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CONFLICT SITUATIONS AS A MANIFESTATION OF PERSONALITY DEVIATION FROM THE SOCIO-PSYCHOPHYSIOLOGICAL NORM.

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The article discusses the negative impact of interpersonal conflicts that arise in the education system on the development of society, the factors of occurrence, socio-psychological and socio-psycho-physiological aspects of it. There are also comments about the decrease in the effectiveness of the educational system.

Key words: interpersonal conflicts, constructive and destructive conflicts, objective and subjective factors, socio-psychological, socio-psychophysiological deflection.

Introduction.

In our society, scientific interest in the problem of interpersonal conflicts has increased significantly. Considering that this is mainly due to the increase in the general level of modern conflicts in society, which has a significant negative impact on the development of society, psychoprophylaxis of conflict situations and psychocorrectional technologies are being developed in educational institutions. Although most of the interpersonal conflicts in the education system involve teacher-student relationships, it is appropriate not to ignore certain conflicts that arise with parents and relatives in family interpersonal relationships.

In general, given that conflicts between adolescents are a process that has a complex socio-psychological and socio-psychophysiological structure, it is important to study them from a comprehensive, psychological, sociological, physiological, medical and legal point of view. It would not be an exaggeration to say that one of the problems faced by specialists in this field is the development and implementation of a constructive model of conflict resolution through pedagogical and psychological influence, especially in the education system.

The internal conflict of a teenager arises mainly in the course of interpersonal relationships with the outside world and is characterized by one's own needs, motives, interests, goals and values, struggle, on the other hand, it is characterized by the appearance of neuroticism in the human nervous system.

Materials and methods

Here we share the opinion of L.A. Semchuk, who in his research argues that conflict resolution can be constructive and destructive. With the constructive method, a person chooses the optimal algorithm of action with the least harm to himself, others and the opposite party

within the framework of moral and legal norms accepted in society. A destructive method of conflict resolution is defined as displacement or a false solution to a conflict, as well as the resolution of conflicts through actions that are unacceptable from the point of view of the moral and legal norms of society [2, 185].

On the other hand, conflicts arise throughout life for objective and subjective reasons, even if a person does not want it, including parents and children, peers, teachers, etc. As a result, conflicts are painfully experienced by all participants, which ultimately manifests itself in the form of complex violations of interpersonal relationships, stress and depression, and psychosomatic diseases. Therefore, researchers were interested in the long-term persistence of negative attitudes towards conflicts prevailing in society. When we turn to the literature analyzing the sources of interpersonal conflicts, psychology studies a wide variety of aspects of the conflict. These concepts are important for the need of every teacher to promptly prevent and constructively resolve conflicts that arise in the mutual community of students, parents, children and peers.

One of the Russian researchers A.G. Zdravomyslov, having analyzed the specific aspects of conflicts in the system of interpersonal relations, said: "Conflict is the most important aspect of interaction between people in society, a unique cell of social life. This is the potential for social action or the form of relations between subjects, and its motivation is determined by conflicting values and norms, interests and needs" [1. 94], he says.

K. Horney in his writings called hostility "basal (rooted) anxiety", and such anxiety that occurs in children can lead to a feeling of danger. Its main factors include, but are not limited to, direct or indirect submission, parental conflict, indifference, unstable behavior, neglect of the child's individual needs, and a hostile environment. This also means that early neuroses are caused by cultural factors, or more precisely, neuroses are caused by an imbalance in interpersonal relationships [3, 11].

Also, external factors in the form of a large amount of hostility are considered a necessary condition for the emergence of internal conflicts rooted in the child, which, if not resolved, lead to an increase in the level of anxiety, which in turn creates the basis for the emergence of new conflicts [4, 33].

