METHODS AND INTELLECTUAL TECHNIQUES FOR ANALYSIS OF CONFLICT SITUATIONS SCHOOL ORGANIZATIONS MANAGEMENT ACTIVITY

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Abstract: The term "decision-making" is a general management term. There are different definitions of this concept`s nature. Some see decision-making of carrying out consistent actions` volitional acts, leading to the achievement of the goal based on transforming the source information into a situation of uncertainty. Other authors and sources define decision-making as a process of choosing alternatives, leading to the achievement of the set goal based on the transformation of the initial situation into a state of uncertainty. The role of information in the decision-making process is dual. Given this, the constant increase of information flows with the development of systems creates great difficulties in its management, as it requires to be processed (filtered) and analyzed, although, the rise in the volume of information increases the opportunities for quality and effective process management and management decision-making. Management relations are one of the most complex in the field of educational and social relations. They emerge in the process of implementation of management functions in the school, educational systems, and structures, school management, and education is accompanied by many problems and contradictions that create preconditions for conflicts in the implementation of the educational process. By conflict in the management of education and school, we shall understand those conflicts that arise in the social/managerial / interactions between the subjects and objects of management in school and the educational systems. The objective prerequisites for the emergence of conflicts in the management of the school and education are related to the main tasks of the management activity, which comes down to ensuring the organization, purposefulness, and coordination of the work. In the process of work, the interests of the subjects of social interactions do not always coincide, they are often opposite and this leads to conflicts.

Keywords**:** conflict, group norms, image, management, diagnostics, interactive techniques

1. INTRODUCTION

Management relations are one of the most complex in the field of educational and social relations. They arise in the process of implementation of management functions in the school, educational systems, and structures, school management and education are accompanied by many problems and contradictions that create preconditions for **conflicts** in the realization of the educational process.

2. PREREQUISITES FOR CONFLICTS

The objective prerequisites for the emergence of conflicts in the management of the school and education are related to the main tasks of the management activity, which comes down to ensuring the organization, purposefulness and coordination of the work. In the process of work the interests of the subjects of social interactions do not always coincide, they are often opposite and this leads to conflicts.

The source of any conflict related to governance in the field of education is a kind of contradiction, which under certain conditions grows into a conflict. Each type and type of conflict is characterized by specific contradictions, which are very diverse and are determined by certain features of management relations. Among the many managerial contradictions, it is important to identify the main ones, which cause other derivative or secondary contradictions or are contained in the main ones. Such contradictions are the contradictions between the established system of group norms in the school or education system and the administrative rules in the governing system, on the one hand, and the need for all subjects of government to have high statuses and to perform such roles. great freedom of activity and a real opportunity for self-expression, on the other hand.

This main contradiction allows to distinguish a number of others: contradiction in the checkered development, contradiction in the delegation of powers, contradictions related to the violation of the functions of the objects of management, etc.

3. MATERIALS AND METHODS

Classification of conflicts in education

The classification of conflicts in the management of education could be realized on different grounds

Scheme № 1.Classification of conflicts in management

Grounds for classification	Types of conflicts	Reasons
1. Subjects of conflict interaction	Conflicts between the subjects and objects of management / group conflicts / between managers and subordinates	Violation of management principles; disruption of communication; low professional training, etc.
2. Source of the conflict	Structural, innovative, positional, value conflicts	
3. Dynamics of management activity / management functions /	Conflicts of planning	Violation of the principles of planning; violation of the relationship between strategic, tactical and operational management; subjectivism and voluntarism of the leadership
	Conflicts of organization	Violation of the principles of organization; consequence of improper planning; violation of permanent and temporary relations between all divisions
	Conflicts of motivation	Violation of the principles of motivation, selection and distribution of staff
	Conflicts of control	Inadequate reflection in the minds of the subjects and objects of the management function of control in the management activity; violation of the principles and norms of control; unclear control criteria; inadequacy of the management style of the specific situation

Specific forms of management conflicts: There are several forms of conflict in the field of management in education. Not all are related to the objective process of disorganization in the management of human activity:

- ✓ **Disorganization** - is a state of management interactions in which the existing group norms, administrative-bureaucratic rules are inconsistent with the new conditions and factors. The state of disorganization manifests itself in various forms of struggle between those subjects of government who uphold the outdated forms of management relations and those who advocate for them to be brought into line with changing conditions. Eventually, this struggle escalates into a conflict that can take the form of disagreement, tension, and confrontation.
- ✓ **Disagreement** as a form of managerial conflict is characterized as a deliberate violation of concerted actions related to the performance of management functions. Disagreement is the refusal of certain subjects and objects of management from the prescribed patterns and norms of behavior. This is a failure to one degree or another of its obligations, the legitimacy of which in the amended conditions is called into question.
- ✓ **Tensions** as a form of managerial conflict are characterized by a sharp increase in the conscious violations of management actions by various subjects of management. Tensions are a more acute form of managerial conflict that affects the foundations of the existing system of government.
- ✓ **Confrontation** is a deeper form of managerial confrontation, which is characterized by fierce competition based on career / career / aspirations of certain subjects of management and the application of extreme means and methods of confrontation: organizing group protests, demonstrations, strikes, incitement of enmities, intrigues, dismissals, etc. confrontation is the most acute form of managerial conflict, leading to the split and liquidation of the existing system of government.

