cognitive component contains knowledge about relationships, mutual understanding. And education is very important in shaping the conflicting competences of future social teachers. In this regard, knowledge and skill play an important role as competence builds on many personalities, ideas and attitudes. That is why education is the first stage of conflict resolution. Further, an action act in the process of qualifying the social conflict management takes place.

The action component is determined by the constructive efforts of future social teachers in the conflict not only on the emotional features of the spheres, but also on the voluntary orientation mechanisms, reflexes. Therefore, we have included volunteer and reflective elements in the composition of the action component. This is the ability of future social teachers to guide their actions in conflict and conflict situations, to be inclined to empathy and to avoid the reputation of the opponent.

a) reflective element - the ability of a future social teacher to correct and to reconstruct the conflict.

(b) The voluntary element is to contribute to the voluntary conflict resolution.

The action component of the model creates the axes of future social teacher's conflict management in social pedagogy.

Competence is always reflected in the organic unity of the human quality. The value orientation plays an important role in social conflicts in the behavior, attitudes, goals, and choices of future social teachers in choosing methods and approaches between them and their partners, and shaping their outlook on themselves and others. All of these are part of the cognitive element of the cognitive component of the model of conflictual competence.

Selection of the **motivation-target component** is aimed at selecting a certain motivation for future social pedagogues to help or hinder the conflict in their actions. Future social teachers are the inner force that helps to solve the conflict in the best possible way. In our view, we seek to succeed in pursuing a successful approach to a constructive solution to the

conflict.

Based on the results of investigations by M. Kashapov and L. A. Petrovskaya, we consider **conflictual competence as a kind of communicative competence** L. Petrovskaya points out **two trends** in this competence: the norms of social norms and standards development, and the personality-creativity, which forms the norms based on the orientation of participants in the situational process.

In addition to disclosing these components, we need to determine their connection. The basis of conflict psychological competence of future social teachers is the knowledge of social pedagogy, social disciplines. The competence of future social educators is formed in the course of action (functioning) and is reflected in the organic connection with the value of the specialist because personal interest in the highest professional outcome is achieved only by the value relationship. And our knowledge of conflict situations for our situation in the process of their implementation and management.

Methodological standpoints, pedagogical conditions and results of the model.

In this regard, we emphasize the following pedagogical conditions:

- provision of continuity (training) of social pedagogical discipline in formation of knowledge about social conflicts;

- The existence of a special course aimed at the formation of conflict-based competencies of future social teachers;

- introduction of active learning methods, technologies in the development of conflict management skills;

In this regard, it is possible to emphasize the following levels of the future conflict of socio-pedagogical teachers.

The positive effectiveness of future professional behavior of social workers relies on many factors: professionalism, professional culture. In this regard, studying psychological and pedagogical literature has been systematized, personality, action, cultural and competitiveness platforms as a methodological basis for studying the problem of forming the conflictological competencies of future social workers (Table 4).

In our model, we can highlight the following levels of the future conflict of socio-pedagogical teachers.

The low level reflects the lack of experience and knowledge in the field of social pedagogy, conscious, inappropriate behavior or regular behavior; can not analyze conflicts, can not identify the prospects, can not stabilize the relationship. At the same time emotionally unstable, irritating

to external factors, irritation, and emotionally-motivated emotions.

The mid level reflects the presence of conscious actions, their rationality, expediency and effectiveness. At the same time, there is a conflict of competence knowledge. The future social teacher can analyze their own actions, define the basics, directions and ways of solution of the social conflict.

The high level of future social teachers will be able to properly orienting the result of the conflict, with the knowledge gained from the professional functions of design and comprehensive functions, subject content, takes into account the psychological aspects of professional thinking developed, capable of solving any Conflict, Conflict resistance to keep their emotions.

Methodological approaches to the formation of conflicting competences

Title	The content of formation of future teachers conflicting competences
Personality (V.V.Serikov, V.A.Shastenkin, I.S.Yakimanskaya)	Personality as a subject. Directing conflict issues to a positive outcome, focusing on the identity of the person.
Action (N.V. Kuzmina, T.G. Braje, L.S. Rubinstein, L.F. Spirin)	To set personality goals, to plan actions, to perform and to achieve results.
Competence (N.V. Kuzmina, A.K. Markova, J. Raven)	Provides the ability of the individual to effectively and efficiently operate in concrete actions and processes in solving conflicts, to form personality traits
Culture (E.V. Bondarevskaya, I.F. Isaev, B.S. Gershunsky)	Cultural formation, development, education, cultural result of people
Systematic (B.G. Ananyan, A. Baitursynov, E.G. Yudin)	Professional training of the person in systematic and professional components.

According to these components, the future social teachers will be able to assess the content of the content of the conflict content according to the levels (Table 6). Given that the concept of "conflictal competence" is broadly meaningful, this is a tough process.

The components of the conflict-building competence of the future social teachers are closely interrelated and form the specific structure of this training.

Criteria, indicators, levels of formation of conflictual competences of future social teachers

Educational Content Components	Measures	Indicators
1	2	4
Motivational-purpose	Future social teachers need to learn about conflicting competence, know their place in society, have motives	Conscious of the notion of future social teachers "conflict-prone competence", "competence-building"; Understanding the importance of learning content about conflictfilm competence and understanding the need for the learning process; Availability of motivation for the development of knowledge, skills and business oriented towards conflictful competency of social workers;
Cognitive	Theoretical knowledge of conflictual competence in professional social and pedagogical activity.	- volume of knowledge about social conflicts; - tolerance, empathy, flexibility in communication - manage social conflicts; to choose the style of action in the conflict; - respect for beauty; the value of the reality of social problem solving.
Action	Ability to apply knowledge acquired in conflict formation.	Conflict tolerance and psychological tolerance in the formation of conflictful competences of future social teachers Interaction with others, presence of emotional restraint Availability of a set of actions that will positively affect the personal interests of the opponent.

Knowledge is extensive but their knowledge is infinite. For this reason, the quality of the future social teacher should be chosen in the professional situational life, in practice, in addition to the systematization of the necessary knowledge. Recently, interactive forms and methods of education have been widely used, including games, trainings, analysis and conflict resolution, discussions.

The peculiarity of these forms and methods is the use of didactic, psychological measures that promote the personality of the student in group communication.

Taking into account the specifics of the model we are looking for,

the optimal way to achieve our goal is to provide the following interactive methods: problem-research, discussion, gambling, and analysis.

The model of forming the conflictological competencies of future social teachers we are considering involves the use of concrete forms of education organization. Organization of the learning process should be based on active methods as it points to the development and formation of conflicting competences. These methods allow future social teachers to resolve their conflicts, to change their social position, to shape their role in the society, their professional interests, needs and skills. That is why we include group discussions on the forms of conflict resolution (Socrates Doubles, Roundtables, Debates, etc.), plot, business, imitation games.

We need tools to achieve this goal. The purpose of this study is to use a tool to achieve the goal. Situational situations, situational tasks and games are used in different areas of conflict, which are of interest to the social pedagogy, aimed at non-professional conflict.

In order to assess the level of development of conflictual competences of future social workers, it is necessary to define its development criterion for obtaining a single instrument. The criterion, based on the ideas of such scientists as L.E. Balashov, B.A. Belikov, I.F. Isaev, B.A. Slastenin is a criterion - the quality, structure, criticism, which allows determining the functional level of development of the object being investigated.

In our opinion, the criterion for the development of conflictual competence is education in social pedagogy, the ability to manage social conflicts, value orientation in the solution of societal conflicts, and communicative qualities.

The future social teacher should have professional knowledge of subject, and also sociology, pedagogy, psychology, and self-knowledge, etc.; it should be able to manage the causes of the conflicts in the relationships between people, as well as knowing their outcomes and managing them.

- Therefore, on the base of our model as a result of the formation of the conflictological competence of the social pedagogues
  - Professional conflict skills;
  - Conflict Practical Activity;
  - Professional conflict and general cultural education;
  - The professional conflicational form of a person is formed.

Self-work tasks for students
1. To develop a model of conflict resolution competence based on the model.

2. To analyze the principles of formation of conflicts competence.

3. To analyze the qualities you need when creating your own conflicting competencies.

A) personal qualities, which are the basis for the formation;

(B) The qualities that are learned during the formation;

4. Consider ways of creating conflict-based competencies through known technologies.

5. Comparative description of pedagogical and psychological methods of formation of conflicting competence.

CHAPTER 3. THEORETICAL BASES OF CONFLICTUAL COMPETENCE OF THE FUTURE SOCIAL PEDAGOGUE

3.1 Conflict emergence and psychological peculiarities. The nature and the causes of the conflict

Conflict can also be resolved at the moment of emergence of a conflict, and it is necessary to systematically analyze the relationships between the group and those who form the collective. Predicting the consequences of the ongoing changes is also a way of conflict. If everybody checks their own words and steps, there would be no conflict. Conflict prevention has its own principles. First, it is necessary to disclose the reasons for it. Conflict sources: organization, relationship, conflict. The causes of the conflict are the gaps in the organization, production, organization of educational work in schools, etc. For example, there are reasons for the conflict in school - unsatisfactory schedule, lack of consistency, defects in the agenda, and lack of canteen, etc. Particularly in the 1st, 9th and 11th grades, the learning process is full of inner conflicts. The reasons for the conflict are the people's disputes, the opposing demands of the opponents, the "hypocritical" morality. Conflicting personality causes conflict - internal world. In the face of conflict, a battlefield is a source of conflicts. How can you identify that person?

Characteristics of the Conflicting Person:
- high or low assessment;
- aspiration to dominance;
- uniform thinking;
- honesty;
- uniformity;
- a set of unpleasant feelings (fear, anger, temper).

Conflict resolution rules are: "Do you want the issue to be resolved well", "Can you use your feelings well?", "How do you feel at your opponent's place?", "Do you need a mediator?", "How to find a common language?" Find answers to queries like that. The person who answers can not reduce the number of conflicts in his life.

In conclusion, we can conclude that the conflict was resolved efficiently when the participants were ready for future conflicts in their psychological principles, relationships, organization.

Conflict Psychology

Conflict - as a contradictory tension between diverse and disputed parties, it is important to distinguish between the major types of conflict-based relationships. Depending on the subjects of such relationships, the

conflict is divided into the following types: conflicts between individuals, individuals, groups, in the groups.

Conflicts between representatives and minority groups only result from the discrepancy between the interests of the conflicting parties. Conflicts between large groups arise from the contradictions of public opinion and public opinion.

Conflicts, in the case of socially homogeneous structures, are horizontal and manageable and control structures - can be vertical. However, in any case, it leads to disagreements, conflicts, and often involves hatred. Conflicts are not limited to the occurrence of one aspect of the relationship, but to the second zone, which leads to the emergence of a new disagreement. Conflict situations are salient and fictitious because of the disagreement between the views of the parties involved. Occasionally, the contradictions are aggravated and the salient points are more complicated, and simple ways of solving them are ignored. There are fraudulent, intentionally organized conflicts, due to unreasonable contradictions. Such a conflict comes from the fact that the one party does not appreciate the intentions of the other party and realizes its action without delay. Sometimes people do not understand the significance of the information mistaken for them and, in their opinion, misinterprets the information and creates conflicts.

Because of its role in the development of the social system, conflicts are confused (constructive) or destructed (destructive). Conflict - helps the system to create favorable environment for adapting to changing environmental conditions, and hacker conflict - reduces the effectiveness of a particular structure and leads to its gradual elimination. Conflict contradictions are the foundation of a representative and social system. A person should try to avoid conflicts, but he should be encouraged to find the way he wants it. People who engage in a scandal are likely to act in three different ways: hooligans - destructive, crony-confrontative, reconciling-constructive. Because of this type of people are separated.

