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## POSSIBLE CONFLICT SITUATIONS IN THE INTERACTION BETWEEN STUDENTS AND TEACHERS

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In the article the problem of relations in the system "student - teacher" in the educational process of higher education institutions is considered, as well as the analysis of reasons of possible conflict situations in the context of interaction between students and teachers.

**Keywords.** Interaction between teachers and students, tense situations, pedagogical conflicts.

**Introduction.** Nowadays the majority of people are somehow involved in the educational process that is why the problems existing in the situation of education are actual almost for everybody. One of such problems is the relationship between the student and the teacher in the context of receiving education at a higher education institution. These relations, as much as the quality of the knowledge received and the general requirements imposed on all participants in the educational process have a significant impact on the professional development of future specialists. Conflict relations will have a negative impact overall process of study, preventing the full self-realization of the student in mastering the profession [1, 2].

Teachers play a very important role in society. They are responsible for teaching, inspiring, and preparing students for success beyond the classroom.

At university level, students are supposed to provide their own motivation and their own discipline, and have their developed cognitive abilities to bear on the subject matter. Nevertheless, the teacher still has a crucial and demanding role to play in the process of student learning, by creating a context in which the students' desire and ability to learn can work most effectively [4].

The task of the teacher in higher education has many dimensions: it involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies; it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them, it involves constantly monitoring and reflecting on the processes of teaching and student understanding and seeking to improve them. It involves helping students to achieve their own aims [4].

One set of characteristics of good teaching, extracted from research studies (Ramsden, 2003) includes: a desire to share interest in the subject with students; an ability to make the material being taught stimulating and interesting; a facility for engaging with students at their level of understanding; a capacity to explain the material in a simple way; a commitment to making it absolutely clear what has to be understood at any level; showing concern and respect for students; a commitment to encouraging independence; an ability to improvise and adapt to new demands; using teaching methods and academic tasks that make students learn actively, responsibly and co-operatively; using valid assessment methods; a focus on key concepts and students' misunderstandings of them, rather than covering the ground; giving the highest quality feedback on student's work; a desire to learn from students and other sources about the effects of teaching and how it can be improved.

**Task formulation and methods of research.** The aim of work is to study interpersonal interaction and possible causes of conflict situations in the teacher-student relationships. A written survey with feedback from students was used as a diagnostic tool.

82 students of Polotsk State University aged from 18 to 22, 46 girls and 36 boys took part in the research. They were full-time students studying at the Faculties of Humanities, Mechanics and Technology, Radio Engineering, Finance and Economics.

**Results, their discussion and perspectives.** Analyzing the data obtained, we described some blocks of teacher personality traits that were mentioned in the students' responses.

In the first block "Professionally Important Qualities of a Teacher" 101 statements were received describing positive qualities for a teacher. It was found out that the most important positive qualities for a teacher are kindness, goodwill (11,9%), restraint, tolerance (10,9%), fairness (9,9%), ability to raise students' interest in the subject (9,9%), accessibility, equal communication with students (8,9%).

The students considered arrogance (14.9%), rudeness, anger, sharpness (14.9%), indifference to students, unwillingness to understand (9.9%), prejudgment (7.9%), hot temper, emotionality (7.9%) to be the most frequent negative qualities of a teacher.

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In the second block "Styles of behavior in conflict situations" 79 statements were received concerning how students would respond to a remark made by a teacher who did not agree with them.

According to the data, 35.5% of the respondents would say nothing in response to the remark with which they did not agree. This situation may cause further conflicts, as a student who for whatever reason has kept silence in response to a disagreeing remark may keep negative emotions, which will cause a negative attitude towards the teacher. 20, 4% of respondents admitted that they would come into open conflict with the teacher.

In the third block "Causes of conflicts" we got 84 statements. They were about possible causes of conflict situations between a teacher and a student.

The reasons for conflicts, according to the students' opinion, arising from the fault of the teachers, were the following: "the teacher puts himself/herself above others" (30%), "arrogance" (30%), "the teacher is bad" (10%), "the teacher makes excessive demands" (10%), "the teacher has prejudice towards students" (10%), "the teacher does not listen to the students" (10%), "the teacher does not give fair marks" (10%), "the teacher is not composed" (5%), "the teacher is too strict" (5%), "the teacher sets many home assignments" (5%), "the teacher forgets what she/he says" (5%).

The students said that some conflicts were the fault of students: "students do not do their assignments, "students miss their lectures", "students are wrong", "students are stupid", and "students behave disrespectfully".

