



CONFLICT SITUATIONS ON THE EXAMPLE OF PRESCHOOL EDUCATION

Otajonov Jamshid Mashrabjonovich
PhD in Pedagogical Sciences, Associate Professor
Fergana State University

Ergasheva Zilolakhan Murodillaevna
Graduate Student of Fergana State University

Abstract

The article reveals the pedagogical conditions for managing conflict situations in the team of a preschool educational organization.

Keywords: pedagogical conflict, conflict situation, methods and techniques of managing conflict situations.

Objective reasons - for example, the unscrupulous attitude of educators to their work, their low qualifications. In this case, you are unlikely to be able to change anything, and the best way out is to pick up the child from the kindergarten and find another one.

Subjective reasons act, as a rule, both on the part of parents and educators. These include unjustifiably positive or unjustifiably negative expectations of parents from a preschool institution. An unjustifiably positive attitude arises when parents, sending their child to kindergarten, think that the kindergarten will "teach everything", and parents will not have to do anything. If these expectations are in vain, there is a huge tension between parents and teachers. In fact, a kindergarten can do a lot for the development of its pets, but it has its own specific tasks and can never completely replace parents and the educational impact of the family. If the parent's personal "kindergarten" experience was unsuccessful, or the parent himself did not attend kindergarten, but heard a lot of talk that "this is very bad", an unjustifiably negative attitude arises. Such a pre-prepared negative attitude is necessarily transmitted to the child and not in the best way affects both him and the relationship between the educator and the parent.

Another subjective cause of conflicts is related to the fact that the educator sometimes becomes a symbol of power for parents, a kind of controller who evaluates their actions and teaches them. When an educator evaluates a child, gives some recommendations, the parent very often mistakenly believes that they are evaluating





him, his viability as a person and a parent. The same problems often arise with the educator, when, for example, the parents of the pupils may unconsciously remind him of a person with whom he once did not have a relationship.

Another problem is the fear of parents, especially mothers, of losing control over their child. When they see that the baby is immersed in a new life, real jealousy wakes up in them about the fact that their child is no longer completely theirs. Such a conditional facet of the "struggle" for children really exists. The more qualified the educator, the more he loves his work, the more zealously he treats children, trying to convey to parents his idea of the most diverse aspects of the upbringing and development of the child. In the minds of parents, however, an opinion may form that the educator "imposes" his point of view on them. Unfortunately, there are teachers who not only like to dictate to parents how to raise their children, but also do it in a rather categorical way: "Your child does not know how to do this, this, this. You have poorly prepared him for kindergarten. You must do so-and-so, so-and-so." Naturally, such moralizing affects parents very negatively.

There is a reason that indirectly destroys the relationship between the educator and parents - these are the characteristics of the child himself. If the baby is well prepared for kindergarten (fits into the routine, knows how to dress, undress, eat on his own, is accustomed to sit in class, listen carefully), as a rule, there are no difficulties. Problems can arise if the parents did not take care in time to correctly correlate the regimen of the child and the kindergarten, or if the child was given increased attention in the family, he was not limited in anything, he was constantly entertained. In a large team, it is impossible to provide a child with the usual amount of attention and complete freedom, therefore, without seeing the "proper" attitude from adults in kindergarten, such a child experiences inevitable difficulties and, as a result, severe stress. Mom is nervous, assuming that the baby is naughty and refuses to go to kindergarten, because they treat him badly there. In fact, the reason is not at all in relation to the child, but in the fact that he does not fit into the regime of the kindergarten and the team of children.

Some parents react very painfully even to a small scratch or bruise brought by a child from kindergarten. The response may be a claim to the educator who "overlooked" the child, or aggression towards the "malicious offender". Excessive concern of parents only unnerves the baby, sets him against the kindergarten. "Who pushed you? Why did he tell you so? Were you the first? Why didn't they give you a poem? Why did the teacher put one cutlet for you, and not two?" - being very perspicacious psychologists, children quickly understand that an adult is primarily interested in negative stories about children or caregivers, and, adjusting to a parent, the child begins to compose





such stories "especially for mom." This usually happens at the age of 5-6 years, when children already understand how people can be manipulated. Artificially creating a conflict, they stand aside and watch "what will happen", getting burning pleasure from this and satisfying their curiosity. Therefore, parents should learn to treat such things calmly and with understanding.

