







Particularidades del desarrollo de la competencia de resolución de conflictos de los profesores en formación

Particularities of development of conflict resolution competency of trainee teachers

Natalia Mikhailovna Simonova^{1a}, Marina Georgiyevna Sergeeva²,
Alexander Makarovich Nikitin³, Oleg Vitalyevich Bik⁴

K. G. Razumovsky Moscow State University of Technologies and Management,
Moscow, Russia¹

Research Institute of the Federal Penitentiary Service of Russia, Moscow, Russia²³
Peoples' Friendship University of Russia (RUDN University), Moscow, Russia⁴

-  ORCID ID: <https://orcid.org/0000-0002-2370-5594>¹
-  ORCID ID: <https://orcid.org/0000-0001-8365-6088>²
-  ORCID ID: <https://orcid.org/0000-0002-0638-7977>³
-  ORCID ID: <https://orcid.org/0000-0001-8556-6318>⁴

Recibido: 18 de febrero de 2021

Aceptado: 02 de agosto de 2021

Abstract

The aim of the study is the theoretical and empirical analysis of the peculiar features of the development of conflict resolution competency of trainee teachers. Attention is drawn to the role of conflict resolution competency of trainee teachers in their future professional activities. The research methodology and its algorithm included a complex psychological and pedagogical experiment, consisting of indicative, formative and control stages. The study of the peculiarities of conflict resolution competency of trainee teachers was carried out on the basis of the Department of Pedagogy, Psychology, Law, History and Philosophy of the Mytishi Branch (MB) of Bauman Moscow State Technical University. In the course of the empirical research, a program for increasing the level of conflict resolution competency of trainee teachers was developed and implemented, with a total duration of five months. It was attended by 120 trainee teachers. The program participants passed the selection based on the multidimensional personality questionnaire "Adaptability", which allowed us to filter out some applicants with low adaptability and lack of motivation to participate in the program. The results of the study proved the efficiency of the developed program. The study also revealed the trends of further research in line with the stated problem.

Keywords: Conflict, conflict resolution competency, psychodiagnostic techniques, trainee teacher, education.

^aCorrespondencia al autor:
E-mail: simonovanm1@edu.mos.ru

Resumen

El objetivo de este estudio es el análisis teórico y empírico de las peculiaridades del desarrollo de la competencia de resolución de conflictos de los docentes en formación. Se llama la atención sobre el papel de la competencia de resolución de conflictos de los profesores en formación en sus futuras actividades profesionales. La metodología de investigación y su algoritmo incluyeron un experimento psicológico y pedagógico complejo, que consta de etapas indicativas, formativas y de control. El estudio de las peculiaridades de la competencia de resolución de conflictos de los profesores en formación se llevó a cabo sobre la base del Departamento de Pedagogía, Psicología, Derecho, Historia y Filosofía de la Rama Mytischí (MB) de la Universidad Técnica Estatal Bauman de Moscú. En el curso de la investigación empírica, se desarrolló e implementó un programa para aumentar el nivel de competencia en resolución de conflictos de los docentes en formación, con una duración total de cinco meses. Asistieron 120 profesores en formación. Los participantes del programa superaron la selección basada en el cuestionario de personalidad multidimensional "Adaptabilidad", lo que permitió filtrar algunos postulantes con baja adaptabilidad y falta de motivación para participar en el programa. Los resultados del estudio demostraron la eficacia del programa desarrollado. El estudio también reveló las tendencias de la investigación adicional en consonancia con el problema planteado.

Palabras clave: Conflicto, competencia en resolución de conflictos, técnicas de psicodiagnóstico, docente en formación, educación.

Introduction

The issues of creative, intellectual, social and economic self-realization of the younger generation have always been one of the main strategic tasks of the sustainable development (Bisembaeva, 2016; Shimanovskaya & Saryshev, 2021), which actualizes research in the field of problems related to the education system, especially applied psychological and pedagogical research.

