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PSYCHOLOGICAL PROBLEMS OF CONFLICT-FREE COMMUNICATION DURING THE EDUCATIONAL PROCESS IN EDUCATIONAL INSTITUTIONS

Abstract. Scientific research and practical experience show that every person, regardless of their duties, level of personal development, and position, can only consider themselves an intelligent person when they achieve perfection in the field of communication (it is here that a person is able to reveal their good manners). Undoubtedly, this thesis applies to all participants in the educational process in an educational institution: administrators, department heads, teachers, vocational training instructors, and, of course, pupils and students.

Conflict, translated from Latin, means “clash.” We are accustomed to viewing conflict as a negative phenomenon. However, conflict is a necessary condition for resolving pressing issues. The main thing is that we, as educators, are psychologically prepared to resolve them, strive to do so, and are not afraid of difficulties and changes.

During a conflict, a person's psychological state undergoes changes when their thoughts and feelings begin to differ significantly from those in everyday situations. These changes are usually not realized by the individual and are of a natural nature: increased emotional arousal and tension; a decrease in the ability to process information rationally; an increase in suggestibility and, accordingly, a decrease in the degree of critical attitude towards oneself and towards those in conflict; suppression of rational ways of regulating behavior and a sense of responsibility for one's actions; a feeling of one's own strength, power, and anonymity of one's actions and oneself.



Conflicts accompany us in all areas of life. And educational institutions are no exception.

Keywords: educational institutions, educational process, conflict generators, conflict-free communication, psychological culture.

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ПСИХОЛОГІЧНІ ПРОБЛЕМИ БЕЗКОНФЛІКТНОГО СПІЛКУВАННЯ ПІД ЧАС ОСВІТНЬОГО ПРОЦЕСУ В ЗАКЛАДАХ ОСВІТИ

Анотація. Наукові дослідження, практичний досвід свідчать, що кожна людина, незалежно від роду обов'язків, рівня особистісного розвитку та посади, лише тоді може вважати себе інтелігентною особистістю, коли досягне досконалості в сфері спілкування (саме тут людина здатна розкрити свою вихованість). Безперечно, ця теза має відношення до всіх учасників освітнього процесу у освітньому закладі: керівників, завідувачів кафедр, викладачів, майстрів виробничого навчання і, звичайно, учнів та студентів.

Конфлікт – у перекладі з латинської мови означає «зіткнення». Ми звикли відноситись до конфлікту як до негативного явища. Але конфлікт – це необхідна умова вирішення назрілих проблем. Головне, щоб ми педагоги були психологічно готові до їх усунення, прагнули цього і не боялися труднощів і змін.

Під час конфлікту психологічний стан людини зазнає змін, коли її думки і почуття починають значно відрізнятися від думок і почуттів у ситуаціях повсякденного життя. Ці зміни, як правило, не усвідомлюються особистістю і мають закономірний характер: підвищення рівня емоційної збудженості та напруги; зниження здатності до раціонального опрацювання інформації; підвищення рівня навіювання і, відповідно, зменшення ступеня критичного ставлення до себе, до конфліктуючих; пригнічення раціональних способів регуляції



поведінки та почуття відповідальності за свої вчинки; відчуття власної сили, могутності та анонімності своїх дій, самого себе.

Конфлікти супроводжують нас у всіх галузях життя. І освітній заклад – не виняток. Конфлікти тут виникають між різними групами: учень – педагог, учень – учень, педагог – педагог, педагог – адміністрація; педагоги – батьки.

Конфліктостійкість особистості педагога, студента чи учня – це здатність оптимально організувати свою поведінку у складних ситуаціях соціальної взаємодії, безконфліктно вирішувати проблеми, що виникли у взаєминах.

Чим вище рівень розвитку конфліктостійкості в учасників освітнього процесу, тим ефективніше їх дії в умовах конфлікту

Для кожного фахівця освітнього закладу характерний певний рівень розвитку культури спілкування, який виявляється протягом його діяльності, де ділові взаємини між людьми складаються на основі певних традицій, настанов і регламентують професійну діяльність як конкретного суб'єкта, так і групи людей. Тут спілкування є головною складовою професійної діяльності. Виходячи з цього, слід забезпечувати високий рівень психологічної культури спілкування в професійній діяльності фахівців освітнього закладу.

Безконфліктне спілкування учасників освітнього процесу в закладах освіти виступає як найважливіший показник їх інтелігентності й вихованості, передбачаючи, при цьому, такий рівень сформованості комунікативних рис характеру, вмінь педагога, учня, які дозволяють їм ефективно і компетентно вирішувати завдання взаємодії, досягати успіхів у професійній діяльності.

Ключові слова: заклади освіти, освітнього процес, конфліктогени, безконфліктне спілкування, психологічна культура.

