Modern pedagogical technologies for prevention of conflicts between students of vocational education institutions

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Abstract. This article proposes pedagogical technologies that are aimed at preventing conflicts between students in professional educational institutions of the Russian Railways OJSC. In order to fulfill the task of development of pedagogical technologies aimed at preventing conflicts between students, testing according to the method of V.I. Andreev has been used to determine the level of personal proneness to conflict in a team. In order to study the satisfaction of students with the work of a lecturer on the prevention of conflict situations, a questionnaire developed by the authors has been used.

1. Justification
The social and economic crisis has caused new problems and potential sources of conflict in all spheres of society. And the sphere of education is not an exception, since the consequences of the economic and spiritual crises are especially appeared in it [1]. Due to this fact today the issue of studying the mechanisms of occurrence of such conflict situations and methods of managing pedagogical conflicts is extremely relevant for teachers and lecturers.

Conflicts between students at training centers for professional qualifications of the Russian Railways OJSC have been identified as the object of research.

The subject of the research is a strategy of a lecturer aimed at prevention of conflicts between students at the training centers of the Russian Railways OJSC.

The purpose of the study is to analyze pedagogical technologies aimed at prevention of conflicts between students at professional qualification training centers of the Russian Railways OJSC.

Based on the set goal, the following main research tasks have been set and solved in the study:
1. Analyze the existing scientific concepts of conflict as a phenomenon.
2. Give a classification of conflicts, analyze the specifics of interpersonal conflict.
3. Describe conflict situations in educational activities, identify their specificity in the process of adults education.
4. Empirically investigate the level of student conflict intensity and evaluate the effectiveness of the lecturer's work on conflict prevention in the Saratov subdivision of the Privolzhskiy training center for vocational qualifications.
5. Develop practical recommendations for teachers to work on the prevention of conflicts between students at training centers for professional qualifications of the Russian Railways OJSC.

In process of the research, in order to achieve the set goal and solve problems, a set of research methods has been used. These methods include both general scientific methods (theoretical analysis of psychological, pedagogical and philosophical literature on the research problem), qualitative and comparative methods, and special diagnostic methods (testing, questioning, observation, method of mathematical processing and data interpretation). The study has been conducted in 2019 on the basis of the Saratov subdivision of the Privolzhskiy training center for vocational qualifications. The total selection of test subjects is represented by students aged from 22 to 35 years. The total number of students is 17 people. The survey has been carried out according to the method of V.I. Andreev “The level of personality conflict in the team” [2,3].

The practical significance of the study shall be noted. The results obtained in the course of the study can be used in training centers for professional qualifications of the Russian Railways OJSC during preparation and development of measures to prevent conflict situations in training groups.

2. Analysis of the lecturer's behavior strategy aimed at prevention of conflicts between students

A specific strategy of lecturer's behavior aimed at prevention of conflicts between students at training centers for professional qualifications of the Russian Railways OJSC is considered below.

Training centers form the basis of the corporate system of professional training for workers and employees of the Russian Railways OJSC, which are structural subdivisions of the Russian Railways OJSC branches. These are fifteen training centers for railway professional qualifications which include sixty-three subdivisions, the Center for training of personnel for servicing of high-speed trains of the Directorate of high-speed service and the Petropavlovsk technical school of the Petropavlovsk branch of the South Ural railway (on the territory of the Republic of Kazakhstan). More than ninety thousand people are trained at Russian Railways training centers annually.

The main tasks of the training centers are: vocational training and retraining, training for additional professions, advanced training of workers and employees of railways, divisions of functional branches and other structural divisions of the Russian Railways OJSC [4].

The activities of training centers are regulated by the Standard Regulations on the Training Center for Railway Professional Qualifications, approved by the order of the Russian Railways OJSC No.506p dated February 23, 2013. The language of tuition is Russian.

Training centers have the right to provide paid services to legal entities and individuals and, for these purposes, conclude relevant contracts and agreements on behalf of the Russian Railways OJSC.

The following categories of persons are accepted for vocational training in the training center:

- employees of structural subdivisions of the Russian Railways OJSC;
- job seekers and persons who have signed the training agreement with a structural unit of the Russian Railways OJSC;
- persons who have signed the training agreement with a training center;
- persons sent by other organizations under an agreement with the training center.