According to Bisembaeva (2017) and Konovalova (2016), in the modern education system of Russia and other countries of the world, the need for mediation as a process of resolving conflict situations through a negotiation process is increasing. This is due to the growth in the number of pedagogical conflicts in educational institutions, which are increasingly being made public in the media and entail grave consequences for one or several parties to the conflict (Fomina, 2015; Bisembaeva, 2017). However, there is a more significant reason for studying conflict management. A large number of conflicts within the educational process has an extremely negative impact on it, interferes with the normal course of the educational process and the adequate interaction of its subjects (Konovalova, 2016).

Therefore, the current situation dictates the need for both the resolution of current conflicts and their active prevention. According to Minazova, and Minazova, (2019), this requires training future teachers in mediation technologies at the stage of higher professional education, which in turn necessitates the development of qualities and skills that determine the effectiveness of conflict

prevention and resolution. An indicator of the level of such qualities is conflict resolution competency, the development of which among trainee teachers is the subject of this research (Minazova and Minazova, 2019, Fomina, 2015; Sgonnikova, 2008).

Literature review

The study of the problem of conflict resolution competency is one of the topical areas of psychological and pedagogical research both in Russian and foreign educational science. American psychologist MacDonald notes that conflict resolution competency is the foundation for teaching technologies for preventing and resolving conflicts (McDonald, Porat & Yarkoney, 2017). For the other hand, Borisova (2017), in the framework of studies of communicative competence in educational organizations, indicates that the degree of development of this parameter among teachers has a decisive influence on the effectiveness of the educational process.

Research works by Epstein, Baucom and Rankin (1993), Head (2012) and Klimecki (2019) prove that the development of conflict resolution competence is most successful when it is based on mediation technologies and other similar methods, and is also based on the development of empathy and communicative abilities of the individual. In fact, this conclusion is confirmed by the research of Russian psychologists Bulatetskaya (2015) and Kovalevskaya (2019), who note that the development of conflict resolution competence is most effective within the framework of professionally oriented games that simulate a real conflict and its resolution, which reinforces the acquired skills. On the basis of these studies, a structure of conflict resolution competency was developed, which we decided to take as the basis of our research.

Table 1

Components of conflict resolution competency of a trainee teacher

Component	Competency
Operational	Legal and Regulatory; Cognitive
Emotional and volitional	Psychological and pedagogical; Communicative
Motivational and value	Diagnostic and prognostic; Educational
Behavioral	Organizational; Peacekeeping
Regulatory	Projective and analytical; Regulatory

Since the conflict resolution competency of trainee teachers does not have a generally accepted content in scientific literature, we will focus on the five proposed components. Diagnostics of each of them will allow to form a general idea of the conflict resolution competency of trainee teachers and to select exercises and practices that contribute to the development of each of the components separately (Makhiyanova et al., 2019; Maslikov et al., 2018).

From our point of view, mediation technologies are used as a tool to enhance conflict resolution competency of trainee teachers. Mediation could be successfully used to manage pedagogical conflicts by reducing the level of anxiety of trainee teachers in the face of the unknown.

Methodology

Design of research, participants

The study of the developmental features of conflict resolution competency of trainee teachers took place on the basis of the Mytisch Branch (MB) of Bauman Moscow State Technical University. It was attended by 120 trainee teachers.

Turning to the analysis of scientific literature, we find different approaches to the definition of the concept of “conflictological competence,” which is considered as:

1) An integral characteristic of the subjective side of professional work, the quality of a person as a subject of labor, a combination of mental properties, a mental state that allows acting independently and responsibly, the ability to perform certain labor functions in situations of interpersonal conflict with subjects of professional activity (Ivchenko, 2000);

2) The level of awareness of the range of possible strategies for behavior in a conflict and the ability to implement these strategies in a specific life or pedagogical situation (Khasan, 2005);

3) An integrative personality trait of a future teacher, characterizing his conflictological readiness to resolve pedagogical conflicts, ensuring the effective implementation of the corresponding basic conflictological competencies in real teaching performance (Bazelyuk, 2005).