Formulation of the problem. In psychological literature devoted to the problem of conflict-free communication (communication culture) of an individual, a significant place is given to professional etiquette, which is understood as a clearly established order, rules of behavior that determine the ability to behave in various life situations: appearance, sitting at the table, and communication [8]. However, this issue is more moral, and moral norms reveal the reason for human behavior. Rules of conduct determine how one should behave in a given situation.

Many publications are devoted to the professional culture of specialists in various fields of human labor, where its main components are: professionalism, integrity, responsibility, competence, willingness to take risks, and communication skills [2, 3, 4].

As we can see, these issues are directly related to conflict-free communication in educational institutions, and this problem is quite complex and multifaceted. It concerns both individuals, representatives of a particular profession with all spheres of their life, and separate groups of people, society.



During conflict, a person's psychological state undergoes changes when their thoughts and feelings begin to differ significantly from those in everyday situations. These changes are usually not consciously perceived by the individual and are of a natural nature: increased emotional arousal and tension; a decrease in the ability to process information rationally; an increase in suggestibility and, accordingly, a decrease in critical attitude towards oneself and those involved in the conflict; suppression of rational ways of regulating behavior and a sense of responsibility for one's actions; a feeling of one's own strength, power, and anonymity of one's actions and oneself.

The purpose of this article is to select adequate structural components of psychological communication culture and convey them to all participants in the educational process, who must realize their importance in life.

Analysis of recent research and publications. Among the latest Ukrainian researchers working on topics related to communication and conflicts in the educational environment, the following stand out: Iryna Moroz (2022) studies the key barriers and characteristics of communicative competence among participants in the educational process; Svitlana Sytnik (2023), who studies how emotional characteristics influence the choice of response in conflict situations; Ruslan Kalenychenko (2023, 2024), who studies conflicts and approaches to their resolution, as well as conflict management; Kirill Temny (2022) focuses on the problems of communication between teachers and students in distance learning, including psychological barriers due to the lack of eye contact; Olena Kokhanova (2013) traces the problem of the culture of pedagogical communication in the context of the informatization of education; Yurii Krasyl'nyk (2006) studies communicative competence as a component of the professional training of future engineering educators in the field of mechanical engineering; Andriy Hirnyak and Olena Vasylykiv (2019) study the psychological barriers to interaction between teachers and students, classifying these barriers and describing possible ways to overcome them through the development of communicative competence.

However, the psychological essence of conflict-free communication as a necessary prerequisite for an effective educational process in educational institutions has not yet been systematized and fully developed.

The purpose of the article is to reveal the psychological essence of conflict-free communication as a necessary prerequisite for an effective educational process in educational institutions.

Presentation of the main material. The conflict resistance of a teacher, student, or pupil is the ability to optimally organize one's behavior in complex situations of social interaction and to resolve problems that arise in relationships without conflict [5, 7].



The higher the level of conflict resilience among participants in the educational process, the more effective their actions are in conflict situations:

an adequate assessment of the conflict and a reasonable forecast of its further development are carried out;

the tasks set for teachers, pupils, and students at each stage of the conflict's development are understood;

there is constant observation and control of the behavior of the parties to the conflict;

there is consistency in decisions and interaction between participants in the process of their implementation;

the tasks are understood, and there is confidence in their relevance and necessity;

reliable information is communicated to each participant in the communication during the development of the conflict.

Ways to correct conflict communication in educational institutions:

Do not demand the impossible from those in conflict.

It is always necessary to remember the abilities of those involved in the conflict: each person has their own, some have better visual memory, while others have better verbal memory.

Interpersonal conflict between a teacher and a student may arise due to an unrealistic deadline for completing a task [1]. In such cases, students complete the task quickly but poorly, or fail to meet the deadline. Both outcomes can cause such a conflict. Therefore, teachers should select tasks for students appropriately and create conditions that do not cause resentment, but allow them to better demonstrate their abilities, promote self-improvement, and successfully perform their duties.

Do not seek to quickly and radically re-educate those involved in the conflict through direct influence.

Education, and even more so re-education, is a slow process. Everything new usually happens slowly. Only destructive processes happen quickly. The more significant the changes that need to be brought about in a person, the more time it will take.

If, for example, a teacher is dissatisfied with a certain trait in a student's character, it can be eliminated in the following way:

periodically point out this trait to the student;

first, sincerely and deservedly compliment the student, and then remind them of their shortcoming, emphasizing that it is possible to live with it, but without it they would be more respected.

The first approach usually leads to conflict, while the second allows the person to develop a desire to correct the deficiency themselves, since it is they who are hindered by it, not the teacher.

Assess the mental state of those involved in the conflict.



