

FORMING CONFLICTOLOGICAL COMPETENCE OF FUTURE TEACHERS IN LVIV UNIVERSITY

Nataliya Horuk

*Ivan Franko National University of Lviv,
Tuhan-Baranovskoho Str., 7, Lviv, Ukraine, UA–79005
nataliya.horuk@lnu.edu.ua*

The article considers conflict competence of the prospective teachers and school staff as one of the components of pedagogues' professional training for the effective performance of their professional duties. Conflicts that occur in the society cause the emergence and aggravation of conflicts in all social institutions, including educational institutions. Thus, it is important to train future educators to prevent and resolve conflicts in order to build peace and interact with people affected by the consequences of conflicts, namely migrants, displaced persons, people with disabilities etc. It is argued that conflictological competence of a pedagogue is a complex concept that integrates dynamic structural components and opportunities for their development. It includes personal, cognitive and technological components, but the diversity of modern society calls for additional knowledge of intercultural literacy and inclusive education to successfully resolve pedagogical conflicts.

The formation of intercultural and inclusive components of conflictological competence is one of the tasks of the disciplines "Conflicts in Pedagogical Activity" and "Conflict Resolution in Education Management and Expert Activity", which are in the core curriculum of the professional training for master students majoring in specialties 013 Elementary Education and 011 Educational, Pedagogical Sciences at the Faculty of Pedagogical Education, Ivan Franko National University of Lviv. In order to master future educators' intercultural communication the mentioned above courses are taught in English, which allows students to develop their international professional vocabulary, provides intercultural literacy and forms the ability to effectively interpret documents and artifacts from different cultural contexts. Teaching students how to use constructive approaches to conflict resolution in educational institutions of various types encourage their emotional, cognitive and moral learning but also stimulates future educators' reflective thinking about inclusion and associated values, develop empathy towards different realities and prepare them to deal with inherent school coexistence.

Keywords: conflictological competence, educational conflicts, future teachers' training.

Stating the problem. Current political and economic situation in Ukraine is marked by the significant aggravation of internal and external conflicts caused by Russian aggressive military invasion and economic crises. Conflicts that occur in

society cause the emergence and aggravation of conflicts in all social institutions, including educational institutions. Thus, it is important to train future educators to prevent and resolve conflicts in order to build peace and interact with people affected by the consequences of conflicts, namely migrants, displaced persons, etc. The ability of school management and staff to resolve conflicts should also be considered as a factor in conflict prevention at school and in society as a whole.

Analysis of recent publications. A significant number of research articles are devoted to the study of conflicts in the educational environment. Thus, S. Hrabovska & T. Ravchyna studied constructive ways of conflict resolutions, L. P. Volchenko described the development of conflictological competence of schoolchildren, S.O. Harkavets and K.O. Poluektova researched social types of conflicts and their influence on adolescents, R. Koval traced the peculiarities of peer mediation in schools. The system of in-service teachers' conflictological competence formation developed by Spanish researchers focuses on four main components: interaction in conflict situations, individual self-control, improvement of interpersonal relations, and conflict resolution strategies. The authors cite data on the positive dynamics of the conflictological competence development of the majority of program participants [9].

Conflict competence is one of the components of teacher's professional training for effective performance of their professional activities [5]. It is often considered as a component of communicative competence, as an element of socio-psychological competence, or as a condition for successful adaptation to the performance of professional activities (I. V. Vashchenko, I. V. Kozich, A. O. Lukashenko, N. V. Samsonova, L. M. Tsoi, S. S. Fil, M. V. Khrystiuk, L. O. Yaroslav, etc.). Having studied existing approaches to the consideration of the structural components of conflictological competence, L. Mukhina presents her own idea of the structure of future teachers' conflict competence, systematized in two blocks: professional characteristics and personal qualities [3]. G. S. Berezhna, cited in L. Mukhina (2016) considers the conflictological competence of school staff as the target orientation of the process of conflict training. The researcher believes that conflict competence is an integrative concept: a component of the professional competence of the educator and a type of special competence. Conflictological competence of pedagogues includes three components: information component; operational component; axiological component [3, p. 144].

The variety of approaches to the phenomena of teachers' conflict competence does not provide clear understanding of its components. Moreover, it is often used interchangeably with conflictological competence of the individual. Thus, **the aim of our research is to** define the conflictological competence of prospective teachers and describe its basic components through the courses studied by Education major master students at Ivan Franko National University of Lviv.

Presentation of the main material. Based on the analysis of modern research, we argue that conflictological competence of a teacher is a complex concept that integrates dynamic structural components and opportunities for their development [2; 3; 4; 5]. It includes the personal component (qualities, values, motives, peculiarities of behavior and communication in conflicts, self-control, emotional self-regulation, empathy, ability to empathize and interact effectively with others), the cognitive component (knowledge and skills related to the characteristic features of the conflict, its causes, typology, stages, structure, levels, influencing factors, actors etc.), and the technological component (ability to use methods, tools, techniques and rules for effective conflict prevention and resolution). However, the realities of nowadays life require from school teachers also the ability to effectively interact in a diverse environment. Diversity is one of the main features of the modern European society, thus the teacher needs additional knowledge of intercultural literacy and inclusive education to successfully resolve pedagogical conflicts.