Following to Sgonnikova (2008) by conflictological competence, it means the integrative quality of a person, including motivational-value, cognitive, emotional-volitional, reflexive and organizational-activity components, reflecting the desire to acquire conflictological knowledge, awareness of professional responsibility for decisions and the use of skills necessary for constructive resolution of pedagogical conflicts in adequate situations.

Type of methodology

The purpose of the research is a theoretical and empirical study of conflict resolution competency of trainee teachers and particularities of its development. To achieve this purpose, a complex psychological experiment was carried out (Students were divided into two equal groups of 60 people: control and experimental): problem-search method, cross-sectional method, experiment method. The study was carried out on the basis of psychodiagnostic tools presented in the table 2.

Table 2*Components of conflict resolution competency*

Components of conflict resolution competency	Psychodiagnostic tools
Operational	Author's questionnaire "Conflictological competence", The questionnaire includes 60 questions to assess conflictological competence
Emotional and volitional	Test to determine the level of stress resistance of the personality (Usatov) includes 38 questions. The methodology allows to determine the level of stress resistance of an individual, takes into account the resources (factors) of stress resistance, which ensure the ability to effectively cope with stress.
Motivational and value	Measurement of achievement motivation (Magomed-Eminov, modification by Mehrabian (1976)). This test-questionnaire includes 30 questions. Modification of Mehrabian's test-questionnaire for measuring achievement motivation, proposed by Magomed-Eminov. The test questionnaire for measuring achievement motivation is designed to diagnose two generalized stable personality motives, the motivation for striving for success and the motive for avoiding failure. At the same time, it is assessed which of these two motives
Behavioral	Thomas-Kilmann Conflict Mode Instrument, TKI (1974). Psychodiagnostic techniques. The questionnaire includes 30 questions to identify typical ways employees respond to conflict situations (cooperation,
Reflexive	Test questionnaire of subjective control based on Rotter's Internal-External Locus of Control Scale. This questionnaire includes 44 questions. The questionnaire is the most common method in Russia for determining the internality / externality of a person. The questionnaire is based on Rotter's locus of control concept.

Comprehensive diagnostics of the five main components of conflict resolution competency of trainee teachers, in our opinion, will allow not only to determine its initial level, but also to identify the weaknesses of the program participants that need correction. Due to the diagnostics, we can adjust the program of training sessions, taking into account the individual characteristics of participants in the program. Statistical analysis of the data was carried out using the Mann-Whitney test.

$$U_1 = n_1 * n_2 + \frac{n_1 * (n_1 + 1)}{2} - R_1$$

It allows us to conclude that there are significant differences before and after the implementation of the program, which proves its effectiveness.

Results

The results of the indicative stage of the experimental study should be considered in more detail. After analyzing the results of five psychodiagnostic methods according to five criteria of conflict resolution competency, we obtained and summarized the following data (Fig. 1).

