STUDY OF THE CONFLICT MANAGEMENT COMPETENCES
MATURITY OF FUTURE GENERAL EDUCATIONAL
INSTITUTIONS MANAGERS

INTRODUCTION
The reform of the education system in Ukraine imposes high standards on the competence of the directors of the General Educational Institutions (hereinafter referred to as the GEI). One of the components of the vocational and pedagogical competence is the conflict management competence that provides for the ability of the GEI director to interact effectively with other participants in the pedagogical process, to reach consensus, to prevent and resolve problematic and conflict situations applying the terms of humanity, tolerance, responsibility, and cooperation.

At the same time, getting acquainted with the results of theoretical developments conducted by other scientists and the practice of implementing the educational process in educational institutions shows that there is a rather low level of conflict management culture among educators that leads to a high conflictogenity of the pedagogical environment and stressogeneity of all participants in the interaction in educational institutions that indicates the relevance of the study.

The urgency of the problem related to the forming of conflict management competence of the future director of the comprehensive educational institution and its immaturity led us to pursue our research of the topic “Study of the Maturity of the Conflict Management Competence of the Future Manager of the GEI”. The aim of the paper is to diagnose of the maturity levels of the conflict management competence of the future manager at the ascertaining stage of the experiment.

LITERATURE REVIEW
Dryka (2000); Volkov, Volkova (2016); Gusieva (2014); Nemkova (2008) and others note a significant increase in the level of proneness to conflict in educational institutions. A range of problems related to the management of human resources of the organization on the basis of a competent approach is highlighted in the scientific works of such foreign scientists: Armstrong (2002), Zymnya (2004); Whiddett, Hollyforde (2003). According to Paraskevi (2018) conflict in an educational institution can be positive and negative and can certainly contribute to activating people for greater effort and efficient operation. The competencies of dealing with conflicts acquired by the educational professionals (mostly teachers) were described in detail in the works of Berezhnaya, (2009); Buhaichuk, Yuferova (2016); Yefimova (2001); Kashapov, Bashkin (2010); Prilipets (1998); Chekmareva (2010); Ebzeev, Semenova (2012) and others.

In the works by Bashkin (2010), Denisov (2001) approaches to understanding the essence of conflict management competence, its functions, and structure are considered in the context of problems related to reformation management relations. Different aspects of training in the field of conflict management of future specialists are analyzed in studies by Sannikova, Degtjarjeva (2015) and others. Problems of the formation of the conflict management culture in specialists...
of various profiles, including pedagogical one, are presented in the works by Bulatetskaya (2014) and others.

Conflicts in management systems are considered in detail in the work by Zhuravlov (2004) and others. However, their study was carried out according to the logic of general conflict management studies. An important direction is the development of psychological foundations for consulting assistance in conflicts, development of special skills in conditions of play patterning, and psychological training Khasan et al., (2003). At the same time, in the pedagogical science, the question of the essence, structure of the conflict management competence of the future general educational institution director, pedagogical conditions of its formation in the conditions of the magistracy have not yet been purposefully comprehended.

MATERIALS AND METHODS
The research hypothesis: the conflict competence of general education institutions managers as part of their professional competence is a special type of competence – readiness and capacity for conflict management in educational institutions. Our study used the following empirical methods: pedagogical experiment (the stage of the statement), questionnaires, testing, methods of quantitative and qualitative analysis of the results (their design in the form of tables), as well as some methods of mathematical statistics. Methodological tools of the study were as follows: the questionnaire “On the conflict management competence of general educational institutions managers” developed by the authors, methodology “Leadership Effectiveness” (NYEMOV, 2019), and the test to determine the level of conflict. The stage of the statement of the experiment was conducted in 2019-2020. The object of the study was Nizhyn State University named after Mykola Gogol, as far as this institution provides training of the specialists in the field of “Manager of the humanitarian sphere”.

Our questionnaire “Conflict Management Competence of the Manager of Educational Institution” was aimed at revealing the level of awareness of the concepts of “conflict-related competence”, the presence of so-called “pedagogical conflictophobia”, the dominant style of conflict response, a system of skills and abilities, or effectively preventing and resolving conflicts in future management activities; the need for the development of own conflict-related competence, the standard of effective leadership in the views of masters.

