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FORMING CONFLICTOLOGICAL COMPETENCE OF A WOULD-BE TEACHER IN THE MULTICULTURAL EDUCATIONAL SPACE OF A UNIVERSITY

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ABSTRACT

The article deals with the problem and necessity of forming students' conflictological competence as an important component of the future teacher's readiness for professional activity; the main components of conflictological competence are revealed. The characteristic is given to the competence approach and its role in forming conflictological competence of would-be teachers in a multicultural educational space. The authors posit the importance of theoretical knowledge, skills and abilities of a would-be teacher in the field of conflict management at all levels of interaction to minimize its destructive forms of manifestation. The study found that the formation of conflict-free interaction skills will enable a would-be teacher to build constructive interactions, be flexible and prompt in analyzing situations of interpersonal relationships, manage their emotional and volitional state in conflict and pre-conflict situations. The article presents an in-depth analysis of the scientific and methodological literature on the topic.

Keywords: conflict, competence, conflictological competence, professionally significant social mobility, multicultural educational space

INTRODUCTION

In this research, the system of professional education of a would-be teacher is considered to be based on a competence approach. The competence approach relies on the notions of "competence" and "competency". The competence

approach is a system of principles on which the goals of professional education are determined, the content of education is selected, the educational process is organized, and the results of education are assessed. Implementation of the competence approach at an educational establishment was and is studied by many scholars (A. S. Belkin, E. F. Zeer, I. A. Zimnyaya, O. E. Lebedev, A. V. Khutorskoy, T. M. Kovaleva, D. B. Elkonin, V. V. Bashev, Yu. V. Senko, A. M. Aronov, etc.), whose views complement each other and are reflected in our study. As was stated by E. G. Repina, the goal of introducing the competence approach in the Russian education is to achieve the maximal competitiveness of the state's human resources in the global labor market. To achieve this goal, the competence approach allows solving the following tasks: 1) to provide the unity of theoretical education and practical training; 2) to raise the quality of labor resources for the Russian labor market; 3) to strengthen international cooperation in the sphere of education (reciprocal training at Russian and foreign universities – programs of double diplomas), which is only feasible under compatibility of educational programs and their results; 4) to promote attractiveness of the Russian universities for foreign students. The provisions of the competence approach are institutionalized in the Federal State Educational Standards (FSES), which are constantly qualitatively renewed [19].

The research topicality is due to the need to form conflictological competence in a would-be pedagogue within the multicultural educational environment of a university. In the future professional activity, conflictological competence in an indicator for optimal relations at all levels of interaction. Competence approach requires of a would-be teacher to be ready and able for professional activity, to clearly realize which universal (key) and special (qualification) personality traits will be indispensable in professional activity. This, in turn, implies an ability of a teacher to compose the practice-oriented foundation of professional activity – a set of basic information concerning a teacher's professional activity, including description of goals, objects, means, forms, methods, principles, products and results of their professional activity. Didactics of higher education evaluates the system of higher professional education through competence approach. Its implementation is aimed at increasing specialists' competitiveness in the labor market, renovation of professional content, methodology and developmental multicultural educational environment. That is why the key goal of professional training of a would-be teacher is to form professional competences, universal traits, providing a higher level of professional mobility, readiness and ability for personal self-implementation in professional activity, for solving pre-conflict situation and constructive interactions. Analysis of the issue confirms that in the modern world conflicts have become more frequent at all levels of relations, especially in the "person-person" system. Conflicts permeate all spheres of human life (professional, family, politics, etc.). To cope with conflict situations, a would-be teacher should possess knowledge, stress resistance, tolerance, will, emotional control, etc. Ability to manage conflicts is an essential characteristic of a teacher's professionalism in various situations. The existing problems show that

conflictological competence is one of the key general characteristics of preparedness of a would-be teacher for professional activity. The preparedness implies awareness of possible strategies of assertive behavior of a teacher in a conflict and their ability to adequately choose strategies in professional activity and a certain problem situation.

