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FORMING CONFLICTOLOGICAL COMPETENCE OF A TEACHER IN THE EDUCATIONAL SPACE

20.05.2022
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To obtain the Master's degree in Dispute Resolution
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Acknowledgments

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Abstract

The dissertation examines the problem and importance of developing Conflictological competence in prospective teachers as an important element of their professional readiness; several major elements of Conflictological ability are disclosed. The competence method and its function in developing Conflictological competence in would-be teachers are assigned this characteristic. The authors argue that a prospective teacher's theoretical knowledge, talents, and excel in their area of conflict management at every level of interaction are critical in minimizing conflict's negative manifestations. According to the findings, developing sectarian strife communication skills will enable aspiring teachers to create positive interactions, be adaptable and quick in understanding interpersonal relationship situations, and control their affective and volitional states in conflict and pre-conflict scenarios. The dissertation examines the systematic scientific literature on the subject in depth.

The Purpose of Research is a theoretical and empirical study of Conflictological competence as the ability of teachers to manage conflicts in the classroom, forms, and methods of its formation.

The study was conducted by the method of secondary research. The current study took a methodical, evidence-based approach. This method incorporates one or more features of a comprehensive study, but it makes no claim to provide the same conclusions. The articles in this study were not evaluated qualitatively. The research is based on research of eight countries scientists such as United States Kazakhstan, Iran, Portugal, Spain, Turkey, Russia, and Ukraine were taken as a basis.

As a result of this research, we gained knowledge about the methods of formation of Conflictological competence of the teacher in order to manage the conflict.

Introduction

The prevalence of disputes in any context where humans exist looks to us to be typical. Conflict was the center of attention of organizational life around the world, particularly since the 1970s. When you hear the word conflict for the first time, it conjures up images of rage, anxiety, tension, fury, frustration, mistrust, hostility, damage, destruction, and debate. This demonstrates that the prospect of confrontation or debate produces negative feelings. Despite this, some see conflict as a positive force that can lead to personal growth, intellectual revolt, excitement, and encouragement. (Stulberg, 2001)

Conflict is among the most essential factors in the growth of schools. In general education schools, competition is an important point that must be described in accordance with the ability to adjust to economic, political, and social changes coming from the environment. Organizational studies are prompted by both school objectives and the particular conditions resulting from the quantity and quality of social aspect (educators, students, and families). To put it another way, frequent confrontations in schools are a common occurrence. Conflicts in classrooms have become increasingly complex in recent years as a result of the needs of a new generation. Indeed, disputes in schools may be caused by an increase in the predisposition to violence among pupils, as well as ethnic origin, socioeconomic status, gender roles, and technological improvements.

Background of the Study

One of the founders of the general theory of conflict was Karl Marx, who developed the doctrine of contradiction and developed a model of the revolutionary class and social change. In the future, the main provisions of his doctrine of the conflict were formulated by the American sociologist J. Turner.

However, as a science, conflictology originates in the middle of the XX century with the book of the German-American sociologist Lewis Kozer "Functions of social conflict", which based its conclusions on the conclusions of the German philosopher Georg Simmel of the early XX century, and the work of the German-British sociologist Ralph Darendorff.

Conflictology is the systematic study, development, escalation, and resolving conflicts at all levels. Solving a set of problems that lead to conflict typically helps resolve issues that were previously recognized in relation to defining the conflict's essence and the goal of resolution. Conflicts are seen

by conflict studies as a contradiction among people, confrontation, and also as processes marked by a structural system and flow conditions.

Conflict is defined as a clash between individuals arising out of a difference in thought process, attitudes, understanding, interests, requirements and even sometimes perceptions.

Conflictological competence is the ability to develop and use cognitive, emotional, and behavioral skills that enhance productive outcomes of conflict while reducing the likelihood of escalation or harm.

Currently, conflicts are increasing in nearly every aspect of human life. Conflicts abound in many aspects of society (professional, family, politics, etc.). Numerous fields of research, publications, and doctorate and master's theses are devoted to the study of conflict and its implications. Competence is a personality trait characterized by steady understanding in a certain field that allows you to assess a person's compliance with the standards. Conflicts inside the education system disrupt the natural flow of education and the proper interaction of its components (Konovalova, 2016). A teacher must have expertise, stress tolerance, patience, willpower, emotional control, etc. Professionalism requires the ability to resolve disagreements in varied contexts.

Conflict, is from the other hand, is an unavoidable element of daily existence. Conflict will persist as long as people and groups have different values, beliefs, and cultures. In this context, conflict might be defined as a natural occurrence in one's life. (Gordon, 2003; Steed, 1985; Laursen and Hafen, 2009; Bingham et al., 2004)

Reasons of Research

The relevance of the research problem is due to the insufficient scientific and theoretical elaboration of the problem of the teacher's Conflictological competence in the scientific literature, dissatisfaction with the conflict-management training of teaching staff. There is a real contradiction between the requirements for improving the quality of work of a general education institution and the professional training of a teacher.

Purpose of Research

The purpose of the research is a theoretical and empirical study of Conflictological competence as the ability of teachers to manage conflicts in the classroom, forms and methods of its formation.

Research aims, objectives, and hypothesis

Object of research: professional training of teachers in the system of undergraduate and postgraduate education.

Subject of research: formation of Conflictological competence of school's teachers.

Research hypothesis: The Conflictological competence of school's teachers is a component of their professional competence, a type of special competence. This is preparedness and the ability to manage conflicts in school. The formation of Conflictological competence of school's teachers will be successful and will ensure a reduction in the conflictogenicity of school society if:

• as the goal of the Conflictological training of teachers, the formation of their conflict-logical competence as an integrative property of personality, preparedness and ability to manage conflicts in school is considered;

• an acmeological model of Conflictological competence of school's teachers has been developed, that synthesis knowledge about what qualities should be formed;

• the methodological basis for the construction of the formation process Conflictological competence of teachers is a conflict-environment approach that takes into account the peculiarities of professional activity of teachers in a conflict-prone environment;

• the psychological and pedagogical conditions for the implementation of the named approach to the formation of Conflictological competence are described;

• a complex invariantly differentiated technology for the formation of Conflictological competence of school teachers has been developed, since in this case the structure of the process of conflictological training will be adequate to the model of Conflictological competence as an integrative property of the personality of a school teacher.

Research objectives:

• To identify the essence and develop an acmeological model of the conflict competence of teachers of general education schools.

• To reveal the theoretical and practical prerequisites for the development of a scientific concept of the formation of Conflictological competence of teachers in the process of professional training.

• To substantiate the scientific concept of the formation of Conflictological competence of teachers in the process of professional training.

• To develop an invariant-differentiated technology for the formation of teachers' Conflictological competence.

Significance (value of the Research)

Currently, researchers note the high importance of the Conflictological competence of the teacher (A.Y. Antsupov, St. Banykina, G.S. Berezhnaya, A.K. Markova, L.M. Mitina, B.I. Hasan, V.M., Shepel, etc.). The demand for a scientific approach to the study of this type of competence is due to a number of circumstances. Firstly, the increasing conflictogenity of the modern school society is obvious: contradictions constantly arise between the subjects of the educational process. Secondly, school teachers striving for professional success are interested in improving their Conflictological competence. Thirdly, Conflictological competence helps teachers to develop constructive behaviour of students in conflict and pre-conflict situations.

CHAPTER 1 Literature Review

1.1. Introduction

The formation of conflictological competence is critical in managing potential conflicts between pedagogical process subjects when implementing educational aims. This Chapter contains numerous academics' definitions of conflictological competence as well as a theoretical study.

Many conflictologists have focused their study on conflictological competency issues. Conflictological competence has been studied as a part of socio-psychological competence, or a person's capacity to engage effectively with others around him in a system of interpersonal connections. This involves the ability to concentrate in social circumstances, proper recognition of other people's personalities and emotional states, the selection of appropriate methods for dealing with them, and the application of these strategies during the interaction process.

Recognizing conflict situations and the essence of conflicts; developing a constructive attitude toward interpersonal conflicts; having on-conflict communication abilities in tough circumstances; the capacity to assess and explain starting to emerge difficult issues; the ability to manage conflicts; the ability to build a positive and productive starting of starting to emerge conflict; the ability to determine the potential consequences of emerging conflicts; Conflictological competence is defined as an expert's willingness to settle potential conflicts that arise in the course of his or her professional duties.

During the period of working on my dissertation, I discovered that Russian scientists usually named the subject of my study as a Conflictological competence. While scientists of the other countries talk about Conflict Management. Please note that both of these terms carry the same semantic load. I explore both of these concepts in my dissertation.

1.2. The concept of conflict

Conflict is defined as "an stated battle among at least two acts as a link who see divergent aims, limited resources, and intervention from the other side in accomplishing their goals," according to a generally believed definition. (Hocker and Wilmot, 2018)

In line with the latter viewpoint, I define conflict in this article as a specific sort of communication, defined as an explicit contradiction that obstructs dialogue. Classroom disputes undermine interpersonal connections by restricting communication and can lead to disruptive occurrences (misbehaviors or difficult situations) that impede educational growth. These incidents are classified

as conflict situations in the current study because they are initiated by students and can have a significant impact on the classroom climate. (LUHMANN, 1982)

Any scenario in which individuals have incompatible interests, aims, ideals, or feelings is defined as a conflict. When there are interdependent links in an organization, conflicts are common (Runde & Flanagan, 2010)

Conflict is described as just a socio-psychological phenomenon in various research, and it is underlined that it can be not only a negative component, but also a source of development, innovation, and incentive for reconsidering life situations (Boulding, Giddens, et al.). A conflict, according to Kozer L., is a "battle for ideals and ambitions for a specific status, power, and assets, in which the opponent's goals are to neutralize, damage, or eliminate the opponent." As a result, this author believes that conflict is an important part of social contact that leads to the development or weakening of social bonds (Coser, 2000). I examine the dispute from the perspective of management, emphasizing the significance of transforming the conflict's negative, destructive outcomes into positive potential. In the broadest sense, conflict refers to explicitly structured acts in which a contradiction is held while being resolved.

- Economic conflict occurs when conflicting interests vie for limited resources. When each party's conduct and emotions are targeted at enhancing their personal gain, this sort of conflict emerges. As a result of striving to get the most out of these resources, each party may come into conflict. When unions and management disagree about how to split and share corporate funds, this is an example. (Fadi Smiley, 2018)
- Incompatible lifestyles are the source of value conflict. Different tastes and ideas that people may have as their principles are included in this form of conflict. Because the conflicts are founded on beliefs rather than facts, this form of conflict is extremely difficult to resolve. This can be seen in international conflicts, where each side asserts its own set of beliefs. (Fadi Smiley, 2018)
- When each side seeks to gain and maintain maximal power inside the relations and social situation, power conflict ensues. One party must be greater (in terms of impact) than the other in order to exert influence over the other. This will lead to a battle of wills that could result in a win, a loss, or a standstill with ongoing tension between the two parties. People,

groups, or nations may be involved in this form of war. When one person chooses to approach the relationship from a position of power, this conflict will arise. "Chooses" is the crucial word here. A power struggle occurs when one side decides to exert influence over the other. It's also worth noting that power can play a role in any sort of dispute because the parties are attempting to control one other. (Fadi Smiley, 2018)

1.3.   The concept of competence

This concept is defined by a dictionary of psychology as "the level of mastering the essential skills and capacities" to cope with the circumstance and pick the appropriate way of conduct. Competent refers to a specialist who possesses a range of competencies, social, personal, and other competencies in a specific domain of human activity.

I define competence as a collection of interconnected personal traits (knowledge, talents, skills, cognitive features, etc.) that are decided in connection to a specific process and are required for productive activities. Understanding, abilities, skills, and activity methods are all included in the concept of "competence" (object component). The concept of "competency" refers to a person's ability to carry out tasks when they are applied (subject component). (Markova et al., 2020)

1.4.   The concept of conflictological competence

- D.B. Ivchenko

  A subjective component of the performance of particular job duties in the case of interpersonal with the subject of professional activity, personality quality as the matter of labor, psychological qualities, psychological condition, ability to be autonomous and responsible. (Shodiyev, 2019)

- B.I. Xasan

  Understand the scope of available conflict resolution tactics and their ability to implement them in a certain environment or pedagogical situation. (Shodiyev, 2019)

- V.V. Bazelyuk

  Conflict resolution training for future teachers, which ensures the proper application of basic conflictological possible combinations of real pedagogical activities. (Shodiyev, 2019)

- E.M. Sgonnikova

  Desire to gain conflict understanding, understanding of professional accountability for judgments taken, and use of abilities for positive resolution of educational disagreements are all important qualities of personality. It has components that are motivational, cognitive, emotional, reflexive, and organizationally functional. (Shodiyev, 2019)

Characteristics of conflictological competence

B.I.Xasan provides constructive conflictological competence characteristics created for direct conflict players:

- The ability to "hold" a quarrel (conflictual exposure is not avoided).
- The ability to detach from a quarrel (consider the overall situation)
- In conflict dynamics, the ability to repair conflict interactions.
- The ability to provide numerous competing conflict reasons.
- The ability to illustrate conflict's various outcomes.
- The ability to recognize and feel a conflict effect as both an individual-existential act and an occurrence.
- The ability to search for and produce new resources is essential.

Structure of conflictological competence

- Gnostic (knowledge of the causes of disputes, the characteristics of opponents' conduct and mental states, and the strategies of conflict duels);
- Regulative (capacity to sway opponents, resolve conflicts in a fair and productive manner, and arrange activities in a post-conflict context);
- Projective (ability to anticipate the development of a conflict situation);
- Reflexive-status (reflection on one's own behavior, communication, activities, and relationships);

- Normative (clear knowledge of the range of own authority in a conflict management situation;
- Communicative (ability to establish contact efficiently and interact with participants in a conflict situation, taking into account their emotional state). (Markova et al., 2020)

Understanding the specificity of human interactions, the need to develop conflict-free communication skills in teachers, a constructive attitude toward conflicts, the ability to explain and evaluate occurring contradictions, and the ability to elaborate constructive scenarios for regulating problem situations are important structures of conflictological competence. The ability to predict the likely effects of disputes, and the skills to eliminate these undesirable consequences, play a key role in comprehending it.

Markova N.G. et al. (2020) have built an approximate structure of conflictological competence:

No.	Title of the component	Description of the component
1	Intellectual-cognitive	Includes theoretical concepts about a conflict and conflict-resolution strategies, as well as a set of ethical guidelines and a rules of ethics inside a dispute, understanding of the types of conflicting personas, types of people based on transmissibility, and knowledge of stress tolerance as an essential personal trait in various situations; these characteristics aid in the application of conflict-resolution knowledge and skills.
2	Motivation-value	Implies an orientation toward appropriate badge behaviour and attitude in a conflict, a personal value (affirmation, comprehension of other individuals as well as their behavior, (inner) encouragement to build relationships based on productive discussion, encouragement regards to achieving trust in interpersonal communication and on resolving contradictions, conflicts, and acceptance of different points of view; an

3	Emotional-will	Involves proper self-esteem, self-organization, emotional maturity (pressure resistance, conflict resistance) on various levels of interpersonal interaction, as well as psychological characteristics of a potential teacher influencing their behavior.
4	Activity	Includes the theoretical knowledge, skills, and abilities needed to start behaving in conflict situations, mastery of various interaction strategies, and conflict management techniques, and well ability to reflect, empathy, flexibility, emotional maturity, value orientations, and communication partner orientation. Establish trust relationships and understand the perspectives of communication attendees; ability to mobilize productive interpersonal interactions based on humanistic principles and reveal the person 's actions; able to utilize theoretical concepts about actions in a conflict and be prepared to reduce the destructive shapes of a conflict.

(The top partial cell reads: "orientation towards fostering an environment of understanding and friendliness, and a search for good quality products.")

1.5. The concept of conflict management

Conflict management is an old fact of life, and it continues to play an important part in creating a positive work environment today. It is necessary to correctly identify the cause of conflict and evaluate the reasons for it in order to handle conflict effectively. As a result, if it is not adequately handled inside the short and medium-haul, it may impair the organization's structure. If a conflict is handled correctly, it benefits all of the involved parties and the company in the long run. As a result, it is critical to managing conflicts and divergences in a constructive, positive manner that integrates warring parties and improves relations as much as possible. People are so encouraged to develop their beliefs, actions, knowledge, and civil norms. With a better understanding of the contribution of managing conflict to organizational life, management concept perceptions have recently shifted dramatically. Rather than wielding control over and struggling with them, conflict perception has

shifted to listening to others, negotiating with them, understanding cultural differences, and the ability to add value. (Sharma, 2014)

Conflict management is the process of limiting negative conflict consequences while boosting favorable ones. Effective conflict management can lead to a favorable conclusion and increased productivity for such team and/or company. (Fadi Smiley, 2018)

When it comes to conflict resolution solutions, the first that comes to mind is Rahim's (1983) classification, which was based on Ruble and Thomas' (1976) Conflict Management Model (1976). The tactics for resolving conflicts are grouped into five categories in this classification, including:

- Accommodating:

The goal of this strategy would be to make concessions. If one individual makes a request, for example, rather of disputing it, you agree to perform what that person requested.

It's a good technique to deal with a dispute when you don't have much influence. However, be cautious: by making compromises, you risk losing control of your own agenda. So, how can you know if going into it is worth the time and effort? Before making a decision, consider the advantages and disadvantages.