It can also be noted that the higher the level of a person's neuroticism, the more people feel internal tension, lack of confidence in themselves, their future, they become increasingly detached from the life around them and are less interested in the events of the outside world. As a result, their behavior is increasingly inconsistent with their qualities. The collision of subjective and objective reality in a person's mind with a high level of neuroticism leads to instability, impulsiveness, indecisiveness, mood swings, a tendency to take everything to heart, to be easily upset, anxiety, a tendency to stereotypes, doubts, and dissatisfaction with oneself. Pronounced personality traits, characteristic of persons with a high level of neurotic reactions, not only violate the harmony of the inner world, but also manifest themselves in the external world and reflect the system of negative relationships of the subject with others.

When generalizing the concepts, we realized that the neurotic state of the individual leads to an assessment of conflicts in the system of interpersonal relationships. Therefore, we rightly emphasize that the state of neuroticism is a strong factor in the emergence of conflicts.

In our study, the views of D.B. Elkonin that communication with peers is the main activity as a teenager's leading activity, the author believes that joining a peer group becomes the main method of socialization of a teenager. The main tasks of interpersonal relationships in the process of communication are to ensure that motives and norms prevail and serve as the basis for the development of the motivational-need sphere [5, 47-61].

Results

Thus, the conflict is resolved in various ways, and the success of its resolution depends on the nature of the conflict, the degree of its prolongation, the strategy and tactics of the conflicting parties. The study examined how students react to conflict situations in the context of the formation of constructive behavior characteristics. For this purpose, the test questionnaire of
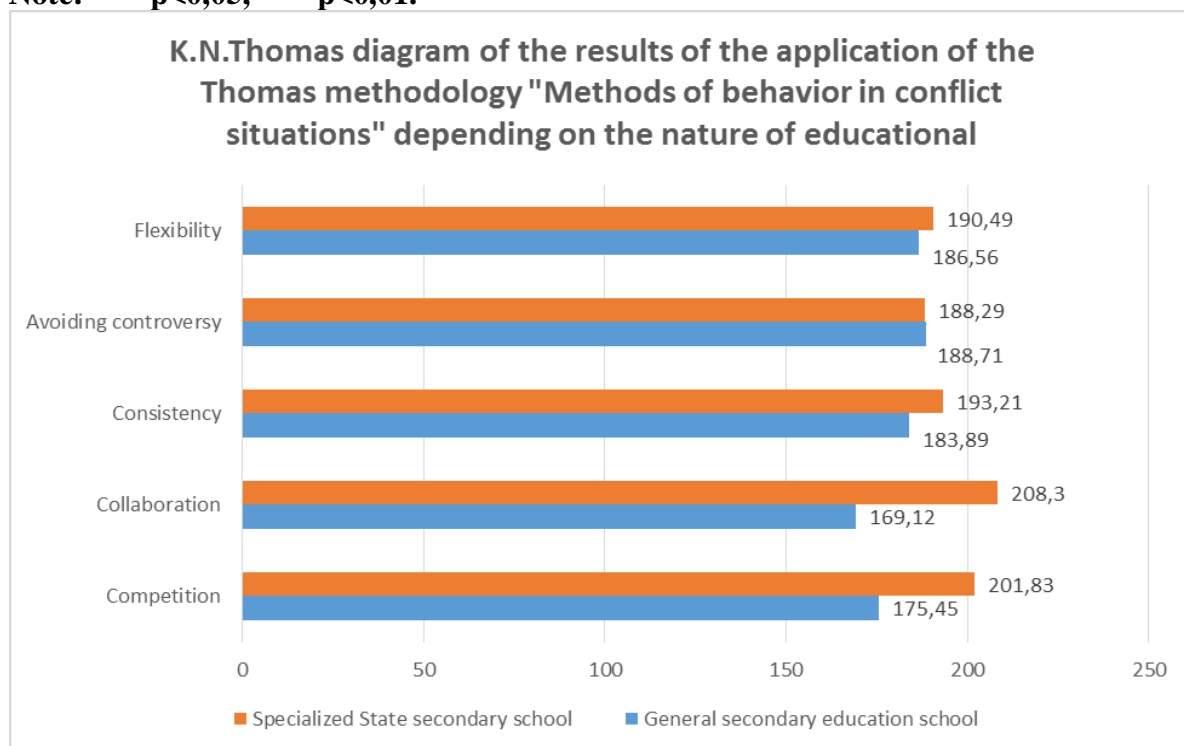
K.N. Thomas "Ways of Behavior in Conflict Situations" was used. In this case, we chose students of general education and specialized schools as the object of study.