MATERIALS AND METHODS

The paper presents various views on the notion of “conflictological competence”. The authors apply the principle of unity in diversity. When interacting with the general pedagogical principles, it implies recognition of various opinions and forms of expression, the right to differ from others; respect for people regardless of their ethnicities as members of a large community – the humanity, respect and recognition of various cultures, opinions, values, approaches to solving conflict situations [15, p. 79].

Prior to analyzing the notion of “conflictological competence”, we studied the notion of “competence” as the basis for our research. An encyclopedia of psychology views this notion as “the degree of mastering the necessary skills and abilities” helping to cope with the situation and choose the necessary mode of behavior [13]. A specialist having a certain set of professional, social, personal, etc. competences can be called competent, i.e. possessing competence in a certain sphere of human activity. A definition of competence in the system of higher education was proposed by Yu. G. Tatur: “Competence of a specialist with higher education is their practically manifested desire and ability (readiness) to implement their potential (knowledge, skills, experience, personal qualities, etc.) for successful creative (productive) activity in professional and social sphere, realizing the social significance of and personal responsibility for the results of such activity, as well as the need for its constant improvement ...” [9].

In our research, relying on the works by A. V. Khutorskoy and other scholars, we understand competency as a set of interrelated personal qualities (knowledge, abilities, skills, features of thinking, which provide the ability to make effective decisions in a conflict, to act rationally, promptly, etc.), determined in relation to a certain process and necessary for productive actions [22]. The notion of “competence” comprises knowledge, abilities, skills, and methods of activity (object component). The notion of “competency” reflects the ability of a subject to implement activity when applying them (subject component). In this regard, it should be noted that the educational process is subordinate to the idea of purposefulness and effectiveness [19]. In our work we follow the viewpoints by E. G. Repina and A. V. Khutorskoy, as we consider these definitions to be the most complete and consistent. The fundamental process in our work is forming conflictological competence in would-be teachers in a multicultural environment of a university. For our research, it is essential that the students comprehend the notion of “conflict”. When analyzing this notion, we relied on activity approach (N. V. Grishina, V. G. Zazykin, etc.), which oriented us towards studying the behavior and activity aspects of conflict subjects. Any

conflict, regardless of its type and conditions, has distinctive features manifested in its general features, i.e. those present in all conflicts, and in its main functions (A. Ya. Antsupov, N. V. Grishina, etc.). Analysis of the issue shows that the world is full of contradictions, which are inevitable in the life of nature and people; however, a conflict does not constitute the whole life but only a part of it [10]. That is why today it is especially topical to form preparedness for professional activity and life in a multicultural world and conflictological competence in would-be teachers in the educational process. The issue of forming conflictological competence in students was conceptually elaborated by V. G. Zazykin. According to his concept, the structure of conflictological competence includes the following components: gnostic (knowledge about the reasons for conflicts, the features of behavior and mental states of the opponents, the techniques of conflict duels); regulative (ability to influence the opponents, to solve the conflict on a just and constructive basis, to organize work in a post-conflict situation); projective (ability to forecast behavior and actions of the opponents in the conflict based on the available knowledge); reflexive-status (reflection of one's own behavior, communication, activity and relations); normative (knowledge of ethic norms of behavior and relations and following these norms) [8]. Such systemic approach allows us to define the complex character of analysis of conflicts and pre-conflict situations, having an inner interrelated structure, to study the functions and methods of communication with the environment, the process of forming conflictological competence of would-be teachers in a multicultural educational space of a university. N. I. Leonov proposed a structural-dynamic model of conflictological competence, which such structural components as social-psychological, operational, and behavioral characteristics of a personality [12]. This structural-dynamic model of conflictological competence is reflected in our system forming in would-be teachers the theoretical knowledge about a conflict, the professional code of a teacher, and the rules of conflict-free communication. According to A. Ya. Antsupov and A. I. Shipilov, the structural-content components of conflictological competence are: understanding the specificity of interactions between people, the need to form the skills of conflict-free communication in students, constructive attitude to conflicts, ability to explain and evaluate the occurring contradictions and elaborate constructive scenarios of regulating problem situations. A special role in understanding it plays the ability to foresee the possible consequences of conflicts, as well as the skills of eliminating these negative consequences [1].

