PARAMETERS OF THE CONFLICTING COMPETENCY OF THE STUDENTS – FUTURE TEACHERS IN TECHNOLOGIES AND ENTREPRENEURSHIP

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Abstract: The development of social competencies is of huge importance for young people of the 21st century. The contemporary, dynamic world requires skills for effective communication and dialogic behavior, quick adaptation, decision – making and high conflict avoidance culture.

The object of the research are the possibilities of forming social competencies, in particular, the ability of conflict avoidance in the development of educational technological processes. The goal is to study the parameters of conflict culture in future teachers in technological education. In the context of the current research, the social competence is studied as a means of problem solving, conflict avoidance, empathy display, assertiveness, the willingness of being constructive, and socially responsible dialogic behavior. The results of the implemented empiric study of the social competency "conflict avoidance" are displayed as well.

In the conducted empirical study with pedagogics students, the development dynamics of the social competency "conflict avoidance" is followed, using the TKI: Thomas Kilmann Conflict Mode Instrument. The conclusions made refer to the pedagogical effectiveness of the project based method for the formation of conflict-avoidance culture.

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Introduction

The broad spectrum of knowledge and skills, values and behavioral patterns is united under the common name of competencies. Competencies integrate skills, personality, and motivation to achieve a high score in a particular activity. Social competence is one of the key competences set out in the European Reference Framework. It includes the skills for interpersonal communication, problem solving, effective communication, active listening, cooperation and empathy (Key competences for lifelong learning: European Reference Framework).

An important role in shaping social competences in adolescents is assigned to the teachers and their functions to create a favourable school atmosphere, good psychological climate, correct relationships and constructive communication in the school environment. The teacher promotes dialogue dialectics, negotiates, mediates and facilitates problems and conflicts in the classroom. The high conflict competence of the teacher presupposes knowledge of the specifics, laws and stages of the conflict and application of appropriate techniques for its management.

Social competence "conflicts overcoming" as a component of conflict personality culture

The development of social competences is a process that starts from early childhood and sows purposeful by the educator aimed at applying effective methods and approaches to forming communication, teamwork, emotion management skills, recognition and counteraction of negative behaviors. The success of young people in a complex, dynamic and globalizing world requires competence building to address cultural differences, mutual understanding, respect and tolerance. A problem of modern society is the lack of social cohesion and dialogue. The crisis of values, the new social transformations, call for emphasis on social competences relating to conflict resolution skills. The conflict situation arises from a clash of opposing views, positions and disagreements over a given issue. In their immediate surroundings, people are subject to multiple impacts, creating conflicting situations, increasing the difficulty of their regulation and direction in the right direction.

In the science of modern conflicts, in clarifying the essence of conflicts, scientists determine the elements of conflict personality behaviour.

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These include: the style of personality behaviour in a conflict situation strategy of behaviour; conflict attitude; conflict relation and conflict personality behaviour (Milkov, 2014).

Traditional social environment factors have a significant impact on the development of competence to deal with conflict situations, taking into account:

- Changing the impact of the family environment and finding the optimal balance of "parent-child" relationships to form values such as mutual respect, equality and mutual tolerance.
- Change in the impact of the school environment, where adolescents perceive new social roles and integrate into a new environment, build interpersonal relationships and connections. In the school environment in which the secondary socialization of the children and the consolidation of the educational and cultural norms built in the family environment took place.
- Change in the impact of other social factors such as, for example, friends' circle, youth groups and organizations, the mass media, electronic games and more.

As a result of the crisis of values, the following alarming findings have been observed with an underlying socially negative context for adolescents leading to conflict situations:

- increasing distance and alienation between the generations, increasing the incidence of mental and moral instability among young people;
- increased anxiety among children, parents and teachers;
- inability to build constructive intergenerational dialogue;
- demonstration among learners increases (Mitova, 2010, pp. 29-35).

This problem is as well described in other authors' publications, such as Milkov (2014), Nikolova and Mihaleva (2017) etc.

Project-based training – a tool for stimulating teachers' conflicting culture

The conflict culture of the teacher is an important part of their professional culture. It requires maintaining a positive relationship in the classroom and mutual consistency between "teacher-student", "teacher-teacher", "parent-teacher", and "teacher-management team" relationships. The necessary components for the emergence of a conflict are the presence of parties to the conflict; the existence of a cause that provokes it and the territory in which it is realized. There are three main stages in conflict management in the school environment:

- Soothing the conflict - the teacher soothes the parties in the conflict, prevents unnecessary emotions and rude actions.
- Partial conflict resolution - the teacher encourages and stimulates dialogue between the parties, draws up a system of negotiating rules that satisfies all parties and takes concrete action to resolve the conflict.
- Adopting a mutually beneficial and compromise solution between parties- the teacher directs conflict participants to compromise decisions (Nikolova & Mihaleva, 2017).

Forming social competences of technology and entrepreneurship teachers necessitate a change in the model of pedagogical guidance and the concept of teaching. Pedagogues are required to go beyond the traditional educational framework and to apply alternative models for shaping social competences (in particular, to overcome conflicts). In this respect, particularly good educational opportunities show *project-based training*.