Conflict personality – a personality trait and personality which implies the frequency of escalation and the entry of personality into conflicts – is determined by the complex action of factors: psychological (temperament, aggressiveness, rigidity, self-regulation, actual emotional state, socio-psychological settings and values, competence in communication, etc.); social (living conditions and activities, the environment and social environment, the general level of culture, etc.). Therefore, we chose the “Conflict Assessment” (LOZHGIN, POVIJAKEL 2007), which helped to find out the level of conflict between future managers, to better understand what features of character are inherent to future managers and to assess the reasons for their behavior in conflict situations. Since the educational institution manager should act as a leader, he or she must possess professional qualities, among which are the following ones: high intellectual level; the presence of high professional standards, the formation of high moral standards; purposefulness, persistence, initiative, self-confidence, will, etc., we chose the methodology “Leadership Effectiveness” (NYEMOV, 2019).

RESULTS
In order to study the pre-start level of the formation of the conflict management competence of future managers of GEs, as well as the potential effectiveness of their management style, we conducted the ascertaining stage of the experiment. At this stage, for the purpose of diagnostics, we attracted 54 Master students of the study programme No. 073 “Management” of the Nizhyn Mykola Gogol State University. Literature review and observation of the educational process of the university allowed us to determine, on the basis of the generalization of the above-mentioned indicators, the level of formation of the conflictual competence of the future manager. We consider it necessary to submit them in comparison with the levels of development of the competence of the manager with the experience of
management activities (Table 1). For this purpose, we chose one of the approaches we consider to be the most optimal.

**Table 1:** Comparative characteristic of levels of formation of conflict management competence of the future education manager and the manager of a general educational institution

| Levels                  | For the managers of the institution                                                                 | For the future managers of the institution                                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| High (full mastery)     | Possesses all the set of knowledge, skills and abilities for carrying out conflictological activity; freely selects strategies depending on the conditions of a conflict or changes them in the process of conflict-related interaction; completely absent conflictophobia; formed system of constructive motives, which provides adequate conflict situations of behavior; available willingness to act as a mediator, to prevent a conflict in the early stages of its development; the ability to predict the further development of conflict conflicts; seeks to improve the personal level of conflict-related competence, without fear, engage in new behavioral strategies. | Understands the essence of conflict-related competence, its significance for the effectiveness of management activities and aspires to its self-improvement, aimed at self-realization in the future activity; demonstrates leadership qualities; has the necessary system of knowledge, skills and abilities for the prevention and resolution of conflicts; understands the essence of the assertion that the manager of the unit must resolve conflicts on an objective basis; lack of conflict phobias; humanistic orientation of personality and activity, high moral principles; formation of a standard of an effective manager; low level of conflict; lack of a strong desire to dominate at any cost, subjugate their power to others; strives for communication with other people, in interaction prefers qualitative and accurate word; in speech there are no verbal conflicts. |
| Medium (partial mastery) | Has the basic knowledge and skills necessary for the implementation of the main clinical-psychological actions; there is no conscious system of motivation, so the chosen behavioral reactions are often controversial; formalizing a strategy when the manager chooses the strategy he or she trained; characterized by the emergence of a desire to avoid conflict; condition of uncertainty in own actions; has a difficulty in explaining the reasons for choosing a conflict strategy; lack of competent advocacy of their own solutions to the problem; the desire to master the entire complex of conflict strategies arises when his interests are violated. | It basically understands the essence of conflict management competence, its importance for management activity, but the desire for its improvement is situational, actualized under the influence of the situation; has basic conflict-related knowledge, skills and abilities, but there are signs of conflict-phobias; self-examination and self-assessment of own actions are not objective, often overestimated, lacking in skills of correction of own activity; selective in the establishment of communicative ties, establishes a friendly relationship only with the people who like him; may give in to personal moral and professional instructions; in relationships with others may behave incorrectly, persevere in defending their thoughts, despite the thoughts of others; in the case of a conflict predominantly takes the position of an opponent; in conversation can use verbal and nonverbal conflicts; characterized by unstable emotional states, frequent mood changes. |
| Low (minimal mastery)   | Possesses only the minimum necessary, the simplest knowledge and skills necessary for the organization of conflict-related activities; Knowledge about conflict and behavior strategies in the conflict are profound and formal; in conflictual activity the reliance on own emotions dominates rather than on informed choice, the manager forms a system of destructive motives which become the basis for the choice of destructive behaviors. | Not aware of the significance of conflict-related competence for the effectiveness of management activities; there is no desire for self-development, self-improvement in the profession, to gaining new knowledge; organizational and communicative abilities are not developed enough, in relations with others behaves impulsively, sometimes they cannot restrain themselves; Cannot analyze his past experience and experience of other managers; Inadequately assesses own results achieved; characterized by the failure of the moral and professional guidelines, in case of a conflict situation, prefers to choose the position of the device. |

Source: compiled by authors based on the Bulatetskaya, 2014.