N. V. Grishina [6] interprets conflictological competence as: 1) mastering theoretical knowledge in the sphere of conflictology (political, juridical, psychological, sociological, etc.); 2) mastering the managerial techniques: prevention, prediction, regulation, solution, and minimization of destructive forms of a conflict; 3) presence of a professional type of thinking, implying reflexivity, methodological character, sanogenic character, voluminous character, creativity; 4) mastering the technique of psychohygiene and stress resistance in conflicts. This position is also reflected in our work in the process of forming the skills of conflict-free communication, a dialog, a discussion, a

business talk in would-be teachers. The scholars studying the topic emphasize the presence of theoretical knowledge in the sphere of interaction (knowledge/cognition component) and the strategy of constructive behavior in a conflict (behavioral component). A. Ya. Antsupov and A. I. Shipilov characterize conflictological competence as the ability of an acting person (an organization, a social group, a public movement, etc.) in a real conflict to carry out activity aimed at minimizing the destructive forms of conflict. It is the level of awareness about the range of possible strategies of the conflicting parties and the ability to assist in implementing constructive interaction in a certain conflict situation [1]. V. A. Slastenin interprets the notion of “conflictological competence” as a set of communicative, constructive and organizational abilities of a personality, which is essential for the conflict-free interaction. I. P. Yakovleva understands conflictological competence as emotional stability, empathy, and altruism [25].

The study of the research issue confirms that conflictological competence acquires special significance in the professional activity of a teacher. A teacher has to master the constructive ways of solving problem situation of various types and complexity. To provide the qualitative training of would-be teachers, we have elaborated competence-oriented educational-methodological complexes allowing to build the educational process according to FSES and to form general cultural and professional competences in students enabling them to solve problem and conflict situations. Implementation of the competence approach allows solving the contradictions between the requirements to the quality of professional training of would-be teachers set by the state, the society, and employers, on the one hand, and the obtained educational results, on the other hand. During specialists’ training, the key role belongs to orientation towards a personality and competence, which allows to significantly facilitate the adaptation of the youth to the professional environment and to increase their competitiveness. Today, competent specialists become more and more demanded, if they are able to function under the new dynamic socio-economic conditions. The goal of professional education is not only to teach a person to do something, to acquire professional qualification, but also to provide them with an ability to cope with various life and professional situations [7]. We base the professional training of would-be teachers on the developed special course “Forming conflict-resistance of students”. Its use in the interdisciplinary training is oriented towards forming the conflictological competence of would-be teachers in a multicultural space of a university. The efficiency of the pedagogical process in this sphere is determined by the preparedness and ability of professors to involve students into creative self-development, search and re-thinking of the information which may help to build conflict-free interactions at all levels of activity; to accustom them to cognizing cultures and ethical bases of professional activity of a teacher. Only through comprehending the values and features of national cultures it is possible to arrange constructive dialogue interaction and multicultural character of that interaction must become a pedagogical priority. For our research, it is essential to comprehend the notion of “conflict”. While analyzing this notion, we were

guided by activity approach (N. V. Grishina, V. G. Zazykin, etc.), which oriented us towards studying the behavioral and activity aspects of a conflict subjects. Any conflict, regardless of its type and conditions, has distinctive features revealed in its general properties, i.e. inherent in all conflicts, and in its main functions (A. Ya. Antsupov, N. V. Grishina, A. S. Guseva, V. N. Kudryavtsev, etc.). Studying the research problem shows that the general features of a conflict are its spatial and temporal characteristics, as well as its direction [2].