Overcoming and resolving managerial conflicts

Immediate subjects, whose activity is related to overcoming and resolving conflicts in the field of management are the leaders themselves. The main role in this process is assigned to the head of this unit of government, in which a conflict matures and arises, or the head of the higher unit / body /.

In order to prevent the occurrence of management conflicts, the head of any rank must have feedback from all management units. This is the first necessary condition for preventing conflicts in management. The second

condition for conflict prevention is the constant adjustment of the style, forms, means and methods of management, taking into account the specific conditions. In this regard, the manager must be proficient in various forms of staff influence:

✓ direct impact / order, instruction /;
✓ impact through motives;
✓ impact through a system of values;
✓ impact through the environment / change /.

There are different methods and approaches for resolving conflicts.

Methods and techniques for conflict resolution

The conflict is a sharp clash between contradictory tendencies, in which each party tries to unilaterally manipulate the object of the conflict, there are different types of conflicts: conflict of interest, cognitive conflicts, conflict of attitudes, value conflict, psychological conflict, organizational conflict, social conflict, interpersonal conflict. intragroup, intergroup, etc. Different conflict resolution strategies are applied in management practice: cooperation strategy and advocacy strategies. The combination of these two strategies results in the 5 categories of styles of behavior in conflict situations: "Avoidant style"; "Adaptive style"; "rival style"; "Collaborative style"; "Compromise style".

Problem-solving strategy

The problem-solving strategy has this advantage over the winning-losing strategy that it uses contradictions as a potential source of creativity, for the benefit of the group solution. It consists of five phrases:

1) Defining the problem
2) Diagnosis of the causes of the problem
a) Brainstorming with the supporting forces
b) Brainstorming with deterrent forces
c) Brainstorming with 3 to 6 most important representatives of both groups
3) Development of alternatives to solve the problem
4) Decision making
5) Result and procedural evaluation

Requirements:
✓ constant process of resolving contradictions;
✓ distribution of leadership functions and those for shared participation;
✓ ability to carry out consensus procedures;
✓ avoiding premature transition from one phase to another;
✓ avoidance of early or total criticism;
✓ creating a climate of problem-solving procedures;
✓ a new culture of interpersonal and organizational relations;
✓ dealing or negotiation.

Techniques:
✓ Information dependence;
✓ Bluffing;
✓ The last chance;
✓ The bite;
✓ Distortion;
✓ Distraction, change of direction or modification;
✓ Redirection to the personality of the opponent;
✓ Level change;
✓ Rewording the question;
✓ Go round maneuver;
✓ Counter questions;
✓ Explosion;
✓ Acceleration technique;
✓ Postponement;
✓ "Quick sands" technique
✓ Scrambled eggs technique
✓ Technique of completed facts;
✓ "Maiden innocence";
✓ Activity tactics;

- ✓ Psychological game with the opponent;
- ✓ The lie;
- ✓ Tactics and deadlines;
- ✓ Technique "good boy" and "bad girl";
- ✓ Sending representatives to meetings without authorization;
- ✓ Technique of "selecting cherries".

Negotiation techniques

- ✓ Negotiation in principle;
- ✓ Reasonable compromise;
- ✓ The principle;
- ✓ Justice;
- ✓ Consideration of the interests of others;
- ✓ Compensation;
- ✓ Expansion of the pie;
- ✓ Sequential approach techniques;
- ✓ Proposals for solutions;
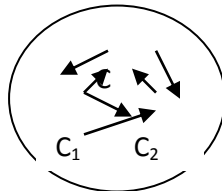- ✓ Decision selection criteria;
- ✓ Choice of solutions.

Conflict resolution models

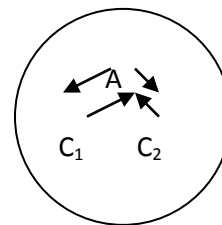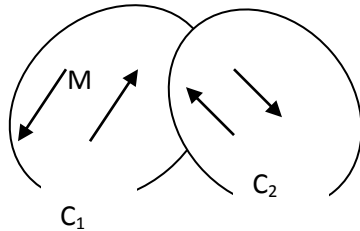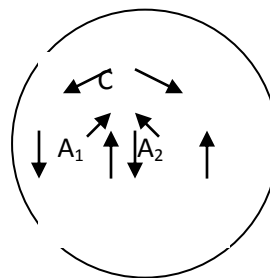*/Source: Dzhonev, S. Social organization. item 4, page 120 /*
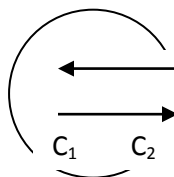
Using metaphor in training and counseling. Metaphor is an allegory (it has another meaning). The use of metaphor activates **associative and figurative thinking**. An important advantage but the metaphor is that wonderful material for personal projections. Creating a metaphorical image, a person invests in it not only that he is aware of the depicted reality, but also his subconscious views, their emotional coloring, value relations to this reality.