- Collaborating:

Whenever you collaborate, we take a more holistic approach to problem-solving. You try to strike a balance of power with another individual. You also look for common ground and collaborate to achieve a common goal. If all sides are committed to finding a mutual agreement, this is the best option. The goal is to achieve an understanding with one another. But keep in mind that collaborating isn't always simple. It necessitates the expression of own sentiments and opinions. It also takes two persons that are comfortable with each other and like working together.

- Competitive:

When we turn to being aggressive, we employ competition as a resolving conflicts approach. We also become uncooperative with the opposition. Competing is the first approach for dealing with conflict. If you're in a stronger position and also have limited time to resolve the conflict, this technique works well. Competition isn't always a negative thing. When we think about it, competition aids us in achieving our objectives. However, there are several disadvantages to this method. To begin with, competing frequently triggers negative feelings such as rage, frustration,

violence, and hatred. Second, you won't be able to form excellent relationships if you do not even listen to what others have to say. Finally, you may lose possibilities since the other party no longer wants to collaborate with you.

- Avoiding:

That is, you do not defend your stance and do not evaluate or emphasize the opposing party's viewpoint.

When people know they don't even have any power over the other person, they utilize this dispute resolution approach. Instead, they avoid conflict by ignoring it or completely avoiding it. They may even choose to disregard the problem entirely. Avoidance is frequently perceived as meek and weak. But, if you really must dodge a confrontation, you should do so. You would not have to cope with the situation as a result, giving you peace of mind.

- Compromising

This is where the assertiveness and sensitivity scales intersect. Compromise means finding a medium ground between competing viewpoints. This entails agreeing to specified terms and foregoing some other considerations. And, because you're attempting to resolve a conflict, flexibility is essential. This method frequently offers the impression of a win-win situation, in which both parties feel they have benefited from the fight.

Figure 1. Conflict handling intentions (The Thomas-Kilmann Conflict Mode Instrument (TKI) assesses an individual's behavior in conflict situations. *This two-dimensional model of conflict-handling behavior is adapted from "Conflict and Conflict Management" by Kenneth Thomas in The Handbook of Industrial and Organizational Psychology, edited by Marvin Dunnette (Chicago: Rand McNally, 1976). Image source: brainstudy.info -), 2022)

The capacity of the manager (director) to effectively interact with the other people involved in the pedagogical process, to find agreement, and to protect and resolve troublesome and conflict situations using the conditions of civilization, acceptance, responsibility, and cooperation is one of the components of vocational and pedagogical competence.

Getting to grips with the results of other scientists' theoretical developments and the practice of trying to implement the teaching experience in educational institutions, on the other hand, reveals that educators have a low degree of conflict management culture, which results in a high

conflictogenity of a pedagogy environment as well as stressogenity of any and all participants in the interplay in educational institutions, indicating the importance of the study.

Disputes in management solutions are examined in depth by Zhuravlyov (2004) and many others in their work. Their research, on the other hand, followed the rationale of broad conflict management studies. Creation of cognitive foundations for consultation aid in disputes, development of unique talents in play patterning situations, and psychological training are all essential directions Khasan et.al. (2003). At the same time, the question of the substance, structure, and pedagogical circumstances of the intended to apply educational institution director's formation under the circumstances of the magistracy has not yet been consciously comprehended in pedagogical research. (Kyrychok et al., 2021)

The behavioral component of emotion is transmitted in the ways we transmit our subjective emotional experiences (facial expressions, voice tone, gestures, and bodily postures) whether we mean to or not. When contradictory events happen in interactions with students, physiological changes and vocal and nonverbal emotional displays occur, which are consciously felt by teachers and witnessed by their pupils. Certain forms of action are triggered by these signals. (Sutton, 2004)

Happiness, enthusiasm, gratitude, respect, curiosity, pleasure, optimism, and other positive emotions contribute to proactive attitudes that promote conciliation and collaboration. It has also been discovered that in stressful conditions, the stimulation of positive moods allows for the consideration and development of future action plans, whereas the adoption of largely reactive techniques has been linked to teachers' stress and emotional weariness. (Lyubomirsky, King and Diener, 2005)

Panic, anger, regret, and guilt are all negative emotions that are linked to reactionary behaviors that are triggered in reaction to immediate circumstances. These emotions are triggered by conflicts that arise in teacher-student interactions. Fear was indicated by teachers in secondary schools during encounters involving their pupils during lessons. The interviewees' testimonies revealed two coping techniques, spanning between passive strategies that avoid immediately engaging the cause of the anxiety (e.g., emotion detachment) to more active strategies that directly confront the source of the fear (e.g., cognitive disengagement). (Schutz and Pekrun, 2007)

Because a high mood can assist creative, holistic, and more flexible solving problems, and negative feelings can encourage a more rigid and scientific way of thinking, emotional experiences are essential promoters of the attitude that influences action. Boredom, disappointment, grief, or despair are deactivating feelings that are adverse to any thorough treatment of material relevant to the teaching goal, but relaxing and relief can reduce attention. Classroom management, from an ecological standpoint, could be described as any of the acts that teachers do to keep students' attention and, as a result, to create an atmosphere that encourages both intellectual and social-emotional growth. (Emmer and Stough, 2001)

1.6. Leadership Guide to Conflict and Conflict Management (Fadi Smiley, 2018)

Leadership is defined as the capacity to stress the achievement of goals while also motivating others to do so. According to Northouse, leadership is the process of an individual influencing a group of others to achieve a common purpose (Northouse, 2016). Others define leader's ability to develop relationships, inspire followers, and inspire trust.

Conflict management is indeed a talent that can assist leaders in building a successful team of individuals who collaborate to achieve goals, establish strategies, and simplify procedures. Conflict is inevitable when you bring together a group of people with diverse personalities, but understanding and mastering conflict resolution skills can assist you prevent confrontations or settle them swiftly when they arise. (Indeed Career Guide, n.d.)

Conflict resolution is a skill must possess in order to promote a workplace (Guttman, 2004). There is a growing recognition that conflict resolution should be a top priority for leaders to understand and master (Kazimoto, 2013). A leader's incapacity to deal with disagreement will not only result in negative consequences, but it will also jeopardize the leader's credibility (Kazimoto, 2013). If a leader can create a culture of cooperation and teamwork while stating clearly that this is his or her value system, this value system is more likely to be implemented by the entire company (Guttman, 2004). As a result, it's critical that we talk about and address conflict resolution as a leadership talent.

The impact of a leader's aspect of managing conflict on how it is resolved in the business or organization can be substantial. Leaders spend roughly 24% of the time resolving conflicts, but their approach to conflict resolution is heavily influenced by their leadership style. Dispute management abilities can help leaders offer guidance and direction for conflict resolution. A frequent characteristic of leaders is their ability to form cohesive teams that assist to establish the tone at the top. They must be able to use effective conflict management to assist in the resolution of disagreements. (Fadi Smiley, 2018)

1.7. The influence of emotional intelligence on conflict management

The four-branch paradigm of emotional intelligence identifies four areas of abilities or skills that together cover a wide range of emotional intelligence topics. Emotional intelligence is defined in this approach as the ability to:

- accurately identify emotional states and others
- use emotions to help thinking
- grasp emotional meanings
- control emotions. (Mayer, 2022)

What Are Four Branches of the Tree?

1. Emotion Perception

The first and most fundamental element is nonverbal emotion receipt and expression. Emotional expressiveness originated in species of animals as a form of vital social communication, according to evolutionary scientists and psychologists. Humans' facial expressions of happiness, sadness, rage, and terror were generally recognized. Emotion researchers, evolutionary biologists, nonverbal behavior specialists, and others have made significant advances in our knowledge of how humans detect and express emotions. The ability to recognize emotions in the faces or voices of others is a key first step toward a deeper comprehension of emotions.

2. Emotions as a Facilitator of Thought

The second region appeared to be just as straightforward as the first. This was the ability of emotions to infiltrate the cognition and influence and stimulate thought. Cognitive scientists, for

example, have noted that emotions take precedence over thinking. To put it another way, something that elicits an emotional response is something that catches our attention. As a result, having a solid emotional input system should aid in directing thought toward issues that are actually essential. As just a second example, several academics have claimed that certain types of creativity require the presence of emotions. Both mood swings and good moods, for example, have been linked to the ability to think creatively.

3. Understanding Emotions

Emotions are information carriers: Happiness usually suggests a desire to associate with others; anger, on the other hand, shows a desire to harm or injure others; fear, on the other hand, indicates a wish to flee. Each emotion has its own set of possible messages and acts that go along with those signals. A message of rage, for example, could indicate that the person is being treated unfairly. The anger, in turn, could be linked to a variety of acts, including peacemaking, attacking, seeking retribution and revenge, or withdrawing to seek calm. One crucial component of this talent is recognizing emotional signals and the actions that go along with them. Once a person is able to recognize such messages and prospective behaviors, the reasoning with among those emotions and acts becomes crucial. To put it another way, fully comprehending emotions requires both an awareness of their meaning and the reasoning skills about those meanings. It's at the heart of this set of emotional intelligence abilities.

4. Emotional Management

Finally, emotions may often be controlled. A person must be aware of how emotions convey information. A individual may wish to remain receptive to emotional responses as long if they're not too unpleasant, and filter out those who are overwhelming, to the degree that it is within deliberate control. It becomes feasible to manage and monitor oneself and others' emotions in the interim, within one's emotional comfort zone, in order to encourage oneself as well as others' individual and interpersonal goals. In this decade, both techniques and methods for empathy and self have been a growing research area.

Conflict situations have been more common in Portuguese schools in recent years, and their identification, comprehension, and management have become a constant source of concern for psychology and education science experts, owing to their impact on teachers' performance. These disagreements have an effect on the educational environment and the performance of the teachers.

In this way, emotions influence the teacher-student connection and aid in the comprehension of the class climate profiles, so when good emotions are produced, disagreements are more likely to be effectively resolved. Because emotional ties among students and teachers are a more significant element of the teaching - learning activities, emotional intelligence is a growing issue of education study. (Mayer, 2022)

Positive action has also been shown to be useful in the development of teachers' emotional skills, with researchers increasingly identifying emotional intelligence in teachers as the foundation for a healthy relationship with students and for maintaining a stable and wholesome classroom environment. (Brackett et al., 2010)

Teaching is among the most emotionally draining jobs, thus emotional control is crucial and highly advised for anyone who wants to avoid anxiety or sadness. As a result, improving teachers' emotional control skills is becoming an increasingly important component of improving their personal and intrapersonal interactions.

Emotional processes can be seen in the classroom, wherein interpersonal ties can foster positive growth as well as cause the teacher and students to wear and suffer, undermining the teaching - learning activities.

Teachers' emotional intelligence plays an important role because it encompasses a variety of verbal and nonverbal competencies that enable them to explain, identify, analyze, and assess their own and their pupils' feelings. As a result, the emotional intelligence aids in the monitoring of instructor feelings and the proper handling of student emotions. (Goleman, Boyatzis and McKee, 2002)

1.8. Conflict management techniques for dealing with disruptive students in the classroom

The instructor manages the classroom in order to instill discipline and motivation in the pupils and to encourage their engagement in the learning process. The teaching will fail if the teachers are unable to manage their classes using various teaching strategies (3, 4). Teachers use the phrase "classroom management" to describe how they ensure a smooth teaching process despite the presence of disruptive students. This word is described as the prevention of actions that are among

the most challenging components of teaching for teachers. (Farmer, Reinke and Brooks, 2014; Liesveld, Miller and Robison, 2006; Beaty-O'Ferrall, Green and Hanna, 2010)

Teaching is a difficult process in which teachers must capture the hearts of their students and even become attached to the misbehaving ones. Interpersonal contacts are used to win people's hearts. According to studies, teachers who encourage the establishment of such relationships in their pupils have less behavioral issues in the classroom and have better academic results. Behavioral issues among students are problematic at all academic levels. Negative approach refers to certain students' repeated and persistent behaviors that impair teachers' instruction and students' learning. Teachers' top issues and concerns, according to most research, are students' misbehavior and classroom control. Academic failure is also a result of disciplinary issues, that have a negative effect on the academic climate for learning in the school. Most teachers believe that if behavior problems occur regularly in the classroom, communication during class is disrupted, teachers are unable to teach, and students are unable to learn. Educational psychologists now feel that excellent classroom management can help students learn more effectively. When faced with disruptive behavior, any educator can employ efficient classroom management startegeis instead of becoming enraged, demeaning the kids, and dismissing them. Teachers should become familiar with the various management strategies and adopt the most effective ones depending on the situations. (Sadker, 2013; McClowry, Snow, Tamis-LeMonda and Rodriguez, 2009)

1.9.   Conflict Management Week (Mone, Batton, 2000)

- Elementary School. With increased awareness of school safety issues, it is critical for kindergartens to take an important role in encouraging constructive dispute resolution. The Governor of Ohio has declared the week of May 1-7, 2000 as Conflict Management Week. Conflict is an unavoidable aspect of life; however, many individuals struggle to manage it because they've never been taught how and where to resolve disputes in a cooperative, peaceful manner. This activity booklet/guide begins by providing suggestions for school-wide activities. The guide then walks you through a method for using classroom meetings to improve the school's general climate. The guide includes 6 phases to conflict resolution as well as activities to help students understand the fundamental causes of conflict. According

to the book, in addition to studying resolving conflict processes, teachers can work with students to improve conflict communication skills, such as understanding communication barriers, being aware of nonverbal, utilizing "I" statements, and employing active listening skills. School-Wide Activities, Learning about Conflict, Communication Activities, and Conflict Resolution Across the Curriculum are the four sections of the guide. (Mone, Batton, 2000)

- Middle School. Conflict is an unavoidable aspect of life, but many individuals struggle to manage it because they have never been taught how to handle disagreements in a cooperative, peaceful manner. Miscommunication can lead to misunderstandings and make dispute resolution more difficult. Conflict Management Week has been declared by the Governor of Ohio from May 1 to 7, 2000. Using conflict themes inside the junior high classroom can help to enliven topic areas across the curricula. This activity booklet/guide provides suggestions for enhancing the school's overall climate and learning how to settle classroom problems. The guide begins with suggestions for bringing attention to conflict and peace concerns. It then gives pupils activities to help them understand the underlying causes of conflict. The guidance references the 6 phases to conflict management and argues how, in addition to understanding the steps of a conflict resolution process, teachers can work alongside students to improve conflict communication skills. Understanding communication barriers, employing "I" statements, and increasing listening skills are among the abilities included in the guide, which also includes resources for teaching these skills. School-Wide Activities, Learning about Conflict, Communication Activities, and Conflict Management Across the Curriculum are the four sections of the guide. (Mone, Batton, 2000)

- High School. The Governor of Ohio has designated during the week of May 1-7, 2000, as Conflict Management Week. With the increased awareness of school safety issues, high schools must play an significant part in fostering constructive dispute resolution. Conflict is an unavoidable aspect of life, but many individuals struggle to manage it because they have never been taught how to handle disagreements in a cooperative, peaceful manner. Appropriate replies, on the other hand, can be learnt, and so this activity booklet/guide provides numerous tools to aid in the process. The guide begins with suggestions for school-wide activities that call attention to conflict and peace concerns. The six steps to resolving conflict are then presented, with the caveat that disputes arise in part because people have differing values, needs, and wants. The guide includes activities to help pupils understand

the root causes of conflict. According to the handbook, in addition to knowing the elements of a conflict resolution process, teachers can work with students to improve conflict resolution communication skills, such as understanding communication barriers, utilizing "I" statements, and increasing listening skills. The paper also mentions how using conflict themes can enliven topic areas across the curricula and gives appropriate resources, as well as one for researching diversity. School-Wide Activities, Learning about Conflict, Communication Activities, and Conflict Management From across Curriculum are the four sections of the guide. (Mone, Batton, 2000)

1.10. The education system in the Republic of Ireland (Curriculums of Colleges/Universities)

In Ireland, the system of teacher training differs between primary and post primary school teachers. (Primary School children are generally aged 4 -12 and Post Primary are 12-18). Initial teacher education programmes for primary and post-primary teachers are facilitated through a range of concurrent (undergraduate) and consecutive (postgraduate) programmes. All initial teacher education programmes (primary, post-primary and further education) in Ireland that lead to registration must have professional accreditation from the Teaching Council. (euroguidance.ie, n.d.)

Providers of Initial Teacher Education (www.teachingcouncil.ie, n.d.)

Primary
- DCU Institute of Education
- Marino Institute of Education
- Maynooth University (Froebel Department of Primary and Early Childhood Education)
- Mary Immaculate College
- Hibernia College (postgraduate only)

Post-primary
- Dublin City University
- National College of Art & Design
- NUI Cork

- NUI Dublin

- NUI Galway

- NUI Maynooth

- Trinity College Dublin

- University of Limerick

- Galway–Mayo Institute of Technology (undergraduate only)

- St Angela's College (undergraduate only)

- MIC (St Patrick's College, Thurles) (undergraduate only)

- CIT Crawford College of Art & Design (postgraduate only)

- Hibernia College (postgraduate only)

- Limerick Institute of Technology (Art & Design) (postgraduate only)

Further education

- Waterford Institute of Technology

- Dublin City University (undergraduate only)

- National University of Ireland, Galway (postgraduate only)

- National University of Ireland, Maynooth (postgraduate only)

- Mary Immaculate College (postgraduate only)

- National College of Ireland (postgraduate only)

- Marino Institute of Education (postgraduate only)

- National College of Art and Design (postgraduate only)

I researched the Bachelor's and Master's degree curriculums for Primary and Post Primary schools. There is no "Conflict Management" subject in these curriculums. Unfortunately, there is not enough attention is paid to this field. But I found subjects that work on the development of Conflictological competence and the ability to manage conflict. Students study philosophy, psychology, sociology, pedagogy, gain knowledge about leadership, learn to work with children, learn to reflect, etc.