We have studied the approaches to the notion of “conflictological competence”. The study is based on the works by B. I. Khasan, G. V. Chekmareva [24], L. N. Tsoy, V. G. Zazykin, etc. According to L. N. Tsoy, conflictological competence is purposefulness, communicability, reflexivity, sociability, readiness to develop [23]. A. B. Nemkova characterizes the notion of conflictological competence through creativity, tolerance, reflection, absence of conflictophobia [17]. Tolerance or intolerance as individual properties are associated with at least two factors: ability for inhibition (damping) of unfavorable reactions and ability to fairly estimate the significance of a certain situation. That is why people with flexible thinking are usually more tolerant [3, p. 10]. The analysis of opinion of various authors facilitated the process of forming conflictological competence in students in our research. The researchers in the sphere of competence approach in education (I. A. Zimnyaya, A. G. Kasprzhak, A. V. Khutorskoy, M. A. Choshanov, S. E. Shishov, B. D. Elkonin, etc.) mark that a competent specialist differs from a qualified one in the ability of the former to implement the knowledge, skills and competences in their work. Practice confirms that the process of forming conflictological competence of a would-be teacher implies defining of the principles, conditions, techniques, factors, and approaches allowing to determine and coordinate the requirements of qualification characteristics, standards of professional education, components of professional activity, professionally important qualities, essential personality properties, interests, attitudes, and abilities of a specialist. For the process of forming conflictological competence in would-be teachers to be effective, we created optimal conditions, in which the students productively interact, developing constructive dialogue communication built according to the rules of conflict-free interaction. In the article “Forming the skills of academic communication”, the authors consider the program of increasing academic literacy, elaborated for Bachelor and Master students, post-graduate students, and professors. In fact, the skills of academic communication are formed in the subjects of educational process if optimal conditions are created. Our experience in this field confirms the need to form academic literacy in the subjects of a multicultural educational process; it is literacy that helps the would-be pedagogues to form their conflictological competence, the moral personality traits necessary in professional activity [11]. As practice shows, a teacher having the skills of academic communication can build dialogue communication, qualitatively and efficiently solve problem questions in various spheres of life. Complex situations in human life attract more and more attention of specialists in various spheres. Studying the research problem

confirms the growing number of theoretical and applied works on conflicts. As analysis of methodological and scientific literature shows, there are various way of forming the conflictological competence in students.

RESULTS

Analysis of the above-mentioned fundamental works had a great impact on forming the conflictological competence of would-be teachers in the multicultural space of a university. It allowed us to construct an indicative structure of the conflictological competence of a would-be teacher, which includes the following components (Table 1):

Table 1. Indicative structure of conflictological competence

No.	Title of the component	Description of the component
1	intellectual-cognitive	includes the theoretical knowledge about a conflict and strategies of behavior in a conflict, as well as the set of ethical rules and a code of conduct in a conflict, knowledge of the types of conflicting personalities, types of people by their communicability, knowledge about stress resistance as an important personal trait in various situations; these properties help to use the available knowledge about a conflict and skills of coming out of a conflict, and to use one's conflictological competence
2	motivation-value	implies orientation towards adequate syntonik behavior in a conflict, value orientation (acceptance, understanding of other people and their behavior, (inner) motivation to build relations based on a constructive dialogue, motivation based on achieving trust in the interpersonal interaction and on solving the contradictions, conflicts and acceptance of various opinions; orientation towards creating the atmosphere of understanding and friendliness, search for good qualities in a partner, striving for a positive result
3	emotional-will	includes adequate self-estimation, self-organization, emotional stability (stress resistance, conflict resistance) in contradictory situations of interpersonal interaction at various levels, as well as psychological traits of a would-be teacher determining their behavior