Taking into account such a level of requirements for the conflictual competence of the manager of an educational institution, it becomes clear why Bulatetskaya (2014) concludes that the most widespread is the lowest level. Obviously, this situation is due to the lack of a comprehensive system for the formation of conflict management competence of future education managers at various stages of study in the magistracy.

At the beginning of the ascertaining experiment, a survey of future managers was conducted in order to determine their level of awareness of the conflict management competence of the director. Questionnaire “Conflict Management Competence of the GEI Manager” that was developed by us consisted of 8 questions and tasks. Let us consider answers of masters to the first question that is related to studying the concept of “conflict management competence”. The respondents understand the essence of this concept as follows: “Competence that allows determining consistent patterns of the emergence and development of the conflict for the purpose of its elimination or settlement” (48 %), “competence in technologies for preventing
emergence and development of the conflicts” (24 %), “knowledge, skills, experience that the person applies for settlement of conflicts” (28 %). Students as future managers of GEIs understand the relationship of the conflict management competence with other competencies, that is, they consider it as a component of the competence structure of the personality professionalism: “a component of the social and psychological competence” (47 % of respondents), “has a close connection with the perceptual competence of the person, especially, the manager of the GEI” (18 %), “its formation is closely connected with the administrative and legal competence of the director” (15 %), “a very important component of the professional training of the GEI director dealing with various people: students, their parents, teachers” (7 %). 6% of respondents understand the conflict management competence as “the ability to critically analyze their own opportunities and prospects”, while 7 % understand it as “the ability to determine peculiarities and emotional states of other people for preventing conflicts”. As we can see, in general, future directors understand the essence of the phenomenon of the conflict management competence concept, although, as far as their concepts are concerned, there is a lack of their integrity and vision of the result.

The next question was aimed to reveal the attitude of future managers to conflicts in the system “GEI Manager-Teacher” and to establish the availability of so-called pedagogical conflict phobia. The answers of the respondents confirmed the existence of a certain denial of conflicts in the pedagogical environment, the vision of only their side - negative, narrowing the understanding of the functions of conflict in the system. Scientists have proved that any conflict can perform several basic functions, in particular, the diagnostic function that depicts the real state of affairs and relations and creative function (when the conflict is the embodiment, materialization of the struggle of the new, progressive with the old, regressive) (DENYSOV, 2001). The overwhelming majority of future managers (62 %) can see only the destructive function: “conflicts in school are clearly bad phenomena” because they “hinder work, bring the emotional disharmony into the pedagogical team as a system”. This situation confirms the process of formation of the conflict phobia in future managers that, in their activities, can hinder the desire to establish true causes of conflicts and to ensure the further development of the teaching staff and educational institution. Only 26 % of the respondents identified the conflict as a normal phenomenon; 12 % of the respondents failed to provide a definition of the conflict. However, nobody supported the statement that “the conflict is a good phenomenon”.

The task entitled “Specify your dominant style of response to the conflict” was aimed to check both the theoretical knowledge on this problem of future managers of GEIs and ability to self-improvement, self-knowledge, self-examination, self-observation. Based on the answers, one can conclude that there is a lack of knowledge on this problem, since only 42 % of the students (less than a half) managed to make their determinations, while the rest of respondents ignored this question. The content of responses is also indicative: 10 % are prone to the compromise; other 10 % of future managers demonstrate a more flexible position (compromise or cooperation - “depending on the situation”), other 15 % of respondents determined either democratic or liberal style of communication during response to the conflict. Consequently, the problem of the style, strategy of responding to conflicts, settlement of the conflict situation requires a special attention in the pedagogical process during training of masters in the field of conflict management when they do the masters. To the question “Do you possess the necessary system of skills and abilities or effectively prevent and resolve conflicts in your future management activities?” the following answers were received: “yes” - 42% of respondents; “Most likely - ‘yes’” - 36% of respondents; “Not always” - 11% of masters (“they are not always enough, but I try to mobilize and get out of the situation”) “I don't have” - 10% of future managers. 1% of the respondents did not at all understand the importance of their own skills and abilities, since they considered support and strengthening of cooperation in the team as the basis for conflict prevention but did not indicate their role in strengthening this cooperation.

