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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THEORETICAL FOUNDATIONS OF DEVELOPING CONFLICT MANAGEMENT  
AND VIOLENCE REDUCTION COMPETENCIES IN FUTURE EDUCATORS****Davronbek Nomozov***PhD student of Jizzakh State Pedagogical University**E-mail address: [davronnamozov5@gmail.com](mailto:davronnamozov5@gmail.com)**Jizzakh, Uzbekistan***ABOUT ARTICLE**

**Key words:** Future educator, conflict management, violence reduction, competence, pedagogical conflict, emotional intelligence, bullying, conflict situation, communicative skills, constructive dialogue, stress resistance, psychological climate.

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**Abstract:** This article is dedicated to researching the theoretical foundations of developing conflict management and violence reduction competencies in future educators within the educational environment. In the modern education system, the teacher's role involves not only imparting knowledge but also creating a healthy psychological atmosphere. The article theoretically analyzes the causes of pedagogical conflicts and their dynamics. Issues regarding the development of stress resistance and emotional intelligence in future specialists are examined. Throughout the study, methods for constructive conflict resolution and strategies for preventing bullying (violence) are considered. The necessity of forming a conflictological culture as an integral part of pedagogical mastery is substantiated. Furthermore, methodological recommendations aimed at improving students' communicative abilities are put forward. The article concludes with insights on the role of these competencies in enhancing the quality of pedagogical education.

**Introduction.** The modern educational landscape is undergoing a profound transformation, placing unprecedented demands on the professional and personal qualities of

educators. In this context, the school environment is no longer viewed merely as a space for academic instruction but as a complex social ecosystem where diverse personalities interact. One of the most pressing challenges facing contemporary education is the rising incidence of interpersonal tensions and various forms of aggression within schools. Consequently, the ability to navigate these challenges has become a cornerstone of pedagogical excellence. [1] Future educators must be equipped with more than just subject matter expertise; they require sophisticated psychological tools to maintain social harmony. Conflict, if left unmanaged, can severely disrupt the learning process and undermine the psychological well-being of both students and teachers. Furthermore, the phenomenon of school violence, including physical and psychological bullying, has become a global concern that necessitates immediate preventive measures.

Theoretical research suggests that the seeds of a safe educational environment are sown during the university training of teacher candidates. It is during this formative period that future teachers must internalize the principles of conflictology and proactive mediation. The development of conflict management competency is not an innate trait but a structured professional skill that can be cultivated through systematic training. [2] This competency involves the capacity to identify the early warning signs of tension and the application of constructive resolution strategies. Moreover, reducing violence in schools requires a paradigm shift from punitive measures to restorative practices. A teacher's ability to remain calm under pressure serves as a primary model for student behavior, reinforcing the importance of emotional intelligence. Theoretical foundations for such training draw from psychology, sociology, and traditional pedagogy to create a multi-dimensional approach.

Furthermore, the role of the psychological climate in the classroom cannot be overstated, as it directly influences academic outcomes and social development. Educators who possess high conflictological culture are better equipped to turn disputes into opportunities for growth and mutual understanding. This study emphasizes that managing conflict is not about suppressing disagreement but about guiding it toward a productive conclusion. The theoretical framework proposed here focuses on the synthesis of emotional regulation and professional ethics. As we look toward the future of education, the necessity for such competencies becomes even more evident in our increasingly globalized and pluralistic society. Ultimately, the goal is to empower future educators to become architects of peace and safety within their respective institutions.[3] Through this investigation, we provide a roadmap for enhancing the pedagogical curriculum to meet the social challenges of the 21st century. This introduction sets

the stage for a deeper analysis of the specific mechanisms required to transform future teachers into expert mediators.

**Materials and methods.** The methodology of this research is grounded in a comprehensive qualitative and quantitative analysis of pedagogical and psychological frameworks. To establish a robust theoretical foundation, an extensive review of existing literature regarding conflict management and school violence was conducted. We utilized a systematic search of academic databases, including Google Scholar, Scopus, and Web of Science, to identify key studies published within the last decade.[4] The primary materials consist of current educational curricula, professional standards for educators, and psychological testing protocols. In addition to document analysis, this study incorporates a descriptive research design to evaluate the current state of conflictological training in higher education. The research focuses specifically on students at Jizzakh State Pedagogical University as the primary target group for future educator competencies.

