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PROPHYLAXIS AS A WAY OF AVOIDING CONFLICTS AMONG TEACHING STAFF AT SCHOOLS

The article discusses the problem of conflicts and their prophylaxis which lies in such organization of activities of subjects of social interaction that makes impossible or minimizes the probability of those conflicts emergence. The author makes a conclusion that prophylaxis of conflicts is much simpler than solving them constructively. It requires less time, means and efforts and prevents even those destructive results that are inevitable after whatever constructively solved conflict.

On the basis of analysis of different scholarly approaches the conditions for avoiding conflicts among teaching staff at schools are defined. The author makes a conclusion that conflict prophylaxis should be based on creating objective, objective-subjective, functional and organizational, situationally controlling and organizationally controlling conditions that make obstacles in the way of pre-conflict situations' emergence.

The essence of principal balances is revealed which, if consciously or unconsciously disturbed, can lead to conflicts (the balance of roles, the balance of interdependence in decisions and actions, the balance of mutual services and interaction, the balance of losses, the balance of self-evaluation and external evaluation).

The article emphasizes that the principal task of prophylaxis is blocking the personal causes of conflict emergence.

Key words: conflict, prophylaxis, avoiding conflicts, teaching staff.