- Child Development

This subject will introduce students to psychology as a discipline. It will concentrate on how psychology can inform our understandings of child development and our practices as early childhood educators, particularly in the areas of young children's developing communication and language. Students will have a better knowledge of children's development from a developmental psychological standpoint. The module will also aim to raise student understanding of the wide range of concerns that must be considered during the early childhood education process. (www.dcu.ie, 2013)

- Professional Practice

As students work with experienced educators, this module provides the core development of knowledge in ethical practice and professional development. While enhancing the growth of newborns, toddlers, and early children, students will develop professional beliefs, attitudes, and behaviors, as well as critical dispositions for learning, reflection, and problem-solving. Through placement-based reflective assignments and conversations, students integrate theoretical concepts and principles taught as part of the course work into reality. In Analysis of Practice seminars in communities of practice, students will begin to create their placement portfolio and reflective diary, as well as have opportunity to reflect on practice and themes of concern with tutors and peers. (www.dcu.ie, 2013)

- Critical Sudies

This module is also offered as part of the ECE major specialization on the BEd. Early childhood education has been defined and redefined throughout the nineteenth and twentieth century. The political, social, cultural, economic, and religious ideas of the moment have affected policy and practice in regard to early childhood education in Ireland. In order to get insight into society's attitude and value of young children and their educational needs during the nineteenth and twentieth centuries, documentation related to the educational system and the acknowledgment of early years education will be examined. Key educationalists' seminal writings will be evaluated, as well as their contribution to current thought on early childhood. Primary source material will be used to place current events in the context of a history of early childhood education concepts, beliefs, and values. (www.dcu.ie, 2013)

- Technology in Learning

Students conceptualize and create early childhood curricula for all children aged birth to six years in this program. This module builds on Year 2 modules in which students investigated frameworks

including Aistear: The Early Childhood Curriculum Framework and Solta: The National Quality Framework, as well as a variety of ECE curricula. Students debate the value of social and contextual learning while also acknowledging children's power to direct their own education. The students will look at curriculum and planning from a developmental, emergent perspective. Social constructivist ideas (e.g. Vygotsky) and constructivist theories frame the module (e.g. Bruner). Students will study how adults may help newborns, toddlers, and young children learn and develop. The connection between curriculum and planning will be investigated as well. (www.dcu.ie, 2013)

- Psychological Perspectives

This program introduces students to cognitive development, engagement, and learning theories. The pedagogical implications of these theories, as well as their application in an early childhood education environment, are given special attention. Students will get a grasp of psychological perspectives on children's learning, growth, and thinking. The module will build on prior modules by attempting to raise student understanding of the wide range of concerns that must be considered during the early childhood education process. (www.dcu.ie, 2013)

- Professional Learning & Practice Issues

This subject is a prerequisite for Year 3 and Year 4 placements and covers topics relevant to those placements. It expands on the previous two modules on Professional Learning and Practice Issues, as well as the prior two placement experiences (P1 and P2). The subject will concentrate on areas of pedagogical framing, preparing students for professional leadership. The module will also cover a variety of topics such as policies and practices, routines, and values education, all of which are intended to help students develop competences and broaden their value foundation. (www.dcu.ie, 2013)

- Partnership in Early Childhood Education

This module is designed to give students the opportunity to investigate the concept of a partnership and recognize that partnerships in early childhood settings involve parents/guardians, families, educators, and multi-agency professionals working together to support young children's development and learning. The author discusses the roles, responsibilities, and functions of early childhood educators in relation to current policy in the formation of partnerships between educators and parents/guardians. The underpinnings of good partnerships in early childhood settings are highlighted, including communication and interpersonal skills. The difficulties of managing and leading in an environment where parents, educators, and multi-professional teams

collaborate to exchange information and knowledge and make decisions in order to provide rich experiences for children in a variety of contexts are discussed. (www.dcu.ie, 2013)

- Philosophy and Childhood

This session will look at many perspectives on childhood. It will introduce students to childhood studies via the lens of philosophy and four major viewpoints on children's lives that continue to impact discourse and policy. It will look at the four 'frames' below, with a focus on identity and diversity in the modern era: 1) The deficiency or "privative" perspective of childhood; 2) the gifted or "privileged" view of childhood; 3) the psychogenic or "therapeutic" view of childhood; and 4) the liberationist or "emancipatory" view of childhood. There will be a focus on how key thinkers throughout history, including Plato, Aristotle, Augustine, Locke, Rousseau, and Freud, have interpreted the relevance of the early years, as well as new study in the field. The course revolves around the current debate over children's agency and what philosophy and childhood studies have to say about it. (www.dcu.ie, 2013)

- Leadership in ECE

This module is meant to allow students to investigate the concepts of leadership and management in order to acquire a shared understanding of the relationship, similarities, and distinctions between the roles of manager and leader. There is a strong focus on student educators questioning their grasp of leadership in an early childhood context and demonstrating their ability to use their leadership skills there. The tasks, responsibilities, and functions of the early childhood leader are discussed in relation to current policies in the field. In an early childhood environment, the communication and interpersonal abilities that are recognized as the foundations of leadership are identified. The difficulties of directing multi-agency teams and collaborating with parents are discussed. The management of early childhood settings is considered in light of the profession's ethical standards and appropriate rules of practice. (www.dcu.ie, 2013)

- Foundations in Education and ECE

This subject examines issues concerning children and childhood in a variety of settings. It covers early childhood education, childhood constructions (sociology and philosophy), and educational psychology. Students' own understandings of children and childhood will be explored and problematized in Constructions of Childhood, which will address these understandings from both a sociological and philosophical perspective. These viewpoints will look at how attitudes about children and childhood have evolved over time in various ways. The work of psychological

foundational philosophers on intellectual, social, and emotional development will be examined. There is a focus on the relevance of school environment for children and young people's motivation, mental health, and wellness, while also acknowledging individual differences and cultural variables. The need of imparting differing perspectives on growth is underlined. Students will also interact critically with a variety of significant theories, current policies, and practices in the field of early childhood education. The importance of play and language in learning and development will be highlighted in particular. (www.dcu.ie, 2013)

- Teaching Studies and Teacher as Professional

This subject examines issues concerning children and childhood in a variety of settings. It covers early childhood education, childhood constructions (sociology and philosophy), and educational psychology. Students' own understandings of children and childhood will be explored and problematized in Constructions of Childhood, which will address these understandings from both a sociological and philosophical perspective. These viewpoints will look at how attitudes about children and childhood have evolved over time in various ways. The work of psychological foundational philosophers on intellectual, social, and emotional development will be examined. There is a focus on the relevance of school environment for children and young people's motivation, mental health, and wellness, while also acknowledging individual differences and cultural variables. The need of imparting differing perspectives on growth is underlined. Students will also interact critically with a variety of significant theories, current policies, and practices in the field of early childhood education. The importance of play and language in learning and development will be highlighted in particular. (www.dcu.ie, 2013)

- Science Ed 2 & Early Childhood Education

This module expands on students' BEd1 learning experiences. Throughout the continuum of early childhood and primary education, student teachers are given opportunity to build pedagogical content knowledge (PCK) and the skills needed to investigate teaching and learning in Science and early childhood mathematics education. It is emphasized the need of developing past, present, and learned information, understanding, skills, and attitudes, as well as addressing common alternative conceptions. Students are given opportunities to apply critical thinking to readings, conversations, learning activities, and instructional methodologies. Children's curiosity, agency, and involvement are explored through inquiry-based approaches. Issues such as dispositional development, task design, learning tools, differentiation, and learning assessment for children at various levels of the

early childhood/primary school system are discussed. Aistear: The Early Childhood Curriculum Framework and the Primary School Curriculum are mentioned where needed. (www.dcu.ie, 2013)

- Reflection & Enquiry

The goal of the module is to help students get a better knowledge of themselves as teachers and learners, as well as the ways in which their personal and social histories affect and enrich their work as educators. Students will have opportunity to engage in informed conversation and critical reflection on emerging concerns in primary school teaching and learning, as well as fundamental characteristics of excellent professional practice in primary schools and classrooms, during their weekly Reflection and Enquiry tutorials. Students develop their B. Ed2 Programme Learning Portfolio throughout the academic year. During B. Ed2, the e-Portfolio serves as a repository for students' continuing thoughts, key experiences, and learnings. (www.dcu.ie, 2013)

- Well Being in Early Childhood

From an ecological standpoint, students consider well-being in early infancy (birth to six years). The author presents a comprehensive model of well-being that considers physical, cognitive, social and emotional, interactional, and environmental factors. The importance of positive interactions and environments in helping all children to find happiness is emphasized. Communication, belonging, agency, self-regulation, independence, resilience, and attachment are all important constructs to explore. The importance of early childhood education settings in supporting young children's well-being is highlighted. Students are introduced to techniques and pedagogies that assist the promotion of early childhood well-being. (www.dcu.ie, 2013)

- Young Children's Participation in ECEC

This module examines the national and international policy landscape for young children's engagement in Early Childhood Education and Care settings. The current ECEC provision in Ireland is investigated, as well as early childhood frameworks and curricula, including the parallels and differences between Aistear, Solta, and the Primary School Curriculum. The module examines several models of participation from a rights-based standpoint, as well as case studies of these models in operation. The use of emergent, active, and playful learning to support young children's participation is investigated. On placement trips to early childhood settings, students put their studies into practice. In class and on placement trips, students remark on their observations and learning. (www.dcu.ie, 2013)

- Psychology of Adolescence

This module aims to improve students' knowledge and understanding of adolescent psychology, as well as their appreciation of key themes in adolescent psychological inquiry. The module takes a strengths-based approach to understanding adolescence, embracing individual development as well as adolescent inter-relationships with their settings, which include their families, peer groups, schools, and communities. The focus is on adolescent research, philosophy, and practice, although other stages of life can also be studied in terms of their relationship with or to adolescence. (www.dcu.ie, 2013)

- Narrative, Imagination & Pedagogy

This subject encourages BEd Human Development students to consider the role of imagination and narrative in philosophical thought and pedagogy. This subject expands on BEd 1st year foundation studies to look at how the self (as a child, parent/guardian, or teacher) might be understood, and how pedagogies inspired by imagination and narrative allow for and/or demand unique approaches to practice and self-understanding. With references to Dewey (1916, 1934), Nussbaum (1996, 2008), Greene (1978, 1995), and Egan (1978, 1995), the module begins with an analysis of the function of imagination in educational philosophy (1988, 2015). This first topic encourages students to think about imagination as an action or component of agency, as a way to experience potential and opportunity, and as a tool for navigating our interdependence and shared environment. (www.dcu.ie, 2013)

- The Foundations/Disciplines of Education

This introductory module is the first in a series of five in the BEd (primary) Foundations/Disciplines of Education Specialism. The goal of this module is to introduce the Foundations/Disciplines of Education Specialism as a whole, to allow students to think deeply about the relationship between schools and society, and to allow them to investigate educational theory and practice from a variety of disciplinary, multi-disciplinary, and interdisciplinary perspectives. The module, like the specialization as a whole, is research-based and helps students develop a strong professional ethic in teaching and learning by allowing them to study and critically think about crucial aspects of the professional context in which they work. (www.dcu.ie, 2013)

- Philosophy, Ethics

This subject examines a variety of philosophical perspectives and connects them to educational practice and curricular development in Ireland and around the world. In this framework, thinkers like Dewey, Noddings, Freire, Foucault, Lyotard, and Derrida are highlighted. Critical evaluation

skills, different viewpoints, mutual understanding, and education for social justice and change are all emphasized. Students will be exposed to and critique a variety of pedagogical approaches that might be utilized to engage children in ethical education and Education About Religions and Beliefs (ERB). The module will assist students in the planning and resourcing of lessons in these areas. www.dcu.ie, 2013)

- Exploring Current Issues

Current scientific education concerns are societal challenges that are related to science. They are problems with various answers that are open-ended. The development of scientific literacy requires an informed awareness of current issues. Through current everyday challenges that enrich and give significance to key scientific principles, this program equips students with expanded skills in teaching, learning, and leading science education. Students will have the opportunity to raise real questions regarding current concerns resulting from the effects of science and technology on society, both locally and globally. Through current concerns that are relevant to primary school aged children, it strives to increase students' conceptual knowledge, pedagogical knowledge, and confidence in the teaching of the basic scientific curriculum. (www.dcu.ie, 2013)

- Nature of Science

This module helps students expand their conceptual and pedagogical knowledge of several aspects of the Nature of Science (NoS), such as the history of scientific concepts and the impact that these ideas have had on society in the past and today. Students will have opportunity to engage with, analyze, and reflect on a variety of pedagogies for teaching about the Nature of Science throughout the module. Students will also have the opportunity to evaluate, reflect on, discuss, and debate literature, issues, and controversies pertaining to science teaching and learning. (www.dcu.ie, 2013)

- Leadership for Inclusion

Critically consider the nature and application of interpersonal skills in schools to create good change. Determine personal leadership capabilities and requirements based on school experiences. Assess the function of positional and non-positional leadership in schools, with a focus on special educational needs. Thoroughly examine the leadership positions that a primary school teacher might take on in order to effectively include all students, especially those with special needs. Looking into volunteer (leadership) and professional organization opportunities (e.g. ILSA, IATSE). (www.dcu.ie, 2013)

Mary Immaculate College provides Master course according to the program Certificate / Diploma / M Ed in Middle Leadership and Mentoring. (www.mic.ul.ie, n.d.)

The program's goals and objectives include:

In all present educational settings, to comprehend and analyze policy trends linked with school leadership, particularly those associated with the emerging idea of middle leadership.

To gain an understanding of the various leadership styles and practices, how they are more than personality-based, and how different types of leadership may be necessary at different times for different situations in different contexts.

To understand the unique role of school leadership in leading learning (for both teachers and students), as well as how it differs from leadership in other settings.

To get a better understanding of how teachers learn and to investigate the role of middle leadership in the context of ITE, NQT, lifelong learning, and the creation of a culture that supports professional learning communities.

To gain a better knowledge of the role of collaboration and conflict in driving learning in healthy communities of practice, including colleagues, students, parents/guardians, and other interested parties.

To promote increased understanding and skill acquisition in the field of mentoring in schools, with a focus on the pedagogical aspects of mentoring, such as pedagogy language and feedback skills.

To improve the research knowledge and skills of participants. Interpreting data to guide learning at the curricular and instructional levels is part of this.

To investigate goal-setting and how change in practice can be launched, implemented, sustained, and evaluated with colleagues. Within school environments, relational trust and other components of social/professional capital will be discussed.

Reflect on the impact of leading learning in a way that is inclusive of all students and all staff, regardless of setting, as an individual and with others.

To increase participants' competence and confidence as middle leaders by practicing leadership in a variety of roles and for a number of goals. (www.mic.ul.ie, n.d.)

Hibernia College provides Leadership and school management further courses (Hibernia College, n.d.)

BEHAVIOURAL AND RELATIONSHIP CHALLENGES IN SCHOOLS

The Behaviour and Relationship Challenges in Schools course focuses on common classroom behavioural and relationship issues, as well as techniques for teachers to address them effectively. This course examines beliefs about the causes and effects of stress, trauma, and chaos on a learner, as well as emotional and behavioral issues. It looks at behavioural outcomes and how to effectively control them in the classroom. The emphasis is on creating a classroom and whole-school climate and approaches that minimize behavioural issues. The course will address topics such as bullying and improper behavior, as well as a variety of ways for building good interpersonal skills and resolving conflict, and will cover all elements of interpersonal relationships between students and teachers.

LEADERSHIP IN EDUCATION

This course will enhance and deepen the participant's understanding of current worldwide educational leadership theories. The training will expose participants to examples of optimal practice as well as the analysis needed to identify and personalize their own leadership skills. Through active reflection and conversation, they will develop personal and professional educational leadership capacities. This course is appropriate for both elementary and secondary school principals and prospective principals. (Hibernia College, n.d.)

Accents of Department of Education (Republic of Ireland)

Department of Education (www.gov.ie, n.d.) considers that it is necessary to pay attention to LEADERSHIP AND MANAGEMENT IN PRIMARY, POST-PRIMARY SCHOOLS.

- Circular Letter 0070/2018: To: The Managerial Authorities of Recognised Primary Schools LEADERSHIP AND MANAGEMENT IN PRIMARY SCHOOLS
- Circular Letter 0003/2018: To: The Managerial Authorities of Recognised Secondary, Community and Comprehensive Schools and The Chief Executives of Education and Training Boards
  LEADERSHIP AND MANAGEMENT IN POST-PRIMARY SCHOOLS
- Circular Letter 0003/2018: The Managerial Authorities of Recognised Secondary, Community and Comprehensive Schools and The Chief Executives of Education and Training Boards Information Note on Leadership and Management Positions in Recognised Post Primary Schools during the school year 2021/2022

In the context of the reinstatement of posts, this circular establishes a leadership and management structure for posts in recognized elementary and secondary schools. This circular replaces all earlier circulars, memos, rules, and regulations in respect to Assistant Principal (includes Special Duties Educators) and Program Co-ordinator roles, and each employer is required to execute it with immediate effect.

High-quality leadership is essential for defining a school's fundamental mission and vision, as well as achieving high-quality educational outcomes for students. The major goal of school administration and management is to provide and maintain an environment that supports high-quality student care, learning, and teaching. (www.gov.ie, n.d.)