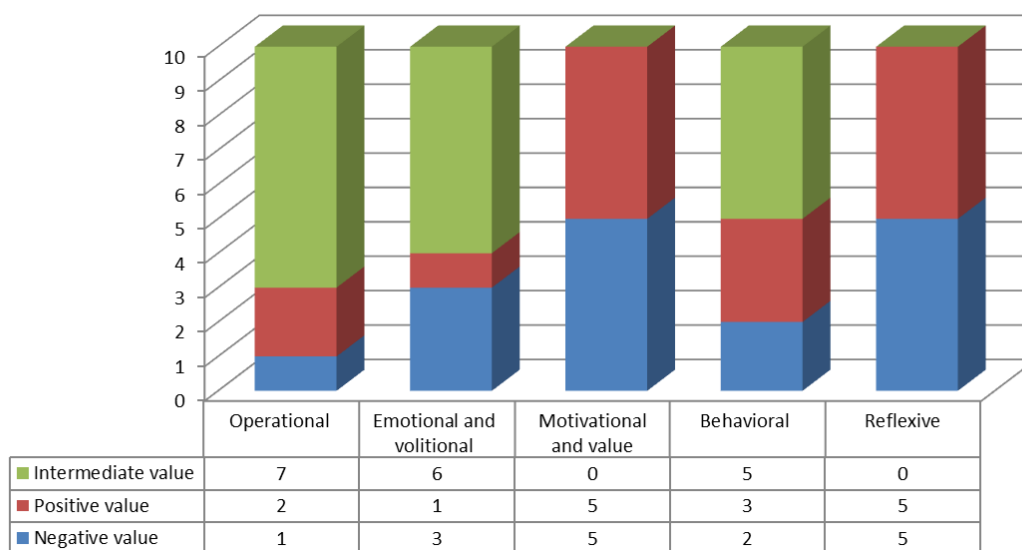


Figure 1
The levels of the conflict resolution competency of trainee teachers

The analysis of diagnostics results for each criteria allowed us to draw a general conclusion about the level of conflict resolution competency of the program participants. The indicators “above average” and “high” were taken as a positive value. The indicators “below average” and “low” were taken as a negative value. Accordingly, the intermediate value is the averages for those scales where they are assumed. If we take each criterion as 100%, then in total we get 500%, this is the maximum level of conflict resolution competency for 10 people. Based on these conditions, we get an equal ratio of positive and negative values (160% each) and an advantage for the average value (180%).

Thus, the goal of our program is to increase conflict resolution competency by reducing intermediate and negative values. The implementation of this task is possible by strengthening the theoretical and practical base, the level of stress resistance and readiness to search for solutions that partially or completely satisfy the interests of all parties to the conflict. In our opinion, an improvement in indicators for these three criteria will contribute to an increase in motivation for

success, and, as a result, an increase in the number of trainee teachers with a high internal locus of control, which will contribute to the general level of conflict resolution competency of trainee teachers participating in our experimental program (Sanina et al., 2020; Lazebnikova et al., 2018). In accordance with this conclusion, special exercises were selected for each criterion.

In the course of the empirical research, a program for increasing the conflict resolution competency level with a total duration of five months was developed and implemented. It was attended by 120 trainee teachers. The program participants passed the selection based on the multidimensional personality questionnaire “Adaptability”, which allowed us to filter out some applicants with low adaptability and lack of motivation to participate in the program.

Discussion

Conflict resolution competency of trainee teachers was measured by psychodiagnostic tools, selected in accordance with five components of its structure: operational, emotional and volitional, motivational and value, behavioral and reflexive, as it can see in studies of Bírová et al. (2018); Volkova and Panchenko (2018); Blinova, Dugina, and Zabolotskikh (2018). Comprehensive diagnostics made it possible to study each component on an individual basis and identify vulnerabilities in the conflict resolution competency of trainee teachers, which gave a general assessment of it as not high enough (160% of 500 total and the skills that were developed in the learning process).

According to studies from Gorev et al., (2018); and Sharonova, Trubnikova, and Sokolova, (2018) this study confirms that the next stage of the program was built on the method of introspection, in which during their summer practice the trainee teachers independently coped with arising pedagogical conflicts and were engaged in self-reflection, that is, they kept statistics of conflict resolution successes and failures, and also analyzed their own well-being and mood. At this stage, an interdependence was identified between success in resolving pedagogical conflicts and the general well-being of trainee teachers. High motivation and independence of trainee teachers in the management of pedagogical conflicts was noted. Based on Gorev et al., (2018), the most and least effective mediation methods and techniques for managing pedagogical conflicts were identified.

Upon the return of trainee teachers from their summer practice, a follow-up psychodiagnostic measurement of the conflict resolution competency was carried out. The results showed a jump in positive values for all indicators, which doubled the overall level of conflict resolution (380% out of 500%). If we consider individual results, then eight out of ten of trainee teachers experienced an increase in conflict resolution competency, while two of trainee teachers did not undergo significant changes. According to Vasbieva et al., (2018), this indicator is

associated with the personal characteristics of trainee teachers. On the whole, statistically significant changes in the components of conflict resolution competency were obtained in the group of participants. Further, the results of the control stage of the experimental study should be considered in more detail.