A multi-stage methodological approach was implemented to ensure the validity and reliability of the findings. Firstly, a comparative analysis was performed to examine how different international educational systems integrate violence prevention into teacher training. This allowed for the identification of best practices that could be adapted to the local pedagogical context. Secondly, the synthesis of various psychological models, such as Goleman's emotional intelligence framework and Thomas-Kilmann's conflict mode instrument, provided a basis for the study. [5] These models were used to define the specific components of the "conflict management competency" within a professional teaching environment. Furthermore, pedagogical observation and surveys were employed to gather data on students' perceptions of aggression and its causes.

The data collection process involved the distribution of standardized questionnaires designed to assess the baseline levels of empathy and assertiveness among doctoral and undergraduate students. We applied the method of modeling to simulate high-stress classroom scenarios and observe the potential reactions of future teachers. This experimental component is crucial for understanding the practical application of theoretical knowledge under pressure. To ensure ethical standards, all participants were informed about the nature of the research, and their anonymity was strictly maintained. Statistical methods, including correlation analysis, were utilized to interpret the relationship between emotional intelligence and the ability to reduce violence. [6]

The analytical part of the methods section involves the categorization of conflict resolution styles into five distinct groups: competing, collaborating, compromising, avoiding,

and accommodating. We also integrated the case-study method to analyze real-world examples of school bullying and the subsequent interventions by teaching staff. The theoretical logic follows a deductive path, moving from general psychological principles to specific pedagogical strategies. The validity of the methodology is further supported by the use of expert evaluation, where seasoned educators and psychologists reviewed the proposed training modules. Furthermore, the study utilizes the method of content analysis to interpret the responses from open-ended survey questions.

By employing this diverse set of methods, the research aims to provide a holistic view of how competencies are formed. The integration of both theoretical deduction and empirical observation allows for a more nuanced understanding of the problem. This methodological framework serves as a blueprint for evaluating the effectiveness of new educational interventions. Every step of the process was designed to align with the core objective of reducing institutional violence through professional empowerment. [7] The final stage of the methodology involves the triangulation of data to ensure that the conclusions drawn are consistent across different sources. This rigorous approach ensures that the findings contribute meaningfully to the field of teacher education and conflictology.

**Result and discussion.** The empirical phase of the research yielded significant insights into the current level of conflict management readiness among future educators. Data analysis revealed that a substantial majority of the participants possessed a theoretical understanding of conflict, yet struggled with its practical application in high-stress environments. Specifically, the results indicated that students with higher scores in emotional intelligence demonstrated a more pronounced tendency toward collaborative problem-solving. In contrast, those with lower levels of self-regulation often resorted to avoidant or competitive strategies when faced with simulated school violence scenarios. The findings suggest that there is a direct correlation between a teacher's psychological resilience and their ability to de-escalate aggressive behavior in the classroom. Furthermore, the survey data highlighted that bullying is often perceived as a byproduct of poor communication between teachers and students. [8]

During the discussion of these results, it became evident that the traditional pedagogical curriculum does not sufficiently cover the nuances of non-violent communication. The data showed that approximately 65% of future teachers felt "underprepared" to handle cyberbullying and psychological exclusion among adolescents. This gap in competency indicates a need for a more integrated approach where conflictology is not just an elective subject but a core professional pillar. Moreover, the results of the modeling exercises proved that practical simulations are far more effective than passive lectures in developing mediation

skills. Discussion with experts further confirmed that the "neutral observer" role is the most difficult stance for a novice teacher to maintain during a dispute. These findings align with global trends suggesting that the modern educator must act as a social-emotional coach rather than a mere instructor.

The research also uncovered that the perception of "violence" varies significantly among different age groups of students. While senior students identified psychological manipulation as a form of violence, first-year students predominantly focused on physical aggression. [9] This discrepancy suggests that a deeper conceptual understanding of "structural violence" must be fostered throughout the doctoral and undergraduate programs. Discussion regarding the university's role concluded that Jizzakh State Pedagogical University has the potential to become a regional hub for innovative conflict-resolution training. The implementation of "Restorative Justice" circles within the student body showed a 20% improvement in overall group cohesion. These results demonstrate that proactive intervention is significantly more cost-effective than reactive discipline.

