🔓 **Research Article**

DIDACTIC OPPORTUNITIES FOR THE FORMATION OF A CONFLICT CULTURE IN STUDENTS THROUGH THE SUBJECT "EDUCATION"

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ABSTRACT

In this article, the potential for conflict culture to be instilled in pupils through the study of "upbringing" is highlighted. The newly introduced discipline "upbringing" is taught in the general secondary education system with the intention of preparing students for a successful social life and fostering in them a competitive personality that embodies high morals and cultural values. The methods for developing conflict avoidance abilities in pupils are suggested during the teaching of this subject.

KEYWORDS

Methodological Support, Education, Textbooks, Education System, Science, Teaching, Pedagogy, Conflict, Conflict, Knowledge, Skills.

INTRODUCTION

The modern educational system is moving away from content curriculum based on the conventional method and toward a teaching system that permits innovation to train personnel for a digital economy and an informed society. As a result, educational approaches are evolving as well. In the age of the Internet and information technology, it is advised to place greater emphasis on instruction from a straightforward expert in order to pursue an automated high-tech career in the desired field. In such a time, it is important to teach students about "upbringing," and the material in "upbringing" textbooks paves the way for the development of critical thinking, communicativeness, creative creativity, and collaborative skills, or competencies, in students. In general secondary education, the teaching of "upbringing" is seen as a key contributor to the development of a conflict-prone culture in pupils. A group of conflicts known as "pedagogical conflict" develop as a result of

miscommunication between parties involved in the education and parenting process. The possibility of eliminating pedagogical conflict exists, although it is currently a fleeting conflict, conflict, and discord.

Literature study and methodology: Using literature analysis as a foundation, the following didactic possibilities of the development of a conflict culture in students during the teaching of the subject "upbringing" were clarified:

The first grade Students are given "discipline" regarding various secular religions and the values, religious tolerance, murder, theft, humiliation, lying, abstinence from intoxicating substances, pacifist ideologies, non-use of force, conflict resolution, settlement by agreement, threat to social peace, and prevention of aggression and violence found in these religions, particularly Islam. Never trade evil for evil and vice versa. Make an effort to be a good person in everyone's eyes. Live as peacefully and harmoniously as you can with everyone, if at all feasible.

New Testament. Epistle to the Romans, Chapter 12.

The reader's "upbringing" in textbooks is mirrored in the adoption of humanitarian concepts into their thoughts from world faiths and ancient sources. This textbook's "disruptive ideas" subjects covered social and international conflicts. The reader is provided separate definitions for the topic's noble traits and subversive notions. It has been established that Uzbekistan participates in international agreements about things like refraining from engaging in conflicts of any type, opposing subversive ideologies, supporting peace, and encouraging religious tolerance. Examples from Hadisi Sharif on the short-line topic with the phrase "a fair solution: the war was taken" can be found on the history review page. It might be claimed that these brief texts instruct readers to steer clear of conflict and identify constructive

2. Because adolescent conflict consciousness and his capacities to foresee, avert, and settle conflicts are still underdeveloped, a situation in which he is at odds with others occasionally emerges. Such paradoxes show themselves in behaviors like a rude demeanor, showing contempt, and always wanting to be the first. Such educational problems may be systematically resolved by the science of "upbringing". On the example of the experience of national upbringing, several effective ways are described in this regard. For example, Ibrahim Qassar (9th century) says: "two things in this world of Man destroy excitations in the heart: 1) communication with peers; 2) Service to teachers." Therefore, in the process of teaching" upbringing", adolescents can be taught to be fully and positively involved in the creative management of conflicts that arise with others, constructive communication and the world of culture.

3. The textbook's "safe media community" topic offered material that pointed to the applicability of the study we've selected, which is focused on safeguarding children's rights, shielding them from the negative consequences of various abuses, and maintaining information security. Examples of Internet attacks, young people engaging in cyberbullying, the inability to discriminate between true and false information, the spread of harmful information, and the creation of violent, aggressive websites are also provided. The issues and their resolutions on the subjects condensed in this textbook can help pupils develop sound spiritual immunity. Given the attention, the process of upbringing in the experience of our national pedagogy is also based on timely elimination of various conflicts that arise in educators. For this, the comprehensive activity of the teacher and the student is relied on. Therefore, it is advisable to rely on the experiences of our national pedagogy in teaching the subject of "upbringing" to students of a general secondary education school.