To study the lecturer's strategy aimed at prevention of conflicts between students in the Saratov subdivision of the Privolzhskiy training center for vocational qualifications, authors used testing to determine the level of personal conflict intensity in a team according to the method of V.I. Andreev.
To study the degree of satisfaction of students with the work of the lecturer in terms of prevention of conflict situations authors used their own questionnaire survey.

The testing has been carried out on the basis of a training group that consists of seventeen people. There were no people who had previously studied in the Russian Railways system. The group have been trained for “Locomotive driver assistant” educational program.

Thus, in the control group 4 people have higher education, 6 people have secondary vocational education, 5 people have primary vocational education, and 2 people have complete secondary education. Lack of work in their specialty as a motivation for learning was indicated by 9 people, 8 people indicated as a motive the desire to earn more money. The questionnaire offered to the students contains questions and three options for answering on each question. Based on the results of answers to the posed questions the scores are summed up. The sum of the points allows to assess the level of student conflict intensity.

The test results showed the following. In the test group, 1 person has a high level of conflict. (5.88%), above the average level - 5 people. (29.41%), the average level of conflict - 8 people. (47.06%), below average level - 2 people. (11.76%), a low level of conflict - 1 person. (5.88%). Attention shall be paid to the dependence of the level of conflict intensity on education; it is noted that respondents with higher and secondary vocational education demonstrate a lower level of conflict intensity. Also, older learners have a level of conflict lower than their younger classmates.

Based on the results of the training, in order to study the satisfaction of students with the lecturer work on conflict prevention, the authors also used their own questionnaire. The survey has been carried out in the same group of seventeen people. The survey has been conducted anonymously. In the questionnaire, students have been asked to evaluate the effectiveness of various measures to prevent conflict situations between students [5]. Before starting the survey, the essence of each of the methods has been explained to the students.

The survey results have showed the following:

- The compliance method is considered as the most effective preventive measure by 8 people. (47.06%).
- The method of cooperation is considered as effective by 2 people. (11.76%).
- The method of joint extracurricular vacation is considered as effective by 4 people. (23.53%).
- The mutual complementation method is considered as effective by 1 person. (5.88%).
- The method of non-discrimination is considered as the most effective by 1 person. (5.88%).
- And finally, the method of preserving the reputation of students has also been noted by 1 person. (5.88%).
- The method of empathy was not noted by any of the respondents.

Based on the results of the survey, the following main conclusions can be formulated:

- the most effective measure for the prevention of conflict situations among students was tactics when potential conflict participants are involved in a common cause and initiate cooperation, while solving common problems;
- the organization of leisure extracurricular activities for the group is also quite effective, for example, holiday evenings, sports competitions, joint trips.

However, it shall be noted that other methods shall not be ignored either, they shall be applied in an integrated manner, since they can effectively solve the problem of conflicts prevention in a group of students.

In the work on the prevention of various kinds of conflict situations, lecturer should not rely on the use of some quick-acting, miraculous means. This process must be systematic and organized on an ongoing basis, continuously. The most effective method of preventing conflicts of both psychological
and social levels is to create a moral and psychological atmosphere (which in principle excludes the possibility of negative manifestations leading to a complex conflict situation) in the organization, in the team, and finally in society as a whole [6].

Testing has been arranged at the beginning of the training. As a result, appropriate recommendations have been given to lecturers in order to carry out work on conflict prevention. It shall be noted that currently the work is carried out quite successfully (taking into account these students recommendations).

3. The main directions of preventive work aimed on prevention of conflicts in the group of students

Preventive work aimed on prevention of conflicts can be carried out in three main areas:

- creation of objective conditions that prevent the emergence and destructive development of pre-conflict situations (benevolent, attentive attitude to their wards on the part of lecturers). This model will work in case of conducting of such work with both lecturers and students.
- optimization of organizational and managerial conditions for the center. Lecturer shall not skimp on praise, approval, encouragement. It is necessary to try to create "success situations" and to eliminate the social and psychological causes of conflicts. At this stage, it is recommended to develop rules, procedures for resolving any controversial issues, to create an operating body at the center, where both students and lecturers can apply for support and advice.
- avoidance of personal causes of conflict situations.