1.11. Summary of the Literature Review

To summarise the above, I would like to say that scientists of many countries pay attention to the study of the nature of conflict, Conflictological competence as a necessary skill, and Conflict management as a process. There are various definitions of conflict, conflictological competence and conflict management. Also defined characteristics of conflictological competence and structure of conflictological competence. Conflict Management Model has been developed. Attention is paid to the necessity to develop the leadership qualities of teachers and managers as a skill of conflict management. There is emotional intelligence skill has examined as a factor that is influencing the formation of conflictological competence and the process of conflict management. Attention is paid to the necessity of the ability to manage conflict with disruptive students.

All of the above gives me the right to think that scientists are deeply and seriously considering the topic of the ability to manage conflict.

I also was interested in the college education system in Ireland. I was interested in the preparation of teachers to manage conflict in the classroom. I studied Bachelor's and Master's degree college curriculums in Ireland. I have not found any specific modules related to conflict management. But I found a range of modules that work on the development of Conflictological competence and the ability to manage conflict. Students gain knowledge in psychology, pedagogy, sociology, and philosophy.

Attention is paid to the ability to manage conflict in the Government level.

CHAPTER 2. Research Methodology and Methods

2.1.   Explanation of Secondary Research

Secondary research is data that has already been obtained by someone else. This type of information is known as "past data," and it is typically available through previous studies, government records, and a variety of online and offline places. Secondary research entails re-analyzing, interpreting, or revisiting previously collected information. The researcher's job is to always explain how the previous data influences his or her police investigation.

2.2.   Secondary research's benefits (Oxbridge Essays, 2017)

- One of most obvious benefits is that secondary research is less expensive than primary research. Primary research normally necessitates a significant financial investment. It's good to know that leveraging freely accessible secondary data sets will help you save even more money.

- The benefit of secondary research is that it saves you time. Since secondary data is frequently readily available, getting the secondary data set won't take long. Students used to have to go to library and spend hours looking for a suitable dataset. This process is now considerably faster thanks to new technologies. Most secondary data can be found using online databases or by contacting prior researchers via email.

- A third benefit of secondary research as it allows you to build your idea on a big amount of facts. You would have to put in a lot of effort if you want to get a large set of data on your own. Furthermore, you would not be allowed to use observational studies in your grad or undergraduate thesis if you were conducting primary research because it would take years to finish. This is due to the fact that longitudinal data requires examining and reassessing a set of individuals over time. Secondary research relies not just on a great amount of data, but on data that has been professionally acquired. Another benefit of secondary research is this. For example, the data you'll utilize in your secondary research study was likely gathered by researchers with years of experience collecting representative participant samples, organizing studies, and employing specialized measurement techniques.

2.3. Secondary research's drawbacks (Oxbridge Essays, 2017)

- The first drawback is that the secondary information may be improper with your own research to a larger or smaller level. This is due to the fact that you did not collect the data yourself.

- Secondary data may be in a format that differs from what you need.

2.4. Secondary research methods and objectives (Oxbridge Essays, 2017)

- You could use a secondary set of data separately at first, without merging it with other large datasets. You go digging for a data set that will be useful for your research, and then you base your entire study on that data collection. When you want to re-evaluate a set of data with such a various research question in mind, you do this.

- However, your research may necessitate combining two secondary sets of data. When you wish to study the link between particular variables in two sets of data or compare outcomes from two previous studies, you'll employ this methodology.

- Finally, your research study may require the use of both secondary data collection. This is something you might do if you want to gather existing data to supplement your primary study.

2.5. Secondary data types (Oxbridge Essays, 2017)

The two most prevalent categories of secondary research are quantitative and qualitative, as with all types of data. Secondary research can thus be carried out using quantitative or qualitative sets of data.

2.6. Secondary data sources (Oxbridge Essays, 2017)

- Internal data sources are ones that are only available within the organization. For example, if you are an intern working on a research study for an organization (or research institution) and wish to reuse some of their previous data, you would use internal data sources. The advantage of adopting these materials is that they have been readily available and have no related financial costs.

- External data sources, on either side, are those that have been not affiliated with a company or a research university. This type of information was gathered by "someone else" in the literal sense. External data sources have the advantage of providing extensive data; yet, obtaining it may require more effort (or money).

2.7. Four steps to secondary research (Oxbridge Essays, 2017)

- Create a research question (s)

- Locate a backup data set

- Examine a secondary set of data.

- Secondary data preparation and analysis

I think the secondary research is fully corresponding to subject and the objective of my dissertation. There are a big range of researches that satisfy to my research objective. All over the world qualified scientists are studying Conflictological competence and Conflict management. They conduct various researches with a large number of participants. The target audience is students, teachers, and managers. Due to the fact that I do not have the opportunity to conduct fundamental research with the required quantity target audience, I do not have enough primary data collection and analysing experience, my choice is the secondary research that will more productive and substantive in my case.

3.1. Research 1

FORMING A WOULD-BE TEACHER'S CONFLICTOLOGICAL COMPETENCE IN A UNIVERSITY'S MULTICULTURAL EDUCATIONAL SPACE (Russia)

Conducted by Naberezhnye Chelny State Pedagogical University and Nizhnekamsk Institute of Chemical Engineering and Technology, branch of Kazan National Research University of Technology. (Markova et al., 2020)

Participants: Bachelor, Master, and post-graduate students (control and experimental groups)

Objective: recognize a student's actions in an unusual setting.

Methodology and methods: test (questionnaire) "How do you act under conflict?"

Each person is concerned with two things: achieving personal goals (which may or may not be viewed as important) and maintaining healthy interpersonal relationships (which also may be perceived as a very important or a not very important condition). The type of behavioral strategies is defined as the correlation between such two issues.

Type I. "Tortoise" (avoidance) — avoidance technique, i.e. reluctance to pursue personal goals and participate in social relationships. Type II. "Shark" (competition) - power strategy: goals take precedence over relationships. They don't care if other people like them; they feel that problems are resolved when one party wins and the other loses. Type III. "Teddy-bear" (adjustment) — containment strategy: relationships matter more than aims. Such people forsake their aspirations in order to be liked and loved. Type IV. "Fox" - a compromising strategy that takes a balanced approach to both goals and relationships. To maintain relationships, some people may decline to pursue some of their aspirations. Type V. "Owl" — open, fair confrontation and collaboration strategy. People of this personality value both objectives and relationships; they openly identify and cooperate to attain goals, attempting to develop solutions that please all involved.

3.2. Research 2

Particularities of trainee teachers' conflict resolution competency development (Russia)

Conducted by K. G. Razumovsky Moscow State University of Technologies and Management, Russia, Moscow; Research Institute of the Federal Penitentiary Service of Russia, Moscow, Russia; Peoples' Friendship University of Russia (RUDN University), Moscow, Russia. (Simonova et al., 2021)

Participants: 120 trainee teachers.

Objective: A theoretical and empirical investigation of trainee teachers' conflict resolution ability and the characteristics of its growth.

Methodology and methods: A complicated psychological experiment (pupils were split into two equal groups of 60 people: control and experiment) was conducted to attain this goal: problem-solving method, cross-sectional method, and experiment method. The research was performed by applying psychodiagnostics tools (components of conflict resolution competency):

Components of conflict resolution competency	Psychodiagnostic tools
Operational	The author's "Conflictological Competency" questionnaire consists of 60 questions that assess conflictological competence.
Emotional and volitional	The test includes 38 questions to evaluate a person's level of stress resistance. The methodology allows for the determination of an individual's stress resistance level, taking into account the stress resistance resources (factors) that provide the capacity to efficiently cope with stress.
Motivational and value	Motivation to succeed is measured. There are 30 questions in this testquestionnaire. The accomplishment motivation test questionnaire is intended to assess two generalized stable personality motives: the motivation to attain success and the urge to avoid failure. Simultaneously time, it is determined whether any of these two primary reasons is the more important.

Behavioral	Techniques for psychodiagnosis The survey consists of 30 questions designed to detect typical employee responses to conflict situations.
Reflexive	Subjective control test questionnaire There are 44 questions in this survey. In Russia, the most frequent approach for determining a person's internality / externality is to use a questionnaire.

Detailed diagnostics of the five main factors of trainee teachers' conflict resolution competency, in our opinion, would allow not only to establish its starting degree, but also to identify the program participants' flaws that need to be addressed. We can change the training session program based on the diagnostics, taking into consideration the particular features of program participants.

3.3. Research 3

CONFLICT MANAGEMENT COMPETENCES EXAMINATION FUTURE GENERAL EDUCATIONAL INSTITUTION MANAGERS' MATURITY (Ukraine)

Conducted by Ukrainian scientists (Kyrychok et al., 2021)

Participants: 54 Master students of the study programme No. 073 "Management"

Objective: Diagnose the maturity degrees of the future manager's conflict management competence at the establishing stage of the trial.

Methodology and methods: Empirical approaches include educational experimentation, questionnaires, testing, quantitative and qualitative analysis of results (table design), and some mathematical statistics methods.

The authors' questionnaire "On the conflict management ability of general educational institution managers," the methodology "Leadership Effectiveness", as well as the test to assess the level of conflict were the study's methodology instruments. The experiment's statement stage took place between 2019 and 2020. The study's subject was Nizhyn State University named after Mykola Gogol, insofar as this school trains specialists in the field of "Humanitarian Sector Manager." Questionnaire "Conflict Management Competence of the Manager of an Educational Institution" was designed to reveal the level of consciousness of the notions of "conflict-related competence," the presence of

so-called "pedagogical conflictophobia," the dominant style of dispute reply, a scheme of talents and capabilities, or effectively blocking and settling disputes in prospective managerial activities; the need for development of own conflict-related competence, the need for development of own conflict-related competence, the need for the development of own Conflict personality is determined by a complex interplay: mental (emotional stability, aggressive behaviors, rigidity, self-regulation, actual emotional state, socio-psychological settings and values, communication competence, etc.); social (emotional stability, aggressiveness, rigidity, self-regulation, actual emotional state, socio-psychological settings and values, etc). As a result, we chose the "Conflict Assessment", that allowed us determine the level of conflict among future managers, better understand what character traits they had, and evaluate the reasons for their conflict behavior. We chose the methodology "Leadership Effectiveness" because the educational facility manager should act as a leader and must possess professional qualities such as: high intellectual level; existence of high professional standards; creation of high morals; meaningfulness, perseverance, initiative, self-confidence, will, and so on.

3.4. Research 4

Mixed Research Study of a School Conflict Management Model (Turkey)

Conducted by Education Faculty, Cumhuriyet University, Sivas, Turkey (Dogan, 2016)

Participants: The relational quantitative framework was used to create the quantitative portion of the study. The Measure of Reasons for Conflict and the Measure of Resolution Strategies were used to collect data from 216 teachers in the province of Sivas. The qualitative portion of the study was carried out in accordance with case study approach. Open-ended questions were used to collect data from 20 teachers in the region of Sivas.

Objective: Analyze the reasons for disputes in the classroom based on teacher opinions and attitudes, as well as conflict resolution tactics, and develop a model based on findings.

Methodology and methods: The researchers utilized an explanatory design that included both quantitative and qualitative methodologies.

The study was designed using a mixed method approach. It is the best strategy if the researcher has access to both qualitative and quantitative data. In this case, an explanatory design was adopted, wherein quantitative data was collected first, followed by qualitative data. The goal of combining

both research approaches is to obtain more extensive and detailed information as well as to create accurate and dependable assumptions.

The qualitative section of the study is a descriptive study based on a relational screening model, which is a type of general screening model. The relationship model is a research method for determining relative covariance and grade between two or more variables. In this context, the causes of school conflicts and conflict resolution approaches have been investigated in relation to characteristics such as gender, education level, and age. In the qualitative section of the study, case design was used. The goal of a qualitative approach is to provide the findings from specific cases. The study's main feature is that it analyses certain cases through participant observations and interviews, as well as document collection. The causes for conflicts at school and the ways for resolving them were investigated using open-ended questions in this context.

Quantitative part of the research

The study group for the quantitative portion of the study consists of 216 teachers who were chosen at random who teach in 22 public schools in Sivas' city core. The greatest variation sampling approach was employed among purposive sampling methods in the qualitative phase of the study to determine the participants. With a limited sampling, the maximum variation sampling approach reflects the largest level of wide variety of individuals which can be part of the issue studied. Gender, level of education, and age were all factors considered by the participants when deciding who would be chosen as a sample.

The qualitative data for the study was gathered using a semi-structured interview format. The open-ended questions that would be presented to the participants were first given to two teachers who do not participate in the research's working group, and was shown that the answers are clear and easily understood based on the results obtained. Moreover, the questions were examined by academics with expertise in qualitative research, and necessary modifications were made. The following are the questions posed to the research participants:

1. What are the causes of conflicts in schools that are caused by different ways of doing things? Explain.

2. What are the causes of confrontations between students and school administration? Explain.

3. What are the causes of conflicts in schools that are caused by individual differences? Explain.

4. With whom do you have the most conflict in school?

This stage provides information on conflict resolution methods that compose the dimensions of the Rahim (1983) scale, including such reconciliation, integration, compromise, dominance, and avoidance.

5. What conflict resolution tactics do you employ when dealing with school administration?

a-How come you employ these dispute resolution techniques?

6. How do you resolve problems with teachers using conflict resolution strategies?

a-How come you employ these dispute resolution techniques?

7. How do you resolve problems with kids using conflict resolution strategies?

a-How come you employ these dispute resolution techniques?

8. How do you resolve problems with parents using conflict resolution strategies?

a-How come you employ these dispute resolution techniques?

Qualitative part of the research

T-test for paired comparisons and one-way variance analysis (anova (ANOVA) for multidimensional comparisons were employed in the qualitative component of the research while examining subproblems of the investigation using the SPSS.18 program. The mathematical mean and the number of participants are included in the table based on the general distribution. Face-to-face discussions lasting a total of 400 minutes were held in the qualitative section, with 20 teachers freely participating in the study. The information from the recording device was then transmitted to the computer. Text and descriptive analysis methodologies were applied in this case. The goal of Cohen, Manion, and Morrison (2007)'s content analysis is to edit, classify, compare, and attract conclusions from the data, whereas the goal of Altunşk, Coşkun, Yldrm, and Bayraktarolu (2001)'s descriptive analysis is to copy and paste immediately in order to reflect the opinions of individuals dramatically. The data was evaluated in four steps for this purpose: data coding, discovering themes, editing codes and themes, and identification and explanation of findings. Two individuals went through the same process, and codes, categories, and themes were revealed based on their shared perspectives. The findings were found and explained after these codes, categories, and topics were changed. Moreover, citations have been used frequently in the descriptive to accurately portray the viewpoints of the participants. Participants were given nicknames such as (P1, P2, P3,... P20). The descriptive and content dependability of qualitative research is largely determined by the coding

procedure. One of the most significant qualities of the groups that required weight is that they should be so clear that another researcher using the same document for the same objective can get nearly identical results. All data collected during the research procedure was analyzed, segregated coded by a researcher other than the researcher, and an agreement formed.

3.5. Research 5

The Importance of Emotions in Teaching Resolving Conflict Case Studies Dedicated to Improving Teacher Education (Spain)

Conducted by Department of Basic, Developmental and Educational Psychology, Universitat Autònoma de Barcelona, Barcelona, Spain and Software Engineering and Artificial Intelligence Department, Complutense University of Madrid, Madrid, Spain (Alvarez, González-Parera and Manero, 2022)

Participants: pre-service teachers

Objective: First, to identify the efficacious and attitudinal factors have been linked to the origins and managerial staff of classroom conflicts based on the literature; second, to integrate theory and practice using a qualitative-phenomenological approach and case analysis to demonstrate this same ability to contribute of the this approach to the a better understanding of the concept involved in the dynamics of classroom disagreement in secondary school.

Methodology and methods: Qualitative phenomenological approach based on contrasting case studies.

Based on a systematic and thoughtful recording of observed classroom discourse in secondary schools, they selected two instances developed by pre-service teachers. The module Coherent and effective and Social Education of the Master's degree in Teaching in High School at the University Autnoma de Barcelona requires case development and analysis as a practical activity during the first internship period.

Students do internships in educational institutions under the guidance of a schools mentor and a university practicum tutor, who will help them through their first encounter with the professional world of education. Figure 4 depicts the UAB process, which includes the learning on which this research is based. Pre-service teachers must become acquainted with the student motivation and curricular needs of a particular class during their first internship. Participants must pay special focus to one of observing groups' classroom dynamics, the teacher's role, and the educational resources

available. Participants (which was before educators) are encouraged to participate actively inside the guided (trainings, practicum seminars) and supervised (groups and individual tutorials) activities offered in this master's degree prior to the first internship period in order to assist them prepare for their internship.

The essay is divided into four parts. The first section includes a description in which the observed activity occurs, as well as a short description of the students in the classroom, focusing on their active learning, and of the teacher, concentrating on his or her classroom instruction, as well as a summary of the school settings (e.g., classroom organization). The second component explains how the observed activity is organized (subject, general competencies and aims, methodology, resources, space arrangement, and so on). The third portion goes through the observations made as the activity progressed. Finally, the preservice teacher must write a comment on the observed pupils' future development prospects during the adolescent stage.