The type of fraud - a master of self-interest, who is able to execute "oil pouring" into conflict. Representatives of this type will always be ready for a dispute and will not go back to the intended purpose, and the other side will not be able to see the intention to conclude an agreement (the terrorists, the influential representatives of the Akimat, the only representatives who can not imagine the phenomenon). A kind of complacent - driven by unwanted gestures and bravado, pushing the other side to accelerate the conflict. The type of reconciliation is a person who finds solutions that are mutually beneficial and wants to suppress conflict. In this regard, there are a number of ways to control conflict situations:

1) to prevent possible conflicts and to gather information about its participants;

2) to prevent actions aimed at leaving the conflict without control;

3) attracting neutral reputations to the conflict resolution;

4) to consider the possibility of an effective solution to both disputed parties;

5) support business, partnership, intercourse, and unmask the distressing emotions that will come later.

Conflict psychology, dealing with contemporary conflict issues, pays special attention to methods of conflict resolution:

1) escape from conflicts of action (extrapolation of their authority and income, neglect, deliberate dispute);

2) to adhere to the "problem solving problem" (at the expense of another, to make an effective decision on both sides);

3) conciliation (compromise) - a combination of views and opinions from both sides;

4) a third party request - to invite non-partisan parties to conciliate outside of the immediate conflict.

3.2 The structure of conflictual psychological competence of future social teachers

Scientists who have studied the conflict from the constructive perspective – B.I. Hasan, A.V. Dorohova, P.A. Sergomanov, T.I. Privilahina These authors give a broad sense of the conflict and give the definition of "a specific structure that changes as a result of conflict of action and action that leads to new content." The main peculiarity of the concept and the nature of the conflict in this standpoint is that when it comes into contact with contradictions, the conflict is itself.

In this regard, there are several methods of studying the content and structure of the process of formation and development of the future professional in psychological and pedagogical sciences.

They are:

- professionally;
- level;
- duty;

And to give a model of competent professionals to identify the structure of conflict psychological competences of future social educators.

Model of competence of a specialist

	Competency Groups	Relationships and Characteristics of Professional Activities	Formation Sphere
1	Socio-personal competences	Demonstrates a common human qualities, cultural level, and ability to serve.	In humanitarian and social disciplines are formed.
2	Economic and organizational and managerial competencies	In the situation, i.e. organization of work in the team, staff work, resource planning, product quality management.	On the basis of the economic and management cycle of the organization, work organization, resource planning, product quality management system, and also some specific areas of psychology.
3	General Science (Seeking activity Competencies)	Professional orientation in all major areas of training; Cognitive tasks are related to the search for non-standard solutions. Education is determined by the basis of human beings.	Natural science, mathematical disciplines, as well as philosophy, sociology, scientific and methodological activity, information technology, etc.
4	Professional competence	Invariants (which require specific study subjects and disciplines, modeling, designing, and algorithms for scientific research in particular science) that provide the readiness for the solution of common professional tasks.	In general technical disciplines are formed.
5	Special competences (professional-functional knowledge and skills)	Preparation of a specialist according to the specified direction for a specific object and work discipline; This approach also requires modeling, design, algorithms for research in the field.	In the cycle of special disciplines, elective courses are formed.

The model specifies the structure of the competence of the general specialist. We conclude from this that competence is based on the

professionalism of the group of competence, the acquisition of knowledge in the field of business and its application in practice.

In this regard, it is possible to show the structure of conflictual competence as in the following scheme (Figure 4).
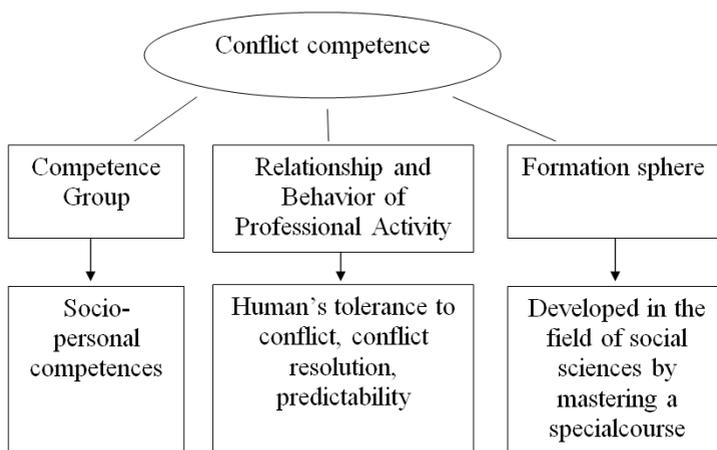
Figure 4 - Conflict competence structure

In conclusion, it includes the knowledge gained in a special course, as well as the acquisition of knowledge about conflict resolution, social conflicts, and conflictual competence in the field of social and personal competence, in accordance with the structure of conflict resolution competencies.

3.3 The logic of conflictual competency of a social teacher

The expansion of education and social spaces, and the rapid growth of human knowledge lead to a change in attitudes towards future professionalism as well as the willingness of a social teacher to become a professional. And the contradictory part of professional competence is that it is an indicator of such training today. Future social teachers, whose conflicting competences are formed, have the knowledge of self-help, self-development, and self-realization, who possess professional knowledge, skills gained in personal and professional skills, who possess knowledge of information technology and self-help

Professional competence is observed in basic and special competence. The main competence is the general professional competence required for the success of any professional in modern life. The main

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competencies include: conceptual, instrumental, valuable, ethical, integrated, contextual, adaptive, communicative.

Conceptual component competence consists of understanding of the basic theoretical bases of professional pedagogical activity, the basic directions, methods and theoretical analysis in the field of social pedagogical science. Instrumental component competencies are based on the basic techniques and skills, skills acquired.

The value-ethical component is characterized by the increase of humanistic orientation of pedagogical actions, its significance for the development of society, its adoption of its norms and valuable instructions. Integrated component competences are characterized by the combination of the theory of social science, conceptual ideas in practice in solving various social problems.

Contextual competence is characterized by understanding the peculiarities of the social, cultural and organizational environment in which professional pedagogical activities are carried out, and the uniqueness of the personality of each person in the social process. Adaptive Component Competences reflect the contradictions of pedagogical processes, the diversity of situations, the nature of social pedagogical changes, half-uncertainty, the ability to anticipate and to be prepared for the probability of human behavior.

Communicative component competencies include the ability to communicate effectively with modern information flows, writing and verbal communication, dialogue in different social-role pedagogical areas, and the ability to perceive different peculiarities, directions and opinions of different people. The presence of basic competence indicates the initial ability to perform specific professional activities and its readiness for its implementation. You can acquire basic competence when you master the techniques of specific work, participate in the discussion and resolution of specific, professional issues of different character. Basic competences of different character can be named.

They are:

- firstly, the ability to analyze concrete materials in their field, skills in search of modern information technologies, skills of working with normative and procedural documents, methods of preparing research techniques;

- secondly, the ability to communicate effectively in writing and oral communication, to create business communication, to manage and to master organizational skills, to be able to express themselves in the team, to succeed in teamwork, to demonstrate responsible initiatives and presentations of professional advancement.

- thirdly, an incentive to constantly update knowledge, self-education and self-improvement, development, and implementation. Special competence development is accomplished through combination of work experience and specific training tasks, research activities, pedagogical design and creative work related to social issues that are interesting and relevant to the future professional.

In this regard, many researchers and practitioners (G. S. Abramova, V. Ashin, I. V. Dubrovina, E. A. Klimov, R. V. Ovcharova, A. V. Petrovsky, etc.) argue that the current paradigm of contemporary competitors - the academic and practical paradigm (Table 2).

Traditional academic paradigm is oriented to the preparation of future social educators, and the practical paradigm of recent years has been focused on the active application of the specialist, ie the preparation of practical social educators.

Targeting content of education in the field of social pedagogy

Sign	Psychological Education Paradigm	
	Academic	Practical
Goal	Theoretical knowledge and understanding	Practical flexibility and skills of its application
Content	Theory Priority	Practice is a priority
Tools	Cognitive skills and abilities	Practice flexibility and practice
Result	Research reflecting a particular branch of science	Studies that define and solve the problem
Evaluation criteria	Volume of publication	Ability to identify the problem and effectively solve it

Pedagogical training is a new branch of pedagogical activity. The accumulation of social education experience shows that social education contributes to the national interest, the implementation of social policy of the state, the formation of the human capital of the country, the growth of competitiveness, innovation and activity of citizens. Publicly known, the Institute of Social Pedagogy was introduced in 1990. It was a prerequisite for understanding the processes of humanization and democratization of social life. Establishment of the Institute of Social Pedagogy in the last 20 years required the following three tasks: forming of the social sphere professional activity in the society, development of the corresponding field of scientific knowledge and system of training specialists. In this regard, we define the structure of competence of a specialist (Chart 4).
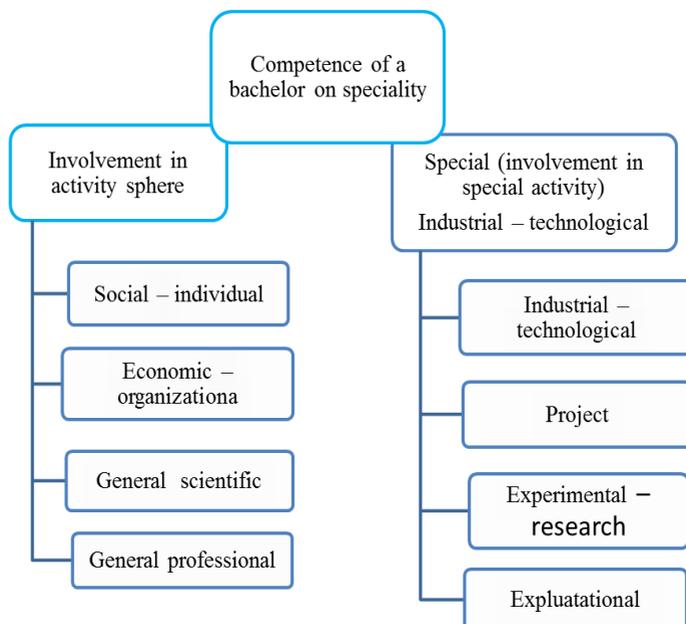
Chart 4 - Competence of a bachelor on speciality

From this scheme, if we take the competence of a social teacher to the subject we are researching, it includes the following competencies:
- socio-economic;
- general scientific;
- experimental-research;

These competences can be linked to cognitive actions and integration competencies.

In addition, M. A. Choshanov created a formula for competence:

Competence		Education mobility		Methods of optimization		Critical thinking
	=		+		+	

According to this formula, it can be seen that competence consists of two components, such as content (knowledge), process (skill). The competent specilaist should not only understand the problem but also be able to solve it in practice. And the variability of this technique - the third most important part of competence - requires the flexibility of knowledge

and critical thinking.

A young specialist who graduated from a higher pedagogical institution must master basic knowledge and professional flexibility. In addition, a young professional should be able to choose his own way of solving some pedagogical or subject matter in the future with his creativity, research, practice. At the future specialist, professional competence is based on basic training, methodological culture, pedagogical skills and creativity.

