

OPPORTUNITIES OF PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES IN DEVELOPING CONFLICTOLOGY COMPETENCE IN FUTURE TEACHERS

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Abstract: *In this article, the possibilities of the following pedagogical and psychological sciences in the development of conflictological competence in future teachers: Pedagogical conflictology, Social psychology, Family psychology, Basics of psychological training, Pedagogical technology, Pedagogical skill, Methodology of teaching pedagogical sciences, Psychodiagnostics and experimental psychology, Behavior analyzed the psychology of deviant children.*

Keywords : *Integration, pedagogical-psychological sciences, educational - normative documentation, interaction, development.*

In recent years, in our republic, fundamental improvement of the quality of education in higher education institutions and the development of conflictological competence in future teachers are being created. "Raising the education system in our country to a new level, improving the quality of teacher training based on advanced international standards, identifying young people with a high interest in the teaching profession and introducing a continuous system of targeted training and education, training in the field Improving the quality of education by ensuring harmony of education, science and production, training competitive personnel, effective organization of scientific and innovative activities" were defined as priority tasks. This will clarify the possibilities of pedagogical-psychological sciences in the development of conflictological competence in future teachers, expand the content and possibilities of developing conflictological competence by means of reflexive pedagogical methods.

In our research work, in order to research the possibilities of pedagogical and psychological sciences in the development of conflictological competence in future teachers, the curriculum, science program and work programs of the subjects taught in the undergraduate education directions of the Faculty of Pedagogy and Psychology of higher educational institutions of pedagogy we tried to analyze and clarify the possibilities of these sciences. 5110900-Pedagogy and psychology for the 3rd courses, according to the analysis of topics presented in the working curriculum, science program and working programs, it was determined that the content of the following

subjects and some topics are important in the development of conflictological competence.

Education is normative documents , science program and worker programs analysis to do during future in teachers conflictological competence in development it is important to consider internal integration between learning modules. First, let's talk about the concept of integration.

In the encyclopedic dictionary of philosophy, the concept of integration (lat. integer - whole) is defined as combining some parts and elements into a whole [2, 67].

Integration in the dictionary of pedagogical terms - 1) interrelationship of educational subjects; 2) derived from the Latin word "integratio", which means reconstruction, restoration, filling; "integra" means complete, whole, whole, integration - organic merging with each other, absorbing each other, combining with each other to form a new, single, stable generalized-holistic idea. we can see that it is described as generating[3,50].

During the integration of pedagogical and psychological sciences, the volume of interdependence increases and decreases, the functioning of the parts of this system and the integrity of the object of study are regulated [4,13]. The following is conflictological competence in development We expressed the internal integration between subjects of academic subjects (Table 1).

Table 1

Conflictological competence manifestation of internal integration between pedagogical and psychological sciences in development

Based on the above analysis, the future in teachers conflictological competence in development Pedagogical, taking into account the internal integration between learning modules and psychological sciences the following to opportunities have that we calculate :

- communication, communication culture and psychology in teacher's activity ;
- understand the emotional sphere of partners in the process of communication get _
- Pedagogical ideas of Eastern thinkers about the causes of conflicts and their elimination;
- the importance of professional reflection in the teacher's pedagogical activity;
- diagnosis of students' knowledge, skills and qualifications in the process of teaching pedagogical subjects;
- the personality of the learner in the educational process and his characteristics;
- conflict generators, conflict, its content and types, conflict signals;
- specific characteristics of conflicts between a teacher and a student;
- conflict in the team and ways to bring it to a solution ;

- body language in pedagogical conflictology, procedures and methods of conflict management ;
- prevention of conflict situations in the educational process ;
- evolution of pedagogical conflict, wrong perception of the situation and its consequences, stages of development of pedagogical conflict;
- problematic situations in pedagogical activity, conflict situations between students, educational cooperation - as an effective form of resolving pedagogical conflict;
- conflict dynamics and stress tolerance in conflict situations;
- of communication, personality development, stress relief trainings;
- the role of the family in resolving conflict situations;
- " Parents and child " relations psychodiagnostics
- the essence of diagnosing the level of subjective control, deception, arrogance, self-assessment in emotional situations;
- The trainings, which include the psychological classification of deviant behavior, moral violations, the essence of aggressive behavior, diagnosis and correction of aggressive behavior, methods of correcting emotional states, reflect the importance of pedagogical and psychological sciences in the development of conflictual competence.

From the above, we can conclude that pedagogical and psychological sciences have a unique opportunity to develop conflictological competence in future teachers. However, depending on the characteristics of the subjects, it was observed that different emphasis was placed on the content of these subjects. Systematization of the content of theoretical, practical, seminar and independent educational activities expressed in the content of various subjects for a single purpose, that is, from the point of view of developing conflictological competence in future teachers, and organizing special activities (outside the classroom activities) can serve to increase the efficiency of our research work.

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