As shown by a comparative analysis of the obtained in the current research results of the ascertaining and control stages, the operational component of conflictological competence, including regulatory and cognitive competence, the number of positive values increased fourfold (from 20 to 80%). The number of mean values decreased by 60%. Subjects with low values of the operational component of conflictological competence were not diagnosed, as in Vasbieva et al., (2018).

Control diagnostics of the emotional-volitional component of conflictological competence, including psychological, pedagogical, and communicative competence, testifying to the stress resistance of the personality of the subjects, showed that the number of positive values increased from 10 to 80%. The number of average values decreased by 40%. The number of subjects with low values of the emotional-volitional component also was not diagnosed.

Control diagnostics of the motivational-value component of conflictological competence, including diagnostic-prognostic and educational competence, testifying to the stable motivation of the personality of the subjects, showed that the number of positive values increased by 30%. Accordingly, the number of low values of the motivational-value component decreased by 30%.

As can be seen in Kovalevskaya (2019), control diagnostics of the behavioral component of conflictological competence, including organizational and peacekeeping competence, indicating an effective response to conflict situations, showed that the number of positive values doubled (from 30 to 60%). The number of average values decreased by 40%. Thus, the number of subjects with low values of the behavioral component increased by 10%. Control diagnostics of the reflexive component of conflictological competence, including projective-analytical and regulatory competence, showed that the number of positive values increased by 30%. Accordingly, the number of low values of the reflective component decreased by 30%.

As can be seen in Labunskaya and Sunyaikina (2018) Grouping the data on five psychodiagnostic methods, we noted an improvement in indicators on all scales. The negative value completely disappeared from the operational and emotional-volitional criteria of conflict resolution competency of trainee teachers, and the percentage of neutral responses also decreased. Returning to the initial conditions for fixing the level of conflict resolution competency of trainee teachers, totaling 500%, we see that the positive value has more than doubled (380%). The negative value dropped by half (70%), and the intermediate value decreased by three times (50%). Thus, we have achieved a significant increase in the level of conflict resolution competency of trainee teachers

(Dolzich & Dmitrichenkova, 2018). According to the chart with group-wide indicators, only 80% of the program participants were able to improve their own conflict resolution competency. For 20%, the indicators have undergone minor changes. The reason for this, in our opinion, may be the personality traits of trainee teachers. The outcomes obtained as a result of the implementation of the program to improve the level of conflict resolution competency of trainee teachers revealed significant discrepancies between the indicators recorded at the beginning of the program and upon the completion. The level of conflict resolution competency of trainee teachers was doubled, as evidenced by the growth of the positive scales.

According to Berezhnaya (2009), the teacher's conflictological competence contains informational (knowledge of the theory and practice of conflict), axiological (a set of professionally important qualities and properties in the leading spheres of the teacher's individuality), and operational (conflictological skills, ethical behavior, the ability to assess the correctness of their actions) components (Kovalevskaya, 2019; Labunskaya & Sunyaikina, 2018). Thus, conflictological competence is formed not only from knowledge, skills, and abilities but also from the personal qualities of the teacher. The presence of conflictological competence is an important component of the personality of a student-teacher as a subject of conflict both during educational activities (Borisova, 2017; Oshnurova & Shereshkova, 2017) and future professional activities. For his part, Klimecki (2019) notes that it is necessary to have conflictological competence, first of all, for specialists in the so-called socio-economic professions, which involve working with people and constant communication during professional activities.

The study has certain limitations, which concern, firstly, the limited research time (5 months) and, secondly, the limited sample of subjects (120 future student teachers), which makes it difficult to transfer the results to a wider circle of subjects and requires further research. In addition, the developed program for managing pedagogical conflicts was developed considering the individual characteristics of students of the Mytishchi branch of the Bauman Moscow State Technical University. It is important to pay attention to the fact that the conflictological competence of the student-teacher was composed of five components. We believe these components to be the main ones, so this must be considered when using exercises that contribute to the development of each of the components separately. Accordingly, changes in one of the components affect the selection of exercises for working with students.