This technique allows you to predict the likelihood of an aggressive reaction from the conflicting parties, to deeply and quickly assess their true intentions, and to identify threats in advance.

If the parties to the conflict display aggression (facial expressions, gestures, movements), it is necessary to postpone the discussion of controversial issues until another time.

Inform the parties to the conflict about the implications for your interests.

People don't always realize that their actions affect your interests. If it's not done on purpose, after you point it out, they'll politely apologize and stop blocking your interests without you having to ask again.

Take a firm stance on the issue and persistently defend your interests, while treating those involved in the conflict with kindness.

Separating the positions of the conflicting parties from their personal characteristics contributes to the successful resolution of the conflict and reduces its negative consequences. Usually, during a conflict, attempts are made to shift the attention of the conflicting parties from the essence of the problem to the character traits of the conflicting parties, which only complicates the resolution of the conflict.

Do not interrupt those who are in conflict, but give them the opportunity to express themselves.

The ability to listen to a person helps to relieve their aggression and influence the thoughts and feelings of an irritated interlocutor. After all, the state of an irritated person is mostly associated with the desire to be heard, to give vent to negative emotions, to attract the attention of listeners and gain their understanding. When listening to an irritated person, you should be prepared to be attentive, calm, patient, and honest, and be able to combine active listening with effective speech. This allows the irritated person to “pour out” their soul and express themselves, which will reduce their aggression [6].

But don't think that you can manipulate an angry person. They can easily sense insincerity, so your empathy, patience, and calmness must be genuine.

It is important to reflect on the situation in advance, view it from the outside, and identify possible scenarios for its development before the conversation begins. Such actions allow you to prevent negative emotions and block their influence.

Inform the parties to the conflict in advance of your decision if it affects their interests.

When sudden changes in circumstances occur, people are forced to make decisions on the spot, and this causes negative emotions.

Address one issue at a time, rather than several; refrain from criticizing the personal qualities of the other person.

Resolving several controversial issues at once only complicates the already difficult task of understanding what exactly caused the conflict to develop.



Give your opponent the opportunity to “save face,” i.e., “don't corner them”.

You should not publicly expose your opponent's incompetence (for making the wrong decision), as this will provoke a strong reaction in defense of the decision made. Even when your opponent realizes that they have made the wrong decision, they will still insist on it (defending their own point of view).

Establish informal, personal contact with your interaction partner.

If there is psychological contact, the likelihood of conflict is negligible.

Avoid harsh and categorical assessments of any issues, positions, or the personality of your opponent.

Categorical judgments always complicate communication and indicate immaturity of mind, the possibility of giving a false and unfair assessment. An uncompromising opinion provokes the interlocutor to challenge it, even if it is essentially correct.

Thus, the proposed ways of influencing conflict-free communication (conflict interaction) allow preventing conflicts in educational institutions and are an element of professional skills of teachers and administrators.

Objective conditions that help reduce the number of conflicts within a team and improve opportunities for conflict-free communication include:

creating favorable conditions for the life of all participants in the educational process: material security; working and learning conditions; opportunities for self-realization in professional activities; relationships between teachers, school administrators, pupils, and students.

fair and open distribution of material goods within the community;

development of legal and regulatory procedures for resolving typical conflict situations;

humiliation of the personal dignity of specialists by management; appointment to a vacant position when there are several applicants; convenient planning of office and residential premises;

availability of rooms for psychological relief [8].

The main tasks of psychoprophylactic work to prevent conflicts may be as follows:

Mastering psychological techniques and skills for conflict-free communication.

Participants in the educational process must consider and take into account psychological reactions to conflict, especially negative ones:

the emergence of anxiety, uncertainty, fear, and heightened self-preservation instincts;

fear for oneself and one's cause, a fierce struggle between motives and personal safety;

a significant decrease in the lower threshold of moral acceptability, the destruction of habitual normative ethical ideas;



manifestations of confusion, numbness, stupor, or frustration, i.e., the emergence of feelings of hopelessness and despair;
incomprehension of what is happening, disorganization of cognitive activity;
insufficient mobilization, lack of concentration;
loss of self-control, appearance of hysterical reactions, panic actions, appearance of a feeling of weakness.

Ability to avoid conflict triggers and overcome them.

Conflictogens are verbal (words, actions) and nonverbal (inaction, indifference, contempt) components of the behavior of an individual or group that can lead to the emergence and escalation of conflict [7].

Conflictogens carry with them a potential tendency to escalate conflicts, and, in essence, each conflictogen can lead to one of three psychological root causes:

displays of aggression (all displays of aggression, both covert and overt, cause feelings of fear and frustration);

striving for dominance (orders, threats, remarks, accusations, categorical judgments and opinions, interrupting others, deception, withholding information);

displays of selfishness (a selfish person seeks to achieve something for themselves, usually at the expense of others, which is perceived as unfair and, of course, is a source of conflict).