According to the methodology for studying behavior in conflict situations by K.N. Thomas, the empirical indicators of students were studied in several areas. At the first stage, the behavioral styles of students in general education and special state secondary schools in conflict situations were generally studied.

Indicators of the K.N. Thomas method "Behavioral methods in conflict situations" according to the characteristics of educational institutions

Scales	Average color value		U	p
	General secondary school	Specialized state secondary school	(based on the Mann-Whitney test)	
Competitiveness	175,45	201,83	15190	0,017*
Cooperation	169,12	208,30	13987,5	0,000**
Negotiability	183,89	193,21	16793,5	0,400
Avoiding Conflict	188,71	188,29	17631	0,970
Flexibility	186,56	190,49	17300,5	0,723

Note: ** - p<0,05, ** - p<0,01.

K.N.Thomas diagram of the results of the application of the Thomas methodology "Methods of behavior in conflict situations" depending on the nature of educational

Discussions:

A comparative analysis of empirical indicators of students' behavioral methods in resolving conflict situations in a comprehensive secondary school and a specialized state secondary school revealed results showing the significance of the difference between the two average values. Differences were observed only in methods reflecting two opposing approaches to resolving conflict situations. The first is competition, the second is cooperation. In the first case, compared with students of a general education school, students of a specialized state general education school more often use the competitive method when resolving conflict situations (U=15190, p<0.05). Perhaps this situation forces students of a specialized educational institution to strive to achieve high results in the educational process, that is, competition in specialized schools is the reason why achieving high results in the educational process is a priority.

In the second case, the competitive environment in the educational process among students of a specialized state secondary school cannot serve as their main way of finding solutions to their problems. Therefore, the presence of positive characteristics in activities and

behavior shows that they understand the need for mutual cooperation with peers. It can be said that cooperation in conflict situations is the most important method of preventing destructive behavior of students in state specialized secondary schools. There are no differences in other forms of behavior in conflict situations. Consequently, in conflict situations, students from both educational institutions use tolerance, conflict avoidance and flexibility in the same way.

The obtained statistical results expand the possibilities of conducting psychological work on the formation of constructive behavior of students, taking into account the characteristics of the educational institution, the role of methods of behavior management, educational motivation and mental states in attractive conflict situations of an individual nature.

Factors that negatively influence the formation of constructive behavior in students of general education and special state secondary schools - emotional and psychophysiological excitability, egocentrism, aggressive behavior in the form of conflicts in the system of interpersonal relationships, due to the relatively moderate and growing nature of constructive behavior of schoolchildren allowed us to develop and implement a program psychological prevention and psychological correction aimed at creating opportunities for formation.

Conclusion

It would not be an exaggeration to say that most of the interpersonal conflicts that arise between teenagers are the result of unfulfilled needs in the relationships between parents and peers. Based on this, we can come to the conclusion that they need help in resolving conflict situations that schoolchildren face, for the psychological study of existing conflicts among students, as well as for organizing a system of preventive and psychocorrectional work.

The negative aspect of communication, which causes the above-mentioned interpersonal conflicts, affects the formation of qualities, mental and psychophysiological functions of a teenager's personality, causes deviations in the process of assimilation of social norms and values and, in general, in all processes of socialization. In our opinion, to prevent such incidents, it is important to improve the communicative and socio-psychological status of adolescents, to form constructive models and methods of interpersonal relationships with others, especially in conflict situations.

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