The following methods of prevention of conflict situations among students shall be highlighted:

- Maintaining cooperation that is a universal way to prevent conflicts. This is the central problem of all conflict prevention tactics.
- The compliance method implies the implementation of measures aimed at attracting possible conflicting parties to a common cause, in the course of which potential opponents nevertheless develop common interests, they get to know each other better, learn to cooperate, and jointly solve emerging problems.
- The method of benevolence or empathy, the development of the ability to empathize and sympathy with other people, to understand their internal states. This method implies the expression of the necessary sympathy for the partner, the willingness to come to his aid, and at the same time requires excluding unmotivated hostility, aggression, etc. from the relationship.
- A method of preserving the reputation of students, respect for their dignity. In case of any disagreements fraught with conflict, the most important method of preventing negative developments is to recognize the dignity of those in conflict, to express due respect for their personality. This method is used not only for the prevention of conflict, but also in any form of interpersonal communication.
- The method of complementarity is another effective tool for conflict prevention. It implies an emphasis on those abilities of the learner that others do not have. Thus, creative people are often not inclined to monotonous, routine, technical work. However, both are necessary for the success of the business. The complementarity method is especially relevant in the process of forming of study groups, which in this case turn out to be quite strong. Consideration and skillful use of both human abilities and shortcomings, closely related to each other, contribute to the strengthening of mutual trust and respect on the part of people, their cooperation, and, consequently, help to avoid conflict situations in the future.
- The method of non-discrimination of people involves the exclusion of an emphasis on the superiority of one student over another, and, ideally, of any differences between them. The value of this particular rule is emphasized by an old Japanese adage: "Even if you do a job better than others, don't act like a winner."
The method of "psychological stroking" - a psychological way of preventing conflicts, implying that the mood and feelings of people are amenable to regulation and need some support. On this point, there are many ways, for example, extracurricular forms of joint recreation by members of educational groups, namely holidays, hikes, sports competitions, etc. Such activities and the similar ones help to reduce psychological stress, forward the emotional release, cause positive feelings of mutual sympathy, and ultimately lead to the creation of a moral and psychological atmosphere in the group, which makes it difficult for conflicts [7].

It is possible to significantly reduce the number of conflicts in a group by forming interpersonal relationships in a team. In order to do it lecturers are advised to study and constantly monitor the formation of the team, identify leaders, including negative ones, try to reorient their negative orientation to a positive one; to identify students with a low status, to try to change their status by creation of the “situations of success” for them; to organize interesting, intensive activities that provide employment for students (emotionally rich forms of interaction). In addition, one should strive to form the norms and traditions of the team, which are based on care, attention to each other, as well as to organize communication training in form of a game, which would contribute to the establishment of mutual understanding, the development of principles of communication in the team, and the correction of relationships between students.

Among other methods of conflict prevention, the sense of humour that is inherent in people shall not be forgotten. Its presence is one of the evidences of a person's spiritual health, his optimistic outlook on the world and people. Humour unites people even when it seems that there are no more hopes for reconciliation. At least some similarity between people as well as a common understanding of the funny for all people are revealed due to the humour.

4. Findings
Thus, the prevention of conflicts in an educational institution is an extremely important task that must be solved by a lecturer. It is noteworthy that many competent lecturers are able to resolve the conflict at an early stage, to stop its development. If a conflict arises directly during the lesson, the lecturer can always intervene in the situation and calm down the conflicting parties. However, conflicts between learners are not limited to the walls of the classroom, and it is occurred quite often. That is why lecturers often organize various activities aimed on the students team building. All possible measures shall be taken to ensure that the educational institution has a decent comfortable climate for learning. It is extremely important for students to develop diplomatic qualities, the ability to correctly perceive the situation and strive to resolve conflicts [8].

Thus, in the course of the study, the scientific concepts of conflict as a phenomenon have been analyzed, the classification of conflicts has been presented, the analysis of the specifics of interpersonal conflict, the characteristics of conflicts in educational activities, the specifics of the conflict between adult students and the analysis of the lecturer's strategy for the prevention of conflict situations between trainees at training centers for professional qualifications of the Russian Railways OJSC have been analyzed. Summing up the scientific research carried out in this work, according to the results of the consistent solution of the tasks set, it seems possible to formulate a number of basic conclusions and judgments in the field of the studied problem. These include the following:

1. Pedagogical conflictology is a pedagogical science focused on practical application, the goals of which are the study of the properties and causes of pedagogical conflicts, the development of methods for their settlement and resolution. The problem of interaction between the participants in the pedagogical process constantly takes place in modern education. A modern lecturer shall have competences that will allow preventing and resolving conflict situations in educational interaction. The subject of the conflict is subject that is the "stumbling block" or reason of confrontation between the parte, something that will be the subject of negotiations and claims [9]. The subject of the conflict can be both a physically real object and a virtually existing idea, thought, product of human mental activity. In other words the subject of the conflict is a source of disagreement, contradiction, problem. The
Outcome of a conflict is an ideal image of the result of conflict resolution, built in the minds of the parties to the conflict, which determines the line of development of the conflict. The outcome of a conflict is actions committed by the parties, deformed interpersonal relationships and psychologically emotional states. An acceptable resolution of the conflict needs to take into account the interests of not only direct parties to the conflict, but also indirect ones, which also have an impact on the resulting outcome of the conflict.