Conclusion

Authors can conclude that an integrated approach in increasing conflict resolution competency proved to be effective, since the development of one component contributed to the improvement of performance in another component. We assume that expanding the range of

conflictological knowledge increased trainee teachers' self-confidence, resistance to stress and motivation to achieve success. This contributed to the preference for the constructive strategies of behavior in conflict situations among the trainee teachers and children. Also, the positive experience of managing conflict situations favorably affected the general well-being and the level of satisfaction with the performance results. If any of the components was not well developed, then the average or negative value can be traced according to other criteria.

The experimental results indicate that the proposed program can be used in teaching mediation technologies of trainee teachers who already have experience in an educational organization (in this case summer camp practice). Promising developments include the modernization of the program for trainee teachers without work experience, as well as for pre-school educators, taking into account their work experience. It is worth noting the fact that in this empirical study we studied trainee teachers from different summer camps, but it would be interesting to conduct training on the staff of one summer camp and not just observe from the outside how they apply knowledge in practice, but also be included in their work activities, coordinate and accompany directly in the educational organization.

References

- Bazelyuk, V. V. (2005). *Conflictological training of a future teacher in a pedagogical university (methodology, theory, practice)* [Abstract of the dissertation thesis, Ural State Pedagogical University]. Yekaterinburg. http://www.irbis.gnpbu.ru/Aref_2005/07-02884.pdf
- Berezhnaya, G.S. (2009). Formirovaniye konfliktologicheskoy kompetentnosti pedagogov obshcheobrazovatel'noy shkoly [Formation of conflictological competence of teachers of secondary schools] [Abstract of the dissertation thesis, Immanuel Kant Russian State University]. Kaliningrad. <https://www.dissercat.com/content/formirovanie-konfliktologicheskoi-kompetentnosti-pedagogov-obshcheobrazovatelnoi-shkoly>
- Bírová, J., Kružlík, P., Kalimullin, A., Sokolova, N., Haroun, Z., Králik, R., & Vasbieva, D. (2018). Mathematical and statistical bibliometric indicators for scholars in the field of romance languages and linguistics, *EURASIA: Journal of Mathematics, Science and Technology Education*, 14 (12). <https://doi.org/10.29333/ejmste/97826>
- Bisembaeva, A. K. (2016). Questions of the formation of conflictological competence of future pedagogical psychologists in the process of professional training at the university. *Pedagogical education in Russia*, 6. <https://cyberleninka.ru/article/n/voprosy-formirovaniya-konfliktologicheskoy-kompetentnosti-buduschih-pedagogov-psihologov-v-protssesse-professionalnoy-podgotovki-v>
- Bisembaeva, A. K. (2017). Structural-functional model of the formation of conflictological readiness of future educational psychologists. *Pedagogical education in Russia*, 3. <https://cyberleninka.ru/article/n/strukturno-funktsionalnaya-model-formirovaniya-konfliktologicheskoy-gotovnosti-buduschih-pedagogov-psihologov>

