

THE ROLE AND EFFECTIVENESS OF INTERACTIVE METHODS IN TEACHING FUTURE TEACHERS TO RESOLVE PEDAGOGICAL CONFLICTS

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Abstract. *This article examines the role and effectiveness of interactive methods in teaching future teachers to resolve pedagogical conflicts. Theoretical and methodological approaches to integrating interactive methods into the pedagogical education system, their content structure, and their didactic conditions are considered. The author analyzes the classification of interactive methods used in resolving pedagogical conflicts, the stages of their implementation, and the criteria for evaluating their effectiveness.*

Keywords: *interactive methods, pedagogical conflict, future teachers, conflictological competence, role-playing games, case-study, negotiations, effectiveness.*

INTRODUCTION

In modern educational institutions, pedagogical conflicts appear as an inevitable phenomenon, and the ability to resolve them effectively is regarded as an important component of a teacher's professional skill. The constructive management of the tensions that arise in teacher–student, teacher–parent, and teacher–colleague relations not only increases the effectiveness of the educational process but is also a fundamental condition for ensuring a healthy psychological environment (President of Uzbekistan, 2022). For this reason, teaching future teachers to resolve conflicts in their vocational training is acquiring special scholarly and practical significance.

Traditional lectures and seminars are not sufficiently effective in forming conflictological competence in future teachers, since this competence develops only through practical experience. Interactive methods – role-playing games, case studies, negotiations, and the analysis of problem situations – give learners the opportunity to experience conflict situations in a safe environment and to perfect their skills in resolving them (Johnson & Johnson, 1996:459-506). However, a systematic methodology for



using interactive methods has not yet been fully developed in the practice of Uzbek pedagogical education.

MAIN PART

Theoretical foundations of interactive methods in resolving pedagogical conflicts

Interactive teaching methods are a set of pedagogical approaches based on the active mutual communication of teacher and learners, as well as of the learners among themselves. According to D. Kolb's theory of experiential learning, abilities and skills are formed through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). In teaching the resolution of pedagogical conflicts, interactive methods encompass precisely this full cycle.

Interactive methods oriented toward conflict resolution in pedagogical education may be divided into three groups: (1) simulation methods – role-playing games, drama techniques, and negotiation training; (2) analytical methods – case studies, the analysis of problem situations, and video analysis; (3) cooperative methods – group discussion, the “aquarium” technique, and the “expert panel” (Xasanov, 2020). Each group purposefully forms different components of conflictological competence – the cognitive, emotional, and behavioral components.

In applying interactive methods, the following didactic principles must be observed: (1) the principle of safety – creating a psychologically safe environment so that learners can freely express their feelings; (2) the principle of reflexivity – analyzing and evaluating one's own actions after each session; (3) the principle of transferability – developing the ability to transfer the skills acquired in the session to real pedagogical situations; (4) the principle of progressivity – a step-by-step transition from simple conflict situations to more complex ones (Grishina, 2008).

RESULTS

Within the framework of our research, the results of the experimental work conducted among third-year students (n=64) of the Faculty of Pedagogy of the Nizami TSPU showed that, in the experimental group taught with the help of interactive methods, the indicators



of conflictological competence were 34% higher than in the group taught by traditional methods. Role-playing games and case-study methods proved especially effective: the students mastered the skills of showing empathy and conducting negotiations in resolving teacher–student conflicts considerably more quickly (Abdullayeva, 2022:22-30).

The following criteria were used in evaluating the effectiveness of interactive methods: the ability to correctly diagnose the dynamics of conflict; the skill of constructive communication in the process of negotiation; the level of emotional intelligence and stress resistance; and creativity and flexibility in finding solutions. The results obtained according to these criteria confirmed the superiority of interactive methods over traditional teaching methods on all indicators (Lutfillaev, 2022).

The application of digital technologies to the educational process is further expanding the possibilities of interactive methods. Virtual simulations, online trainings, and video-analysis tools give future teachers the opportunity to experience various pedagogical conflict situations in a safe environment and to gather rich material for professional reflection. The experiment carried out at the Uzbekistan National Pedagogical University on introducing this approach shows that it has yielded positive results.

CONCLUSION

Interactive methods occupy an important place in teaching future teachers to resolve pedagogical conflicts. When role-playing games, case studies, negotiation training, and cooperative methods are applied in combination, students' conflictological competence increases significantly. Applying these methods on the basis of didactic principles, step by step, and with a reflexive approach yields the highest effectiveness. In the future, ensuring the harmony of interactive methods with digital technologies is regarded as a promising direction for the high-quality professional training of future teachers.

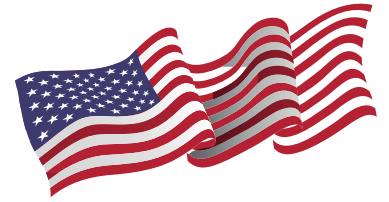
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