Any parent has his own ideas about how to raise children, but within each preschool there are specific pedagogical methods. When a child enters a preschool institution, parents are usually informed about the regime, about things that need to be brought to the kindergarten, about how payment is made, what classes are available. But neither the administration nor the teachers in 90% of kindergartens ever talk about their pedagogical views - about how life in a group is regulated, how conflicts between children are resolved, how you can make a complaint to the teacher if you are dissatisfied with something, how to resolve the conflict if you do not find a common language with the teacher. Modern parents adhere to various methods and theories of education, and it often happens that their concept is completely contrary to the system adopted in kindergarten. Therefore, without informing parents at the initial stage, we lay many conflicts. But parents should also understand that the usual methods of influencing a child may not work when their child is surrounded by other children.

The teacher and his problems.

When you turn to the latter and ask what knowledge they lack to work with children, they almost all unanimously say that they do not know how to work with parents! Indeed, all parents are different, they are adults, and each one needs to find a certain approach. It can even be said that most educators are afraid of parents, because they perceive them as, firstly, a certain force that fights for the child, for power over him; secondly, as controllers who will come and check what they are doing; thirdly, educators simply do not know how to communicate correctly and convey information about the child in a non-aggressive form. Surprisingly, most preschool teachers never turn to parents for help with raising children! The idea that teachers should teach parents who do not understand the issues of raising their own offspring is apparently formed even within the framework of an educational institution. And why can't educators turn to parents for such help, because parents are with the baby from the very day of his birth and know their child much better?!

Ways to resolve conflicts between educator and parent

The most effective way to resolve conflicts between caregiver and parent is to do good work as a caregiver. If he really works with his soul, is carried away by it, "burns" at





work, then his parents forgive him a lot. Such a teacher, as a rule, does not have any conflicts at all! However, in most cases, conflicts still take place.

Can conflicts be minimized?

The first is to inform parents, even before their children enter preschool, about what will happen there, not only in terms of schedules and routines, but also in terms of relationships and pedagogical influences.

The second is to show parents how to "painlessly" resolve conflicts if they arise. You can create a special memo in addition to the parent agreement. It may contain, for example, the following words: "In our kindergarten it is not customary to sort things out between the teacher and the parent in the presence of children", "In our kindergarten it is not customary to make comments to other people's children in the absence of their parents and to sort out quarrels of children without participants in the conflict" . If you "prescribe" these rules, and introduce them to parents in time, then many conflicts simply will not arise.

The third is to teach teachers how to correctly communicate information to parents. For example, when reporting something negative about a child, always start with a positive review and only then formulate a problem: "Your Petya drew great today, he is wonderful, but there is one side that worries me very much. You know your child better, maybe perhaps you will advise me something in this regard ... I notice that he often beats Katya, what do you think, what could be the reason for this? Let's think together what is the matter here and how to help him ... ". This is a position of cooperation, communication on an equal footing, addressing the parent as a knowledgeable and competent person. Unfortunately, in the existing system, such an individual approach to the child is often difficult.

Another problem is the education of our kids.

After all, it is from educators, and not from parents, that they ask the result of work according to a standard program: for example, all children in one group must master the program for five-year-old children. In this case, the contribution of parents is not taken into account. This provokes tension, because it is assumed that all children come in equal. In the existing system, unfortunately, these numerous contradictions are not resolved in any way. If the teacher begins to realize all these problems, he will know why he accumulates irritation about the parent (she is very much like my mother, who oppressed me; or I am angry that not all of my children have progressed equally in learning , and why, in fact, a child who came to me with a delay of a year should also advance successfully? Neither I nor the parent are to blame here). After realizing such reasons, unconscious aggression against the parent is partially removed. Very often, the educator has complaints against parents about the fact that





they do not study at home with the child. This is especially true, for example, in speech therapy groups, where children are given big tasks. More than enough conflicts! But the parent simply does not know how to engage in speech therapy! Of course, here it is necessary to revise the entire system, which assumes that parents will teach and finish teaching their children at home.

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