The level of training of future professionals with competitive ability in various industrial sectors in educational institutions of vocational education in the implementation of the goals of social and economic development of Kazakhstan is determined by educational conditions. Nowadays comprehensive training is provided by the development of their social, professional and self-employed skills. The reason is that the development of the social sphere requires the future specialists to fulfill the following conditions:

- systematic thinking;
- legal information culture;
- business culture;
- presenting to others;
- knowledge of analysis of their activities;
- new knowledge;
- mastering of nano-technologies;
- making the right decision in some production conditions;
- compete with competition and living standards;
- Responsibility for each undertaking;
- making results-oriented actions.
- ability to control;

By summing up the data, the specialist will have the ability to manage starting with his professional culture. In our case governance is defined by the management of conflicts and finding ways to solve them. That is based on these requirements in the formation of the conflictful competences of future social teachers.

The peculiarity of the period of higher education in the formation of professional competence stretches in two stages, when the future specialist is engaged in business training:

- During mastering of professional competence the mentor integrates with other subjects of the process of professional education (teacher, curator, self as a subject of self-development);

- During the period of professional competence the mentor integrates with consumers through professional help and services as a future professional.

One of the methodological solutions related to the formation of professional personal competence of the teacher, which is the target of vocational training, is the competence approach. Within the competence context, two key notions are distinguished: competence and competency. The first one is a set of interrelated, contractual qualities of a person who appears to be related to certain objects and processes, and the second one indicates that a person has the appropriate competences to demonstrate his / her personal attitude to a particular activity.

Competence does not exclude knowledge, skills, but competencies differ from them. For example, knowledge - in the form of activity (not just information about it); business - from copying to different objects of influence; from skill - a sense that allows a person to act in a non-standard position. It provides the basis for the creation, development and implementation of the personal qualities of the mentor on the basis of common knowledge and intellectual and practical ways of working through professional methods and tools.

One of the built-in features of the person is his abilities. Capability is individual psychological features that determine the success of the action. D. N. Zavalishina's overall abilities to perform the leading forms of human action Targeted orientation of vocational education end result is the need to design specific standards. The key and semantic meaning of these professional standards is the key competence of education. Formation of these competencies in mentors allows strengthening the fundamental training of specialists.

Summarizing the above mentioned, it should be noted that the competence approach is regarded as an advanced form of well-developed concepts (cultural, scientific-educational, didactic-centric, functional-communicative). In other words, it should be borne in mind that the concept of competence still exists in the theory of pedagogy, and that its formulation has not been completed unilaterally, but with its own support (old-fashioned theories).

In conclusion, the purpose of competence is to provide a full range of professional, production and technological, scientific and methodological, research, etc. To ensure professional development of a competent specialist ready for action.

His duties are, first of all, to form a valuable relationship with his future professional in his professional knowledge and professional activities; secondly, to increase the professional capacity of the person; thirdly, to prepare the full personality traits of the specialist in public life.

The current social transformations require that the education system to be professionally competent and to train professionals who will

be able to find effective solutions to their problems. Such specialists should be able to analyze constantly changing socio-economic processes, make decisions according to the situation and, in a word, be competitive.

At the same time, the task of forming the professional competence of the teacher, first of all, in the system of professional education of the country, including in the preparation of future teachers. A number of Kazakh scientists have conducted fundamental research work on the issues of formation of professional competence of specialists. The most noteworthy thing is that B.T. Kenzhebekov's dissertation work. According to the scientist, the ability of a university graduate to perform professional activities on unity of theory and practical training is reflected in the professional competence of the specialist. And professional competence includes subject matter, object and subject components. It also describes the self-assessment of the expert as the skill of implementing self-diagnosis, self-change, self-assessment and self-analysis, as well as professional diagnostics, modification, evaluation and analysis of the future specialist's specificity, productivity and developmental basis.It describes the object-oriented process of creating a specialist with ensuring that all stages of the process of professionalism and its commitment to the result of its operations. Team members, their professional assistance and services, or the sharing of humanitarian assistance and human activities, constitute the subject component.

3.4 The main directions of formation of conflictual competences of future social teachers

"Professional competence" is a combination of personal qualities of a teacher and his / her psychological-pedagogical and theoretical knowledge, professional skills and experience. The future professional should be able to master the skills needed to become a good teacher, master the world culture, culture of the country, culture of communication, language culture, integration processes, and get out of the world of education.

Formation of professional competence requires the development of individual creativity, correct perception of pedagogical innovation, rapid adaptation to daily changing educational environment.

The problem of preparing a future specialist reflects the essence of his personal qualities and qualities. Individual-oriented learning outcomes are explained in the system of knowledge, competence and skill, creativity and emotional mood, as well as the formation of a person who is pedagogically adapted to volunteering.

Professional competence can be classified as follows:

1. **Directed competence** (civil activity, understanding of the political system, evaluation, country-oriented);

2. **Culturological competence** (ability to recognize national peculiarities, the culture of their people and other nations, comparability of the world culture, ability to learn);

3. **Cognitive competence** (ability to organize, skill, ability to explore and analyze, analyze, summarize);

4. **Communicative competence** (ability to communicate with people, the ability to communicate in the Kazakh language as a state language, foreign language in international relations);

5. **Informational and technological competence** (ability to be able to orient with information technologies, technical objects, to search for, to select, to analyze, to change);

In this regard, it is possible to mention the following components of the conflict psychological competence of future social teachers:

- professional education (on the basis of disciplines);
- special psychological and pedagogical, didactic education;
- professionalism;
- personal professional qualities.

The result of the competence - the system is characterized by the following categories:

- abilities;
- preparations;
- personality traits;
- Harmony of knowledge. Based on these studies, only professional skills and knowledge are insufficient to become a specialist, and personality traits and abilities are essential to the competence effectiveness.

In our case, the formation of the conflictual competence consists of five specific blocks:

• knowledge of conflict education (sociology, psychology, social, etc.);

• development of social technologies such as prevention, management, minimization of the destructive nature of the conflict;

• formation of a kind of professional thinking, such as reflective, methodological, scien- tific, volumetric, creative;

• mastering psycho-hygienic and stress-resistant technologies in conflict;

• Implementation of the professional ethical code of the conflict-teachers;

In solving the conflict situation, future social educators should

know:
- Conflict sides rely on social pedagogues to manage the process;
- Social teachers should act as a neutral person in such situations, so they can not be exposed to one of the parties;
- The participating parties come to a certain agreement as a result of the participation of social teachers.
- The participant of the social pedagogy must be strong in presenting the requirements and proposals (i.e. the participants fully trusts), with maximum disclosure of interests and concerns of the parties.

Thus, ways and directions of formation of conflict psychological competence of future social teachers are defined. These studies play a key role in managing and solving the problem of future professionals.

The study of the psychological and pedagogical literature and the analysis of the educational organizations of the Republic of Kazakhstan allowed to identify the following areas for the future development of conflictual competences of future social teachers in the modernized education system:
- The positive side of the conflict between the individual and the individual is to formulate a conflict-method approach, ie to use the conflict in the context of a positive perspective;
- Conflict culture of future social teachers, conflict resolution;
- Formation of competence in conflict management in any conflict situation;
- To learn the ways of preventing conflict of future social teachers;
- Positive impact of post-conflict relations;

In this regard, we show the competence of the bachelor in the field of formation of conflictual competence of future social teachers.

3.5 Conflict and psychological tolerance

According to these studies, let's look at the concept of psychological and conflict tolerance in order to formulate conflict **psychological competences of future social educators.**
Psychological tolerance
Conflict arises in conditions of high psychological pressure and requires emotional costs. Accordingly, conflictologists call the concept of psychological tolerance. It is an optimally-minded person in a difficult situation, and the conflict is one of the most difficult situations. This feature of a person is:
- Resilience of the future specialist's nervous system;
- Knowledge and experience of the specialist, that is, professional

training, discipline and action;

- Depending on the level of development of the basic cognitive structure of a person;

Conflict situation is a complex objective-subjective reality of the social-pedagogical process, where objective combinations are presented as the most important subjective acceptance for participation. B.I. Andreev argues that the conflict is "an open or secretive struggle of two or more parties, each of which has its own purpose, cause, reason, and problem solving technique, and that each participant has a personality". Many researchers identify complicated or simple conflict situations. As a rule, simple situations quickly find a solution easier. The contradictions are not important, and nothing can prevent them from happening. Participants in a simple conflict often find themselves in a consensus on the issue.

Conflict tolerance

And a specific reflection of psychological tolerance is the confrontational resistance of the individual. It is the ability of a person to optimally organize his / her behavior and actions in difficult situations in social relations, the ability to solve conflicts with other people and solve conflict situations optimally.

The high level of conflict resistance (table7) is evident in the conflict situation as it is competent in action, optimization of conflict in conflict, nonviolent conflict escalation, and constructive action.

Conflict-tolerance is the most desirable way of conflict management.

The impact of a tolerant person in the conflict situation will be higher. It is characterized by the presence of psychological tolerance (stress resistance, conflict resistance). Depending on the field of tolerance:

- external tolerance (for others) - a sense of conflict-based attitude in view of different aspects and arguments, a built-in belief that helps a person to perceive other people's opinions and positions.

- internal tolerance - the ability to act normally in conflict situations, to act on the basis of decision-making.

The components of the person's resistance to the conflict are of special importance. Conflict tolerance has its own structure (scheme "Conflict Resistance Structure").

The ability to express emotionally, without feeling depressed, is a reflection of conflict situations, extending the conflict, and depression in the conflict.

The volunteer component - allows to control emotional excitement in a conflict situation. It provides the following conditions: tolerance,

respectful attitude to the opinion of another, self-esteem, objective assessment of the conflict, ability to minimize bad attitudes.

Emotional component	Free component
Psychomotor component	
Cognitive component	Motivational component
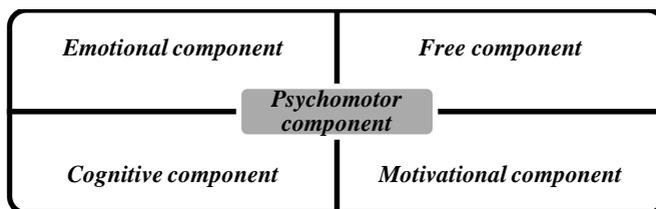
Conflict resistance structure of the person

The motivating component - provides adequate thinking on the situation.

The psychomotor component - ensures correctness and accuracy of discipline and actions in accordance with the situation. Ability to control body, movement, gesture, facial expression, lifestyle, voice.

Self work tasks for students

1. Describe the directions of conflict psychological competence of a social teacher.

2. Situational example and role-playing role in the theme "Conflict Tolerance" with a pair of pairs.

3. Analyze and analyze components of conflict resistance.

4. Analyze the definitions of foreign scholars who refer to the notion "Conflict Competence".

5. Show stages of conflicting competency formation in scheme.

6. Analysis of legislative documents on professional competence of future social pedagogues.

CHAPTER 4. CONFLICT PREVENTION AND MANAGEMENT

4.1 Conflict prevention and solution

Many experts in dealing with conflict resolution believe that the conflict management process depends on many factors, many of them can not be easily controlled. For example, an individual's views, the needs and motives of individuals, groups. Fixed stereotypes, concepts, and idiosyncrasies can undermine the actions of decision-makers. Depending on the type of conflict, it may involve different areas such as team leaders, personnel management, psychologists and sociologists, trade unions, police, courts.

Conflict resolutions are a total or a separate elimination of conflict causes, as well as changing the purpose of conflict parties. Conflict management - is a targeted effort to eliminate (minimize) the conflict-causing factors, or to change the actions of conflicting parties. There are many ways to manage conflicts. Accordingly, it can be shown as several subgroups that have their own rules of use.

- intravenous, methods that affect individuals.
- Structural, ie ways to eliminate organizational conflicts
- Interaction methods or conflict style of action.
- Negotiations.
- Aggressive behavior as an answer is to be applied only when all the features are exhausted, except that this group of methods is beyond the limits.