4	activity	includes the necessary set of theoretical knowledge, skills and abilities to behave in conflict situations, mastering of various strategies of interaction, techniques of conflict management, in which the well-developed reflection, empathy, flexibility, emotional stability, value orientations, and orientation towards communication partners are implemented; communicative skills associated with the ability to establish trust relations, to understand a different viewpoints of the interaction participants; ability to organize constructive interpersonal relations based on humanistic principles and to reveal the behavioral component; ability to apply theoretical knowledge about behavior in a conflict and to be ready to minimize the destructive forms of a conflict
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When training would-be teachers for their professional activity, we aim to form such important personal qualities as: respectfulness, good manners, tactfulness, kindness, politeness, self-control, tolerance, competence, sympathy, self-confidence, restraint, conflict resistance, flexibility and promptness of thinking, purposefulness, empathy, reflection, assertiveness, syntony, sense of humor, creativity, sociability etc., which are revealed in their integrity through the culture of interethnic relations of students [15, p. 92]. R. Kranmer called flexibility an important component of intercultural communication. Flexibility of thinking allows a person to communicate following their partner's style [14]. In our work, flexibility is also an important personality trait of a would-be teacher in forming conflict-free interaction. The system-forming factor in this system is the goal – to form the conflictological competence of a would-be teacher in the multicultural space of a university. Our technique is a set of activity methods (training, group work, brainstorming, innovative games, discussion, etc.), principles, approaches, united by the common forming and developing conception and the created multicultural educational space. The methodological basis allows the students to build a personal strategy of self-cognition, self-education, and self-development. Developing the personality of a would-be specialist through forming the conflictological competence, a university ensures the quality of training and orients the students towards success and efficiency in their professional activity. As for the professional training of a would-be teacher, we share the views of N. A. Muslimov that the experience of creative, research and autonomous activity is essential for acquiring the knowledge, skills and abilities. It allows a would-be specialist to establish one's position on any profession-oriented issue or problem. The goal of university education is not so much to fill a student with the certain amount of knowledge as to form his cognitive strategies of self-education and self-development as the basis and indispensable part of their future professional activity [16]. The acquired

theoretical knowledge orients a would-be pedagogue towards self-improvement, self-development, and conflict-free communication in professional activity, towards elaborating the cognitive strategies of self-education, which is extremely valuable for a beginning teacher. Our system of training the students for the professional activity is based on national culture, which is the property and riches of the humankind, bearing a great pedagogical potential. It allows us to comprehensively consider and analyze the issue and achieve the research objective. In professional activity, a teacher interacts not only with learners but also with their kin. During interactions at various levels a teacher communicates with people of various temperament, social status, educational level, world outlook, cultural values, etc. It is not easy to interact like that, as different people have different views and approaches to educating their children, which leads to opposing opinions, contradictions, and sometimes disputes. A pre-conflict situation occurs, in which a teacher must block their negative emotions and then tactfully and consistently rebuild interaction towards a constructive one. Analysis of the notion “conflictological competence” shows that it is a set of knowledge about the possible strategies of behavior (avoidance, digression, coercion (opposition), leveling (compliance), compromise (cooperation) etc.) of the conflicting parties and the ability to build efficient interaction in the definite conflict situation. An article by O. V. Tumasheva “Methodological training of a teacher: immersion into professional reality” is of interest for our research. It describes a special form of organization of educational activity at pedagogical university. The work gives an example of an educational-professional task as a form of presenting an academic problem setting the vector of research. Such tasks facilitate immersion of students into educational-professional activity. The notion of “educational-professional task” is introduced and the stages of educational-professional events are described: preparatory, prognostic, organizational and implemenational stage, reflection [21]. In our opinion, professional immersion of a would-be teacher into the cognition process facilitates the development of their conflictological competence. When training a would-be teacher, it is essential to study the culture of various peoples and their achievements (culturological approach) in a multicultural space of a university, which promotes stress resistance, conflict resistance and conflictological competence. The content of the development process is theoretical knowledge about solving conflict situations and contradictions world outlook and value attitudes, values of one’s own and other people’s culture, professional code of a teacher, and ethical values. The interdisciplinary content of the course “Forming the conflict resistance of students” ensures that a compromise does not harm long-term relations, as both parties are satisfied, while cooperation yields mutual advantages, as solution of a conflict satisfies both parties [5, p. 191]. In order not to allow conflict situations in professional activity, the students learned about the causes of conflicts in the systems “teacher – learner”, “teacher – parent”, “teacher – teacher” and realized that a favorable social-psychological climate at school excludes non-professional manifestations in a teacher [26, pp. 30-31]. L. A. Petrovskaya views the structure of conflictological competence through the key characteristics of conflict communication. In this aspect, the main components of

