

**TYPES OF CONFLICTS BETWEEN ADOLESCENTS AND CONFLICT  
MANAGEMENT**

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**Abstract:** The article attaches great importance to the study of adolescence as an important stage, the psychological characteristics of conflicts are highlighted by various characteristics, and a different approach to creating a classification is proposed, aimed at fully identifying the nature of conflicts in adolescence.

**Key words:** adolescence, young age, stage, learning, conflicts, psychological, characteristics, creativity, research, age period, character.

**INTRODUCTION**

PF-60 dated January 28, 2022 of the President of the Republic of Uzbekistan “On the development strategy of new Uzbekistan for 2022-2026”, PF-5847 dated October 8, 2019 “Decree of the Supreme President of the Republic of Uzbekistan No. PQ- No. 4190 dated February 13, 2019 “On approval of the Concept for the development of the education system until 2030” "Serves to a certain extent the implementation of the tasks specified in the decision and other regulatory legal documents. Relations between members of the group or other social institutions (cooperation, direction, conflicts, contradictions, etc.) primarily as the basis for the development of communicative culture in it - interpersonal relationships as a form of socio-psychological significance and the characteristics of these relationships in adolescence. need for training. In recent years, our republic has attached great importance to education as an important stage of adolescence. This requires special attention to educational activities, which are the most important activities in adolescence. All events that occur in a person's life during this period create important factors that determine the standard direction of subsequent periods and complications associated with positive or negative results.

**THE MAIN FINDINGS AND RESULTS**

By studying the psychological characteristics of conflicts, we sought to promote a different approach from previous studies in creating a classification of conflicts according to various characteristics. This classification is also important for its intellectual completeness and is aimed at fully revealing the nature of conflicts in adolescence. Here we should give a definition of the

concept of “conflict”, based on different approaches. There are different definitions of conflict, but when it comes to the interaction of people, the presence of contradictions that take the form of disagreements and the emergence on this basis of various involuntary actions determines the general definition of conflict.

The dynamics of conflict development include the following stages:

- the emergence of a conflict situation;
- understanding of the conflict situation;
- directly conflicting actions - actions that contradict each other and have an emotional appearance. They make it difficult for opponents to realize their interests and goals and contribute to the realization of their own interests at the expense of the other side;
- the strengthening or resolution of the conflict depends on the participants, their personal characteristics, intellectual and material capabilities. And they are on the sides There is. In addition, conflicts depend on the nature and scale of the problem, the position of the surrounding people, the participants’ ideas about the outcome of the conflict, the strategy and tactics of interaction.

Conflicts can be hidden or open, but at their core is a lack of agreement. Therefore, conflict is explained as a lack of agreement between two or more parties - people or groups. Lack of consensus arises from the existence of different thoughts, views, ideas, interests and approaches. However, such disagreement, as noted above, does not always take the form of open conflict or conflict. Conflicts arise only when existing contradictions and disagreements disrupt the normal interaction of people and interfere with the achievement of their goals. In this case, people are forced to somehow prevent disagreements and openly engage in conflict interactions. Surprisingly, it must be said that there are positive sides to conflicts. Some conflicts can be characterized positively due to the reason for their occurrence. If conflicts help make informed decisions and develop relationships, then they are called constructive (functional) conflicts. Conflicts that interfere with effective interaction and decision making are called destructive (dysfunctional) conflicts. In a certain sense, the classifications of R. G. Dahrendorf [42], K. Yu. Boulding [21] and L. A. Koser served to reveal the conflict system. In all three areas, the main focus is on the emergence and stages of conflicts and although this has a scientific basis, it must be taken into account the fact that there is currently a need to study conflicts by age categories. The goal of unrealistic conflicts is the open expression of accumulated negative emotions, disappointments, hostility, that is, sharp conflict interaction here is not a means of achieving a specific result, but rather serves as a target.

Personal conflict. This type of conflict fully corresponds to the definition we gave above of the

internal conflict of a teenager's personality. The participants in the conflict in this case are not people, but various psychological factors that are disproportionate to the inner world of a person or seem to be such in a person: needs, motives, values, emotions, etc. In many cases, the difference between a teenager's resources and needs is the main factor causing conflict.

Interpersonal conflict. This is the most common and most studied type of conflict. In organizations, groups, teams it appears due to various situations and reasons. Interpersonal conflicts can be caused by such "impulses" as character structure, differences in worldviews that are disproportionate to each other, the presence of two opposing views on a certain topic, as well as the reluctance to compromise the parties and prevent conflict.

Conflict between the individual and the group. In this type of conflict, more complex than interpersonal conflicts, the conflict between a person and a group occurs between one person and representatives of two or more people in conflict with him. It is known that a teenager belongs to several formal and informal groups throughout his life. Formal and informal groups establish their own rules of behavior and conduct, subject to certain norms.

Intergroup conflict. In fact, intergroup conflicts are a natural requirement of development. According to the laws of nature, since ancient times, representatives of powerful groups compete with other groups or species for survival and development. This is a guarantee of diversity and continuous development of nature. After humanity, in the course of development, created its own social environment, intergroup conflicts took the form of social competition.

Conflicts occur at certain times and continue. This time directly depends on the type of conflict, the specific characteristics of the parties, the possibility of reaching an agreement, the attitude of others, the availability and quality of solutions. The longer this goes on, the deeper the conflict and the less sense of agreement. For example, adolescents may have such internal conflicts that if the original root of the conflict loses its meaning due to the fact that this conflict lasted for a long time, then its influence will remain and the conflict situation will continue. The origin of conflicts depends on the environment in which the conflict may arise and the influence of the parties who want to cause it. A conflict caused by the acceptance by the other party of conflict situations deliberately organized by one party occurs. The conflict is escalating. Accordingly, the act of avoiding the conflict can only be characteristic of the second party.

### **CONCLUSION**

Any disputes must also be resolved and a final solution and agreement reached. However, due to factors that prevent the conflict from ending with an agreement, some disputes are intractable. Although attempts to resolve conflicts in a teenager's personality are often associated with defense mechanisms, attempts to come to an agreement and "forget" the conflict also play a key

role. Dividing conflicts in adolescents according to the nature of their occurrence allows us to more clearly analyze the psychological characteristics of these conflicts. The results of these analyzes have important implications for creating technologies that help adolescents develop conflict management skills. The characteristics of conflicts are assessed in terms of duration and frequency, depending on the direction of the teenager in the educational process and the result of the interaction of the growing environment. That is, the environment of disputes (the conditions under which the dispute occurs, the relationship of the parties) is of a primary nature.

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