- Blinova S., Dugina T., & Zabolotskikh A. (2018). *Teaching mixed nationality groups (on the example of students from the Northern Caucasus region)*. INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 7977-7982) Valencia, Spain. <https://repository.rudn.ru/en/records/article/record/36725/>
- Borisova, E. S. (2017). The problem of conflictological competence in the space of an educational organization. *News of the Samara Scientific Center of the Russian Academy of Sciences. Social, humanities, biomedical sciences*, 19 (2). <https://cyberleninka.ru/article/n/problema-konfliktologicheskoy-kompetentnosti-v-prostranstve-obsheobrazovatelnoy-organizatsii>
- Dolzich, E., & Dmitrichenkova, S. (2018). *Computer science terminology (a case study of the Spanish language)*. INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 2556-2559), Valencia, Spain. <https://library.iated.org/view/DOLZHICH2018COM>
- Epstein, N., Baucom, D. H., & Rankin, L. A. (1993). Treatment of marital conflict: A cognitive-behavioral approach. *Clinical Psychology Review*, 13 (1), 45–57. [https://doi.org/10.1016/0272-7358\(93\)90007-9](https://doi.org/10.1016/0272-7358(93)90007-9)
- Fomina, S. N. (2015). *An integrative approach to vocational training of specialists in work with youth* [Doctoral dissertation, Russian State Social University]. <http://nauka-pedagogika.com/pedagogika-13-00-08/dissertaciya-integrativnyy-podhod-k-professionalnoy-podgotovke-v-vuze-spetsialistov-po-rabote-s-molodezhyu>
- Gorev, P., Telegina, N., Karavanova, L., & Feshina, S. (2018). Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education. *EURASIA: Journal of Mathematics, Science and Technology Education*, 14 (10), 178-185. <https://doi.org/10.29333/ejmste/93675>
- Head, N. (2012). Transforming conflict: trust, empathy, and dialogue. *International Journal of Peace Studies*, 17 (2), 33-55. <http://www.jstor.org/stable/41853034>
- Ivchenko, D. V. (2000). *Formation of conflictological competence of a customs specialist* [Disertation, Kaliningrad State University]. Kaliningrad. <https://www.dissercat.com/content/formirovanie-konfliktologicheskoi-kompetentnosti-pedagogov-obshcheobrazovatelnoi-shkoly>
- Khasan, B. I. (2005). Psychotechnics of conflict and conflict competence. Krasnoyarsk: Mental Health Foundation. https://rusneb.ru/catalog/000200_000018_RU_NLR_bibl_133475/
- Klimecki, O. M. (2019). The role of empathy and compassion in conflict resolution. *Emotion Review*, 11 (4), 310–325. <https://doi.org/10.1177/1754073919838609>
- Konovalova, L. V. (2016). Formation of conflictological competence of university students by means of gaming technologies. *Bulletin of the Pushkin Leningrad State University*, 2. <https://cyberleninka.ru/article/n/formirovanie-konfliktologicheskoy-kompetentnosti-studentov-vuza-sredstvami-igrovyyh-tehnologiy>
- Kovalevskaya, E. V. (2019). *Socio-psychological factors in the formation of conflictological competence among humanitarian students*. Moscow: Publishing House World of Science. <https://izd-mn.com/PDF/44MNNPM19.pdf>