The rational method of business communication is oral and telephone communication. There are the following types of oral communication: conversation, debate, discussions. Typically, business relationships include business letters, statements, autobiographies, descriptions, explanations, letters of attorney, and others. At the beginning of the conflict situation or at the beginning of the conflict itself, it is necessary to choose the parties involved, the form and the style of its further action, which should have a lesser impact on their interests. K. Tomas and G. Kille distinguish five basic styles of action in the conflict situation:

- adaptation, location;
- turn down;
- fight against the opposite;
- partnership activities;
- negotiation.

Conflict is the conflict of interests, positions or thoughts on opposing targets in relation to opponents or subjects. There is a situation

where there is an opposite direction of any argument or mismatch of goals, wishes and interests on the basis of any conflict. Conflict arises when difficult conflicts arise, conflicts of interest arise. Conflict is an image of an individual, a social group, a contradictory struggle at the community level. Therefore, it is better to say that the conflict is the norm of leadership.

We need an incident for conflict. Conflict subject is usually known. Sometimes it is difficult to distinguish it during a protracted conflict, as many complementary circumstances become more frequent. There are also no conflicts. If the situation is uncertain, then the opponents will sooner or later harm each other.

Perhaps most people in our lives are in conflict. Occasionally, a person may become an initiator with one or more people, or it may eventually lead to conflict. Sometimes there are two arbitrators or one-sided defenders.

In this context, the conflict begins with three conditions:

1. The first participant consciously and actively opposes the conflict initiator;

2. The second participant realizes that these actions are directed against him;

3. The third participant uses active actions as a response to the conflict initiator. It is possible to say that the conflict started right away.

Conflict Elements:
- two participants or both sides of the conflict;
- interests of the parties and mutual incompatibility of values;
- Behavioral attitudes and intentions of the opposing party;
- use force to influence another party;
- the contradiction between the conduct and actions of the parties;
- the nature of the environment, presence of the third participant;
- peculiarities of participants: aggressiveness, authority;
- conflict strategy and tactics;

Conflict Criteria:

1. The interdependence of the parties involved in the conflict, ie the activity of one person, determines the actions of another person, which in turn causes the reaction of the first entity.

2. Understanding the situation as a conflict, that is, each other's actions are deceitful intentions in achieving the goals.

Choice of Behavior Strategies: Compromise or Rational Approach. The conflict will take several stages of development. These periods are compulsory and inappropriate. Although the duration of stages varies, the chains are the same.

1. In the event of a conflict, the conflict will suddenly come to an

end, but there are some prerequisites for that period. This situation is also known to be contradictory. It consists of the following stages.

    - the emergence of an objective problem situation;

    - understand the situation;

    - solution of the situation by non-conflict method;

    - emergence of the situation before the conflict;

2. In order to arise a conflict, there must be an incident in which one side can put an end to the curiosity of the other party. From this stage, a conflict will arise, and this is the first conflict between the two sides. If the conflict is emotional at a pre-conflict stage, then it will emerge. Occasionally, the conflict may begin and end quickly. It can, for example, resolve conflicts during incident. The special situation is "acute conflict," in which one person is threatened with physical punishment for the second person.

3. Escalation is a period when conflict persists. Escalation can be continuous.

4. One of the two parties of the conflict during the culmination phase understands that there is no need to continue the conflict further and analyzes the conflict situation.

5. The end of the conflict, ie reaching a certain conclusion.

Interethnic conflict is the most common type of conflict and is closely related to personal conflict. This conflict may be between different attitudes and values or between individuals. Family conflicts can also be categorized as conflicts between spouses, parents, children, spouses and relatives. Inter-personal conflict in collectives differs. Many administrators see this as a mismatch of behavior. Indeed, because of the peculiarity of behavior, attitudes, there are people who can not communicate with each other. But the reason for these conflicts is objective. Most often it is reflected in the struggle for limited resources: material approaches, industrial areas, etc.

The peculiarity of interpersonal conflicts is as follows:

The opposite of people is their collision with individual motives. It is well-known that the spectrum of all known causes is general and individual, objective and subjective. Interethnic conflict is a kind of landfill that monitors characteristic, temperamental, intelligence and other individual-psychological peculiarities. It is characterized by all relationships and high emotionality of the conflicting subjects, includes interest in the surroundings. Conflict arises on the basis of personal and group interests. Her birth can be an individual who opposes the idea of the group. According to the results of many researches, it is clear that industrial situations are caused by conflict - social factors.

Forms and Criteria for Solving Conflicts, Conclusions. In the Conflict Conflict, the term 'conflict resolution' and the name have become traditional. However, many authors have introduced other concepts. For example: "Swallow" (V. Boiko, A. Kovalev), "defeat" (N. Fedenko, V. Galitsky), "jerk" (A. Kamenev), "disconnection" (A. Rapport), "self-deciosion" (A. Antsupov), "taking out" (R. Akkof, F. Emery), "Ordering" (A. Gozman) and others.

The most common type of explanation is to solve the conflict in different ways. The basic forms of conflict resolution are: solving, exacerbation, restriction, deviation from other conflicts.

Conflict resolution is a joint action, accelerating the end of conflict. Conflict resolution requires both parties to act, and try to eliminate the cause of the conflict. In order to resolve the conflict, the opponent must change or one of them must change his or her mind and retreat from his or her position. Conflicts often arise from the cold relationship between two people.

Conflict control, which differs from conflict resolution, serves on the third party, apart from both parties. Its action is to support a two-sided or only one opponent. 62% of the conflict between the head and his employees is solved. And 38% of these conflicts are not solved and sometimes get worse. 6% conflict is erased, 15% shifts to other issues, and 17% goes through organizational way.

The erosion of conflict is a temporary conflict. The conflict goes from "open" to "closed" form. Conflict swings in the following situations: loss of motivation in the struggle (conflict object loses its relevance); change of the motivation to another job immediately; resources are weakened and the strength to fight; the main concept of conflict restriction is that the key elements of the conflict are exacerbated (excessive). Depending on the limitations of restriction, there are many situations. They have a great impact on the conflict. Conflict restriction depends on:

- transfering of one person caused conflict to another job.

- sending one opponent to long-term leave (one on a trip or two-sided)

- removal of the object caused by the conflict (the mother takes the toy that has been tackled).

The question of the conflict resolution criterion is very important. According to McDowell, the conflict resolution - the result and satisfaction with the result. V.M.Afonkova found the following criteria: communication, action cessation, limitation of traumatic factors, reputation of one side to conflict, change of position of the individual, increase of activity of the future.

The structural dimension of the conflict resolution is the level of solving the contradictions. A complete solution to the contradictions will make future relations better. One thing to keep in mind is that it is always a right win. Truthfulness, victory of justice has a positive impact on the social psychological climate of the organization. It is important to remember that the wrong side has its own interests. If we disclose them, it would lead to a new conflict.

Conflict prevention. In dealing with people, there are many rules to avoid conflict. Among them: 1. If you do not want to turn a person into an enemy, never give doubts about his thinking and talents. 2. We need to strengthen our self-confidence. 3. If you have a controversial attitude during conversation, do not start with the word. A person can be prepared for defense, and all the contradictory words can lead to aggression.It may be that conflict can arise if a person's good mood can be upsetting you. 4. Striving to convince a person should allow him to express his or her opinion. Of course, this requires great patience, but very effective. To be successful, it must be a principle. Sometimes manipulator-people meet. They were consciously manipulating themselves for their own benefit.

4.2 Negotiation and Conducting. Strategy and negotiation strategy

Personal-psychological features of communication partners (teachers, pupils, students) are often the cause of communicative difficulties. Its interpretation is, firstly, the result of the interactions between at least three forces: personality-psychological features of the teacher, bachelor students, and their perception of each other. According to E.A. Klimov, one of the main conditions for their uncompromising relationships is that the individuality of personal style attitudes that reflects their personal and psychological peculiarities. Various actions are taken to prevent and manage coping situations and to maintain the psychological situation in the team:

- avoid conflict situations, conflict prevention;
- adjusting the opponents to come to a common agreement;
- tolerance;
- cooperation;
- agreement, compromise
- consider ways to effectively address the conflict situation;
- preservation of "teacher-student" ratio.

It is proven in life practice that in everyday life people trust each other and cooperate together so that they can work together, that depends on

establishing a positive psychological climate in the team. From this point of view, it is known that unpleasant moments in the relationship between the opponents are unlikely to give a good impetus to the legitimate obstacle to any promotion. The choice of ways to overcome the barriers depends, in turn, on the emotional stability of the individual, on the protection of his or her views, on the authority and on many other factors. The purpose of the psychological correction work is to prevent conflict situations, prevent conflicts, establish mutually beneficial relationships, and character.

From the public to the market economy, the size of the human-to-social and professional system has not been eliminated. In this regard, it is necessary to train qualified social pedagogical specialists to solve conflicts in the field of social pedagogy. As for the qualitative specialist, who possessed full competence, I. A. Zimniya definedthe challenging requirements for the general staff are as follows:

- psychological clarity of the competence of the subject in the form of knowledge, skills, efficiency, training, ability diversified depending on the nature, depth, meaning and content of education content in the learning process;

- activities (e.g. analysis, synthesis, systematization, generalization, etc.). These activities are complicated by the learning process;

- educational discipline, educational subject, scientific knowledge fragment as a subject of learning, changing depending on the education system, depth, accuracy.

- ability to solve problems: social and communication (speech and work culture), education, professionalism;

- relationships with the environment reflected in their relationship.

A. T. Abdrakhmanova has shown that the main areas of the conflict we are discussing will influence future social pedagogues' skills:

- to identify the hidden internal and external causes of conflict;

- master the skills of conflict analysis and conflict management in a conflict;

- mediator, ie, a mediator in conflict resolution;

- -systematic use of psychological methods of conflict resolution and prevention. At the same time, it has identified three key quality criteria in the preparation of competent social trainers:

1. The level of professional motivation and conflict education;

2. Systematic use of knowledge in conflict situations in experiments.

3. Systematic use of conflict studies in case of illness.

The general competence of the graduate student of the university,

the future specialist, is based on general education, social and ethical competence, economic and organizational competence, and special competence. From these requirements, let's define the requirements for our subject matter.

General education requirements:

1) availability of basic knowledge in the natural sciences (social, humanitarian, economic) disciplines, which have a high level of thinking and formation of a person with a broad outlook;

2) availability of modern techniques, ability to use information technologies in professional activities;

3) ability to acquire new knowledge necessary for daily professional career and continuing education at the master course.

Requirements for social and ethical competences:

1) knowledge of social and ethical values based on public opinion, traditions, customs and social norms and their support in their professional activities;

2) observance of business ethics, ethical and legal rules of behavior;

3) to know the traditions and culture of the people of Kazakhstan;

4) be tolerant to the traditions and culture of other peoples of the world;

5) knowledge of the basics of Kazakhstan's legal system and legislation;

6) knowledge of processes of social development of the Company;

7) ability to act wisely in different social situations;

8) ability to work in a team, to prove his point of view, to propose new solutions;

9) to be able to come to a common agreement, to combine their opinion with team opinion;

10) striving for professional and personal growth.

Necessary conditions for formation of conflictual competences of future social teachers on the basis of these requirements:

- creation of conditions for the development of the value-semantic components of the future profession;

- assistance in formation of the systematic and uniform experience in the profession;

- the use of technologies that generate not only knowledge and skills but also the ability to generate the information obtained. For example, a case-method, a project-based method, and others.