Project-based learning is based on contextual learning where the learner performs a function of an active subject (Mitova, 2018).

When working on projects, the learner is at the center of the educational process, a principal subject, not a contractor involved fully in their own learning process. The training is in keeping with student interests and is organized on thinking, reasoning, analysis and creativity. It is aimed at solving problems, searching for solutions, acquiring intellectual, emotional and social competences rather than playing knowledge. The pupils are united in a common purpose, in a joint active cognitive and creative activity. They build their knowledge on the basis of their experience and interaction with the surrounding environment by searching for and analyzing information, raising and proving hypotheses, developing critical thinking. They perform practical tasks in conditions close to real ones, according to the individual interests and needs of the students. They prepare a practical product and reach a pre-planned result, applying knowledge from different scientific fields. The project work contributes to the building

of socially significant personal qualities, such as communication skills, initiative, responsibility, tolerance, communicativeness, etc.

At the heart of the educational process of working on projects is the student's working principle and self-employment, where reflection is taking the lead.

The teacher is required to have a high level of communication skills and competencies and ability to organize and motivate the implementation of project activities. The teacher is a mediator, organizer and consultant in the educational process, not a bearer of knowledge. Teachers promote the student's own learning activity and prevent conflict situations (Mitova, 2018, pp. 13-14).

Social competence "conflict resolution" as a subject of research

The empirical study includes identifying the dynamics in the development of social competence "conflict resolution", students - future teachers of technology and entrepreneurship, through project-based training. For the purpose of the study, TKI (Thomas-Kilmann Conflict Mode Instrument) instrument was used (Thomas, 2002; Thomas & Kilmann 2008; Grishinoi). The test provides an opportunity to explore the typical reaction of the individual in conflict situations through two main dimensions: assertiveness - the extent to which an individual attempts to satisfy their own interests and concessionality and cooperativity - the extent to which the individual is inclined to satisfy the interests of the other party. Based on the focus on assertiveness or cooperativity, Thomas and Kilmann (Thomas, 2002) identify five ways to respond to conflicting situations: competing; cooperating; compromise; avoidance, adaptation. Each of the five conflict management modes can be effective if used correctly in the right situations. It should also be borne in mind that TKI shows common intentions, and not always specific behavior. The pedagogical observations during the implementation of the educational technological projects provide information about the students' effective methods of team work and ways to overcome conflicts.

The total number of 26 students from the Technical Faculty, who are trained in the second and third year of study, "Pedagogy of Technologies and Entrepreneurship Education", participated in the study. Two groups of students were formed, with the second group students / 3rd year students expanding their competencies in the field of project-based learning through the study of the following subjects: "Management of Educational Projects" (120 classes in 4thsemester) and "Technological Practice: Household and Service Technologies "(90 classes in 5th semester).

Both disciplines provide the opportunity to develop individual and group training projects with technical, technological and entrepreneurial focus. The project activity contributes to further formation of qualities such as initiative, entrepreneurship, good partnership skills and empathy. In the process of group learning, a good team interaction is realized in the work on the projects, ethical behaviour in the process of communication is acquired, and the communicative competencies of the students are enriched.

In the course of the conducted study, our expectations have been reduced to the assumption that the additional project based training carried out will lead to an increase of the conflict competence of students - future teachers in technological training.

Individual TKI results for preferred behaviour in conflict situations are compared and average values characterizing the profile of the respective group are calculated.

The data obtained is shown in Table No.1

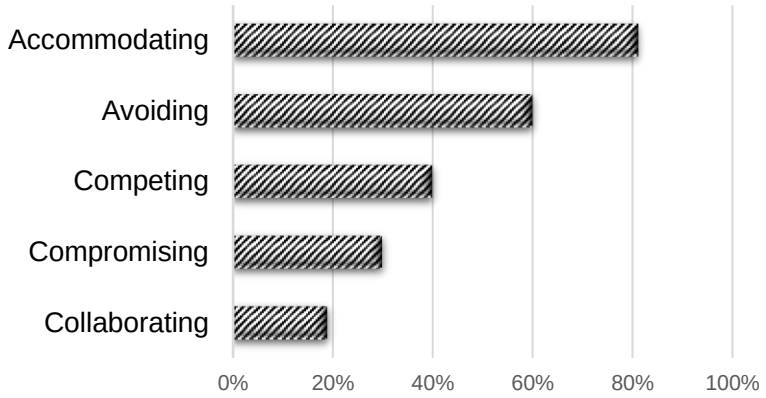
Table 1: Results

	Students First Group	Students Second Group	Difference in the result
competing	4.70	3.88	-0.83
collaborating	5.20	5.50	0.30
compromising	6.00	7.38	1.38
avoiding	7.10	8.00	0.90
accommodating	6.70	4.88	-1.83

Source: Authors (2019)

The results of the study show that the students of the first group exhibit a high level of adaptive style of behavior (over 75%), a moderate level of compromise, competing and avoidance (between 25 and 75%) and a relatively low level of collaborative style (less than 25%).