During the survey, the greatest difficulty for the future managers of GEIs was to provide the answer the question: “Explain, how you understand the statement: “Should the manager settle conflicts on an objective basis?”, because more than half (53 %) of respondents failed to answer this question. The opinion of the rest respondents was expressed as the position: “to take into account all actions, acts and events that caused the emergence of the conflict”, to weigh all
pros and cons”, to withstand the pressure of parties to the conflict and influence of own emotions. In the opinion of future managers, the following reasons prevent the manager to be tactful, polite with his/her subordinates: first of all, the manager let his/her emotions, feelings out, (“excessive emotionality” (62 %), “irritability” (25 %), “likes or dislikes for some individuals” (36 %)) as well as communicative stiffness and restraint (“lack of desire to communicate with subordinates” (14 %)), peculiarities of temperament, character, “possibly, disease” (27 %). The respondents determine the following reasons as substantial reasons: the manager “does not know the situation” (27 %), “not well-informed” (34 %) (according to the answers to questionnaire).

Based on answers to the questionnaire question “How fair is the statement that the manager, who bears the entire burden of responsibility, can all the time remain calm and may lose balance, and the subordinates have to stand it patiently?”, 67 % of the respondents believe that under all circumstances the manager should be tactful and polite, since “brutality and rudeness cannot be justified by any reason”, 8 % of the respondents answered this question as follows: “I partly agree”, one of the masters supported the option “This is an absolutely fair statement”. Consequently, we can ascertain the formation of rather high personal and professional moral guidelines, which form the basis for the development of the conflict management competence, an obstacle to violation of the professional, managerial ethics of the director of the NEC.

The questionnaire question “Do you consider that is necessary for you to develop own conflict management competence?” was answered affirmatively by 87 % of respondents, because, in their opinion, “the leader cannot do without it”. Consequently, the significance of the conflict management competence for future management activities is realized by almost all students. To fulfill the last task of the questionnaire, the masters needed to define three most important and 3 least important features in the specified features of the effective manager of the GEI. Having summarized the answers, we can state 3 most important characteristics (in the opinion of future managers): The 1st feature refers to cooperation with subordinates (73 %), the 2nd feature refers to the teaching tact (42 %), the 3rd feature refers to fairness (33 %). To these qualities, future managers added the ability to manage own emotions, readiness for development, ability to analyze own activities, respect for people, and purposefulness.

The least important qualities were the following ones: openness (67 %), creativity (40 %), and high culture (27 %). 5 % of respondents chose the following characteristics: self-determination in conflicts, communicativeness; prediction of possible reactions of students and teachers, prediction of behavior of the teaching staff members; self-criticism. It should be noted that 40 % of respondents took up the position of combining qualities, such as “cooperation with subordinates”, on the one hand, and “closeness”. In our opinion, this may indicate a certain degree of awareness of the natural status distance between the manager and subordinates. However, if “self-criticism”, “attentiveness”, “adherence to principles”, “fairness”, “tactfulness” fall into the category of the least important features, it may indicate that such distance is perceived by future managers as a distance-replacement of the director over subordinates, the embodiment of a certain limitation, his/her inaccessibility for business contacts with the team.

Thus, during the study, we established: the standard of an effective manager is not completely formed in the views of the masters and is subject to adjustment in the process of future management activities not only in the context of the democratic approach, but in in context of the autocratic approach. As a result of the comparison and analysis of the responses of future managers during the ascertaining state of the experiment, it was established that the level of conflict management awareness of most masters (70,4 %) is generally sufficient for the beginning of management activities. (Table 2).

| Level of conflict management awareness | Number of respondents | %  |
|---------------------------------------|-----------------------|----|
| High                                  | 12                    | 22,2|
| Medium                                | 26                    | 48,2|
| Low                                   | 16                    | 29,6|

Sources: compiled by authors based on their own calculations.
Students with the stated high level of conflict management awareness understand the essence of the conflict management competence phenomenon and are ready to make efforts to further improve it, have the necessary knowledge and skills to prevent and resolve conflicts in future management activities; are convinced of the inadmissibility of brutality, rudeness on the part of the manager. The middle level is characterized by the presence of teaching conflict phobia, perception of causes of conflicts between the manager and subordinates as those mainly related to the emotional and psychological sphere, and the assumption that brutality, rudeness on the part of the manager may be justified, depending on the situation. Students with the low level of conflict management awareness are characterized by inconsistency or lack of formed concept of the standard of the effective manager, low aspiration for self-knowledge, self-determination in conflicts.