The concept of intercultural literacy is described as the ability to interpret documents and artifacts from different cultural contexts, effectively communicate and interact with interlocutors in different cultural contexts [6]. The multidimensionality of this concept also involves knowledge of a foreign language, skills of intercultural communication, and the organization of multicultural space, which provide the teacher with necessary tools for effective functioning in the multicultural educational environment [7, p. 10].

One of the requirements to a modern teacher is the ability to provide professional activity in the inclusive educational space, mastering the necessary methodologies focused on an inclusive school characterized by intercultural interaction and a positive approach to conflict. Inclusive education is seen as the inclusion of all children in formal or non-formal educational institutions with no regard to their gender, physical, intellectual, social, emotional, linguistic, cultural, religious or other characteristics [11].

Intercultural conflicts are most often accompanied by negative emotions and frustration. They arise on the basis of incompatible values, moral and ethical norms or goals due to the lack of resources and/or misunderstandings in communication. In order to help future teachers and school administrators to cope with conflict situations in educational environment, it is necessary to acquaint students with various aspects and examples of intercultural communication, discuss peculiar features of clashes and disputes based on cultural, linguistic or religious interests. It is important to understand their impact on the dynamics and relationships in the educational environment and in the society as a whole.

The formation of intercultural and inclusive competence in resolving conflicts in the educational space is one of the tasks of the disciplines “Conflicts in Pedagogical Activity” and “Conflict Resolution in Education Management and

Expert Activity”, which are in the core curriculum of the professional training for master students majoring in specialties 013 Elementary Education and 011 Educational, Pedagogical Sciences at the Faculty of Pedagogical Education, Ivan Franko National University of Lviv.

The courses “Conflicts in pedagogical activity” and “Conflict Resolution in Education Management and Expert Activity” are aimed at developing in future educators a system of knowledge and understanding of the nature of conflict in the educational space, as well as the ability to apply constructive ways to resolve it in various pedagogical and administrative situations. Mastering the content of the course strengthens the students’ sense of responsibility for the constructive resolution of pedagogical conflicts; reduces the level of fear of possible contradictions and misunderstandings in the professional activity of the educator; forms their readiness to analyze the conflict and make independent decisions in the process of its resolution. The theoretical provisions of the course are determined by practical orientation, and serve as guidelines for analyzing real conflict situations, as well as gaining experience in choosing and applying the appropriate way to resolve them.

In order to master future teachers and school staff’s intercultural communication the mentioned above courses are taught in English, which allows students to develop their international professional vocabulary, provides intercultural literacy and forms the ability to effectively interpret documents and artifacts from different cultural contexts.

The application of situational learning (SL) with the use of case method, discussions, role plays, simulations, situational exercises provides students with real life experience, allows them to immerse themselves in a conflict situation and seek effective solutions in a safe and controlled environment. In times of crises when distance learning is required to protect students from any harm or health loss, practical classes are held using online tools and technologies (e.g. Edpuzzle, TED talks, Kahoot, etc.). They include watching situational videos on negotiation, facilitation and mediation procedures, discussions on the peculiarities of conflict sensitivity training, presentations of students' creative projects, case methods etc.

To develop students’ intercultural competence the examples are taken from various cultural contexts. After watching the video or reading the description of a conflict situation in educational space, the students write their answers to the following questions: “How would you interpret the actions of conflict participants?”, “What steps would you take to improve the situation?”, “What should be done differently?”, “What is likely to happen next?” etc. Critical thinking and reflection can facilitate conflict resolution competence since they represent a way to attribute meaning to the lived experiences described in the video or during pedagogical practice and to question assumptions.

The skills and knowledge developed during the course provide effective tools for understanding, evaluating, and processing conflicts in educational settings. For example, one of the course tasks is to prepare a project “Analysis of conflicts in pedagogical situations”. It is aimed to train students in usage of various tools and procedures for conflict analysis. The task consists of several steps: 1) describe the conflict that arose between teacher and student (teacher and parents, student and classmate (other students), teacher and administration etc.); 2) present a thorough analysis of the conflict situation that has happened, using one of the proposed tools (e.g. “The tree”, “The map”, “The pyramid”); 3) identify the ways to resolve the conflict constructively as well as the possible consequences for each party; 4) justify the reasons for choosing these paths. Prospective teachers should be allowed to explore their thoughts concerning conflict since they are often taught that conflicts are inherently negative and need positive examples on how to explore the conflict in a constructive perspective.