Typical conflict-generating factors in communication include: threats and orders; negative and unfounded criticism, remarks, and negative assessments; mockery and ridicule; harsh words; bragging; categorical and uncompromising judgments and statements; interrupting others, raising one's voice, and other attempts to assert oneself by humiliating or devaluing others; imposing advice; withholding important information; comparisons; imposing competitive relationships; interrogations that lead to a dead end and cause a "feeling of guilt"; refusal to talk or discuss an important topic; abrupt, disrespectful, unmotivated change of topic; reassurance through denial; breaches of ethics (using someone else's opinion without crediting the author); jokes; lying or attempting to deceive in order to achieve something dishonestly; shifting responsibility onto another person; attempting to borrow money; any displays of aggression or irritation; selfishness; manipulation (wanting to get something by using another person).

To eliminate the tendency to use conflict-inducing communication, it is necessary to:

eradicate the desire for superiority;

restrain aggression by passive (verbal expressions), active (physical activity, sports, watching sports competitions, hunting, fishing) and logical (rationalization) means;

strive to overcome destructive selfishness;

develop psychological attraction (create psychological appeal between communication partners) and a positive image.



Elimination of personal conflicts.

Personal conflict is determined by differences in perceptions of one's image – real and ideal. The level of personal conflict affects a person's attitude towards themselves, manifestations of anxiety, aggression, and frustration.

Therefore, it is necessary to ensure a positive connection between the “real self” and the “ideal self,” which will indicate the consistency of the “self-concept” and real behavior, as well as the absence of conflicting intrapersonal experiences.

Ability to choose a behavior style appropriate to the conflict.

A special place in conflict resolution is occupied by the problem of choosing the appropriate type of behavior for a given situation. How people behave during a potential or actual conflict is of fundamental importance, as it forms the basis for choosing the optimal way to respond to the behavior of those involved in the conflict. Behavior in conflict can vary depending on the situation in which the conflict takes place, the individual qualities of the opponent, and an understanding of one's own capabilities.

Acquiring knowledge and skills to prevent the destructive consequences of conflict.

The destructive consequences of conflict include feelings of fear and anxiety, neurosis, general psychological depression, or excessive aggression. Possible ways to overcome them include cognitive techniques, special music therapy programs, achieving inner balance, and breathing exercises.

Each specialist in an educational institution has a certain level of communication culture, which manifests itself in the course of their work, where business relationships between people are based on certain traditions and guidelines and regulate the professional activities of both individuals and groups of people. Here, communication is the main component of professional activity. Based on this, it is necessary to ensure a high level of psychological communication culture in the professional activities of specialists in educational institutions.

The problem of choosing communication methods is of great importance for managers and teachers. In a broad sense, a method is a system of actions used in activities or interactions to achieve a goal. They are aimed at establishing contact, getting to know each other, organizing interaction, and exchanging information, feelings, assessments, ideas, opinions, etc. Since actions can be diverse, they complicate the understanding of the process and management of communication. Therefore, it is advisable to combine all actions into a system, i.e., a method. It characterizes the actions of those subjects who have entered into communication [9].

Communication methods can be divided into those that serve to exchange information and those that are used to influence.

One method of information exchange is communication, which is often used in higher education institutions. Communication allows individuals or groups to coordinate their actions with those of other people [5].



In the professional activities of educators, methods of influence play a significant role. The main ones include: suggestion, imitation, mental contagion, persuasion, manipulation, and actualization [8].

Conflict-free communication is based on formal and informal types of communication. Formal communication consists of two subtypes: directive and understanding.

The directive subtype of communication is based on administrative and legal norms that provide for vertical interaction. At the same time, in some cases, it is possible to resort to another subtype of communication, in particular, understanding. The latter is based on moral and psychological norms of interaction. Here, interlocutors are united by motives, professional goals, and a sense of responsibility for achieving the final result, which manifests itself in the impeccable performance of the duties assigned to specialists of the educational institution.

Informal communication is based on administrative and moral norms that require those who communicate to be highly cultured and tactful in their interactions. Informal communication in a healthy (in terms of morality) team can contribute to successful activity. At the same time, depending on the circumstances and the individual psychological characteristics of each person, the teacher must use different types (subtypes) of communication in a differentiated and effective manner, which will allow them to enhance the “self-presentation effect” by using mechanisms of influence in relationships and maintain their position as an experienced specialist.

Conclusions. Thus, conflict-free communication between participants in the educational process in educational institutions is the most important indicator of their intelligence and good manners, assuming, at the same time, such a level of developed communicative character traits and skills of teachers and students that allow them to effectively and competently solve interaction tasks and achieve success in their professional activities.

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