This section's content has been excluded from the analysis reported in this study due to its interpretive character.
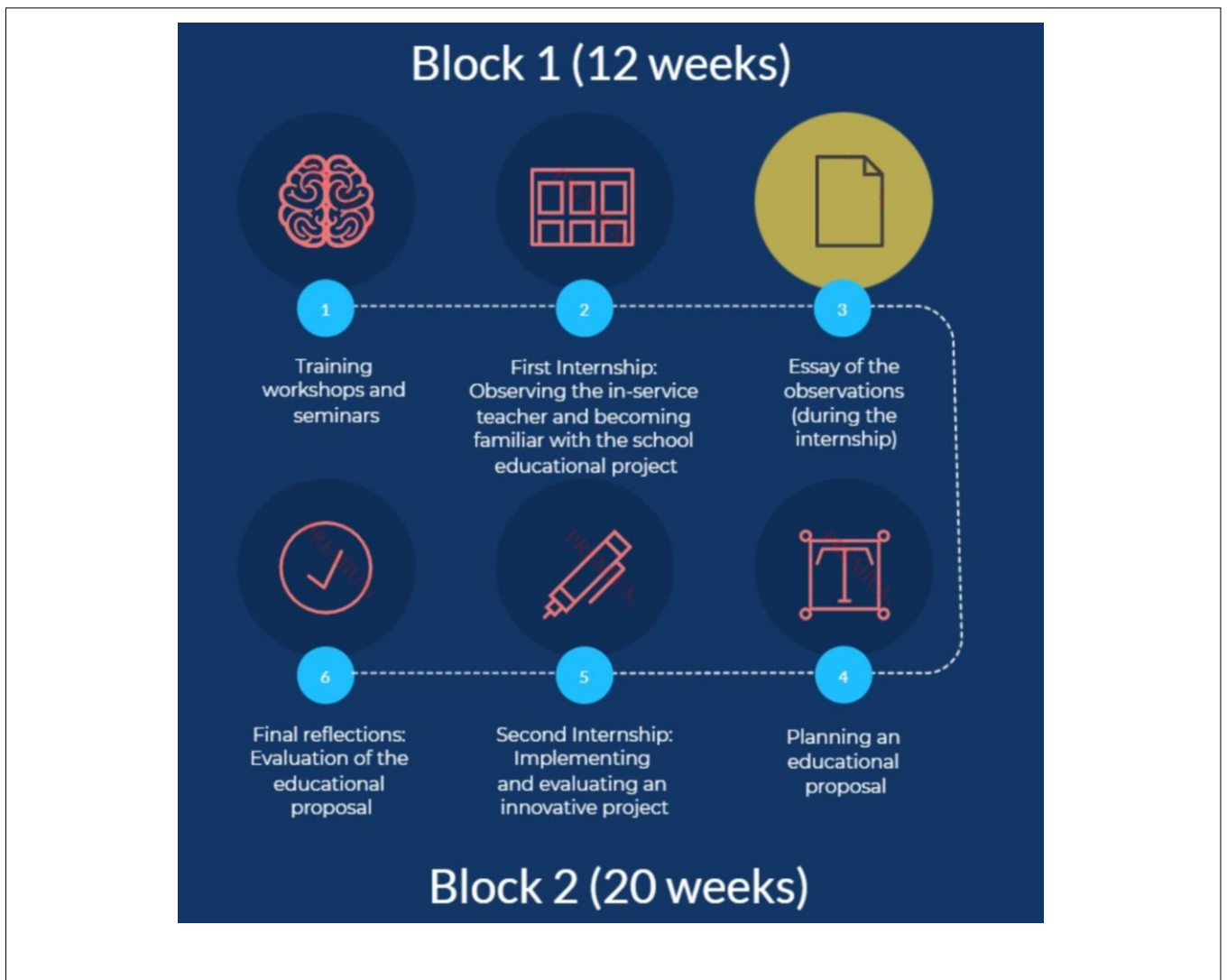
Figure 4. Master's degree in Teaching in Secondary School at the UAB.

3.6. Research 6

How Teachers' Emotional Intelligence Affects Conflict Resolution in the Classroom (Portugal)

Conducted by Department of Education and Psychology, School of Human and Social Sciences, University of Trás-os-Montes and Alto Douro, Vila Real, Portugal and Institute of Education, University of Minho, Braga, Portugal

(Valente and Lourenço, 2020)

Participants: 382 Portuguese teachers

A convenience sample of 382 teachers (7th to 12th grades) from public schools in northern Portugal was gathered; 33.0% are men and 67.0 percent were women. A bachelor's degree is held by 3.7 percent, a post-graduate degree by 70.4 percent, a master's degree by 23.6 percent, and a doctorate by 2.4 percent. 7.6% have less than 10 years of teaching experience, 26.4 percent have between 10 and 20 years, 40.6 percent somewhere between 21 and 30 years, as well as 25.4 percent have more over 30 years of teaching.

Objective: How teachers' emotional intelligence affects conflict resolution in the classroom.

Methodology and methods: Quantitative.

During a 30-minute session in the school, researcher distributed the instruments to groups of 20–25 teachers.

The research goal was communicated to the teachers. The usual ethical and deontological processes were followed, particularly in terms of data confidentiality and signed agreement from participants. Only 15.2 percent of the 450 questionnaires were completed due to a shortage of instructor availability, with 84.8 percent of teachers agreeing to participate in the study. There were no missing data, all respondents completed questionnaires, and all data were deemed legitimate.

3.7. Research 7

Systematized study of conflict management tactics for dealing with disruptive children in the classroom (Iran)

Conducted by Nursing Care Research Center and School of Nursing and Midwifery, Iran University of Medical Sciences, Tehran, Iran; Health Management and Economics Research Center, Iran University of Medical Sciences, Tehran, Iran; Department of Health Services Management, School of Health Management and Information Sciences, Iran University of Medical Sciences, Tehran, Iran (Mahvar, Ashghali Farahani and Aryankhesal, 2018)

Objective: To investigate the classroom management tactics and strategies utilized to deal with disruptive students.

Methodology and methods: Secondary research. The current investigation was a systematic review. Between 2000 and 2017, publications in the Science Direct, PubMed, and Scopus databases, as well as the Google Scholar search engine, were searched using the terms classroom management,

disruptive students, challenging students, and confrontation methods. The study consisted of 31 publications for examination.

The current study took a methodical, evidence-based approach. This method incorporates one or more features of a literature review, but it makes no claim to provide the same conclusions. The publications were not evaluated qualitatively in this study.

In addition to the time span 2000-2017, the articles had to focus on the issues or challenges that were offered in classroom management, have access to full-text publications, and be published in English. Abstracts with out text and works focusing on course content management rather than classroom management were among the exclusion criteria. Two researchers conducted the search. First, the article titles and abstracts were examined, and unnecessary papers were identified. The full-text articles concentrating on classroom management challenges and problems, as well as students' disruptive actions, were then extracted and analyzed.

3.8. Research 8

Conflict Resolution: Using the Thomas-Kilmann Resolution Mode Instrument to Assess Classroom Learning Levels (United States)

Conducted by Willis M. Watt, Ph.D. Professor and Chair Department of Communication Fort Hays State University (Watt, 1994)

Participants: There were 15 girls and 13 males in the pretest condition, with 10 undergraduates and 18 graduate students. There were 14 girls and 11 males in the posttest condition, with 10 undergraduates and 15 graduate students.

Objective: Determine whether a college resolving conflicts course could change someone's approach to dispute resolution.

Methodology and methods: Field project. Conflict resolution via communication is a 3-hour, 16-week college course.

- Students were informed of the initiative and its goal at the first meeting scheduled of a spring term conflict resolution via communication class. Students who did not wish to engage in the research study were offered the option to drop out of the class. They were told that the right to fair treatment and the privacy of the data gathered would be protected. All participants were informed that the presented findings would be grouped information and that their names would not be utilized. The subjects were requested to sign a form form and

were told that they might drop out of the project anywhere at time during the term without consequence.

- Learners are exposed to a range of educational formats throughout future class meetings. Interpersonal Conflict was assigned to the participants. Throughout the semester, students were taken four objective examinations on the reading material. Additionally, students were required to perform two third-party conflict evaluations.

- There was no course test provided during in the final two examination time, but participants were reply using Thomas-Kilmann Conflict Mode Inventory. The post-test was completed using the same techniques as Phase 1.

- After gathering the data, it was examined with an SPSS Software 4.1 on IBM VM/CMS Statistical Program to see if there any significant variations between the means. To see if there were any variations in (a) pre- and post-test ratings, (b) female scores, and (c) parental educational scores, the researcher used standard crosstabs for two dimensions, as well as each ANOVA and MANOVA tests.

CHAPTER 4. Data Analysis/Findings

4.1. Research 1

FORMING A WOULD-BE TEACHER'S CONFLICTOLOGICAL COMPETENCE IN A UNIVERSITY'S MULTICULTURAL EDUCATIONAL SPACE (Russia)

Conducted by Naberezhnye Chelny State Pedagogical University and Nizhnekamsk Institute of Chemical Engineering and Technology, branch of Kazan National Research University of Technology. (Markova et al., 2020)

Table 1. Indicative typology of behavioral strategies in a probable conflict

No.	Type of behavioral strategy	Control group				Experimental group			
		before the experiment		after the experiment		before the experiment		after the experiment	
		number	%	number	%	number	%	number	%
1	"Tortoise"	29	24.17	27	22.50	26	21.67	6	5.00
2	"Shark"	27	22.50	24	20.00	25	20.83	5	4.17
3	"Teddy-bear"	26	21.67	25	20.83	24	20.00	18	15.00
4	"Fox"	28	23.33	27	22.50	26	21.67	53	44.17
5	"Owl"	20	16.67	20	16.67	22	18.33	54	45.00

The findings suggest that our system is effective in preparing students for professional engagement and positive interrelationships in a society. The findings show that in a education system at a university, it is vital to develop conflictological competency in students as well as personality attributes and moral values in future teachers.

The behavior strategy of pupils in a possible conflict situation can be identified by evaluating the information of polling in the experimental and control group. The results did not alter in the control group, but in the experimental group, students favored two behavioral techniques in a possible conflict situation: "Fox" and "Owl." The "Fox" informed decision is oriented toward compromise, i.e. a moderate attitude toward goals and relationships, whereas the "Owl" behavioral strategy is one of fair and open confrontation and cooperation, with participants of this type placing a high value on both goals and relationships, cooperating to achieve goals, and attempting to find solutions that satisfy all interaction participants.

4.2. Research 2

Particularities of trainee teachers' conflict resolution competency development (Russia)

Conducted by K. G. Razumovsky Moscow State University of Technologies and Management, Russia, Moscow; Research Institute of the Federal Penitentiary Service of Russia, Moscow, Russia; Peoples' Friendship University of Russia (RUDN University), Moscow, Russia. (Simonova et al., 2021)

	Operational	Emotional and volitional	Motivational and value	Behavioral	Reflexive
Intermediate value	7	6	0	5	0
Positive value	2	1	5	3	5
Negative value	1	3	5	2	5
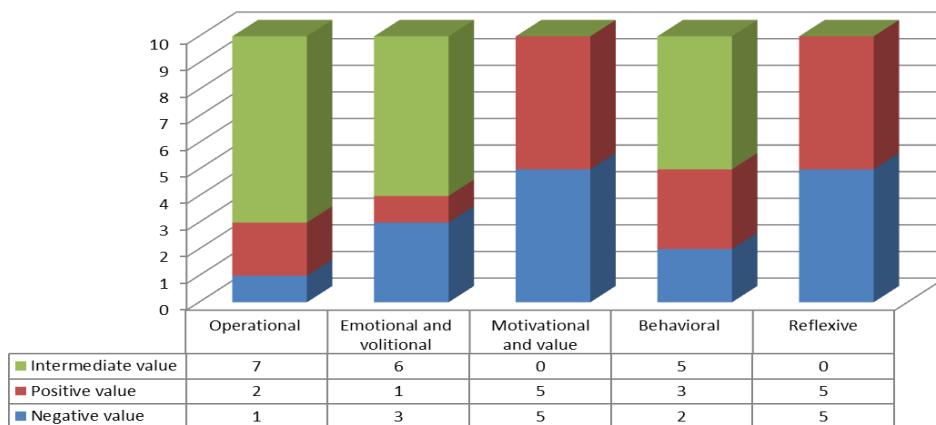
Figure 2

The levels of the conflict resolution competency of trainee teacher

The outcomes of the preliminary phase of the investigation should be examined in greater depth. We acquired and presented the following data after assessing the outcomes of five psychodiagnostic procedures using five conflict resolution competency criteria.

The findings of the diagnostics for each category allowed a general conclusion to be drawn regarding the program participants' degree of conflict resolution competency. Positive values were assigned to the indicators "above average" and "high." Negative values were assigned to the indicators "below average" and "low." As a result, the means for those levels in which they are assumed are the intermediate value. If we assign 100% to each criterion, we arrive at 500%, which is the maximum degree of resolving conflicts competency for ten persons. We receive an equal proportion of high and low values (160% each) as well as a benefit for the overall average based on these criteria (180%). As a result, the program's purpose is to improve dispute resolution skills by lowering medium and negative values. This work can be accomplished by bolstering the practical and theoretical foundation, stress resistance, and willingness to seek out solutions that partially or entirely meet the interest of all conflict parties. An rise in the number of beginning teachers with such a strong genetic component, as a result of a rise in the number of beginning teachers with a strong genetic component, will contribute to the overall level of dispute settlement competency of beginning teachers partaking in our experimental program, in my opinion. Special exercises were chosen for each criterion in keeping with this conclusion. During the empirical investigation, a five-month program for enhancing conflict resolution competency was devised and implemented. There were 120 trainee instructors in attendance. Our program participants completed preliminary choice based on the multifaceted personality questionnaire "Adaptability," which allowed us to weed out those applicants who lacked adaptability and were unmotivated to join the program.

The authors might infer that an integrated approach to enhancing conflict resolution competency was successful because the growth of one component led to improved performance in another. I believe that broadening trainee teacher' conflictological knowledge boosted their self-assurance, stress resistance, and willingness to succeed. This may have contributed to the trainee instructors' and children's preference for positive conflict resolution tactics. Furthermore, the great feeling of resolving conflicts had a favorable impact on general well-being and satisfaction with performance outcomes. If one or more of the components were underdeveloped, the normal or positive value may be found using other criteria. The experimental results show that the suggested software can be utilized to teach trainee teachers who have already worked in an educational setting mediation

technology. The upgrading of the curriculum for prospective teachers lacking work experience, including for preschool educators with work experience, is a promising development. It's worth noting that while we did study trainee teachers from various summer camps in this empirical study, it'd be interested in conducting instruction on the employees of one summer program and not just observe how they apply research into practice from the outside, but also to participate in one's work activities, coordinate, and accompany them straight in the academic facility.

4.3. Research 3

CONFLICT MANAGEMENT COMPETENCES EXAMINATION FUTURE GENERAL EDUCATIONAL INSTITUTION MANAGERS' MATURITY (Ukraine)

Conducted by Ukrainian scientists (Kyrychok et al., 2021)

Based on the generalisation of above indicators, we were able to assess the degree of formation of the future manager's conflictual competence through a literature analysis and observation of university's educational process. They believe it is vital to compare them to the stage of technology of the manager's competence and experience with managerial activities (Table 1). They choose one of the ways that we believe is the best for this goal.

Table 2: Comparative characteristics of conflict management competency formation levels of future education managers and general educational institution managers

Levels	For the managers of the institution	For the future managers of the institution
High (full mastery)	Possesses all of the necessary information, skills, and capacities to engage in conflictological activity; chooses or changes methods according on the circumstances of a conflict; Complete lack of conflict phobia; developed system of constructive	Understands the nature of conflict-related competence, its importance for management success, and aspires to self-improvement; targeted at self-realization in future action; exhibits leadership traits; possesses the essential system of knowledge, skills, and abilities for conflict avoidance and resolution; comprehends

	motives that provides appropriate conflict scenarios of action; available readiness to participate as a mediator to prevent a dispute from escalating; ability to forecast the further development of conflict conflicts; without fear, engage in new behavioral techniques to enhance personal level of conflict-related ability	the significance of the declaration that the unit manager must settle conflicts objectively; There are no conflict phobias; Humanistic mentality and activities, strong moral values; creation of a successful manager's standard; Low levels of conflict; lack of a strong drive to control at any costs; power subjugation to others; tries to communicate with others, preferring qualitative and exact words in interactions; There are no linguistic disputes in speech.
Medium (partial mastery)	Has the fundamental information and skills required to carry out the primary clinical-psychological acts; because there is no conscious system of motivation, the behavioral reactions chosen are frequently contentious; Formalizing a strategy occurs when a manager chooses the strategy that he or she was trained in; characterized by the emergence of a desire to avoid conflict and a state of uncertainty in one's own actions; has difficulty explaining the reasons for choosing a conflict strategy; lacks competent advocacy of their own solutions to the problem; When his interests are violated, he develops a desire	It recognizes the relevance of conflict management competence for management activity, but the desire to increase it is situational, manifested under the effect of the scenario. possesses some conflict-related knowledge, skills, and capacities, but evidence of conflict phobias; Self-examination and self-evaluation of one's own acts are not objective, are frequently exaggerated, and lack abilities in self-correction. In relationships with others, may behave incorrectly, persist in defending their thoughts, despite the thoughts of others; in the case of a conflict, predominantly takes the position of an opponent; may give in to personal moral and professional instructions; may give in to personal moral and professional instructions; may give in

	to grasp the complete complex of conflict methods.	to personal moral and professional instructions; in relationships with others, may behave incorrectly, persist in defending their thoughts, despite the thoughts of others; in the case of a conflict, Can employ verbal and nonverbal disputes in communication; characterized by fluctuating emotional states and mood swings
Low (minimal mastery)	Only possesses the bare minimum of knowledge and abilities required for the organization of conflict-related activities; Conflict knowledge and conflict behavior tactics are extensive and formalized. In conflictual situations, the manager builds a system of destructive reasons that serve as the foundation for the selection of destructive behaviors rather than informed decision.	Not aware of the importance of conflict-related competence for the effectiveness of management activities; no desire for self-development, professional improvement, or new knowledge; organizational and communicative abilities are not well developed; in relationships with others, behaves impulsively, sometimes unable to restrain themselves; He is unable to evaluate his previous experience and that of other managers; Inadequately evaluates own accomplishments; characterized by a refusal to follow moral and professional rules, chooses to choose the device's position in a dispute situation

The lowest level is the most common. Clearly, this predicament is the result of a lack of an integrated solution for developing conflict management competence in future education managers at various phases of magistracy study. A questionnaire of management trainees was undertaken at the start of the research experiment to measure their level of consciousness of the director's conflict management skills. We created a questionnaire with sets of questions and tasks called "Managing Conflict Competency of the Manager." Consider masters' responses to the first question, which is

about **researching the topic of "conflict management competency.**" The principle of this concept is as follows: "competence which find that due reoccurring themes of a birth and evolution of the dispute for the objective of removing or settling it" (48%), "competence in innovations for preventing this same emergence of conflicts" (24%), "knowledge, skills, and encounter that the person appears to apply for conflict resolution" (28%). Students as future managers recognize the relationship between conflict management competence and other competencies, viewing it as a component of the character professionalism competency structure: "a component of social and psychological competence" (47%), "has a close connection with perception expertise of the person, especially the GEI manager" (18%), "its creation is closely connected with the director's administrative and legal competence" (15%), "a very important component of the GEI director's professional training dealing with different people: students, their parents, teachers" (7%). Conflict management competence is defined by 6% of respondents as "the ability to critically examine their own possibilities and prospects," and 7% as "the ability to determine characteristics and emotional reactions of other people in order to prevent disputes." As can be shown, future directors comprehend the core of the managing conflict competency notion in general, yet their concepts lack credibility and sight of the end outcome.