We adhere to the opinion of S. L. Hrabovska & T.V. Ravchyna (2001) that the conflict in a general sense is a clash of differently directed opinions, interests and subject positions regarding a particular problem, which arises as a result of boundary contradictions. According to the researchers, conflict is created by people, whose social, gender, physical, cultural roles and positions differ at certain moment of time, mostly as a result of false expectations [1, p. 14]. Lack of teachers’ skills and knowledge on conflict resolution is an acute problem for implementation of inclusive education that is understood as the total involvement of a child with special educational needs into school life by offering her/him special educational, developmental and social adaptation conditions that do not affect the quality of education for children without disabilities.

The introduction of inclusive education in schools requires new skills of teachers and school administration who will work in the inclusive educational space. They need to master the technology of student-centered education, understanding that each child has his or her own approach to learning according to his or her capabilities. Therefore it is necessary to cultivate in students the sense of tolerance towards all people who differ in any other way. This is a sign of a highly developed society that proclaims tolerance as the basis of human relations.

In the framework of inclusive education all participants in the conflict are also the participants of the educational process, even if they understand the problem in their own way, defend the point of view that will be beneficial to him/her, regardless of any possible discomfort for other individuals. Main reasons for conflicts in inclusive educational space may arise due to parents’ fear of inadequate behavior of children without disabilities towards the child that differ, teachers’ overprotection of a special child, manipulations of children with disabilities. Future teachers should be taught that each child with special educational needs is individual and conflicts may arise in different ways. Provided

that participants of the inclusive educational space realize the need for comfort and compromise, then the education of all children in the classroom will be successful.

Teaching students to deal with conflicts in inclusive educational environment through role plays and case study helps them to understand not only the destructive nature of the conflict, but also consider the constructive resolution of the conflict as a source for changes, impetus to development, finding new resources in oneself, obtaining new knowledge and mastering new skills or ways of doing things [1]. In other words, conflict is manageable and, it is important to note, it is possible to transform negative, destructive consequences of conflict into constructive opportunities.

Summary. Usage of various approaches to conflict resolution in educational space of various types encourage students' emotional, cognitive and moral learning but also stimulates future teachers' reflective thinking about inclusion and associated values, develop empathy towards different realities and prepare them to deal with inherent school coexistence [8]. Conflictological competence of a future teacher should be considered as the ability to prevent, diagnose and resolve conflicts in multicultural inclusive educational space. According to modern education research, conflictological competence includes personal, cognitive and technological components, but the specificity of nowadays educational space is in its cultural diversity and inclusiveness, therefore, the knowledge and skills of intercultural communication, intercultural literacy and inclusive education are important in the formation of conflictological competence of future teachers.

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ФОРМУВАННЯ КОНФЛІКТОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВЧИТЕЛІВ У ЛЬВІВСЬКОМУ УНІВЕРСИТЕТІ

Наталія Горук

*Львівський національний університет імені Івана Франка,
вул. Туган-Барановського, 7, Львів, Україна, UA–79005
nataliya.horuk@lnu.edu.ua*

Розглянуто конфліктологічну компетентність майбутніх вчителів як одну зі складових професійної підготовки педагога до ефективного виконання своїх професійних обов'язків. Конфлікти, що відбуваються в суспільстві, спричиняють виникнення та загострення конфліктних ситуацій у всіх соціальних інститутах, у тому числі й у закладах освіти. Відповідно, важливого значення набуває підготовка майбутніх педагогів до запобігання та розв'язання конфліктів з метою побудови миру та взаємодії з людьми, які постраждали від наслідків конфліктів, а саме мігрантами, переселенцями, людьми з обмеженими можливостями тощо. Аргументовано, що конфліктологічна компетентність педагога є складним поняттям, яке інтегрує динамічні структурні компоненти та можливості для їхнього розвитку. Вона включає особистісний, когнітивний і технологічний компоненти, але різноманітність сучасного суспільства вимагає додаткових знань педагогів з міжкультурної

грамотності та інклюзивної освіти для успішного вирішення конфліктів в освітньому середовищі.

Формування міжкультурної та інклюзивної складових конфліктологічної компетентності є одним із завдань навчальних дисциплін “Конфлікти в педагогічній діяльності” та “Вирішення конфліктів в управлінській та експертній діяльності”, які входять до навчального плану професійної підготовки магістрів спеціальностей 013 Початкова освіта та 011 Освітні, педагогічні науки на факультеті педагогічної освіти Львівського національного університету імені Івана Франка. З метою оволодіння майбутніми вчителями міжкультурною комунікацією вищезазначені курси викладаються англійською мовою, що дозволяє студентам засвоїти міжнародну професійну термінологію, забезпечує міжкультурну грамотність та формує вміння ефективно інтерпретувати документи та артефакти з різних культурних контекстів. Навчання студентів конструктивним підходам до вирішення конфліктів у навчальних закладах різних типів сприяє їх емоційному, розумовому та моральному вихованню, а також стимулює рефлексивне критичне мислення майбутніх педагогів щодо інклюзії та пов’язаних із нею цінностей, розвиває емпатію до різних реалій та готує до вирішення проблем шкільного співіснування.

Ключові слова: конфліктологічна компетентність, педагогічні конфлікти, підготовка майбутніх вчителів.