- Labunskaya, Y. A., & Sunyaikina, T. V. (2018). Theoretical aspects of the development model of conflictological culture of a teacher of a general educational organization. *Concept*, 4. <https://cyberleninka.ru/article/n/teoreticheskie-aspekty-modeli-razvitiya-konfliktologicheskoy-kultury-pedagoga-obscheobrazovatelnoy-organizatsii>
- Lazebnikova, A., Koval, T., Troyan, V. (2018). Motivation as a condition and background for successful learning activity. *Revista Espacios*, 39 (28). <http://www.revistaespacios.com/a18v39n38/18393816.html>
- Makhiyanova, A. V., Shakirova, D. M., Mavlyudov, A. A., Chechetkina, I. I., & Rakhmatullina, L. V. (2019). Social portrait of project organizations: methodological aspects of conflict relations diagnostics. *Journal of Advanced Research in Dynamical and Control Systems*, 11 (8), 879-883. <https://www.jardcs.org/abstract.php?id=2086>
- Maslikov, V. A., Ostrovskii, A. N., Sulyagina, J. O. (2018). Analysis of the conflict resolution technologies training impact in the sphere of local self-government on the formation of conflict resolution competency. *International Journal of Engineering & Technology*, 7 (4), 335-341. <https://www.sciencepubco.com/index.php/ijet/article/view/24496/12381>
- McDonald, M., Porat, R., & Yarkoney, A. (2017). Intergroup emotional similarity reduces dehumanization and promotes conciliatory attitudes in prolonged conflict. *Group Processes & Intergroup Relations*, 20 (1), 125-136. <https://doi.org/10.1177/1368430215595107>
- Mehrabian, A. (1976). *Mehrabian Achieving Tendency Scale*. <https://psytests.org/emotional/matsM.html>
- Minazova, V. M., & Minazova, Z. M. (2019). Formation of conflictological competence in students. *MNKO*, 6 (79). <https://cyberleninka.ru/article/n/formirovanie-konfliktologicheskoy-kompetentnosti-u-studentov>
- Nikulina, I. V., & Solovova, N. V. (2018). Formation of conflictological competence of a university teacher. *Higher education in Russia*, 2. <https://cyberleninka.ru/article/n/formirovanie-konfliktologicheskoy-kompetentnosti-prepodavatelya-vuza>
- Novikova, M. M., Glinkina, O. V., Kubrak, I. A., Melnikov, V. Y., & Regent, T. M. (2020). Issues of formation of favorable socio-psychological climate and conflict-free interaction in a labor collective. *Journal of Advanced Research in Dynamical and Control Systems*, 12 (4), 916-922. <http://dx.doi.org/10.5373/JARDCS/V12SP4/20201562>
- Oshurova, M. G., & Shereshkova, E. A. (2017). Formation of conflictological culture among students of psychology. *Bulletin of the Shadrinsky State Pedagogical University*, 1 (33). <https://cyberleninka.ru/article/n/formirovanie-konfliktologicheskoy-kultury-u-studentov-psihologov>
- Sanina, E., Mitrohina, S., Brunchukova, N., Mozgovaya, M., & Zenkova, L. (2020). The impact of the educational potential of school on successful development of the motivation-value attitude to the learning activities of students. *Universal Journal of Educational Research*, 8 (11), 5072 - 5080. <https://doi.org/10.13189/ujer.2020.081107>
- Sergeeva, M. G., Simonova, N. M., Lukashenko, D. V., Pryazhnikova, E. Y., Volkova, Y. A., Samokhin, I. S., & Rozhnova, T. M. (2020). Technology of pedagogical conflict

- management within an educational institution. *Revista Inclusiones*, 7, 217-228. <http://bkp.revistainclusiones.org/gallery/17%20vol%207%20num%20majaespecialleabriljunio2020revinclusi.pdf>
- Sharonova, S., Trubnikova, N., & Sokolova, N. (2018). Interpreting religious symbols as basic component of social value formation. *European Journal of Science and Theology*, 14 (3), 117-129. http://www.ejst.tuiasi.ro/Files/70/10_Sharonova%20et%20al.pdf
- Shimanovskaya, Y.V., & Sarychev, A.S. (2021). Improvement of the efficiency of adolescents' interpersonal interaction in conflict resolution. *Propósitos y Representaciones*, 9 (2). <http://dx.doi.org/10.20511/pyr2021.v9nSPE2.989>
- Sillars, A., & McLaren, R. M. (2015). Attribution in Conflict. *The International Encyclopedia of Interpersonal Communication*. <https://doi.org/10.1002/9781118540190.wbeic113>
- Usatov, I. A. (2016). Author's Technique "The level of stress resistance of the personality". *Scientific and methodological electronic journal "Concept"*, 11, 681-685. <http://e-koncept.ru/2016/86148.htm>
- Vasbieva, D. G., Sokolova, N. L., Masalimova, A. R., Shinkaruk, V. M., & Kiva-Khamzina, Y. L. (2018). Exploring the EFL teacher's role in a smart learning environment: a review study. *XLinguae*, 11 (2), 265-274. <https://doi.org/10.18355/XL.2018.11.02.21>
- Volkova, Y., & Panchenko, N. (2018). Discourse variation of the concepts of destructive emotions. *Russian journal of linguistics*, 22 (1), 175-194. <https://doi.org/10.22363/2312-9182-2018-22-1-175-194>