The next question was designed to indicate prospective managers' attitudes on disputes in the **"Manager-Teacher" system**, as well as the presence of so-called pedagogic conflict phobia. The responses of the respondents showed that there is a rejection of conflicts inside the pedagogical environment, with only their negative side being seen, reducing the understanding of conflict's functions in the system. Scientists have demonstrated that any dispute can undertake several basic functions, including a diagnosing feature that depicts the real situation and relations, as well as an inventive feature (whenever the conflict is the epitome, materialization of the fight of the fresh, liberal with the old, regressive) "School disagreements are plainly harmful phenomena," according to the vast majority of prospective managers (62%), because they "hinder work, bring emotional discord into the pedagogic team as a system." This condition verifies the development of confrontation phobia in future managers, which might obstruct the willingness to identify actual causes of disputes and ensure the continued growth of the teachers and staff and academic establishment in their operations. Only 26% of respondents thought the dispute was a normal occurrence, and 12% of respondents couldn't define the disagreement. Nobody, on the other hand, agreed that "conflict is a desirable event."

The test "Specify your main style of conflict reaction" was designed to assess future GEI managers' theoretical grasp of the problem as well as their ability to self-improve, self-knowledge, self-examination, and self-observation. Based on the responses, it appears there is a lack of understanding of the topic, as only 42% of the pupils (less than half) were able to make their decisions, whereas the rest of the respondents ignored the question. Responses' content is also instructive: 10% of future managers are prone to compromise; another 10% of future managers are more flexible (negotiated settlement or cooperation – "depending on the occasion"), and the remaining 15% of respondents identified a liberal or liberal communication style during conflict resolution. As a result, the problem of style, strategy for dealing with conflicts, and resolution of conflict situations demands special attention inside the educational process throughout masters training in the subject of conflict management. "Do you have the case formulation of skills and talents to actually prevent and settle disputes in your upcoming management activities?" asks the inquiry. The following responses were given: "Yes" – 42%; "Most likely" – 36%; "Not always" – 11% of masters ("they are not always plenty of, but I attempt to organize and get out of situation") 10% of management trainees say, "I don't have." 1% of respondents had no idea how important your own skills and abilities were, because they saw team support and strengthening as the foundation for conflict prevention, but they didn't say what role they played in strengthening that collaboration. The question "Explain, how you interpret the statement: **Should the manager settle disputes on an objective basis?"** was the most hardest for future managers to answer during the poll, as more than half (53 percent) of participants failed to do so. The rest of the respondents held the following position: "to consider all actions, acts, and circumstances that led to the creation of the dispute," "to assess all pros and cons," "to endure the pressure of conflict parties and the influence of personal emotions." The following reasons, in the opinion of future managers, prevent a manager from being tactful and polite with his or her subordinates: first, the manager lets his or her emotions, feelings out, ("excessive emotionality" (62%), "irritability" (25%), "preferences for some individuals" (36%)), and also conversational stiffness and restraint ("lack of chance to connect with subordinates" (14%)), temperamental, character (27%). The following factors are deemed significant by respondents: the manager "does not understand the problem" (27%) and "is not well-informed" (34%).

According to responses to the question **"How fair is the declaration that the supervisor, who carries the entire weight of responsibility, can always remain calm and may fall backwards, and the subordinates must bear it patiently?"** 67% of respondents believe that the manager ought to be tactful and polite under all circumstances, because "brutality as well as rudeness could be warranted by any reason," and 8% of those surveyed answered those questions as "no." One of masters who backed the idea said, "I partly agree." "This is a completely accurate statement." As a result, we can see the development of fairly high professional and personal moral principles, which serve as the foundation for the development of conflict management competence and as a barrier to the director of the professional, and managerial ethics.

To the question **"Do you believe it is vital for you to develop your own managing conflict competence?"** 87% of respondents said yes since "the leadership cannot do without it," according to them. As a result, practically all students recognize the need of conflict management competency for future management activities. The masters had to identify three most significant and three least important aspects in the listed features of an effective management to complete the questionnaire's last job. After summarizing the responses, we can identify three key traits (in the view of future managers): The first characteristic is collaboration with subordinates (73%), the second is teaching tact (42%), and the third is fairness (33%). Future managers will add the ability to regulate one's feelings, openness for growth, ability to examine one's actions, respect for the people, and purposefulness to these abilities.

The attributes of **openness** (67%), **inventiveness** (40%), and excellent culture were ranked as the least important (27%). Self-determination in conflicts, communicativeness, forecast of likely responses of children and educators, prediction of behavior of teaching staff members; **self-criticism** were chosen by 5% of students. It's worth noting that 40% of respondents accepted the **perspective of combining attributes like "cooperation with subordinates"** and "closeness" on the one hand. This, in our opinion, indicates that the manager is conscious of the inherent status disparity between himself and his subordinates. If, on the other hand, "self-criticism," "attentiveness," "adherence to principles," "fairness," and "tactfulness" are among the least important characteristics, it is possible that future managers will perceive such distance as a length of the director placed above a white

superiors, the true essence of said limitation, and his/her lack of access for

business connections with the team.

During the research, it was noticed that a lot of masters – future managers (51,22%) – have a medium level of managing conflict competence and a poor level (26%) of managing conflict competence. The findings convinced us that a program for developing conflict management competence in future managers in the context of doing masters was required. As just a result of the identify the exact experiment, I came to the realization that now the criteria and metrics created on the basis of theoretical, as well as the research methods used, are insightful in relation to the study of managing conflict expertise; the acquired material is primarily diagnostic in essence, but it is construed by us as the basis for such conceptual corroborating evidence and application of the didactical circumstances for the formation of conflict management competence. I'd like to point out that using the adapted method for the measures globally of the handling conflict competence of the educational institution's director at the master's level necessitates the use of dependable criteria for assessing the development of the managing conflict competence of the educational institution's manager, so this line of research is promising in the future.

4.4. Research 4

Mixed Research Study of a School Conflict Management Model (Turkey)

Conducted by Education Faculty, Cumhuriyet University, Sivas, Turkey (Dogan, 2016)

According to the conclusions of the study, the causes of school conflicts vary depending on how things are done, individual variations, and school management. Teachers' dispute resolution tactics differ depending on the school shareholders with whom they are in conflict. Furthermore, it was discovered that there is no single management policy in place at the institution. In this context, a "Management Model for Conflict in School" was developed to help schools develop a conflict management culture.

The qualitative results of the study were organized into nine categories based on the opinions of the participants. 1) Teachers' perspectives on conflicts arising from ways of doing things, 2) Teachers' perspectives on conflicts arising from individual differences, 3) Teachers' perspectives on conflicts arising from school administration, 4) Teachers' perspectives on conflicts arising from

school shareholders, 5) Teachers' perspectives on conflicts arising between teachers and students, and 6) Teachers' perspectives on conflicts arising between teachers and matron.

1) According to the participants' opinions, utilising classes ranked first among the causes of conflicts arising from educational procedures. It is followed by not being on time for class, the responsibility of acting, the contrasts in teaching lessons, social activities, and school discipline. Participants indicated that different teachers utilize classrooms throughout the day, that the classroom order is altered each time the teachers arrive, that the classrooms are dusty, and that the boards is not cleaned.

2) Syndicate activities, according to participants' opinions, rank highest among disputes based on personality differences. Political viewpoints, cultural differences, and various ideas on the education systems, character structure, and gender all prosper. Teachers noted that disagreements between teachers with various cartels and political views occur from time to time, but that as long as the issue does not affect the school, this should be considered the norm. According to teachers, there are teachers from all areas of the building where they work, and they sometimes have conflicts due to cultural differences. Participants who claimed that conflicts involving the country's education system occur frequently stated that blaming the education system for every issue inside the schools is escaping accountability. Personality characteristics and gender variables, according to some participants, generate time to time problems.

3) Communication issues are ranked first among the causes for disputes arising from school management, according to the participants. Executive training, lesson plans, task distribution, control activities, and not supporting innovations are all examples of this. Participants who reported that they have communication issues with managers relate this to the fact that managers are unable of communicating, they do not consult teachers for their thoughts when making school choices, and individuals gossip excessively in school.

4) Within school shareholders with someone whom teachers have a problem, the management come in first. Students, instructors, and parents all achieve success.

5) Teachers utilize avoidance, reconciliation, compromise, integration, and control to resolve problems between teachers and supervisors. The outstanding relationship between management and instructor is much to blame for using the avoidance tactic.

6) Teachers utilize reconciliation, integration, dominance, compromise, and avoidance techniques to resolve disagreements between themselves. The majority of the time, using the avoidance approach can be ascribed to being in an equal position.

7) Teachers utilize domination, reconciliation, integration, avoidance, and compromise techniques to resolve problems between themselves and their students. Preferring the dominance tactic of teachers could be interpreted as a crackdown on teachers.

8) Teachers use avoidance, reconciliation, compromise, dominance, and integration tactics to resolve disagreements between themselves and their students. As a consequence of employing the avoidance approach, they are less likely to complain to their parents.

According the quantitative results, the way things are done in schools rates first among the causes of school conflicts. Individual differences as well as managerial dimensions both succeed. Again for explanation of the motives and scale dimension of disputes, qualitative data was acquired using open-ended questionnaires. According to the qualitative results gathered having a reasonable for conflicts, the use of classrooms, not arriving on time for class, the obligation of observing, the distinctions among teaching lessons, social activities, and school discipline are all reasons for conflicts arising from the way of doing things. Syndicate activities, political views, cultural differences, various ideas on the school system, character structure, and gender are all factors for disputes arising from individual differences. Communication issues, a lack of executive training, the instructional program, task distribution, control activities, and a lack of support for innovations are also factors for conflict arising from school administration. When looking at the quantitative data on conflict resolution strategies, it is clear that instructors prefer reconciliation. This is accomplished through avoidance, integration, compromise, and dominance.

According to the findings of this study, there is no standard resolution policy in place in schools.

The study recommendations have been organized using a "conflict management model in school," which is based on research findings and literature.
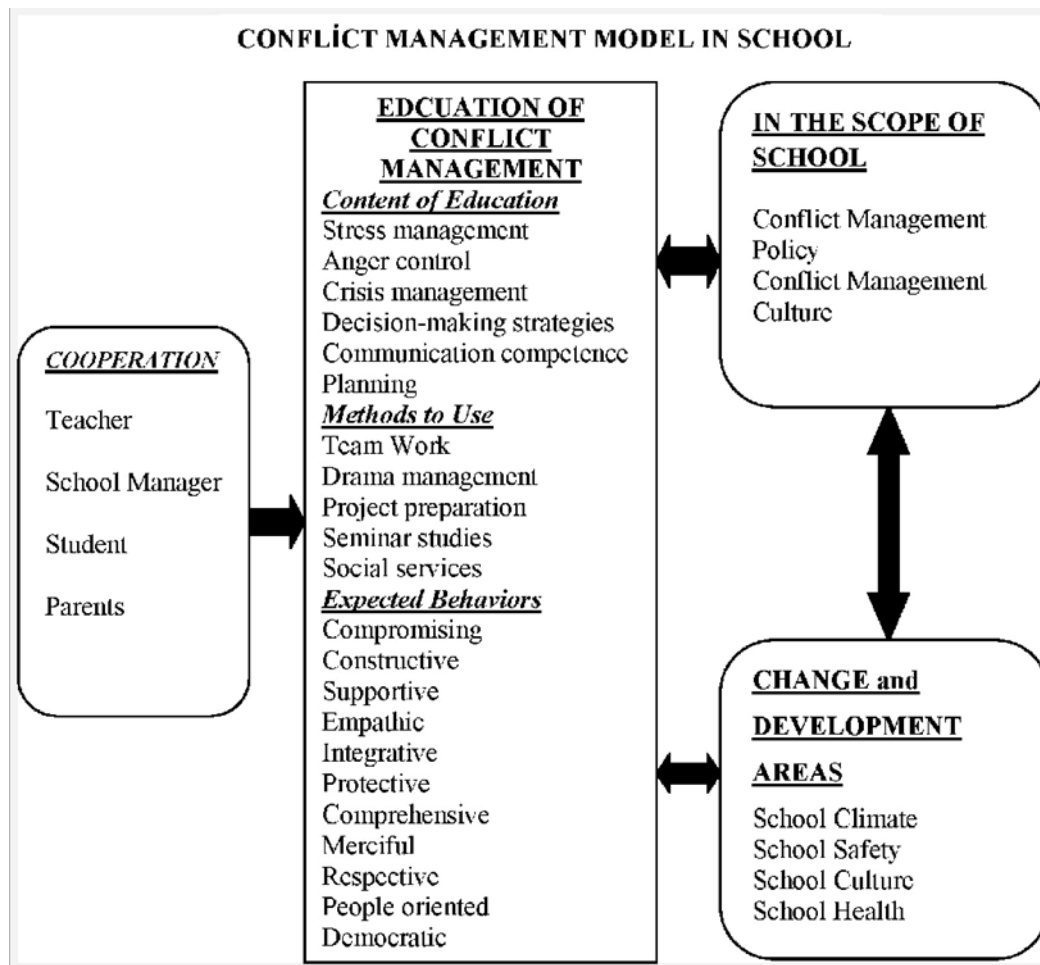
Figure 3. Conflict management model in school

The model's basic principle is to construct conflict management with learnable behaviors. The school shareholders must first cooperate in order for the conflict management approach to work. School-based conflict resolution training is established with voluntary action of school shareholders. Stress reduction, anger management, crisis management, decision-making techniques, communication competency, and planning are among the topics covered in the education. Collaboration based on past experience, theatrical management, project preparation, seminars studies, or social services will all be used as educational approaches. The acquisition of these actions creates a managing conflict policy and culture in the classroom. School environment, school, school culture, and school health are all affected by actions that have become policy and culture.

4.5. Research 5

The Importance of Emotions in Teaching Resolving Conflict Case Studies Dedicated to Improving Teacher Education (Spain)

Conducted by Department of Basic, Developmental and Educational Psychology, Universitat Autònoma de Barcelona, Barcelona, Spain and Software Engineering and Artificial Intelligence Department, Complutense University of Madrid, Madrid, Spain (Alvarez, González-Parera and Manero, 2022)

Researcher's findings highlight the necessity of studying teachers' emotional regulation in order to better understand how they respond to disputes that affect classroom atmosphere.

This analysis, we believe, would provide conceptual and methodological foundations for the layout of teacher education actions in a scenario that seeks to promote, on the one hand, consciousness of behavior patterns in the head of disagreement happenings and, but at the other hand, the potential of exercising more effective classroom climate management alternatives.