The next step of the ascertaining stage of the experiment is to determine the level of proneness to conflict of future GEI managers. The corresponding test makes it possible to show the presence of 9 specified levels – from very low level to very high level. We adapted this approach to the conditions of our study and established three levels for development of proneness to conflict: low (14 – 23 points); medium (24 – 32 points); high (33 – 42 points). As a result of the test, most of the future managers demonstrated the medium level of proneness to conflict (53,7 %). It was revealed that they have the desire to dominate, to subjugate others to own power depending on the situation; they periodically resort to critical judgments in business relations. If these respondents were to lead the team, they would start with studying the persons constituting the team, and establishing contacts with the leaders. First, they try to overcome own irritability, tendency to underestimate own abilities.

The low level was observed in 26 % of the respondents who are characterized by a lack of desire to dominate under any circumstances, they express categorical critical judgments rarely and in accordance with the situation, they tend to “consult more often with colleagues” in their management activities. They work hard to overcome such personal qualities as susceptibility, vulnerability that becomes a conflictogen in business relationships; they evaluate own abilities quite objectively. Collisions and conflicts with other people are often the result of their high creativity and initiativeness. The highest level of proneness to conflict was represented by the smallest number of masters (20,3 %). They were characterized by the overwhelming desire to dominate, aggressive general proficiency, and communicative push. If they would lead the team, they would immediately start developing a perspective program to intensify its activities and would make every effort to ensure their unconditional acceptance by subordinates. It was defined that they were characterized by excessive straightforwardness, intolerance to criticism on the part of others, predisposition to overestimation own abilities that result in conflict collisions with others (Fig. 1).

**Figure 1**: Level of conflict management awareness of future managers of GEIs at the ascertaining stage of the experiment

![Level of conflict management awareness](image)

**Source**: compiled by authors.

The next stage of the ascertaining state of the experiment envisaged for the determination of the potential effectiveness of the style of the future GEI manager, its proximity to the standard of conflict management activities due to the use of methodology “Leadership Effectiveness”. The methodology included self-analysis, reflection of acquired managerial experience (during practice, active teaching methods, joint implementation of educational and social projects in the conditions of doing masters). An effective leader in managerial activity could be the person who scored from 30 to 40 points according to this methodology. Future managers, who demonstrated this level (26 % of the respondents) sought to cooperate with other people, were...
aimed at using the latest theoretical, technological, and practical achievements when performing management activities. The average level of leadership effectiveness was established at 51.8% of respondents. They acknowledged that, when making decisions or communicating with people, they had behaved not as flexibly as they would have liked to do, had not been able to understand and use their weak and strong sides.

The low level was diagnosed in 22.2% of students. They were characterized by an urgent need to distance themselves from their subordinates, since they did not consider it necessary, at least in some cases, to explain the reasons for their management decisions did not know and did not seek to study the interests and needs of subordinates, they often did not remember their names. They were not able to solve the problem of motivation of the team members, in particular, they did not consider it necessary, at least sometimes, to disclose the purpose of work that was entrusted to subordinates for the purpose of general business. The distribution of future managers by management levels is presented in Table 3.

Table 3: Efficiency level of the style of future managers of GEIs at the ascertaining stage of the experiment

| Efficiency level | Number of respondents | % |
|------------------|-----------------------|---|
| High             | 14                    | 26 |
| Medium           | 28                    | 51.8 |
| Low              | 12                    | 22.2 |

Source: compiled by authors.

As far as future managers of GEIs are concerned, their study to do the masters under speciality “Management of the General Educational Institution” provides a sufficient starting level of the conflict management competence. The comparison and generalization of the results obtained in the course of the ascertaining experiment allowed to establish the following quantitative indicators of its maturity: 24.4% of masters demonstrated the low level of the conflict management competence; 48.8% showed the medium level of the conflict management competence, and it was found that 26.6% of future managers had the high level of the conflict management competence (Table 4).

Table 4: Distribution of future managers by the levels of conflict management competence at the ascertaining stage of the experiment (in %)

| Levels                                      | Low | Medium | High |
|---------------------------------------------|-----|--------|------|
| Level of conflict management awareness of future managers | 29.6% | 48.2% | 22.2% |
| Level of proneness to conflict of masters    | 26%  | 53.7%  | 20.3% |
| Level of effectiveness of the management style of future managers | 22.2% | 51.8% | 26% |
| Level of conflict management competence (medium) | 26%  | 51.2%  | 22.8% |

Source: compiled by authors.