Results: The search for and provision of educational and illustrative materials that enable us to take a more differentiated approach to the employment of diverse patterns of conduct in a conflict situation should receive specific emphasis while teaching the subject "upbringing." The plethora of options for the development of a conflict culture in students' "upbringing" within the field must be taken into consideration. After all, the system of handling conflict situations during the teaching of the topic "upbringing" in general secondary education will have the following perspective in order to establish a conflict culture in students. (Figure 1). Such an approach makes it possible to eliminate pedagogical conflicts in time when teaching "upbringing" to students of the upper classes. To do this, the teacher must always act as an aspiring innovator, a tutor who accepts the educator as a subordinate and partner and directs him to the intended activity.
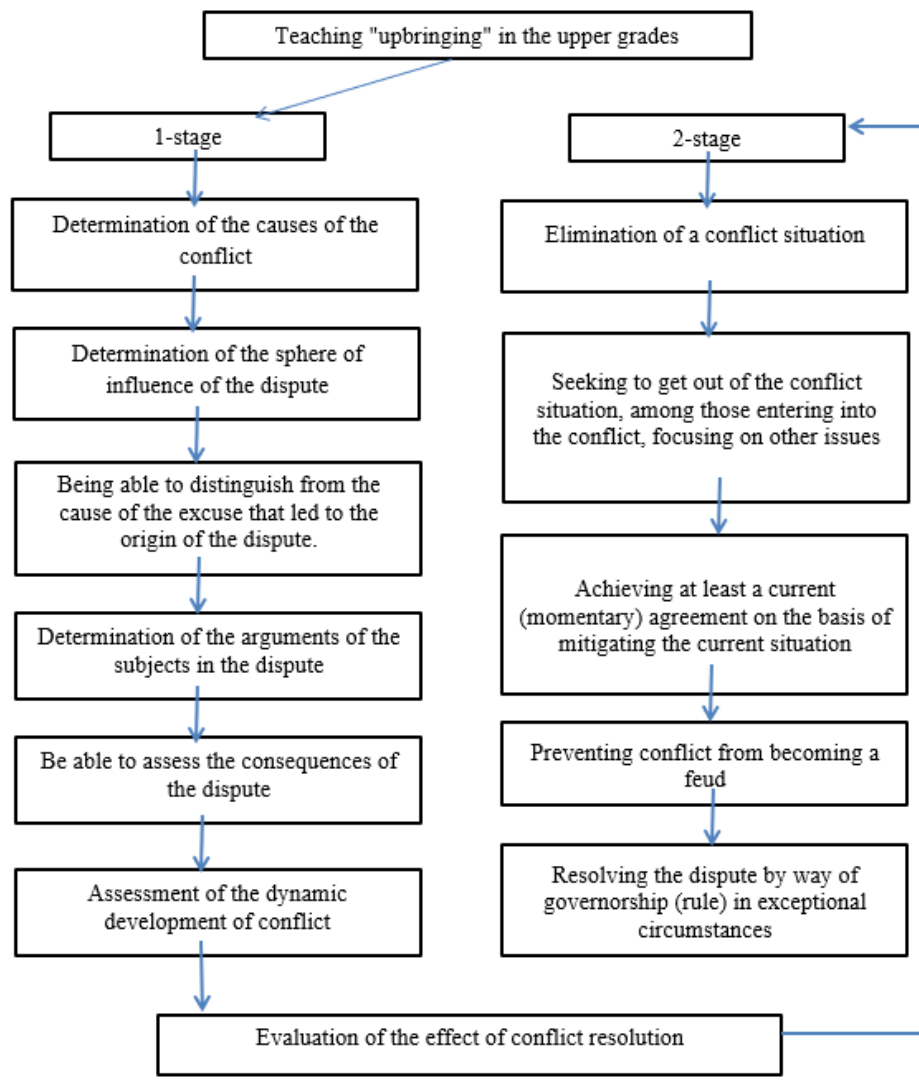

Teaching "upbringing" in the upper grades

1-stage
- Determination of the causes of the conflict
- Determination of the sphere of influence of the dispute
- Being able to distinguish from the cause of the excuse that led to the origin of the dispute.
- Determination of the arguments of the subjects in the dispute
- Be able to assess the consequences of the dispute
- Assessment of the dynamic development of conflict

2-stage
- Elimination of a conflict situation
- Seeking to get out of the conflict situation, among those entering into the conflict, focusing on other issues
- Achieving at least a current (momentary) agreement on the basis of mitigating the current situation
- Preventing conflict from becoming a feud
- Resolving the dispute by way of governorship (rule) in exceptional circumstances

Evaluation of the effect of conflict resolution

Publisher: Master Journals

Figure 1. System of elimination of conflict situations in the process of teaching "upbringing" in general secondary education

DISCUSSION

As a recently introduced integrative subject in our nation's educational system, "upbringing" calls for the development of its fundamental principles, processes, and technologies. As a result, it is essential to improve the subject's teachers' abilities, train the subject's future instructors, and conduct extensive problem-solving research. Coordination of the experiences in this area is especially desired. In the theory and practice of pedagogical conflicts, the following characteristics of students are taken into account:

- contradictions that drive the growth of their adolescents;
- the level of psychic maturation of the student;
- changes taking place in the student's mind;
- innovations taking place in the student's moral understanding;
- the environment surrounding the student (cotsium);
- the student's attitude towards others;
- the given the attention, these characteristics are clearly noticeable in teenage students.

Therefore, it is crucial to give them access to education and a learning environment. To do this, it is vital to frequently observe family upbringing procedures, research the educational climate in schools, and keep an eye out for changes in a student's personality.

Teachers and coaches have a key role in the prevention of pedagogical conflicts. The status of instructors and coaches is therefore a priority in the raising process, and parents and the school team are active in the educational process based on their findings.

Conclusion: Today, it is advised to equip future teachers with the theoretical knowledge, practical-professional skills, and qualifications necessary to eliminate pedagogical conflicts during the process of higher pedagogical education. This necessitates frequent awareness of them from scientific study on pedagogical disputes, the growth of personal observability, and the capacity to solve them effectively. In addition to raising students' conflict culture, training in the teaching process of "upbringing" through reflexive methods of applying conflict training techniques to students also allows for the observation of notable differences in a variety of other social competence parameters. Therefore, it is possible to achieve joint effective collaborative activities, compromises, strict decision-making, social intuition, and content of the qualities of tolerance if classes in the subject of "upbringing" are effectively used by a cooperative and reflexive method and exercises that support the development of a culture of confidentiality. Students experience negative feelings as a result, and aggressive conduct and the potential to stop bullying occur.

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