In this study they adopted the ecological approach to classroom climate, through which classroom activity during a lesson is conceived as a behavior setting composed of interactive segments. In simple terms the easiest way to understand the concept of segments is to think of them as a set of classroom "chronicles" or narrative records. "A classroom chronicle is a reasonably complete description of the behavior stream that contains information about scene coordinates (i.e., the participants, physical arrangements, props, and time) and a running account of action sequences within scenes"

Accordingly, we began our analysis by delimiting the segments of the classes reported in the two case studies. The segmentation was established based on changes in the following dimensions: (a) patterns for arranging participants, (b) resources used or sources of information, (c) roles and responsibilities for carryingout immediate actions, and (d) rules of appropriateness (i.e., the types of behaviors that are allowed and disapproved). A change in one or more of these dimensions represents a potential change in the nature of the situation in

which students and teacher work. Two segments were delineated in Case A and six in Case B (see Figures 5, 6).
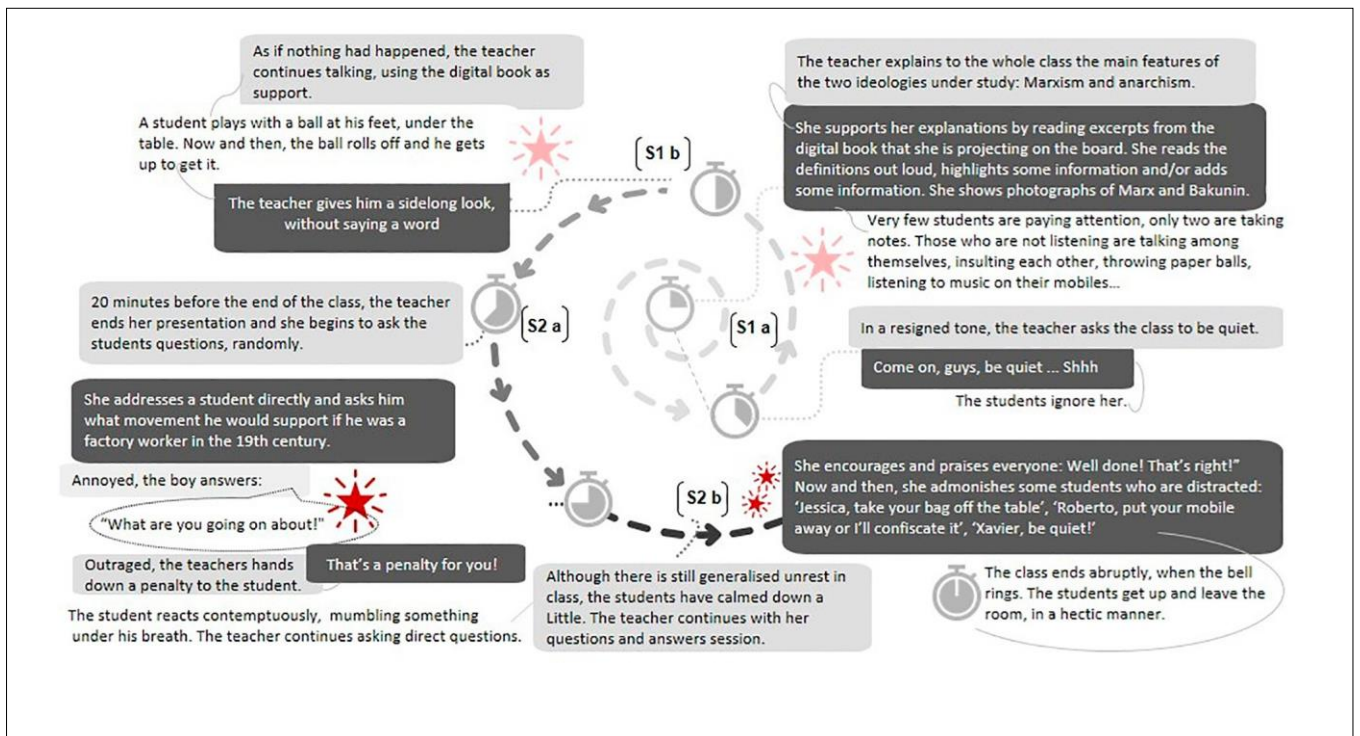
Figure 5. Causal network: Case A "The tale of the digital book."

The causative network revealed by the detailed analysis of Case A is shown in Figure 5. In the two segments (S) found in the study of this lesson, a spiral format portrays the interaction between both the instructor and the pupils. The sections have been delimited response to changes in the four aspects: (a) trends for trying to arrange attendees (e.g., expositional dialogue format concentrating on teacher demonstration to whole class vs. oversight of group projects); (b) assets used or information sources (e.g., publications vs. computer systems); (c) roles for carrying out prompt action (e.g., personal vs. collaborative job); and (d) role and responsibility for having to carry out immediate actions. Disruptions create modest differences in the form of interactions, as indicated by the symbols a and b for S1 and S2. According the parameters of the triadic model, we will now offer the accepted content for all components of the communication scenario in which disagreements emerged in Case A. We will concentrate on the teacher's emotional experience (behaviours and affects) as well as her conflict management behavior (contradictions).

After introducing and presenting an overview of the content, the teacher groups students into pairs. The class climate till then had been calm and quiet, but it now becomes a racket.

Students start to talk to each other, louder.
Some students get up. Two argue, push each other, yell.

The teacher intervenes to restore order. She does so by calling out to students individually, asking them to start working on the task. She asks students if they have any queries.

Working in pairs, students search the web for information: dates, key events, main political figures, etc., piecing together the various historical periods that the local parish priest lived through.

The fire alarm goes off. It was a false alarm, as immediately confirmed the teacher on hall duty. The students already knew. Some get up, speak loudly, push tables around...

The teacher reminds students they could face detention and stresses the importance of not pressing, without a valid reason, any of the eight fire alarms buttons installed around the school.

Once quiet has been restored, students continue working on the task. The teacher approaches students to help them identify relevant information.

The teacher notices that a student pair is getting distracted, looking for content in the internet that have nothing to do with the task. She discreetly approaches them and asks them if they have any questions.

The students feel they've been caught out, they pretend nothing has happened and move on to work on the task.

In chronological order, the teacher introduces the historical periods that they will go over in class, known as: the second republic, the civil war, Francoism, the transition and democracy (Spain, 20th century).
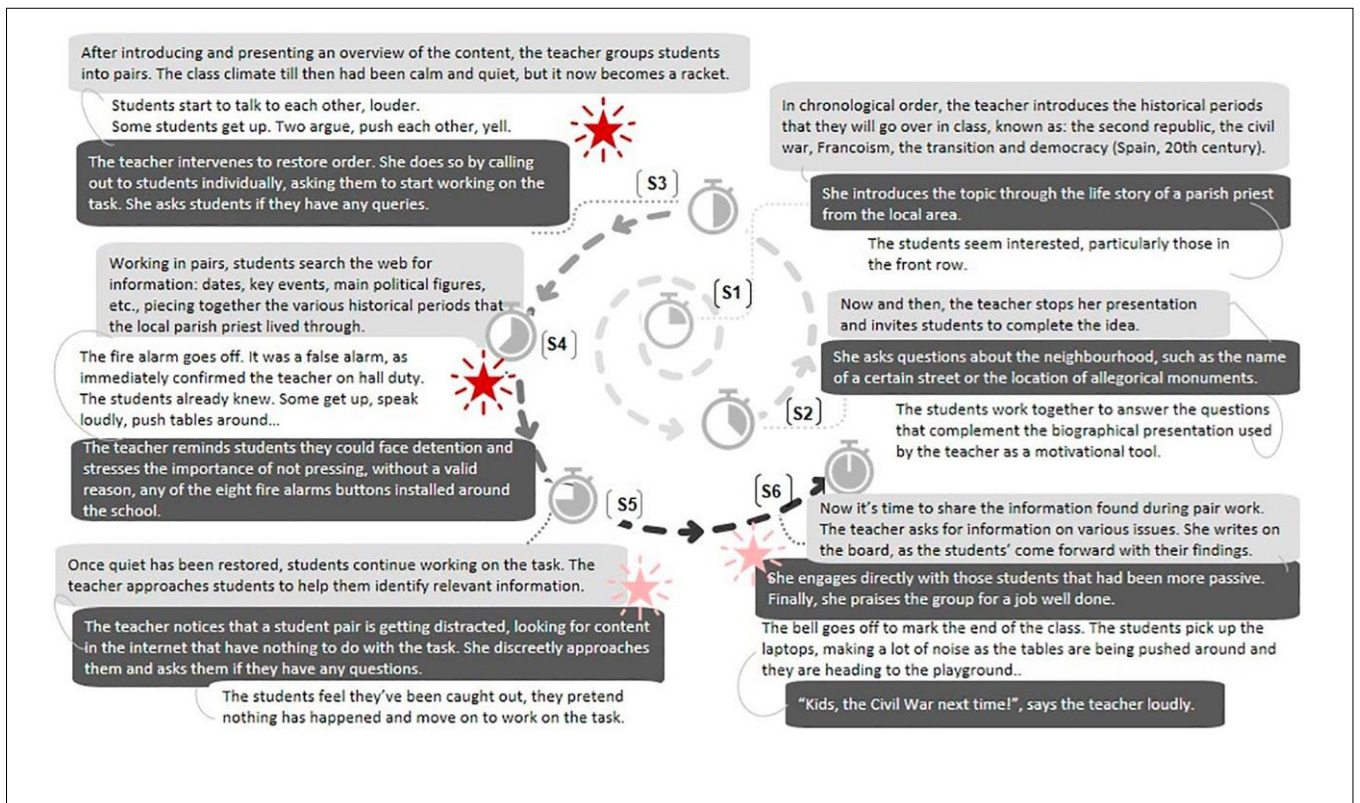
She introduces the topic through the life story of a parish priest from the local area.

The students seem interested, particularly those in the front row.

Now and then, the teacher stops her presentation and invites students to complete the idea.

She asks questions about the neighbourhood, such as the name of a certain street or the location of allegorical monuments.

The students work together to answer the questions that complement the biographical presentation used by the teacher as a motivational tool.

Now it's time to share the information found during pair work. The teacher asks for information on various issues. She writes on the board, as the students' come forward with their findings.

She engages directly with those students that had been more passive. Finally, she praises the group for a job well done.

The bell goes off to mark the end of the class. The students pick up the laptops, making a lot of noise as the tables are being pushed around and they are heading to the playground..

"Kids, the Civil War next time!", says the teacher loudly.

[S1] [S2] [S3] [S4] [S5] [S6]

Figure 6. Causal network: Case B "The story of the local parish priest."

The study of Case B yielded the following results. Figure 6 depicts the causal network provided by the in-depth study, focused on lesson development, which was divided into six segments in this case (S). Following the triadic framework suggested by Galtung, and after a detailed analysis of the mechanics of the communicative events all through the session in Case B, I will now summarise the accepted material regarding conflict management.

Conflict Resolution Behavior:

To deal with problems in this classroom, the teacher mostly used a domineering style, coupled by a rigid mindset, oriented on personal interests and protected by an autocratic teaching position. She occasionally regained control in a coercive manner, placing sanctions on the learner who refused to enter the historical situation that she attempted to transmit from the ebook to the figurative experience, evasively and contemptuously (segment 2a). From this vantage point, the techniques employed to cope with the anticipated class disruption resulted in blocking disputes that lay dormant for a long time before erupting, leading the classroom to collapse as it was intended to.

This teacher used nonconfrontational methods in conflict situations, such as finding compromise and being accommodating. For example, in segments three and six, when confronted with students' indifference when asked to participate to the collaborative activity expected of the entire group, the fake fire alarm went off due to their involvement. In both cases, the teacher utilized persuasion techniques and discussed the problem with students to come up with fresh ideas and approaches to coping with personal and/or interpersonal issues that might lead to more conflict. In the fifth phase, she provided customized assistance to the students and discussed with them potential solutions to problems that were preventing them from fully participating. Even in the most urgent situation, when the fake fire alarm went off, these tactics allowed us to successfully overcome difficulties.

We were able to reach the following conclusions as a result of this research. To begin, we feel that investigating the affective attitudinal components of classroom conflicts provides opportunities for teachers to learn how to handle them successfully, but this is insufficient. Effective educational management also requires cognitive abilities such as comprehension and interpretation, which are required to identify when and how to respond to conflict situations in the classroom. Second, and related to the above, our research, based on an ecological perspective to classroom climate, shows that teachers' behaviors in high-stress conditions include making quick decisions. Teachers must be trained to detect the emotional signals that trigger various reactionary and inefficient instinctive reaction patterns, as well as to be proactive in applying techniques to lessen the influence of these triggers, enhancing their sense of self - efficacy. Finally, because emotions are thought to be inextricably linked to the academic setting wherein they emerge, paying close attention to interpretations of major emotional life experience after they occur can aid teachers in identifying and characterizing emotionally relevant "courses of action" established in the classroom for classroom climate management. The current study has significant limitations, so we offer some more research directions for the future. The information in this research comes from preservice teachers' observation of interaction in two additional school classrooms during their first encounter with an academic institution.

4.6. Research 6

How Teachers' Emotional Intelligence Affects Conflict Resolution in the Classroom (Portugal)

Conducted by Department of Education and Psychology, School of Human and Social Sciences, University of Trás-os-Montes and Alto Douro, Vila Real, Portugal and Institute of Education, University of Minho, Braga, Portugal

(Valente and Lourenço, 2020)

According to structural equation modeling, teachers with higher increased emotional intelligence use a little more integrative and compromising conflict management tactics, resulting in more constructive conflict management in the classroom. In light of findings, emotional skill courses for teachers should be included in their academic training to help them develop emotional intelligence and offer them strategies to manage classroom conflict constructively.

Emotional intelligence and integrative strategy were found to have a favorable and statistically significant association. When a teacher employs this method, the primary goal is to develop satisfactory solutions for both the teacher and the student. In the face of classroom dispute, the teacher gives alternatives, uses open channels of communication, makes qualifying comments, applicants or statements in support of the student, accepts responsibility, optimizes commonalities, and reduces existing disparities between self and student. As a result, the integrating technique is linked to classroom problem solving. This method is good for case of complex classroom challenges since it entails transparency and knowledge sharing. Furthermore, the findings confirm the notion that there is a significant positive association between emotional intelligence and compromise approach among teachers. Our findings are supported by previous research conducted in different work settings. While using this method to manage classroom conflict, the teacher considers both his or her personal interests and the interests of the pupils, seeking to make solutions that are acceptable to both. This is an intermediate assertiveness and cooperation technique that requires a concession in the quest for an acceptable middle ground for all parties involved in the conflict. The teacher's goal in this method is to provide an intermediate answer for So, conflict management knows how to resolve disputes with students, recommends a proposal exchange with students, and provides a speedy resolution to classroom conflict. As a result, instructors with high level of emotional intelligence utilize more integrating and compromise strategies to address classroom conflict. Both tactics are conducive to more innovative and beneficial outcomes, including more satisfaction with the choices made by people involved in a disagreement, more accountable solutions, and improved teaching and learning quality. The findings also revealed that teachers with greater levels of education are more likely to be successful.

According to studies in other job settings, people with high emotional intelligence employ less obliging, domineering, and avoiding conflict resolution methods in the classroom. The findings supported the notion that teachers with higher emotional intelligence use the obliging method less I indicating there is a statistically significant negative association between the emotional maturity of the teachers and this method When using this method, the teacher's main purpose is to give in to student desires. In the face of classroom dispute, this resorts to conduct complacency, silently agreeing with students' judgments, making conceited comments, and rejecting or failing to communicate their own requirements, exhibiting a stance of accommodation and submission. Teachers' emotional intelligence and this method have a statistically significant negative link, according to the findings. The goal of this method for managing classroom conflict is to establish a satisfactory arrangement for the teacher. Thus, the teacher, with verbal skill and perseverance, people resort to using his power; makes confrontational statements, allegations, criticism, and dangers; is snarky; asks aggressive queries, and denies obligation to the disadvantage of the pupil involved in the fighting, thus trying to undermine the teaching - learning activities. Furthermore, the findings revealed a statistically significant negative link between emotional intelligence and avoidance technique among teachers. This suggests that teachers with higher EI utilize this method to manage classroom disagreements less frequently. In some cases, the teacher's use of this tactic may be a means of deferring dispute resolution until a later time, and in others, it may be a means of escaping a perceived unfavorable circumstance. The teacher uses this method to avoid having a discussion with the pupil. As a result, its strategies include physically and psychologically leaving confrontations, denying the reality of the conflict, shifting or ignoring key themes, and making vague statements.

4.7. Research 7

Systematized study of conflict management tactics for dealing with disruptive children in the classroom (Iran)

Conducted by Nursing Care Research Center and School of Nursing and Midwifery, Iran University of Medical Sciences, Tehran, Iran; Health Management and Economics Research Center, Iran University of Medical Sciences, Tehran, Iran; Department of Health Services Management, School of Health Management and Information Sciences, Iran University of Medical Sciences, Tehran, Iran (Mahvar, Ashghali Farahani and Aryankhesal, 2018)

The findings revealed that all of the tactics and strategies utilized, as well as teachers' challenges in dealing with students' disruptive actions, were categorized into three categories: cooperative and problem-solving strategies, avoidance strategies, and punishment strategies. Furthermore, the studies have emphasised the use of cooperative and problem-solving strategies, with the most prominent methods being healthy relationship communication with students to rectify their undesirable behaviour, training and preparing teachers to deal with disruptive students, and using various teaching techniques and practices predicated on the classroom situation.

Result The final study includes 31 publications from a total of 153 identified articles in databases. The majority of studies were performed in the United States, and survey research was the most commonly utilized study method. Furthermore teachers' conflict management tactics for students' disruptive behaviors were divided into three categories: cooperative and problem-solving strategies, avoidance strategies, and punishment strategies.

There are several approaches to resolving this issue. In each setting and context, the instructor should employ the most effective method available. According to the findings, it is one of the most effective ways for removing the contradiction, the presence of order in teacher teaching efficiency. A great learning environment for children can be provided by a classroom teacher. Problem fixing is an intentional behavior that involves a suitable mental depiction of the problem in cooperation and problem-solving solutions. Then, in order to move the problem from its early stage to a desired and purposeful condition, proper approaches and tactics must be used, with a strong emphasis on the students' active engagement because they share and plan the activities. The following tactics are representative of these types of techniques based on the acquired data.