Figure 1: Profile Students First Group

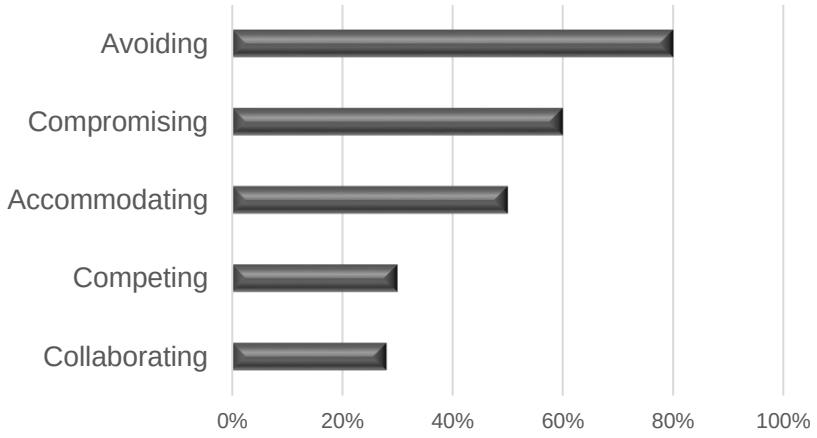


Source: Authors (2019)

The high value of "adaptive style" of behavior shows a weaker tendency to stand up for own positions. The low level of "collaborative style" reflects a lesser desire to seek solutions to the problem to satisfy all participants in the conflict.

The group of students undergoing project-based training shows a high level of "avoidance style" in conflict resolution and an average level of all other styles (values are between 25 and 75%).

Figure 2: Profile Students Second Group



Source: Authors (2019)

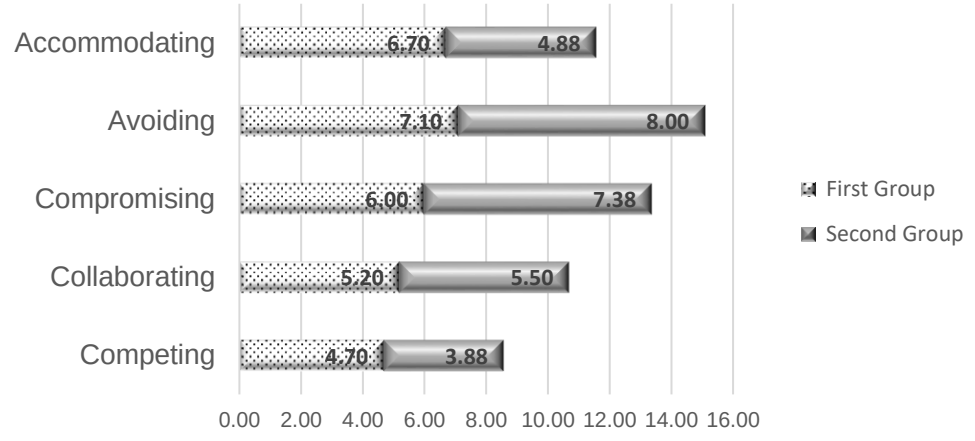
Fig. No 2 and Table 1 show that the group involved in project-based training rarely applies a "competing and adapting" style. Students with a "competing style of behavior" assert their own interests at the expense of others and find it difficult to work in a team. The students with an adaptive style of behavior show low assertiveness and loyalty, overlook their interests by seeking to squeeze those on the other side.

These students rarely use forceful means of decision-making, but at the same time they are more confident and strive to assert their own positions in certain conflicting situations.

The group trained in project work demonstrates higher levels of "collaborative," "avoidance," and "compromising style." Students avoid conflicts, displaying high assertiveness and a lack of discipline. The increased attitude toward collaborative teamwork is related to enriching the students' third grade skills to develop and manage learning projects within the disciplines studied and to raise the level of their project culture.

The comparison of the results obtained in the two groups is shown in Figure 3

Figure 3: Average groups values



Source: Authors (2019)

Comparing the profiles of the two groups surveyed showed an increase of 1.38 in terms of compromise-style, overcoming conflicts in the way of mutual concessions on both sides, higher levels of responsiveness, teamwork and self-esteem.

Students trained in project activity show a higher degree of teamwork, good communication, cooperative skills and mutual compromises in resolving conflicting situations. They demonstrate increased social competence to overcome conflicts and a higher level of conflict culture.

Conclusion

Conflict training for future teachers in Technologies education is an integral part of their pedagogical competence. Great opportunities in this direction provide project-based technology and entrepreneurship training. The training of the student-educators is aimed at mastering basic rules of behavior in a conflict situation, assisting the learners to acquire qualities such as communicativeness, empathy, assertiveness, mutual respect and tolerance in the teamwork.

The teacher should be well acquainted with the participants in the conflict and the conflict problem by striving to reduce the psychological and emotional tensions between the parties involved in the conflict.

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