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DEVELOPING SCHOOL STUDENTS' CONFLICT MANAGEMENT COMPETENCE THROUGH FAMILY-SCHOOL PARTNERSHIP

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Abstract. This article examines the importance of family-school partnership in developing school students' conflict management competence. It analyses the nature and content of conflict management competence, its role in students' personal development, and the influence of family and school environments on the formation of this competence. The pedagogical mechanisms for teaching students to resolve conflict situations constructively, develop a culture of communication, and acquire cooperation skills are also described. The findings indicate that sustained partnership between the family and the school is an important factor in developing students' conflict management competence.

Keywords: conflict, conflict management competence, family, school, partnership, communication culture, conflict resolution, upbringing, communication skills.

INTRODUCTION

In the context of globalization and informatization, interpersonal relations are becoming increasingly complex. This makes it necessary to teach the younger generation to assess conflicts arising in different social situations correctly and to manage them effectively. Developing conflict management competence among school students is therefore one of the most urgent pedagogical tasks. The ability to resolve conflicts constructively supports an individual's social adaptation, psychological stability, and successful participation in society. Family-school partnership is particularly important in developing this competence. While the family is the individual's first environment of socialization, the school is a major pedagogical institution that enriches and develops the student's social experience. Cooperation between these two institutions consequently plays an important role in shaping students' attitudes towards conflict situations.

Conflict management competence refers to an individual's ability to understand, analyse, prevent, and constructively resolve conflict situations. It includes communication culture, emotional stability, empathy, the ability to reach compromise, cooperation skills, and decision-making ability. The development of these qualities is closely connected with the joint educational and developmental work of the family and the school.

The family is the primary environment in which students' attitudes towards conflict are formed. By observing communication between parents, methods of solving family problems, and adults' behaviour in conflict situations, children acquire particular patterns of experience. When family relationships are based on mutual respect, trust, and cooperation, children are more likely to develop a tendency to resolve disagreements peacefully. Conversely, tense relationships, aggressive interaction, and the use of violence to settle disputes may lead students to adopt negative approaches to conflict.

The school is a pedagogical environment capable of developing conflict management competence in a purposeful manner. During the educational process, students interact with peers who have different personalities and worldviews. As a result, clashes of opinion or conflicts may arise in certain situations. The teacher's task is to regard such situations as educational opportunities and to teach students how to solve problems peacefully.

Interactive pedagogical methods are highly effective in developing conflict management competence. Role-plays, the modelling of problem situations, training sessions, discussions, and case-study activities develop students' ability to analyse conflict situations and make appropriate decisions. Through these methods, students gain practical experience concerning the causes and consequences of conflict and the ways in which it can be resolved. Educational activities organized through family-school partnership are also an important means of developing conflict management competence. Seminars, psychological training sessions, round-table discussions, and moral and educational events involving parents strengthen students' knowledge and skills in conflict management. Such activities also enable parents and educators to establish a consistent educational approach towards children.

Today, some conflicts among students arise through the Internet and social networks; therefore, the management of digital conflicts has also become highly relevant. Students need to develop media literacy and gain knowledge of digital communication ethics and information security. Family-school partnership plays an important role in this area as well.

Studies indicate that students with well-developed conflict management competence can regulate their emotions, respect the views of others, seek constructive solutions to disputes, and work effectively in a team. This enhances their social adaptability and contributes positively to their personal development. Developing students' emotional intelligence is particularly important in this process. Emotional intelligence is the capacity to recognize and manage one's own emotions and to understand the emotional states of others. It is a significant factor in making reasoned decisions, preventing aggression, and reaching compromise in conflict situations. Families and schools should therefore pay special attention to the development of students' emotional intelligence. Parents can support this process by responding attentively to children's feelings, listening to them, and providing support, while educators can create an emotionally supportive learning environment.

A preventive approach is another effective way of developing students' conflict management competence. Preventing a conflict is generally more effective than trying to resolve it after it has arisen. From this perspective, it is important to create a healthy psychological climate in schools, establish principles of mutual respect and cooperation among students, and organize socio-psychological training sessions regularly. Such work reduces the likelihood of students becoming involved in conflicts and prepares them for constructive communication.

Pedagogical diagnosis is also important when developing conflict management competence through family-school partnership. The diagnostic process examines students' attitudes towards conflict, communication styles, emotional states, and problem-solving strategies. Individual and group educational activities can then be organized on the basis of the findings. This enables educators to respond to the needs and capacities of each student.

The work of the class teacher, or homeroom teacher, has a special place in the development of conflict management competence. As the person who coordinates cooperation among students, parents, and subject teachers, the class teacher performs important tasks in preventing and resolving conflicts. The teacher monitors students' positions within the class community, identifies emerging

problems in a timely manner, and takes measures to address them. Regular communication with parents also enables the teacher to take account of difficulties in students' family environments.

Cooperation with peers is another important factor in the development of conflict management competence. Students often encounter various conflicts while interacting with their peers, and these situations provide practical experience in managing disagreements. Team projects, sports competitions, creative contests, and social activities organized by educators develop cooperation, mutual assistance, and compromise skills. As a result, students learn to resolve disagreements in a non-violent and culturally appropriate manner.

Reforms aimed at comprehensively supporting young people and improving their moral and ethical education are also creating broad opportunities for the development of conflict management competence in Uzbekistan. The improvement of psychological services in schools, the development of systems for working with young people, and the effective use of the educational potential of the mahalla institution, or local community, contribute to raising students' culture of conflict management. In particular, moral and educational activities organized through cooperation among the mahalla, family, and school are an important factor in establishing healthy relationships among young people.

The use of national values and the resources of folk pedagogy can also produce effective results in developing conflict management competence. Values formed over centuries in Uzbek culture - including norms of respectful conduct, tolerance, respect for elders, care for younger people, and consultation before making decisions - constitute an important source of a culture of peaceful conflict resolution. Integrating these values into education and upbringing can foster a conscious and responsible attitude towards conflict among students.

Furthermore, the development of legal culture is an important component of conflict management competence. Students who know their rights and responsibilities and who have been educated to respect the law are more likely to act fairly and lawfully in conflict situations. Schools should therefore strengthen legal education and provide students with knowledge of human rights, children's rights, and civic responsibility. Conflict management competence occupies an important place in students' personal and social development. It enables them to make reasoned decisions in different life situations, resolve disputes constructively, and establish effective communication. Close family-school partnership is one of the principal pedagogical factors ensuring the success of this process. Accordingly, introducing comprehensive approaches to the development of conflict management competence and applying them effectively in educational practice remain urgent tasks.

CONCLUSION

Developing school students' conflict management competence is an important task of the modern education system. Close cooperation between the family and the school is decisive in forming this competence. A healthy psychological climate in the family, favourable pedagogical conditions at school, and purposeful educational work contribute to the development of students' ability to manage conflicts constructively. It is therefore necessary to introduce innovative forms of family-school partnership and to make conflict-management education an important component of the educational process.

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