There are several approaches to resolving this issue. In each setting and context, the instructor should employ the most effective method available. According to the findings, it is among the most effective ways for removing the conflict, the presence of order in teacher teaching efficiency. A great learning environment for children can be provided by a classroom teacher. Problem fixing is an intentional behavior that involves a suitable mental depiction of the problem in cooperation and problem-solving solutions. Then, in order to move the problem from its early stage to a desired and purposeful condition, proper approaches and tactics must be used, with a strong emphasis on the students' active engagement because they share and plan the activities. The following tactics are representative of these types of techniques based on the acquired data. (Kershaw, 2013)

Discipline is one of the most important tactics for dealing with conflict in the classroom. By integrating students in the topic of classroom and motivating students to negotiate and discuss, this method should be employed in conjunction with the development of responsibility as well as its reinforcement in students. Discipline is required to create a conducive environment for pupils to avoid misusing and deviating from the learning process. (Elhawwa, 2022)

Students arriving late to class, departing early, and utilizing classroom time for irrelevant chat with teacher can disturb the class process and negatively impact the happiness of the other students. Teachers are advised to establish attendance restrictions at the start of class and urge pupils to concentrate on the subject by utilizing their language abilities. Teachers should also speak with these pupils in a private, quiet setting and explain how disruptive activities affect the classroom. They should also discuss the norms of disruptive behavior and give kids the opportunity to improve or cease their disruptive behavior. Culture and gender are two more factors to consider while establishing rules and laws. Gender has been linked to student classroom behavior in studies, with boys being reported to be more destructive than girls. According to studies, instructors' conduct in dealing with students differs based on their gender, so boys get more negative comments from their teachers than girls.

(Tantleff-Dunn, Dunn and Gokee, 2002; McClowry et al., 2013)

Before implementing punitive methods, teachers must put themself in the shoes of their students and ensure that other measures are ineffective. Rewarding kids appropriately can be a good controller, helping to restore students' self-esteem, solve problems genuinely, enhance the academic progression, and lower the likelihood of misbehavior among students. In the classroom, the teacher should take a welcoming approach and avoid using harsh, parental actions. (Yuan and Che, 2012)

On the other side, proper morality implementation and sensitivity to students' ethical dilemmas are critical for effective communications, interpersonal commitments, and social interactions. Sympathy is an important component of ethical commitment because it increases moral awareness. As a result, awareness with it and sensitivity to the concept of sympathy, as well as the use of this skill from of the beginning terms and reinforcing it in students, can aid in the establishment of effective teacher-student communication, hence reducing negative behaviors.

Teachers must understand that disobedience in the classroom can be caused by physical issues, emotional struggles, or environmental circumstances. As a result, a teacher's proper observation and sensitivity to these aspects, as well as the preparation of novice teachers, will reduce the diseases. Disrespect in the classroom has a negative influence on both the instructor and the student's health, as well as on professional communication and the learning-teaching process. (Ali and Gracey, 2013)

Certain to students with proper behavior, clearly expressing the trainer's expectations from the students, encouraging the students' positive and good behaviors, predicting the learners' behaviour patterns, aids interaction with the students to correct negative behaviors, rewarding the students' behaviors, encouraging positive behaviors, and returning the inquiry to the students have all been suggested to be helpful. Furthermore, teachers can use the classroom atmosphere to encourage learning and better behaviours in students by promoting participation and focusing on connection rather than punishment by understanding the process of the effect of the classroom environment on the students' behaviors.

Assigning responsibility to classmates with proper behavior, clearly expressing the trainer's expectations from the students, encouraging the students' positive and good behaviors, predicting the learners' behaviors, aids interaction with the students to correct their negative behaviors, rewarding the students' behaviors, encouraging positive behaviors, and returning the inquiry to the students have all been suggested to be beneficial. Furthermore, teachers can use the classroom environment to encourage learning and better behaviours in students by promoting participation and focusing on connection rather than punishment by understanding the process of the effect of the classroom environment on the students' behaviors. (Sullivan et al., 2014)

Teaching tactics including such role-playing, active learning methods, holding conferences with students and teachers in attendance, and development of civil behaviours for more pupil participant in the learning processes can be useful in preventing students' hostility and disruptive behaviors. (Voltz, Sims and Nelson, 2010)

Successful communication can be done by employing acceptable instructional practices, listening to pupils, and giving them equal attention by looking at them in the same way. A teacher must set an example for students. Some teachers believe they are superior to their students and often use caustic language to humiliate them, resulting in an ineffective instructional environment. As a result

of this strategy, students become rude and react negatively to the teacher's unjust actions. (Clark, 2008)

The findings of this study revealed that most studies highlighted trying to establish mutual engagement and understanding with classmates to rectify their negative behaviors, coaching and preparing teachers to deal with students' behavioral issues, and using varied teaching techniques and practices predicated on the classroom. Punishment and avoidance tactics such as removing students from class and embarrassing them are not advised. Knowledge and skills in education, as well as efficient classroom communication, can result in effective development and acquaintance with unusual circumstances and classroom management. Because disrespectful and threatening behaviors, as well as disrespecting and breaching the teacher's privacy and the classroom, can have a substantial impact on educational environments, it is critical to have a thorough understanding of these behaviors. As a result, future interventional studies are recommended to discover effective strategies for coping with all these behaviors, and institutions should aim to eliminate these issues by identifying the behaviors through advisers and counseling facilities. Meetings on reforming curricula, assessment methodologies, and curriculum content are also required in order to meet professional needs and improve professional communications. Group conversations are also recommended for attracting diverse viewpoints, exchanging ideas, and teaching stress management skills.

4.8. Research 8

Conflict Resolution: Using the Thomas-Kilmann Resolution Mode Instrument to Assess Classroom Learning Levels (United States)

Conducted by Willis M. Watt, Ph.D. Professor and Chair Department of Communication Fort Hays State University (Watt, 1994)

The first hypothesis of the study was whether or not energetic

Participants in an initiatives, 16-week collegiate resolving conflicts course using a range of instructional methodologies will develop their knowledge of conflict and, as a result, change their perceived preference when choosing a style of conflict management. This study found that if a person studies conflicts and various ways for dealing with it, they are more likely to change their behaviour. Table 1 clearly revealed a shift in the data. During a fight, people's behavior is judged. The individuals' preferences evolved toward a collaborative management approach. When in a

conflict situation, this transition was from tolerance and avoidance to being more aggressive, assertive, and cooperative. Subjects, on the other hand, continued to suggest use.

of conflicting and compromise leadership approaches The second hypothesis proposed that full engagement in a group would be beneficial. 1 6-week, 3-hour collegiate conflict resolution course that uses a number of techniques Gender would influence one's apparent preference when choosing a conflict management method, and educational approaches would improve the respondents' comprehension of conflict. This theory was confirmed. The data revealed an overall gender influence on perceived management actions while dealing with conflict situations, according to the MANOVA test. Unfortunately, the exact location of this move has yet to be determined. According to this researcher, females' preferences shifted away from accommodation and males' preferences shifted away from competing, while both females and males employed less avoidance and more collaboration. Theory three asserted that full engagement inside a 3-hour, 16-week collegiate resolving conflicts class that used a range of learning strategies would improve the subject areas' comprehension of conflict, and that one's education level would influence one's perception preference when choosing a style of conflict management. The MANOVA test of a data revealed an overall effect once more. A difference in avoidance inclinations was discovered after further investigation. The educated group showed less dependence on avoidance than the less educated group. It appears that the more educated persons found it more enjoyable to confront and resolve disagreement head-on. Because the more educated participants had greater confidence and knowledge, they were able to see the significance of dealing with dispute directly, with the exception of a few circumstances (for example, when tempers boil or that's a political maneuver to gain time). Finally, the introductory remark from Hocker & Wilmot (1995) is supported by this field investigation. Teachers of conflict resolution can help. Their students understand that they will have the power to alter their role in the conflict dynamics. It is feasible to say of Hocker and Wilmot, "What you have learnt can be relearned in a different manner". In summary, the findings revealed that for H1, the subject matters used a mix of management styles with an enhanced preference for cooperation, (b) assessment of a pre- and post-test data exhibited a substantial as a whole influence of gender on the perception conflict management style in use in various situations, but a cell by mobile phone analysis did not reveal significant changes, and (cj more schooling a s a result, the avoidance method to dispute resolution became less popular. (Watt, 1994)

CHAPTER 5. Discussion

5.1. Problems in the classroom

According the quantitative results, the way things are done in schools rates first among the causes of school conflicts. Individual differences as well as managerial dimensions both succeed. For the understanding of the motives and scale dimension of disputes, qualitative data was acquired using open-ended questionnaires. According to the qualitative results gathered having a reasonable for conflicts, the use of classrooms, not arriving on time for class, the duty of watching, this same differences among teaching lessons, social activities, and school discipline are all reasons for conflicts arising from the way of doing things. Syndicate activities, political views, cultural differences, various ideas on the school system, character structure, and gender are all factors for disputes arising from individual differences. Communication issues, a lack of executive training, the instructional program, task distribution, control activities, and a lack of support for innovations are also factors for conflict arising from school administration.

The findings of this study revealed that most studies emphasized trying to establish mutual engagement and understanding with students to rectify their bad behaviors, coaching and preparing teachers to deal with students' behavioral issues, and using varied teaching techniques and practices based on the classroom. Punishment and avoidance tactics such as removing students from class and embarrassing them are not advised. Knowledge and skills in education, as well as efficient classroom communication, can result in effective development and acquaintance with unusual circumstances and classroom management. Because disrespectful and threatening behaviors, as well as disrespecting and breaching the teacher's privacy and the classroom, can have a substantial impact on educational environments, it is critical to have a thorough understanding of these behaviors.

5.2. Functional of Conflictological competence

We can define conflictological competence as follows after analyzing the substance of all of the previous techniques. Conflict competence is a subjective characteristic of the achievement of certain work responsibilities in the particular instance of interpersonal with subject areas of professional-pedagogical activity, as well as the ability to know a range of potential conflict

strategies and how to implement these strategies in a specific context or pedagogical situation, and also the human's conflictological coaching for the preventative measures of pedagogical conflict.

According to E.E.Efimova (Shodiyev, 2019), the level of understanding of the transition from destructive to constructive conflict is an inherent indication of a formation of conflict competence, and conflict competence serves the following roles as a point corresponding of occupational and pedagogical training: delivering coherence (meaning, proactive, human) of all components of conflictological competence through information-signaling, optimization, stability, orientation, integration, and reflection functions.

5.3. Definition of Characteristics of conflictological competence

We can observe from a review of the research literature that conflictological competence is defined by:
• Socio-psychological competency includes conflictological competence;
• Ability to properly communicate with others in a framework of interpersonal relationships;
• Correct social orientation, accurate detection of personal features and emotional state;
• Capacity to choose and use appropriate communication channels;
• Recognizing the essence of interpersonal disagreements and contradictions;
• Development of a positive attitude toward interpersonal conflicts;
• To be able to communicate without causing confrontation in challenging situations;
• The ability to assess and explain new and complex problems;
• Talent for dealing with confrontational circumstances;
• The ability to create a positive start to rising disputes;
• The ability to anticipate conflict's potential outcomes;
• The ability to manage contradictions and disagreements constructively;
• Capacity to interact with conflict's negative consequences;
• Conflictological competence is the integrated aspect of occupational and pedagogical training;
• The ability to use conflict to achieve educational objectives;
• A lack of conflict-phobic syndrome;

- The level of attention paid to deep psychological and pedagogical data about the conflict and the resolution method;

- The degree to which people are aware of the move from destructive to constructive conflict

5.4. Definition of Criteria for the formation of conflictological competence

According to the results of the conducted theoretical study of psychologist and pedagogical literature, there is currently no single method to evaluate the critical elements of conflictological competence, and no uniform criteria for defining its components. The connecting thread is the focus on the end outcome – instructors' increased conflictological competence.

The future teacher's conflict competence is an important part of both occupational and pedagogical training. It is dynamically component-level learning that displays the unification of proactive and individual components. The following are the criteria for developing conflict competence, according to E.E Efimova's (2022) research:

- absence of conflict-phobic syndrome, significance of conflict competency for the education sector, level of focus on mental and pedagogical knowledge about the conflict and the method for its resolution;

- the ability to use targeted conflicts to achieve educational and training goals;

- ability to maintain a contentious conversation;

- a reflection of his or her conflict-avoidant and partner-avoidant behavior;

- attempting to perfect conflict resolution

The research is timely since it is necessary to develop conflictological competence in a pedagogue in an educational setting. Conflictological competence is an indication for optimal relationships at all levels of contact in professional activity. The issue's analysis reveals that conflicts have become increasingly common in the modern world at all stages of relationships, particularly in the "person-person" system. Conflicts exist in every aspect of humanity. A teacher must have understanding, stress tolerance, patience, will, emotional control, and other skills to deal with conflict situations. The ability to resolve disagreements is an important aspect of a teacher's professionalism in a variety of scenarios. Preparedness refers to a teacher's understanding of possible assertive behavior tactics in a disagreement and their capacity to select appropriate approaches in professional role

and a given problem circumstance.rch is a theoretical and empirical study of Conflictological competence as the ability of teachers to manage conflicts in the classroom, forms and methods of its formation. I assume that the purpose of my research is achieved.

The process of developing conflictological competence in prospective teachers is critical to their professional development. A teacher interacts with individuals of varied educational levels, social standing, intellectual development, and other factors on a regular basis. Teachers may find it easier to control their thoughts and behaviors if they have a well-developed theoretical foundation for constructive behavior in a crisis circumstance. The ability to recognize a conflict and make the best decisions demonstrates the ability to actively restrict conflicts, making problem regulation easier. The findings support the need of developing conflictological competence in future teachers as one of the key aspects of professional mobility. The study is timely, as all of a teacher's activities are infused with the need to resolve conflicts between students, parents, and co-workers. Conflictological competence expresses itself in the teacher's actions as the ability to engage in conflict-free interactions with students, to engage in professional activity with the goal of minimizing negative consequences and creating an environment of equivalent interaction; the ability to subject interaction to a singular score – productivity; and the ability to view a problem situation as an unavoidable part of the professional and inventive activity.

Despite the undeniable importance of instructors possessing the ability to regulate the classroom atmosphere, pre-service teachers are unhappy with the probabilistic nature of training in this area and believe the vocational experience they have received to be inadequate, according to recent reports. Universities discovered that the competence that was before teachers believe they lack the most is understanding of class interaction and communication tactics, as well as skills to enhance coexistence, address disruptive behaviors, and manage conflict in the classroom.

I might infer that an integrated approach to enhancing conflict resolution competency was successful because the growth of one component led to improved performance in another. I believe that broadening teachers' conflictological knowledge boosted their self-assurance, stress resistance, and motivation to succeed. This may have contributed to the teacher's and children's preference for positive conflict resolution tactics. Furthermore, the great feeling of resolving conflicts had a favorable impact on general well-being and satisfaction with performance outcomes.

The findings persuaded us that a program for developing conflict management competence in future managers in the context of doing masters was required. The ascertaining experiment led us to the concluding that the criteria and markers created on the basis of theoretical, as well as the research methods used, are informative in relation to the study of managing conflict competence; the procured material is mostly diagnostic in nature, but it is construed by us as the grounds for the theoretical corroborating evidence and application of the pedagogical circumstances for the formation of conflict management competence. We would like to point out that using the adjusted method for the measures globally of the managing conflict competence of the educational institution's director at the master's level necessitates the use of reliable criteria for assessing the advancement of the managing conflict expertise of the educational institution's manager, so this direction in further studies on this problem is promising.

Conclusion

The purpose of my research is a theoretical and empirical study of Conflictological competence as the ability of teachers to manage conflicts in the classroom, forms and methods of its formation. I assume that the purpose of my research is achieved.

The process of developing conflictological competence in prospective teachers is critical to their professional development. A teacher interacts with individuals of varied educational levels, social standing, intellectual development, and other factors on a regular basis. Teachers may find it easier to control their thoughts and behaviors if they have a well-developed theoretical foundation for constructive behavior in a crisis circumstance. The ability to recognize a conflict and make the best decisions demonstrates the ability to actively restrict conflicts, making problem regulation easier. The findings support the need of developing conflictological competence in future teachers as one of the key aspects of professional mobility. The study is timely, as all of a teacher's activities are infused with the need to resolve conflicts between students, parents, and co-workers. Conflictological competence expresses itself in the teacher's actions as the ability to engage in conflict-free interactions with students, to engage in professional activity with the goal of minimizing negative consequences and creating an environment of equivalent interaction; the ability to subject interaction to a singular score – productivity; and the ability to view a problem situation as an unavoidable part of the professional and inventive activity.

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Reflection

I am happy that I choose a really interesting topic of my dissertation. I have always had a keen interest in science Conflictology, which was formed at the junction of Sociology and Psychology. During my working experience as a teacher, educator, manager, and head of the department I have performed leadership and managerial roles, where I inevitably had to resolve different types of conflicts. I was happy that most of the conflicts, which I was able to resolve by my experience and intuition, were resolved successfully, but I came to realize that my knowledge is still limited in this area. It was the reason for choosing this topic for my dissertation. Thanks to this experience, I have more consciously and deeply approached the understanding of conflict, conflict competence, conflict management, etc. I understand that having experience and intuition are not enough for successful conflict resolution. If I want to be able to do this in a good faith, I must have special knowledge in this area. I realized that my level of Conflictological competence is a very low level and I need to work on it. I have to improve my ability to manage conflict. Since this topic is interesting to me I plan to work on it in the future.

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