DISCUSSION

In the Russian school of psychology, the concept of conflict-related competence was first introduced by Khasan (1995). He described the conflict-related competence as the ability of the actor (organization, social group) to engage in a real conflict to minimize the destructive forms of conflict and transfer social and negative conflicts in a socially positive way. According to Kashapov (2010), conflict competence is “the ability of man to optimize the way to overcome age-old contradictions, to resist the destructive impact of conflicts and their ability to constructively solve”. Conflict management activities are understood as the activities aimed at minimizing destructive forms of the conflict and transfer of socio-negative conflicts into the socio-positive course (DENISOV, 2001). Conflict management competence according to Ebzeev, Semenova (2012) is a part of social and psychological competence, namely, the ability of an individual to effectively interact with the people around him in the system of interpersonal relations. Our results correspond with Paraskevi (2018) who argues that a comprehensive analysis of the environment and complex systems can contribute to the understanding of contemporary issues of conflict management by education executives. We understand the conflict management competence of the managers of general educational institutions as an integrative entity, a component of professional competence that includes the ability and readiness for the implementation of conflict prevention activities, the level of awareness of the
range of possible strategies of conflicting parties and the ability to assist in the implementation of constructive interaction in a particular conflict situation, if necessary to act as mediator or mediator in resolving a conflict.

We agree with Iqbal and Parveen (2020), which found that influential and compassionate communication competences are drivers of all styles of conflict management in education institutions, while, impassive competence is not a good driver of the conflict management. However, a careful study of the results shows the existence of a problem that the magistracy has not yet solved completely. Data in Table 3 shows that there is an indisputable need for the further development of the conflict management competence of future managers of GEIs in a specially organized pedagogical process of higher education.

The overwhelming majority of future managers are characterized by conflict phobia that manifests itself in the fact that they are mainly aware of the destructive function of the conflict and perceive it as a managerial catastrophe. At the same time, the manager with work experience has a richer functional palette, the fear of conflicts is much smaller, although the approach to their solution lies in the directive, autocratic plane - plane of “leadership” (demonstration of own power resources, misinformation, lowering the opponent’s rank, coercion). In our opinion, this problem can be solved provided the training is strengthened under speciality “Management of the Educational Institution” (special training courses, training seminars, play patternings, simulation activities, etc.). For example, it would be advisable, after practice, to include students in the training on the basis of role-playing activities, the purpose of which is the reflection and first attempts to realize itself as the subject of conflict management activities. The main task of such simulation training is to create conditions for the release of conflict management energy, since, during the teaching practice; masters mostly reproduce the managerial actions of the standard director and are forced to restrain their reactions. The simulation training-release will make it possible to understand the essence of real managerial decisions, depending on the situation, to propose an alternative communicative strategy; to practice the elimination of authoritarianism in cooperation with subordinates, settlement of conflict confrontations; to feel the functionality of the conflict.

We also did not record the use of the conflict as a method for developing the conflict management competence. However, it should be noted that the method is not sufficiently developed both at the theoretical and practical levels, and subjects of the educational process have some moral and ethical barriers.

CONCLUSIONS
During the study, it was found that the majority of masters – the future managers of GEIs (51.2 %) - have the medium level and low level (26 %) of conflict management competence. The results obtained convinced us of the need to develop a program for the development of conflict management competence of future managers in conditions of doing masters. As a result of the ascertaining experiment, we came to the conclusion that the criteria and indicators developed on the basis of theoretical analysis, the research methods used are informative in relation to the study of the conflict management competence; the acquired material is mostly of the diagnostic nature, but it is interpreted by us as the basis for the theoretical substantiation and implementation of the pedagogical conditions for the formation of the conflict management competence of future directors.

We would like to note that the use of the adapted algorithm for the productive development of the conflict management competence of the director of the educational institution at the stage of doing masters requires the support of reliable methods for evaluating the development of the conflict management competence of the manager of the educational institution, therefore this direction is promising in the further research on this problem.

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Estudio de la madurez de las competencias de gestión de conflictos de los futuros gestores de instituciones de enseño.

Los resultados mostraron que la experiencia de la actividad de gestión creó los líderes teniendo la confianza de sus fuerzas, capacidades, en vez de alta autoestima y la velocidad de reacción.

**Palabras-chave:** Competencia de gestión de conflictos. Futuro gerente de instituciones de enseño. Averiguación del estágio de una experiencia.

**Keywords:** Conflict management competence. Future manager of general educational institutions. Ascertaining stage of an experiment.