Formation of conflictual competences of future social teachers is a multidisciplinary, leveled process. It needs social, pedagogical,

psychological and special training. Such trainings are carried out exclusively from the general public, which means that the future teachers of the social educator form the basis of the knowledge.

I. F. Kharlamov distinguished several stages of teacher's competence:

I - pedagogical skills;

II - pedagogical masterpiece;

III - pedagogical creativity.

As we have seen, the first stage is the most important one. The reason for this is that in our case, it is necessary to acquire skills for the development of conflict skills of social teachers. The second stage is that we can see that these skills come from experience, that is, through extensive experience. And in the third case, a creative socialist teacher is characterized by his ability to use his conflictual competence in the practice of innovative technologies.

In recent years, the concept of professional competence of teachers in scientific and pedagogical works is regarded as a requirement for quality of training or theoretical knowledge and practical qualifications, as an important quality of practiced professional skills. In our opinion, conflict psychological competence of future social workers is their consideration of their knowledge, skills, skills, personality behavior, social relations, establishment of relations, and conflict prevention.

Based on the theoretical analysis, the following peculiarities of forming the conflictological competences of future social teachers were identified:

- First, we conclude that the issues of school-age children, adolescents, young people and the society in which they communicate, and the relevance of the conflict prevention issues, need to have conflictual competencies of future social educators. In this regard, it is necessary to revise and upgrade the state higher education standards in line with modern society requirements, the special program should be put into practice and the conflict resolution should be promoted in this program.

Secondly, studying the best international experience in the field of conflict education in teaching credit education system. Studying the experience of internships abroad with teachers abroad in the field of pedagogical colleges with foreign humanitarian orientation;

- thirdly, the existence of the theoretical knowledge as well as the practice of forming the conflictological competencies of future social teachers. That is organization of special practice in this field.

Self work tasks for students

1. Determine the most effective way of forming a conflictual competence and give a written explanation.

2. Review of other methods used in the formation of conflicts of competence.

3. Make a small report on the methods used in the formation of the conflicting competence.

4.3 Conflict, mediator and conflict resolution in social pedagogical work

In resolving the conflict, the manager has 5 different roles.

Among the following mediator roles, the Conflict Manager can choose what he needs:

"referee" is the maximum taken into account all the possibilities for solving the problem. He thoroughly investigates the issue and is unable to challenge its decision;

"The arbitrator" is a role similar to that of the former, the peculiarity of which is that other referees may be appealed if they disagree with the decision;

The "ambassador" is a neutral role. Requires special knowledge and requires a constructive solution to the conflict. But the final decision is taken by opponents.

"auxiliary" - does not interfere in the conflict, but organizes a meeting;

"observer" - in its presence mitigates conflict situations.

Let's look at two pillars in the understanding of the role of the manager in the conflict.

There are many pillars in the role of managing the conflict resolution. In the first, the role of an ambassador as the governing arbitrator. The role of arbitrator in solving interpersonal conflicts has some disadvantages. You can see the comparison of these two pedestals in the chart (Chart 5)

From this table, we can see the optimistic aspects of the arbitrator and the role of the Ambassador. If the role of the arbiter is based on the resolution of difficult situations, the role of the ambassador is based on the solution of "cultural conflicts".

A foreign policy specialist, a conflict specialist or a conflict manager, is prepared. Every year, the University has a specialist in various fields with special conflict diplomas: politics, industry, education, family conflictologists, and so on. Here, the personal and state significance of

conflict experts is determined by the need for psychological care not only for the individual but also for society.

Specialists of the specialties "Conflictologist", "Psychologist-Conflictologist", "Conflict Manager" specialties are introduced for integration of the system of advanced training and specialization in the neighboring countries.

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                        ┌─────────────────────┐
                        │   Conflict leader   │
                        └─────────────────────┘
                         ↙                   ↘
        ┌─────────────────────┐     ┌─────────────────────┐
        │    Arbiter role     │     │   Ambassador role   │
        └─────────────────────┘     └─────────────────────┘
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- Rapid development of conflict
- Feeling of incorrectness of one of the opponents' ideas
- Having a conflict in extreme situation
- Specification of action objectives
- Lack of time
- Lack of meaning of the conflict

- Not having exact criteria in situation solvement
- Having good speaking skills of the opponent
- The occurence of communication before the conflict
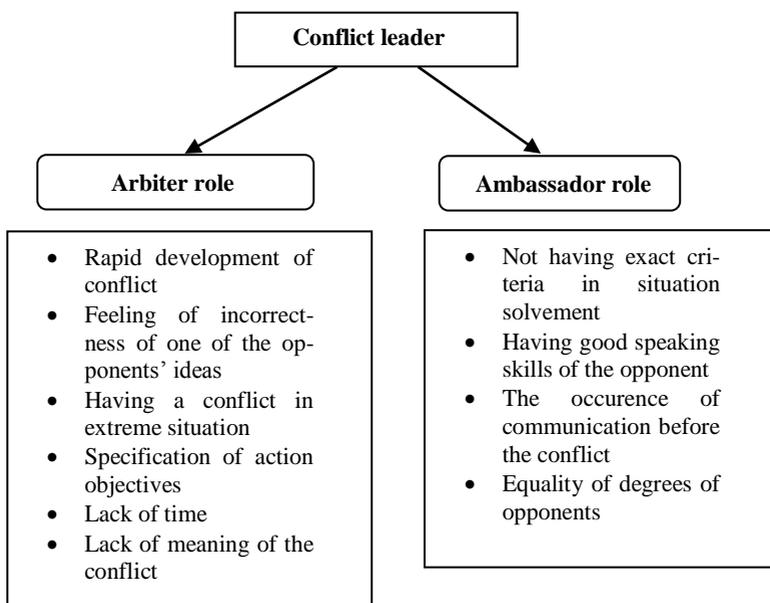- Equality of degrees of opponents

Figure 5 – Model of leader in conflict management

In this regard, the disclosure of the peculiarities of working professions in foreign countries and social teachers in our country (Table 4).

Peculiarities of work of social workers and conflictologists

Conflictologist	Social teacher
Science about the laws of prevention and development of conflicts, methods of its solution and elimination. It explores social processes in order to address the problem that clients are facing under the influence of various social factors.	It deals with the type of profession in the field of social work, the issues of adult, teenage, youth in the family and in the family environment; It is committed to protecting their rights, along with social, psychological assistance

The form is any type of household category, any issues that may lead to a social conflict	The object is a set of trends, which are knowledge and acquisition for social pedagogical activity

According to the results of this research, it is worth noting that the problem of conflict situations in the educational process of school-age children, adolescents and young people is in the competence of social pedagogues, in accordance with the absence of special conflict specialists in our country.

All experts working with people should have a clear understanding of the laws of conflict prevention, prevention and resolution. Specialist in any industry, employee of management system, etc. because of lack of knowledge of conflict science, loses prestige among colleagues, reduces nerves, damages health, decreases labor productivity, and so on.

Self work tasks for students
1. Writing examples from regulatory documents related to training.
2. Drawing the criteria for the qualification of a social worker on the topic "Qualified Specialist".

4.4 Conflict situations management principles and causes of conflict

Let's distinguish**principles of conflict management** and the causes of the conflict.

In the resolution of the conflict, it is advisable to base on a few principles and conditions for achieving its effective outcome:

The principle of the existence of two opposing parties to the governance - the optimal management process and the support.

The principle of confidentiality is the fact that the parties involved in the conflict do not extend it, and the condition for the preservation of the age.

The principle of the parties' activity is to determine the true desires of the conflict participants and to achieve constructive governance.

The principle of neutrality and non-participation of a mediator is a prerequisite for access to management.

Pragmatism in management focuses on the specific causes of the conflict. This will help to solve it depending on the types of conflict (Table 5).

Causes of Conflict and ways to solve them

Factor groups	Content	Conflict solution ways
Information Factors	Errors in information delivery, misstatement and other trends.	Providing information and information sharing.
Case - action factors	Negative action against the opposite	Doing work of changing actions
Relationship Factors	Disappointment or disadvantage of one side's relationship to the other party	Working to understand and change relationships.Making an action change
Value factor	The other party does not support the values and principles that are perceived by one person	1.Changing the value is a very long or impossible process. 2.In Practice, the coup is based on information such action, communication, and so on.
Structural Factors	Stabilized situations and established principles (They can be difficult or impossible to change, eg law, resource, sex, age, contract, geographical location, etc.).	In addressing it, it also addresses information, actions, and attitudes.

4.5 Conflict Management Techniques and Technology

One of the ways to settle the conflict is to focus **on techniques and technology**.

At present, there is a great deal of experience in resolving the inequality of interpersonal relationships with the help of technically and technologically proven domestic and foreign experience. Technique, that is, the tactics of conflict management, uses complex methods, such as conflict resolution, to work professionally. A combination of techniques (methodology, approach, tactics), with technologies (a combination of strategies or principles) that can be interpreted as one-to-one or a combination of theories, allowing for a thorough analysis of the process being studied and a single process in the interests of genuine management experience.

There are two principles of conflict resolution. First, avoidance of conflict (or prevention). Secondly, since the moment of emergence, conflict and conflict management, as well as the use of conflict outcomes (including designed - constructive, destructive).

As the most effective platform for conflict prevention, it is possible

to consider "elimination of conflicting sources".

We use structural methods as the first stage of constructive initiatives.

We use the following techniques **to overcome the pressure, stress, and conflict:**

- listening carefully to others' thoughts;

- communication with others, feedback, interpersonal relationships.

- presence of such qualities as respect, affection, tolerance, self-control; attempts to concentrate on the other side in the event of high emotional stress, and avoid social distance.

- to inform about your situation, taking into account the mood of the opponent.

- relying on the facts, making sure of the truth.

- consultation from others, assistance to others.

In addition to traditional approaches to conflict, modernization approaches are effective. For example, in the field of conflictology - mediation. It is aimed at managing conflict. Conflictologists, ambassadors - mediators emerged with new conflict management techniques, which are equipped with methodical devices and techniques.

For optimal resolution of the conflict it is important to observe the following rules:

- Recognizing the opponent and his opinion as valuable (recognizing that his claims are not true), recognizing the conflict situation;

- Conflict resolution and disparity, differences;

- Determine the content of the differences;

- Be prepared to accept common rules and norms on both sides;

In the conflict resolution, a social teacher should know:

- Know the conflicting parties, persons, organizations.

- Determine the causes of confrontation, i.e. disagree with the conflicting sides, know what the consequences of disagreements, and identify the causes of the conflict.

- Identify the conflict, to know its history, and to find out if there were any conflicts in the conflict.

- Identification of interest, interests, problem, position and offer in a particular situation.

All these questions will be determined prior to the conflict management. It is understood that after such a preliminary assessment, negotiations are conducted or not. Conversation is sure that the victory will be on the opposite side, but if there is a great deal of effort, it will not be possible to recognize one side as weak.

Analysis of the conflict studies has led to some strategies and tactics of conflict resolution. It will be implemented in the following three stages:

Preparation for negotiations:
- Meeting on both sides;
- Conflict level definition;
- Planning of the negotiation process;

Period of negotiation:
- Involvement of all persons in conflict situations;
- Determine their agreement or disagreement to procedural questions;
- Listening two sides;
- Interpretation of interests, problems and suggestions;
- Listening one side;
- Problem analysis;
- The first conclusion;
- Alternative work: working with the emotional party involved in conflict; search for ways of agreeing, accepting, updating, warning each other, taking into account such cases;

Completion of the negotiation process:
- Check, accept and sign the agreement;
- Prophylactic work in the absence of post-conflict situations;

Each of these periods has its own techniques and techniques. Under such circumstances, a social teacher should have the following qualities as a mediator: psychological tolerance, communication, intelligence, innovation, special technical and social skills and abilities.