conflictological competence are: competence of a participant in their own Self ("I-competence"), i.e. their actual estimation of their own psychological potential, as well as the potential of another participant (other participants), and situational competence. The author distinguishes the following components of conflictological competence: developing the constructive attitude to conflicts in an organization, ability to evaluate and explain the occurring problem situations, ability to constructively regulate contradictions and conflicts, skills to eliminate the negative consequences of conflicts [18].

According to N. V. Samsonova, conflictological competence of a specialist is a set of conflictological knowledge as a kind of professional knowledge about a conflict and the accompanying phenomena, which serves as one of the essential components of conflictological culture and an informational basis for orientation-transformation activity of a specialist under a professional conflict [20, p. 245]. In their work N. U. Yarychev and D. F. Ilyasov define conflictological culture as an interrelated and unfolding in time process of the purposeful change of the cognitive, axiological, thought-activity, perceptive and communicative-creative components of conflictological culture, which in their integrity provide the opportunity of conscious realization of professional activity of a teacher in a conflict-generating educational environment [27, pp. 79-80]. Undoubtedly, the formed conflictological competence in would-be teachers will allow them to develop conflictological culture in future. We agree with V. G. Zazykin that conflictological competence can be viewed as a cognitive-regulatory subsystem of the professionally significant side of the personality of a would-be teacher, including the relevant special knowledge and skills, as well as the preparedness of a would-be teacher for professional activity. Conflictological competence is preparedness and ability of a would-be teacher to implement regulatory activity in a real pre-conflict situation or a conflict, with a view of minimizing the destructive forms of conflict and ensuring optimal interaction at all levels. In our work, conflictological competence of a would-be teacher is understood as an integrative personality formation, which includes a system of theoretical knowledge about a conflict, a code of professional activity, universal techniques and methods of conflict solving, developed significant personality traits and assertiveness, which helps to defend one's interests, achieve one's goals, without infringing on the other people's interests. Assertive behavior impedes conflicts and in a conflict situation helps to find a way out. Assertiveness is aimed at making one's own interests a condition for implementing the interests of the interacting subjects [10, p. 207].

The theoretical analysis of the above works allowed us to include and implement the following blocks within the forming of conflictological competence of a would-be teacher: the necessary theoretical knowledge about a conflict (psychological, pedagogical, ethical, etc.); mastering the techniques of conflict prevention, conflict management and minimizing its destructive forms; forming the model of professional thinking, including reflectivity, methodological character, stress resistance, creativity, etc.; mastering the techniques of conflict resistance and psychological hygiene in conflicts of

various levels of interaction in the teacher's professional activity; knowledge and application of professional-ethical code of a teacher, rules of conflict-free communication. The article presents various views and approaches related to the research topic, ways of solving the research problem, reveals the contradictions, and substantiates the system of forming conflictological culture of a would-be teacher in a multicultural space of a university. The work proves the hypothesis that formation of the conflictological competence of a would-be teacher will be optimal if the multicultural educational space of a university is a factor of such formation; if the content of the developed course "Forming the conflict resistance of students" is applied in interdisciplinary professional training at university; if the features of various national cultures and the bases of constructive dialogue interaction are studied; and the professional-ethical code of a teacher and rules of conflict-free communication are analyzed and comprehended by the students.