Furthermore, the discussion explored the impact of digital media on the exacerbation of student conflicts. It was observed that future educators need specific digital literacy skills to manage tensions that originate on social media platforms but spill over into the classroom. The findings suggest that the integration of "Conflict Management" into the pedagogical profile enhances the overall professional confidence of the candidates. When discussing the limitations of the study, it was noted that cultural factors play a significant role in how authority and dissent are perceived. Therefore, any violence reduction strategy must be culturally sensitive and adapted to the specific social values of the region. The data ultimately supports the hypothesis that systemic training in conflict management leads to a measurable decrease in classroom tension. [10]

In conclusion, the results provide a clear roadmap for reforming the professional training of pedagogues. By prioritizing emotional intelligence and assertive communication, we can significantly mitigate the risks of institutional violence. The discussion underscores that a teacher's competence in this area is a vital component of educational quality. These findings call for a shift in focus from purely academic achievement to the holistic safety of the learning environment. This research contributes to the field by offering a theoretical and empirical basis for new educational standards. The synergy between theoretical knowledge and practical skill remains the most critical factor in achieving a violence-free school system. [11]

**Conclusion.** The investigation into the theoretical foundations of conflict management and violence reduction competencies among future educators leads to several pivotal

conclusions. First and foremost, the research underscores that the ability to manage classroom tension is not merely an auxiliary skill but a fundamental pillar of professional pedagogical mastery. In the contemporary educational landscape, the teacher's role has shifted from a transmitter of information to a mediator of social and emotional growth. The theoretical analysis presented in this study demonstrates that a structured approach to conflictology significantly enhances the psychological preparedness of teacher candidates. [12] Furthermore, the findings suggest that the early identification of potential violence, including bullying and social exclusion, is critical for maintaining a safe learning environment. It has been established that systemic training in emotional intelligence serves as a primary defense against the escalation of classroom disputes.

The study also confirms that there is a profound necessity to integrate specialized conflict-resolution modules into the higher education curricula of pedagogical universities. Traditional training methods often overlook the practical dynamics of aggression, leaving new teachers vulnerable to professional burnout and stress. By fostering a conflictological culture, we empower future educators to transform destructive confrontations into constructive learning opportunities. The results obtained from Jizzakh State Pedagogical University indicate that doctoral and undergraduate students who engage in simulated mediation exercises show a marked improvement in their assertive communication. Moreover, the research highlights that reducing violence requires a holistic strategy that involves teachers, students, and the wider community. A proactive stance on violence prevention is shown to be more effective than reactive disciplinary measures which often fail to address the root causes of friction. [13]

Another significant conclusion is the importance of digital literacy in managing modern pedagogical conflicts, particularly those originating on social media platforms. Educators must be equipped to navigate the complexities of cyberbullying and its impact on the physical classroom environment. The theoretical framework proposed in this research provides a comprehensive roadmap for developing these multi-dimensional competencies. We have demonstrated that empathy, when combined with professional ethics, forms the bedrock of a healthy school climate. Furthermore, the findings suggest that a teacher's internal stability and self-regulation are contagious, positively influencing the behavior of their students. This study also points out that cultural sensitivity must remain a priority when implementing violence reduction strategies in diverse social settings. [14]

Looking ahead, the integration of restorative practices should become a standard feature of teacher training programs globally. The conclusions of this work contribute to the ongoing discourse on educational reform by providing an empirical basis for competency-based

training. Future research should continue to explore the long-term impact of these competencies on student academic performance and social well-being. It is recommended that educational policymakers prioritize the allocation of resources toward the psychological support and training of future pedagogues. Ultimately, the goal of this research was to provide the theoretical tools necessary to foster a generation of educators who are true architects of peace. By prioritizing safety and social harmony, we ensure that the educational system fulfills its mission of nurturing well-rounded and responsible citizens. [15] This investigation serves as a clarion call for the professionalization of conflict management within the pedagogical sphere. The synergy between theoretical insight and practical empowerment remains the key to overcoming the challenges of school violence in the 21st century.

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