Modification of such conflicts through negotiation through socio - psychological trainings has been studied in Russian and foreign publications (Petrovskaya, 1977; 1989; Emelyanov, 1985; Zakharov, Hryacev, 1989; Makshanov, 1998; Sidorenko, 1995; Lewin, 1948; Bandlira, 1969; Vorwerg, 1979).

4.6 Conflict situations management and solution

Speaking of conflict, the conflict is determined by individual external circumstances from the characteristics other than the participant. It appears and develops in the same environment.

Conflict Process Terms:
- temporal space (settlement, time, state of conflict)
- socio - psychological (climatic clusters and their relationships, confrontation levels, as well as climate change).

- social (different social groups: gender, family, professionalism, ethnicity) and more. relationships with members.

Conflict situation is a conflict of views between conflicting parties and the conflict environment.

Potential actions of members of the Conflict:
- "behavior" (attack, defense, neutrality)
- the level of realization (active - passive, intensity, etc.).

Conflict resolution:
- full or partial subordination of one
- compromise (compromise)
- interruption of conflict
- Integration and others.

Conflict resolution is possible in the following cases:
- Changing the objective state of the conflict
- When the conflict is interrupted and continues again

Restrictions on the "Thomas Grid" of the Conflict.

K. Thomas says five basic methods of conflict control and management are:
1. Competition (competition);
2. Adaptation;
3. Compromise (Compromise);
4. Leaving;
5. Alliance.

Let's look at each of these individually.

Competitions require a quick decision and an individual choice. It is useful if:
- It is very desirable to quit the conflict;
- Your reputation is high and you have an authority
- when faced with a difficult trunk;
- in the absence of any action.

Adaptation is effective when:
- knowing that you will not lose anything while allowing someone;
- when it is necessary to mitigate the situation;
- understanding the need for a different person to do the same for yourself;
- when the truth was not in your side.

Compromise is your and the needs of the other person is taken account.
- the power on both sides is equal and their mutual decision to achieve a certain goal;
- temporarily or promptly decision;

- other methods are ineffective;
- compromise to maintain mutual relations.

Leaving is effective in the following cases:
- when the touched issue is not important to you;
- understanding that you are guilty or innocent;
- talking to a weaker partner;
- You want to find a solution, but you can not find it;
- insufficient information on the raised issue.

Alliance or integration is effective at such moments as:
- when both sides are extremely desirable;
- if you are in a very close relationship;
- when you have time to solve the problem;
- when there is the power of the two parties.

The conflict is between opposing argument, incompatible trends, opinions, and relationships in the field of personality acquisition.

The period of conflict resolution.

Conflict ends when the argument finishes between the parties. However, this can not be long before the conflict can be resumed. Only when the conflict is resolved, its full completion is ensured. Of course, this does not mean that all conflicts in the society will be resolved and will be settled. In life, conflicts are often encountered, when both parties have a temporary agreement or a partial solution.

Similarly, the forceful overthrow of the conflict is often the case. This should not be interpreted as a solution to the conflict.

R. Darandorf points out that the confiscated conflict is a cancerous tumor that can be complicated.

To solve the social conflict it is necessary to eliminate the reasons for its solution.

One thing to note here is the difficulty of resolving conflicts that arise from subjective reasons. In order for the emotions to be resolved, the views of the two sides should be changed completely. To do so, the people of the opposite side should not treat each other as an "invincible enemy", but rather be treated as a partner.

1) Depreciation of the resources of both parties;
2) One of the two parties ceased to be aware that further struggle would not be successful;
3) The conflict also ends with the complete elimination of the opponent.

For a complete solution to the conflict and to be effective, first and foremost, it is necessary to define the main reason for its timely and precise identification.

Secondly, the opponents of the conflict should be interested in the elimination of disagreements.

We should conclude that the conflict is a process control that can influence its course. The main task in managing this process is to prevent the complication of conflict and strive to undermine its negative consequences.

An effective way of solving social conflicts is to use the help of a third party. Of course, there is a lot to do with the position of the third party. For example, sometimes the third party is ending the conflict by force or social pressure, if one side of the conflicting parties is interested in their priority.

Solving a neutral position with regard to the subject matter - a third party that deals with specific types of negotiation processes such as courts, arbitration and mediation.

Questions

1. Identify and analyze the most effective way of conflict management from your own perspective.

2. Develop a plan for the development of a conflict program in the higher education institution.

3. Create a comparative chart for effective and ineffective conflicts.

4.7 Methods of solving pedagogical conflicts

Interaction of pedagogical process participants contributes to the contradictions which are the source of personal growth. Managed contradictions play a positive role. It stimulates the acquisition of knowledge, skills and expertise, and contributes to the interaction of teachers and students. In this case, the objectives and tasks set by the educators, the requirements for the students are accepted as personality. Overcoming contradictions brings together teachers and students, and leads to trust relationships and mutual understanding. If the goals and objectives of the teacher and the student fail to coincide, the requirements for them will not be significant, in which case the problem situations arise and, as a result, they may become controversial. They often become more complicated, and the teacher's attempt to conform to his or her own needs forces students to succeed.

Conflict situation is the complex objective - subjective reality of the educational process, where objective combinations are represented as the most important subjective acceptance for participation. B. I. Andreev argues that the situation is "an open or secretive struggle of two or more

parties, each of which has its own purpose, cause, reason, and problem solving technique, and each person has its own personality". Many researchers identify complicated or simple conflict situations. As a rule, simple situations quickly find a solution easier. The contradictions are not important, and nothing can prevent them from happening. Participants in a simple conflict often have a consensus when dealing with the problem. For example, in one of the schools in Minsk, a conflict broke out between student and physics teacher. The teacher tells the girl that she does not know physics material for five points before her class. The student, who knows all the other lesson, responds quickly to the fact that she has been prepared for the physics lesson and can prove that she knows the subject above five points. Finally, the teacher felt that there was a conflict in which the parent was involved offered the student to pass all the quarterly material after the lesson. Student passed an exam with prestige: answered all questions, solved four tasks and got 8 points. The teacher said that he missed the class in the following lesson: The student successfully passed the test and got a score of 8 on his own. Conflict is over.

In this regard, we can define **the reasons of the pedagogical conflict**. The complex conflict situation differs between the instructor and the student in difficult situations, in which disagreements between objectives, tasks, arguments, and individual abilities of learners are monitored. Conflict resolution level determines the complexity of the situation. Frequently, disagreements can cause schoolchildren to abandon the teacher's dissatisfaction with the student. He thinks the student should have a special focus on the teacher, but he does not care. The student wants to draw attention. If his requirements are neglected, he will also behave accordingly. In our school practice, how can we see this situation? "Ivanov does not write anything in the class, it hinders the class, responds to the remarks he says, is reprimanded," says Nadezhda Petrovna. "Yes? And in my lesson he works perfectly, fulfilling all the tasks enthusiastically, and even wants 9 points for a quarter! "Said Marya Pavlovna. But pupils like Ivanov often change in your eyes: they just shout, argue, shout at the teacher, frighten someone but when listen to Maria Pavlovna's voice and then change. There is nothing left of the conflict that has just happened. Pupils really choose their behavior, which means that teachers can influence their choices, and they need to be influenced, and to avoid serious conflicts.

Conflicts often arise from students' caretaker behavior. Nowadays, there are a lot of little-minded schoolchildren in schools. They imitate modern, powerful people. Sometimes the children will show their character by saying "You do not do anything to me". Career is often faced with open confrontation with teachers and students. Such a conflict situation is

unusually superfluous and its turning the product into a collaborative channel requires flexibility from the teacher, which requires high pedagogical culture and moral relationships with students.

The general symptoms of a complex pedagogical situation can be defined as follows: Know the dangers posed by students to their will; the inadequacy of the teacher's requirements for students' objective opportunities; disagreement between student and teacher education evidence; Damage to the peculiarities of the student's educational service, the barriers to achieving certain goals and evidences; mental state of a person as a reaction to the difficulty, the overcoming of difficulty is a major change for the subject, behavior, behavioral change, and outgrowth.

The most disagreeable situation is the conflict. This is due to the fact that the conflict is aggravated by the sharp contrast between the participants, the conflict between them and the beginning of the struggle. This is. V. I. Andreev called this case an incident, which makes the situation a quarrel.

Psychological approach to conflict is often the result of conflicts between inappropriate needs, arguments, thoughts, feelings, methodological behaviors and behavioral acts. The scandal is characterized by the emotional aggression of the conflicting contradictions of participants, the acute shortage of the teacher and the student. The scandal affects all participants. They are often the causes of stress, disruptions in relationships, and can be the cause of various psychosomatic disorders.

Conflicts at school have specific peculiarities. They always deal with children, they are sensitive to all unfair decisions against the authoritarian style of communication. The results of the conflict directly affect children's personal development, sometimes reflecting the future fate of school leavers. Conflicts conflict with interests, values, ideas, functional roles of representatives of different ages and social groups; Responsibility for the schoolchildren and teacher's responsibility for conflict resolution; many conflict participants are involved in the conflict, they have different social status, and the number of its participants increases during the conflict; The difference between the student's social and psychological affiliation and life experiences creates different levels of responsibility.

No matter what the cause of pedagogical conflicts on research involves, it covers various areas of teachers 'and students' relationships. Accordingly, conflicts can be differentiated by different indicators. It divides conflicts internally (indirectly) and external (interpersonal and interpersonal). Conflicts are divided into even smaller groups depending on the degree of sharp contradiction: dissatisfaction, disagreement, conflict, and conflict. Conflicts of the same type can become different types of

development.

M. M. Rybakova defines the following types of situations or conflicts: service conflicts that arise due to the performance of students' reading assignments, performance, out-of-school services; behavioral conflicts, pupils' cases of violation of school rules; relationship conflicts arise in the field of personal emotional relationships between students and teachers and arise in the process of their pedagogical activity in their field of communication.

Action conflicts arise between a teacher and a student are reflected in the student's disagreement with or incomplete execution of the textual tasks. The reasons for such conflicts are different: difficult to master the textbook; in the teacher's mistaken remarks; fatigue, etc. Such conflicts are often caused by difficulties in learning, excessive interest in the textbook, and low motivation for learning.

In a behavioral conflict, when a teacher is mistaken in the analysis of the student's case, does not define the cause, and makes unreasonable conclusions. If a teacher tries to correct the actions of a student without the knowledge, argumentation, reason, we will expect a conflict between the pupil and the teacher, which will lead to a conflict. Such conflicts can occur when the education system is poorly organized and does not take into account pupils' age peculiarities. Four steps can be identified:

The first class (the gaming service can be transferred to the textbook), new requirements and challenges will arise. If the teacher works without taking into account these peculiarities, then, as we say, there is a conflict between the pupil and the teacher.

For example, Tima was studying in a hobby classroom. The tutor teacher looked at the children kindly, the training material was compulsory, the lesson was fun and joyful. In the second class, Tima 's general education was differently. The teacher punishes for every mistake, quarrels, threatens to call his parents to school. In a physical training lesson, the teacher tells the students how to put them in line and agitate, but at the same time put children at an angle. The child starts to behave indecently with the teacher. At night, her mother learns that her baby is crying. He worried and asked his grandson: "Tim, why do you cry?" She replies, "Mom, I do not want to go to school. The teachers are angry. " As we can see, the dissatisfaction of teachers with little schoolchildren creates conflicts and loses their motivation to study.