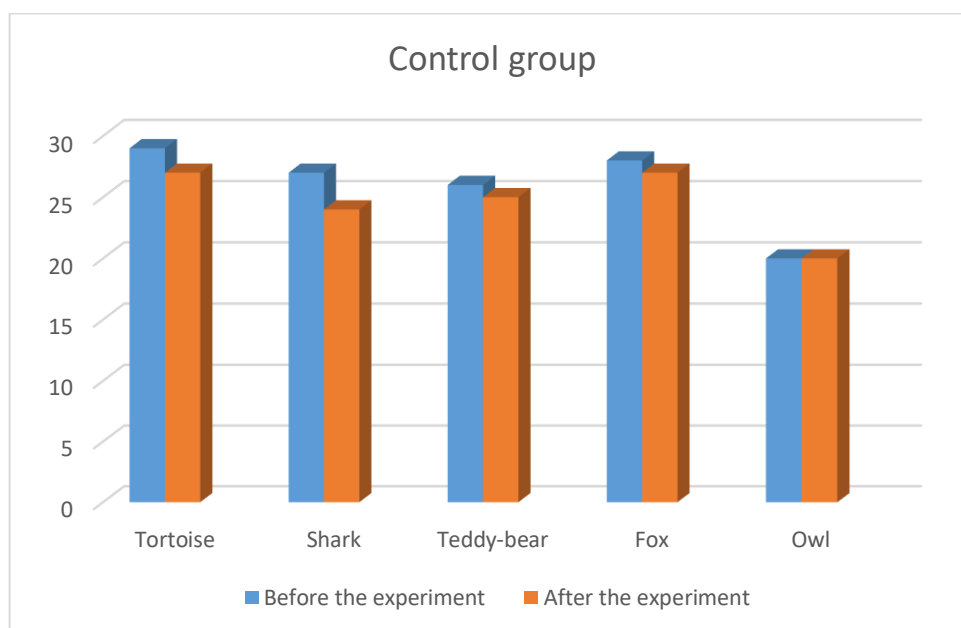
DISCUSSION

The carried out theoretical analysis of psychological and pedagogical literature shows that today there is no single approach to considering the structural components of conflictological competence and no common criteria for identifying its components. However, the common aspect is the orientation towards the ultimate result – the developed conflictological competence of students. Forming the conflictological competence of a would-be teacher is an indispensable part of their training for professional activity. The obtained results show that our system is efficient in training students for professional activity and for constructive interrelations in a multicultural world. The results prove that it is necessary to form conflictological competence in students and to develop their personality qualities, moral values in would-be teachers in a multicultural educational space of a university. To identify a student's behavior in a non-standard situation, we applied a test "How do you act under conflict?". Each person has two concerns: to achieve personal goals (which may be subjectively perceived as very important or less important) and to maintain good relations with other people (which also may be perceived as a very important or a not very important condition). Correlation between these two concerns forms the basis of the typology of behavioral strategies. Type I. "Tortoise" (avoidance) – strategy of avoidance, i.e. refusal both to achieve personal goals and participate in the interactions with other people. Type II. "Shark" (competition) – power strategy: goals are important, while relations are not. Such people do not care if other people like them; they believe that conflicts are solved by a win of one party and a loss of another. Type III. "Teddy-bear" (adjustment) – strategy of containment: relations are important, while goals are not. Such people want to be accepted and loved, for which they sacrifice the goals. Type IV. "Fox" – compromising strategy: moderate attitude both to goals and relations. These people may refuse some of their goals to preserve relations. Type V. "Owl" – strategy of open and fair confrontation and cooperation. People of this type value both goals and relations, they openly identify the positions and cooperate to achieve goals, striving to find solutions satisfying all participants. The scores show belonging

to a certain type. If two columns show the equal score, then two strategies are used.

