

ABSTRACTS

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STRATEGY OF CONFLICT PREVENTION BETWEEN SUBJECTS OF EDUCATIONAL PROCESS AT UNIVERSITIES

The author notes that such terms as «barrier», «conflict», «difficulty» are used as synonyms in scientific literature. The author highlights the conceptual essence of each of them, and proves that they are not identical. The characteristics of most generalized conflicts classification, including interpersonal conflicts, (those which interfere with the interests of different people); and intrapersonal conflicts (in which intrapersonal patterns of one person are interfered with) are given.

The author emphasizes that the emergence and development of conflicts are caused by the action of four groups of factors and causes, including: objective, organizational, social and psychological, and personal ones.

The article states that the main lines of conflict are the three main levels of interaction: the macro level («society»), middle level («administration»), and the bottom («person») level. These differences lead to conflicts in the system of three levels: the macro «society-university» level, the average «administration-university staff» level, the low «student-teacher», «teacher-teacher», and «student-student» level.

The author stresses that in the process of future teachers' training we should form in them the readiness to conflict prevention and to overcoming them. According to the author's point of view, the methodological tool of the mentioned readiness formation is the strategy of conflict prevention. The efficacy of that is ensured by a set of tactical moves which eliminate, minimize conflicts in the process of learning and in future professional activities. The effectiveness of the strategy is determined by some tactics: forecasting, promotion, support, and auto-training.

Key words: conflict, conflict potential, conflict prevention strategy.