The second conflict phase is the fifth grade. Instead of one teacher, children work with teachers of different disciplines, and new school disciplines emerge. At the beginning of the 9th grade, there is a new problem: it is necessary to decide what to do after school - to go to a high

school or go to college

Conflict situations often arise from the teacher's impartiality towards the pupil, and sometimes from the ill-treatment. These conflicts become more personal from the subjective characteristics of the conflict, the personality of the conflicts, the long-lasting hatred of the pupil and the teacher and their long-term disruptions. For example, a teacher of the Belarusian language was proud of the pupils, and in all possible mistakes he made speeches and abusive remarks. He did not love the pupils, and the pupils responded to him. One of the pupils is ill for a long time. In the second lesson after his return, the teacher puts it on a board to check how the material he has missed.

The pupil acknowledges that he has not mastered all the material, and he is honest. The teacher said, "Your mark is two!" There is a conflict between the pupil and the teacher. The pupil began to hate the teacher, and even the Belarussian language. This hatred has been in his heart for several years. The following illustrates the need for a teacher to maintain a cache. Students need to be sensitive, show their supreme needs, maintain a sense of humor, and have fair relationships with each student.

Conflict situations only occur not only in the "teacher and student" system, but also among the pupils themselves, among the whole class, among teachers and parents.

In the development of pedagogical conflicts, two roles can be identified: conscious "potential" and consciously mastered "genuine". The first stage is characterized by the confidential character of the conflict. The skill of the teacher is to overcome the hidden conflict of the teaching process and to prevent it from becoming more real tactical methods and techniques.

Structural relationships are governed by the following conflict stages: conflict situation, conflict, object of conflict.

V. I. Andreev offers the following formula to disrupt the conflict: For example, "conflict + participants + incident + conflict."

Participants of the pedagogical conflict are pupils and teachers. The subject of conflict is the teaching and educational activities and communication.

Researchers (A. Ya.Antsukov, A. I. Shipilov) define the most important constituents in the conflict structure.

Conflicting parties. There are at least two conflicting parties (conflicts) in the conflict: teacher and individual student, teacher and student group. During the conflict, other participants may be tempted - advocates, plaintiffs, associates, advisers, innocent victims.

In conclusion, it is necessary to manage and control conflicts and

find ways to effectively resolve them.

Self work tasks for students

1. Comparative analysis of pedagogical conflicts from other social conflicts.

2. Development, analysis of the scheme of pedagogical conflict.

3. Writing a small essay on the theme "The main cause of the pedagogical conflict."

4.8 Role of trainings in the formation of conflicting competencies

In the training process, especially in the field of psychotherapy, the role of future social teachers in the conflict as a trainer, a leader of the group is significant. He, as director, therapist and psychoanalyst, occasionally corrects the behavior of the group and each person indirectly. In the psychodrama, the method of "switching to roles" allows the individual to look differently. "Mirror Method", "Entering the Conflict Situation Screen" and more. methods are also important. The collective process of deeper penetration of the conflict causes social psychocorrection.

An important form of training is video training, which forms the psychological orientation of self-control when solving artificial conflicts. Video cassette is revised not only for the dictionary, but also for the deep analysis of interaction and interaction with non-verbal communication methods. Adding a video tutorial to a video review is very valuable and is subject to the following conditions:

- The video review is treated as an error genetic analysis rather than as a proof of error;

- Particularly divided into action, reactions and correction;

- When viewing a video cassette, it is necessary to indicate the occurrence oferrors and the development process;

- Determine the motivation for action to be treated as an error.

Method of training in conflictology.

The training team will create a circle. Everyone shares their understanding of the word "conflict". The question of whether there is a life without a conflict will be analyzed. Trainers are given the following instructions: Because of simple words, even sometimes incomplete, an argument may occur. This is often the case among adolescents. And adults are more susceptible to different hawks than their life experiences. What causes an argument? In this connection, the games will be played. The game "How does the gossip occur"

Game Procedure:

1. Do not repeat a single word, but tell the following person about

the "chain", which will convey it to others.

2. Tell what you have heard.

3. Play the game until the misunderstanding appears.

4. Stop the game and show the student how arguments appear.

5. Game "How to forget the hurt?"

Game procedure

1. Putting together a pair of argued couples and telling them the good qualities of the other couple sitting next to them.

2. Doing the same thing with the argued people.

3. Praising the students expressing thieropinions and praising the argued people as well.

4. Future social teachers as trainer will present to the training participants the following five requirements:

1. Be careful not to let the unpleasant situation in your head.

2. Avoid temporarily discharging..

3. Don't argue.

4. Give a chance.

5. Do not claim too much.

People who hope many good things from others can be always angry, people around the world are not always ready to respond to excessive demands.

To evaluate participants, summarize and complete the training.

Self - learning tasks for students

1. A written description of the training aimed at the formation of conflicts competence.

2. Definition of the concept "Conflict training".

3. An oral analysis of the differences between the methods and training methods of conflictful competences

4.9 Practicum "Conflict situations management and solution

Lesson Objectives: Developing Conflict Identification Skills.

Plan:

1. Practical lesson on "Conflict Identity" (solution of situational problems).

2. Theme "Nature of conflict and its causes". Business game "Complaint".

3. Practical lesson on "Conflict Situation" (solution of situational situation).

4. Theme "Conflict situations". Didactic game "Frustrating situations in business relations".

1. Practical lesson on "Conflict Identity" (solution of situational problems).

Course procedure

*Preparation period.*Students get the structure of the practical lesson to solve situational problemsbefore one or two weeks. They are told the purpose and objectoves of the lesson. There is a reference to the literature on this topic and the problem is studied in advance. Special attention is paid to the conditions that are necessary and sufficient for a conflict.

During the lesson. Students solve specific situations and answer questions at the end of each task.

Solution of tasks is discussed with the team.

Task 1

Two employees of the organization have been awarded with the introduction of modern technologies. The first is that it needs to work product oriented to the product life cycle, and the other is competing for the benefit of ordinary employees who need to master these technologies. Is the situation described in conflict? What is the prospect of development and the mechanism of its management?

Task 2

During an interview with a supervisor in charge of sending a technology mistake to the head and firm, the manager said that he would be fined for a month's salary, promising the employee's guilt. Is the situation in conflict with this? Justify your answer.

Task 3

When hiring a new employee, the manager said that he would be promoted for the next two months. However, the promise will not be fulfilled. Is it possible to identify this situation in the form of conflict relations? If not, what is the prospect of conflict in this situation?

Theme 2. "Nature of conflict and its causes". Business game "Complaint".

The purpose of the game. Development of conflict analysis skills based on conflict situations; Formation of simple approaches and conflict assessment skills.

Game Situation. The directors of the company complained of one of the employees.

The executive director of the firm sets up a group and conducts a review of the claim and handed over the decision. Composition of the group: manager Human Recources; Public Relations Specialist; firm lawyer.

Procedure of the game

Preparation period. Students will get a business game structure before 1-2 weeks. The theme and purpose, gambling situation are reported.

The students will be acquainted with themselves in the analysis of literature, such as conflict, conflict structures, conflict subject, conflict subject, conflict style, conflict motive, In addition, students will be given instructions on what techniques and conflict analysis should be performed during business games (monitoring, analysis of outcomes, interview, expert inquiry).

The content of the complaint is chosen by the teacher himself.

During the game

1. A group of students is divided into 3.

The first group is the firm's management: executive director, deputy executive director for public affairs, finance director.

The second group - a special group, set up to address the complaint (the composition of which is indicated above).

The third group - experts (3-5 people).

Time to allocate roles - 5 minutes.

Warning. Groups can be changed at the discretion of students.

2. Claims and gameplay for all groups are provided in writing. The first group is prepared to listen to the recommendations made by the second group for decision-making. The second specially designed group will prepare solutions to address the complaint. The third group is prepared to evaluate the content of the two groups.

Preparation time - 15 minutes.

3. Responses to decision-making and evaluating the process of work.

The final scenario. "Executive Director" announces the meeting open and informs its subject. Firstly, the report will give you time to study. After the report, the staff will ask questions. Upon receipt of the response, the word "deputy director on public relations" shall be given to "the financial director". Total time is 30 minutes.

"Executive Director" makes a decision.

Evaluation of work progress. After the word of the two groups is evaluated (15-20 minutes).

4. The teacher summarizes the game.

3. Practical lesson on "Conflict Situation" (solution of situational situation).

Purpose of the lesson. Confirmation of the knowledge gained about conflict, strengthening of knowledge in the field of conflict resolution, conflict resolution in social relations.

Course procedure

Preparation period., students will get acquainted with the structure of the lesson aimed at solving situational situations before 1-2. The theme and the purpose are announced. They analyze their own perceptions such as conflict, conflict situations, and incidents. Special attention is paid to the communication of these terms.

During the lesson. Students are encouraged to solve a specific situation, the questions are answered.

The ways of solution are discussed in detail.

Task 1

You have been working as a HR manager for a while. You know the employees of the firm badly, and the employees still do not recognize your appearance. As you go to the executive director, you notice that 2 employees are actively discussing something. When you leave the council lasting 1 hour, you have seen that those workers are still in the conversation.

The question. What would you do? Explain your actions.

You are the head of the department. You are abstain from working in the department. There is still a lack of staff. During the trip, you have seen your workmate who is "sick" for 2 weeks. You notice he is healthy. He is waiting for someone from the airport.

The question. What will you do in this case? Explain your actions.

Task 3

One employee explains that the second worker is making a lot of mistakes in the work. The latter, however, is perceived by the employee as reducing his words. A conflict has arisen among them.

The question. What Is the Role of Conflict? Identify conflicts.

Task 4

The head employed a person to work under his deputy. The process of employment was not coordinated with the deputy. The shortage of the employee was not available. Orynbasar notifies the management of this situation in the form of a service letter.

The question. What would you do if you were in charge of the head? Please provide some possible tracks.

Theme 4. "Conflict situations". Didactic game "Frustrating situations in business relations".

Purpose of the lesson. Teach students to manage conflict situations and manage conflict. Formation of business skills and skills in business communication.

The order of the game. Participants will be presented with pictures of two people. The first person's words are given in quadrangles. Students should write the second person's answer to the situation.

Then, the teacher discusses the answers. The pictures are taken from Rosensteig's photo tests.
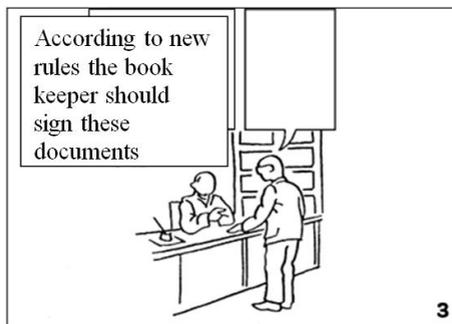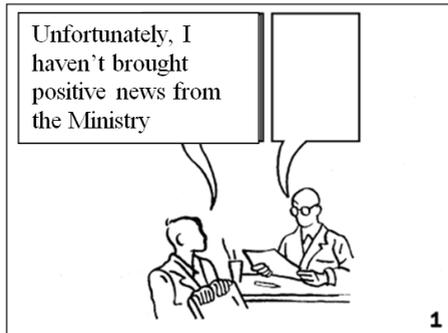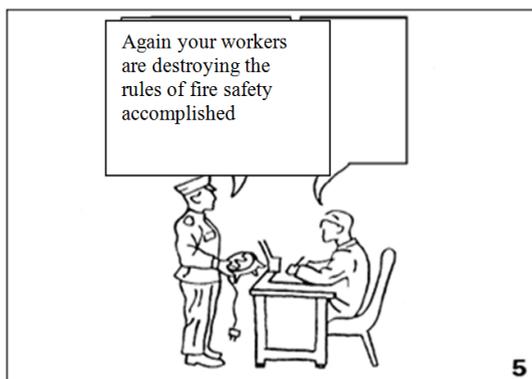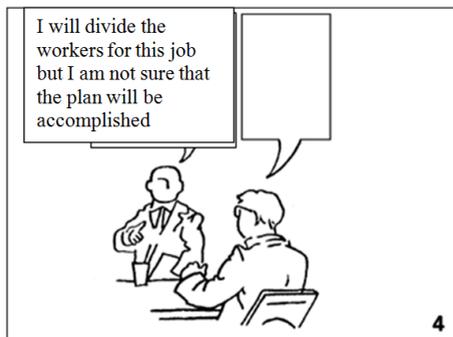
4.10 Practical "Evaluation of Conflict Level"

1. Practical lesson. Didactic game "Evaluation of the level of conflict".

The purpose of the lesson is to teach students to evaluate the conflict level using special techniques in conflict situations.