2. The analysis of each specific case of the conflict makes it possible to develop effective methods and techniques for localizing and completely eliminating the conflict. In order to prevent conflict situations, a forecast is used based on taking into account the time factor of the onset of the conflict, the depth and severity of the consequences. Preventive measures to prevent the development of a conflict situation include the elimination of the conditions for the emergence of a conflict, the elimination of the degradation of relations in society, the smoothing of intra-group division, the use of group psychotherapy, and an increase in the cultural level of relationships. It is necessary to consider strategies and tactics of behaviour in a conflict through the prism of interpersonal relationships. If for one of the opponents interpersonal relationships in the form of love, friendship, companionship are important, then he will strive for constructive behaviour, and vice versa, if not important, the behaviour takes destructive forms [10].

3. Pedagogical conflicts have features associated with the specifics of educational activity, the difference in the status and age of the interacting parties. Conflict in an educational institution is a rather normative phenomenon, it not only creates problems of pedagogical activity, but is also a source of development of the educational process itself [9, 10]. Moreover, the correct resolution of a conflict situation contributes to the personal development of its participants. The environment of students, consisting mainly of representatives of a different contingent, differing in a variety of ways, is already predisposed to conflicts of an interpersonal nature. However, the course of these conflicts will already depend on the personal characteristics of each of the students, and the manifestation of the conflict in each case will be specific in its own way. Objective reasons are associated with violations of the study regime, untimely information about changes in the educational process, misunderstanding or misunderstanding of the requirements of fellow students and teachers. Subjective reasons ripen in the field of interpersonal relationships between students. For the lecturer, the main thing is to turn the hostile relationship between the parties into constructive ones. It is important to focus the attention of students on general group affairs, to minimize personal mutual hostility and aggression [11].

4. In the Saratov subdivision of Privolzhsky training center for vocational qualifications testing according to the method of V.I. Andreev has been used by authors in order to determine the level of personal conflict intensity in a team.

As a result, it is obvious that the majority of respondents have an average and above average level of conflict intensity, and only one of them has a test data indicating a high level of conflict intensity, and only one of them has a low level. Attention shall be paid to the dependence of the level of conflict on education [12]. It is noted that respondents with higher and secondary vocational education demonstrate a lower level of conflict. Also, older learners have a level of conflict lower than their younger classmates.

5. In order to study the satisfaction of students with the work of a lecturer on the prevention of conflict situations, a questionnaire developed by the authors has been used.

The results revealed the following:

1) the most successful measure to prevent conflicts between students is the tactics of involving of potential conflict parties in a common cause, and their cooperation begins in the process of solving of the common problems;

2) the organization of leisure extracurricular activities for the group is also quite effective, for example, holiday evenings, sports competitions, joint trips, etc.

3) nevertheless, none of the other methods shall be neglected. If they are used in a complex than they successfully deal with a task of prevention of conflicts in a group of students.
6. Based on the testing results, recommendations for conflict prevention have been developed for lecturers. Currently working with students based on these recommendations is quite successful.

Preventive work aimed on prevention of conflicts can be carried out in three main areas:

1) creation of objective conditions that prevent the emergence and destructive development of pre-conflict situations (benevolent, attentive attitude to their wards on the part of lecturers). This model will work if the work is built with both teachers and students;

2) optimization of organizational and managerial conditions for the center. Lecturer shall not skimp on praise, approval, encouragement. It is necessary to try to create "success situations" and to eliminate the social and psychological causes of conflicts. At this stage, rules, procedures for resolving any controversial issues can be developed to create an operating body at the center, where both students and lecturers can apply for support and advice;

3) blocking of the personal causes of conflicts.

The data obtained can be used in training centers for professional qualifications of the Russian Railways OJSC during preparation and development of measures aimed on prevention of conflicts in training groups.

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