Table 2. Indicative typology of behavioral strategies in a probable conflict

N o.	Type of behavioral strategy	Control group				Experimental group			
		before the experiment		after the experiment		before the experiment		after the experiment	
		number	%	number	%	number	%	number	%
1	“Tortoise”	29	24.17	27	22.50	26	21.67	6	5.00
2	“Shark”	27	22.50	24	20.00	25	20.83	5	4.17
3	“Teddy-bear”	26	21.67	25	20.83	24	20.00	18	15.00
4	“Fox”	28	23.33	27	22.50	26	21.67	53	44.17
5	“Owl”	20	16.67	20	16.67	22	18.33	54	45.00



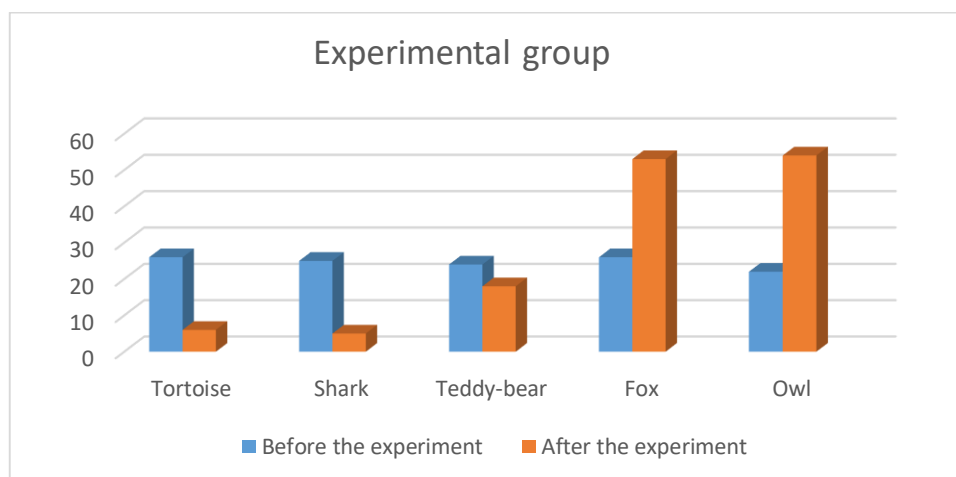


Fig. 1. Dynamics of behavioral strategies in a probable conflict before and after the experiment

Analyzing the results of polling in the control and experimental groups, one may identify the behavioral strategy of students in a probable conflict situation. In the control group, the results did not change, while in the experimental group the students preferred two behavioral strategies in a probable conflict situation – “Fox” and “Owl”. The “Fox” behavioral strategy is oriented towards a compromise, i.e. moderate attitude both to goals and relations, while the “Owl” strategy is that of open and fair confrontation and cooperation, respondents of this type value both goals and relations, they cooperate to achieve goals, striving to find solutions satisfying all participants of interaction [15].

CONCLUSION

The process of forming the conflictological competence of would-be teachers is important and necessary for their professional development. A teacher regularly interacts with people of various educational level, social status, intellectual development, etc. The well-developed theoretical basis of constructive behavior in a problem situation may help teachers to regulate their thoughts and actions. Knowledge and ability to identify a conflict, to make optimal decisions manifests the ability to productively restrain contradictions, which facilitates problem regulation. The obtained results confirm the need to form the conflictological competence of would-be teachers as one of the essential characteristics of professional mobility. The research is undoubtedly topical, as all the activity of a teacher is permeated with the need to solve conflicts between children, parents, and colleagues. Conflictological competence manifests itself in the teacher’s actions as the ability to carry out conflict-free interaction with learners, to carry out professional activity aimed at minimizing destructive consequences and creating the situation of equal communication; the ability to subordinate interaction and communication to a single goal – productivity, considering a problem situation to be an inevitable element of professional and innovative activity. The article reveals systemic, personality, and culturological

approaches, the authors' technique of forming the conflictological competence of a would-be teacher. The leading approach of researching the issue is the systemic approach, which allows to comprehensively view the process of forming the conflictological competence in the professional development of a would-be teacher. The principle of unity in diversity and other general pedagogical principles form tolerant attitude towards cultural differences and positive attitude to the existence of different viewpoints at, sometimes contradictory, theoretical ideas and approaches. The materials of the article are of practical significance for the system of professional retraining and advanced qualification; they are useful for the students of pedagogical universities, professors and executives in pedagogical sphere, specialists and heads of personnel services, Master students and post-graduate students. The article is addressed to all those interested in improving the culture of conflict-free communication and interaction.

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