The rules of the game:

Preparation period. Students will be informed about the pre-game order and structure in 1-2 weeks. Tasks are as follows:

1. Students take the test for the "Conflict Level Assessment" for a review of its content.

2. In order to test the test, the conflict that they have experienced in accordance with the indicators given in paragraph 8 tries to assess the situation.

Test "Evaluation of Conflict Level".

To test the level of conflict, this test consists of 8 positions. It is

recommended to determine the level of 5 scores depending on the principles. After evaluating each position, we calculate all prices and release the conflict level indicator.

With regard to material and office issues

1. 1. Parties understand the cause of the conflict	1 2 3 4 5	The parties do not understand the cause of the conflict
2. The cause of the conflict is connected with the emotional state	1 2 3 4 5	The cause of the conflict is the material condition
3. The aim of the conflict is to achieve social justice	1 2 3 4 5	Conflictants' purpose is to prove the advantages of personal interests
4. The Parties shall have a common purpose	1 2 3 4 5	There is no common goal
5. The spheres of communication are clear	1 2 3 4 5	Communication spheres are not clear
6. The rapprochement in such a relationship depends on emotional issues	1 2 3 4 5	With regard to material and office issues
7. The opinion leader is clear	1 2 3 4 5	The views expressed by the parties are not known
8. During communication, it adheres to ethical standards	1 2 3 4 5	It is not subject to ethical standards.

Evaluation of results

35-40 points mean that the parties are opposed to each other.

The range of 25-34 points represents the instability of the relationship between the conflicting parties.

Suggestions for those trying to quit the conflict:

a) if you are the leader, then:

- You must be a prosecutor in the range of 35-40 points, and it is more effective to address the conflict situation by taking administrative action;

- 25-34 points, taking into account psychological levels, you need to act as a consultant to resolve the conflict;

- Less than 24 points, you should act as an educator, based on pedagogical practices;

- If there are 35-40 points, it is best to resolve the conflict in the form of separate negotiation and negotiation.

- Trying to normalize the conflict by finding a 25-34 point.

- Under 24 points, it is necessary to make a decision and to

realize it.

During the lesson. 1. During the game a refreshing moment is organized. It takes 10-15 minutes to complete the analysis.

2. Game situations are prepared.

Game Situation. Students are grouped by 4 people. Each group has 2 people in the role of conflictful, 1 manager, 1 mediator. Further, the teacher offers the following tasks:

Conflictants are defined by the subject of conflict in conflict. For managers and mediators, the subject of conflict is discussed and they are given the task to communicate with them, monitor their actions and resolve the conflict.

It takes about 10 minutes for the preparation. It takes 10-15 minutes to play the role.

Each player is discussed.

TOMAS QUESTIONNAIRE

The proposed test is aimed at teaching self-behaviour in conflict situations.

There is a 30 test tasks that will give you a response based on the answer, "yes" or "no". Read each version carefully and select "A" or "B" according to your own behavior. Please indicate your answer in the questionnaire.

1. (a) Sometimes, I give the opportunity to resolve disputable questions and problems.

B), I would be more inclined to agree more than what we both disagree.

2. (a) I try to make good decisions on both sides.

B) Making decisions based on the interests and opinion of the other person.

3. (a) I usuallytry to reach my desires.

B) Sometimes I disassociate myself from others.

4. (a) I try to make the best decisions.

B) I try to avoid the feeling of another person.

5. A) In the resolution of the conflict, I expect others to support my speech.

B) I try to avoid unnecessary inconvenience.

6. (A) I try to avoid misunderstandings.

B) I try to do my own desire.

7. (a) I leave the question with the same person to pursue without hesitation later.

B) I tend to refrain from reaching my desires.

8. (a) Usually I do not deny myself.

B) I first determine what the disputecaused.

9. (a) I do not think it is necessary to be afraid of the difference in thoughts.

B) I work hard to reach my goal.

10. A) I want to know myself.

B) I try to make a joint decision.

11. (a) First, I find out what the issue is.

B) I calm my opponent and make a decision.

12. (a) I try not to compromise the problem and the controversy.

B) In my mind, I do not object to my opponent to remain in some of his own thoughts.

13. A) I use the central position.

B) I demand that I do it myself.

14. A) I listen to his opinion by expressing his opinion on the opponent.

B) I try to convey my opponent's benefits.

15. A) I try to stabilize my rival and stabilize my relationship.

B) I do everything to avoid discomfort.

16. (a) I try to avoid the emotions of others.

B) I try to prove to others the superiority of my thoughts.

17. (a) I usually do all I can to achieve my goal.

B) I try to do everything to eliminate unwanted inconvenience.

18. (a) If I'm happy with my opponent, I abandon my thinking and attitude.

B) If I supported some of my thoughts, I would have fully captured the game.

19. (a) At first, I was able to find out what controversial issues were.

B) I would leave the disputed issues to the end.

20. (a) I try to solve the controversial issue immediately.

B) I would come to a solution that would be both costly and useful.

21. (a) During the discussion, I will be more attentive to other people.

B) I always try to solve the problem directly.

22. A) I agree with the thought of my opponent.

B) I am only in my position.

23. A) I try to fulfill the desires of both parties.

B) At times, I let the other person solve the problem.

24. A. If my opponent's position is important for him, I try to give him the chance.

B) I try to convince my opponent to make the best decisions.

25. (a) I make sure that others are right.

B) I value the arguments of others while negotiating.

26. A) I support the "Center" principle.

B) We make decisions based on the thought of each one of us.

27. (a) I try to avoid setbacks.

B) If another person makes my decision happy, I will abandon my position.

28. A. Only I live in my own opinion.

(B) By focusing on the issue, I focus on the mind of others.

29. A) I support the "Center" principle.

B) I do not think much about controversial issues.

30. (a) We should try to avoid the feelings of others.

B) I make decisions to achieve a successful outcome.

The key to the test

№	Collision	Integration	Compromis	Avoiding	Adjusting
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17				B	A
18			B		A
19		A		B	
20		A	B		
21		B		A	
22	B		A		
23		A		B	
24			B		A
25	B				B
26			B	A	
27				A	B
28	B	B			
29			A	B	
30		B			A

In order to determine the style of behavior in a conflict situation, you need to create a graphic for each style (horizontal) response. 1 answer is 1 point.

TEST FOR STUDENTS' KNOWLEDGE CONTROL

1. Name the researchers who have conducted research on competence-based education and development issues.

A) M. V. Averin, A. G. Asmolov, B. T. Kenzhebekov, L. N. Kogan, N. V. Kuzmina;

A) K. E. Yeralin, B. K. Kenzhebekov, Zh. Musambayev, Zh. Asanov, U. M. Abdygapbarova;

Б) G. M. Andreeva, V. M. Afonkova, T. V. Dragunova, E. M. Dubovskaya;

C) Doyich, X. Cornelius, L. Couser, E. Melibruda, K. Thomas;

2. What is the purpose of the special course "Theoretical Foundations of Formation of Conflict Competences of Future Social Teachers".

A) professional knowledge and skills in accordance with the requirements of the State Standard for future social teachers;

A) professional training of university students;

B) to acquaint students with the theoretical, pedagogical bases of conflict resolution, effective conflict resolution, the formation of a paradigm of knowledge on the basis of conflict prevention, and the ability to apply theoretical knowledge in practice.

C) formation of professional and informational competence of future social teachers;

3. What is social competence?

A) Social competence - Integrated qualitative characteristics of a person as a social reality as a value, combination of actual social knowledge in the management of action, subjective competence in self-determination, and social technology competence;

(A) Social competence - the integrated personality of a person, based on the knowledge and experience acquired during his / her learning and socialization processes, defined as his / her general abilities and activity;

(B) Social competence - Integrated personality characteristics that characterize knowledge and skills, ability to succeed in certain activities as a result of mastering business practices;

C) all of these answers are correct;

4. Conflict...

A) Conflict is the most acute solution to the most important contradictions that arise from the relationship, usually accompanied by negative emotions

B) Conflict - ways of solving major conflicts that can not be solved

by another (logically) way;

B) Conflict is a mixture of two initiatives, each of which is aimed at containment of contradictions, which is reflected in activity of the parties, each of them is active;

C) all of these answers are correct;

5. *What is a social conflict?*

A) It is difficult to find a solution within the framework of the entity's appearance and action, and the contradictions that are associated with strong intrusions and internal, external factors.

(B) Subjects have a clear objective in conflict with each other, and conflicts arise.

B) open contradictions in the form of conflict or aggravation of two or more active entities;

(C) an open conflict situation in the form of countermeasures or counteraction to two or more active entities;

6. *What is Conflictology?*

A) Conflictology - one of the branches of social psychology;

B) Conflictology - science about the laws of development and prevention of negative situations of conflicts, methods of its solution and elimination;

B) Conflictology is the sphere of science about the origin, development, end of conflict, as well as principles, methods of its management. Conflictology is one of the youngest branches of science education, developed in many fields of science. First of all - includes sociology and psychology;

C) all of these answers are correct;

7. *A researcher who identifies the types of functional (special), intellectual, situational, social, individual competences?*

A) J. Roven;

B) A.M. Novikov;

C) N.A. Volgin;

D) U.G.Tarthur;

8. *What years does the formation of a conflicting practice?*

A) in the 70's of the XIX century;

B) in the 90's of the twentieth century;

C) in the 50's of the twentieth century;

D) 70 years of the twentieth century;

9. *What conflict was originally directed to conflict?*

A) social psychology;

B) psychology;

C) sociology;

D) pedagogy;

10. What are the stages of scientific analysis of the conflict?

A) 8;

A) 9;

B) 10;

C) 7;

11. What is the formation of conflictual competence of future social teachers?

A) a set of experiences of the student in the context of a clearly defined object, necessary for the realization of his / her literary orientation, knowledge, qualifications and personal and social performance;

(B) Formation of professional skills, professional qualities and abilities, self-development of professional social skills, with future psychologists and pedagogical education in the field of conflict education;

C) promoting professional development of future social educators,

D) Formation of professional, informational, conflictual competences of future social educators;

12. What is the way to organize the attitude of participants in the team to identifying the opposing views and identifying similar points and allowing for a comprehensive consideration of the issue?

A) group discussion;

B) role-playing games;

C) Business games;

D) debate;

13. Knowledge of the methods of interacting with people, the competence established by the state language as the Kazakh language, the ability to communicate in the foreign language in foreign language?

A) oriented competence;

B) communicative competence;

C) information competence;

D) cultural competence;

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MONOGRAPH

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