63% of the respondents believed that conflicts between a student and a teacher arised because of misunderstanding, different points of view.

The fourth block of "Discipline Measures" included 88 statements concerning the feelings of the students when the teacher shouts at students. The most frequent feelings of the students are uncertainty, inferiority, guilt (16%), indifference (16%), discomfort (14.8%), anger, dislike, irritation (12.5%), fear (10.2%).

In the fifth block "Modality", we got 205 statements regarding the way teachers behave towards students. The students appreciated when "the teacher praises them" (12%), "when she/he is attentive to them", "can understand them" (11%), "lets them free from the classes", "marks in advance" (10,5%), "jokes" (8%), "is able to make the study material being taught stimulating and interesting" (7%).

We also can add 132 statements, which can explain what personal qualities the respondents like in the teacher. The qualities that students appreciated most in their teachers are kindness (9.1%), sense of humor (7.6%), understanding, respect for the student (6.1%), honesty (5.3%), and openness (5.3%).

The block of negative modality includes 124 statements obtained during the research, which proves what personal qualities of the teacher students liked least of all. Most of all students do not appreciate the following qualities of the teachers: prejudice against students (18%), rudeness, anger, irritability (11.4%), arrogance (9.8%), and monotony (7.3%), strictness, demanding behaviour of the teacher (5.7%).

The block of negative modality also includes 83 statements describing the teacher's behavior that frightens students.

Based on the data we can see that the student is most frightened when the teacher "shouts" (21.7%), "arranges a sudden check-up" (12%), "threatens, intimidates" (8.4%), "is sharp, irritable" (7.2%), "is strict, demanding" (6%).

At the next stage of the research, we analyzed the situations, which could cause tense situations and, subsequently, became the factors provoking conflict situations in the interactions. The following results were received, which can be seen in the table below.

Table 1. – Attitude of the students to tense (conflict) situations (%)

	Situations that cause tension in the teacher-student relationship	Agree	Disagree
1.	Teacher's status superiority	64%	36%
2.	Prejudice against students	65%	35%
3.	Unequal attitude towards students	75%	25%
4.	Need in Teacher's attention	91%	81%
5.	Need to obey to the teacher's requirements	35%	65%
6.	Unreasonable accusations and reproaches by the teacher	48%	52%
7.	Excessive demands from the teacher	36%	64%
8.	Excessive moralization and imposition of moral and ethical norms by the teacher	39%	61%
9.	Teacher's intolerance towards other opinions	48%	52%

We can see that the majority of the respondents (64%) feel that teachers are superior to them because of their higher status. This factor can have a negative impact on the situation of students' education, as the feeling of pressure of the status of a teacher can hinder the initiative; cause conditions for the impossibility to form creative potential of a student, because it is caused by the fear of the teacher's authority.

65% of the students feel that the teacher is prejudiced, 75% of respondents notice that teachers treat all students differently, for no reason. This contributes to the fact that some students, who think that the teacher, pointing at someone's achievements, ignores their own, may develop lack of self-confidence, weaken belief in their own abilities, others - distrust in the teacher's opinion, in other words, students stop to believe in the teacher's objectivity and, consequently, are convinced of the subjectivity of assessing their performance, marking, which contributes to a decrease in motivation to learn.

48% of the respondents feel unjustified accusations and reproaches of the teachers, as well as noticed intolerance towards other opinions. This situation forms fear and unwillingness to express one's own point of view.

**Conclusion.** Thus, based on the conducted research, it is possible to say that the majority of the respondents face tense situations, which are the sources of many conflict situations in the "teacher-student" interaction.

The problem of teacher-student relations is one of the most significant, since the difficulties arising in this relationship will have a direct negative impact on all participants and, consequently, on the effectiveness of the entire educational process. Students should be able to maximize their academic potential during their studies, while conflict interactions can significantly reduce learning productivity. One of the ways to solve this problem is, of course, further in-depth study of relationships in the system "teacher-student" in order to develop programs to reduce and prevent the manifestation of undesirable factors for the learning process, leading to conflict interaction [3].

Based on the results, obtained in this research, we have developed a training program for university teachers, aimed at reducing the level of conflict interactions in the system "student - teacher", which should contribute to the formation of teachers empathic abilities, abilities to self-regulate their emotional state, as well as the skills of constructive behavior in conflict situations, and, accordingly, reduce the number of emerging tensions in the system "teacher-student».

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