Associativeness and figurativeness are also associated with such an advantage but metaphor as its **heuristics.** In addition to the image generator embedded in it, the metaphorical objects, their connections and relations, contain their own characteristics - the image has a relative independence. By analyzing and developing the metaphorical image in accordance with these characteristics, they can see previously unconscious components of reality.

Metaphorical language is used as a tool for highlighting and coordinating objective views on the vision of the organization and organizational interactions between members of the organization. The coordination of the subjective views, the highlighting and the mutual exchange of opinion is an obligatory, and often the main component in the work on the formation of teams and for the optimization of the business relations in the organization.

4. **DISCUSSIONS**

Training on the topic: "The image - an area for close development of the school"

In the past years, many foreign words have entered our language with the establishment of management as a science of management. Some of them are unfamiliar, unfamiliar and irritating. Things are worse with words that appeared in our language before the reality that they reflect. The latter include terms such as "image", "image maker", "PR - public relations", "imageology", etc. The term "image" acquires meaning only in a situation of choice and the presence of competition, ie. where there are more offers than demand. All legal entities need an image, as well as some individuals. Image - means an image, an impression that people, politicians, businessmen, athletes, artists create for themselves. This is not about private, immediate impressions, but about creating a public, well-known image of public figures.

      • The school, as an institution and social organization, increasingly has to work in conditions of choice and competition. In such a situation it needs a public image.

      • The image of the school performs specific functions. It is a serious resource for increasing the attractiveness of the school for the users of its educational services and profiles, specialties, knowledge, methods, technologies, values, etc. The image should help students and their parents to get a better understanding of the school's ability to meet the needs of its "customers" and "users", to get the necessary guidance to make their choices. Therefore, if a school wants to become an object of choice, to increase its chances, it is necessary to think about its image.

Image and mission of the school

There is a close connection between the mission and the image of the school. The term "mission" is widely used in management and marketing. The mission defines the main goal of the school, formulated externally or internally, but it is intended for other people who are interested and want to learn more about the school. For decades, the school was seen as a "closed system" and people outside the school who used its services had no idea of its goals, values and culture. This uncertainty, uncertainty and unpredictability creates a certain anxiety and worry. The image of the school allows it to fulfill its mission. The mission itself sets certain requirements for the image. Very often there is a serious contradiction and discrepancy between the "image" and the "mission" of the school. The image is necessary for every school, because it is important for it how it is perceived by those around it - students, parents, members of the public, partners, employers. The image allows the school to be perceived by others as desired by teachers and school management; to realize his mission, if its realization depends on other people. Creating a school image is a difficult and time-consuming process. It is not built improvised, but through purposeful professional activity by external or internal image makers and the use of all the wealth of PR-technologies, for public relations, advertising, presentations, methods of educational marketing, etc. The image of the school should be attractive in the eyes of those who choose it. The image should distinguish the individuality of the school from its other "competitors" and "partners".

Training program

1. Target group
 • Schools principals
 • School image makers
 • Public relations officers
 • Consultants and heads of organizational development / etc /
2. Duration - 3 days
3. Leaders of the training - 1 coaches
4. Quantitative composition of the group - 15 - 25 people
5. Methods of work:
 • Seminar - providing information, knowledge on the topic;
 • Discussions;
 • Games and exercise;
 • Purposeful creation of group rituals;
 • Reflection of experience;
 • Creation of material products - components of the image;
 • Videos and their analysis;
 • Work in the "aquarium", ie. individual groups play the role of active spectators.
6. Ideas underlying the training scenario
 • Working with models: the group is divided into small subgroups that create their own schools with certain activities;
 • Working with real experience:

a) reflection created during the work on the real culture of the group, its image and opportunities for PR - strategies for school development;

b) reflection of the work process, from the point of view of the work "image-coach" / consultant /

• The development of the models should be based on the culture of the school, the image and PR - strategies.

The image - an area for close school development

The image is the individual special face of the school, facing outwards and inwards towards the school. This image may or may not correspond to the reaction of others. The discrepancy is an indicator that something is wrong and adjustments are needed: external and internal.

5. CONCLUSIONS

A school does not have sufficient resources to conduct PR-advertising campaigns… But in its activity "public relations" is definitely needed. Although in a simplified form, PR should help to establish a mutual, dialogical connection of the school with the environment, to establish public relations. PR - the shares of the school should create a desire image of the school. PR - the school's strategies should be based on what impression, to whom and with what the school wants to provoke feedback from target groups or partners. And everything should be done in order for the school to develop and get the desired image. PR - the dialogue should be directed both outside and inside the school. Based on the above, the training on the image of the school can be successful if it combines work on three phenomena: image, PR and organizational culture in their complex relationship based on simple models and reflections on the real experience of participants in the training.

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