

PECULIARITIES OF BEHAVIOR IN PROBLEM SITUATIONS IN THE STUDENT GROUP

Makhkamova Muborak Yusupovna

Candidate of Science at Tashkent Institute of Architecture and Civil Engineering

Abstract— in this article, it is natural that when two people interact, conflicts arise that affect the productivity of teamwork, and, consequently, the results of their activities. The article is devoted to the study of students' behavior strategies in conflict situations, the possibility of correcting their individual styles. In the system of higher education, the future specialists must be trained in communicative skills, including conflict competence.

Index Terms— conflict situations, strategies of behavior, cooperation, compromise, adaptation, rivalry, avoidance, active methods of teaching, game interaction.

INTRODUCTION

Modern conditions for the organization of educational activities attach great importance to the personality of students, their interaction with both the teacher and with each other. This fact becomes especially actual in the process of professional training of future specialists, where personal and professional qualities are closely intertwined. Therefore, it is natural that with any interaction between students there are conflicts that affect the productivity of teamwork, and therefore the results of their training activities. If we take the psychological aspect of this problem, then its solution depends on the choice of participants in the style of behavior in the conflict situation and the adoption of a joint decision by them. One of the most effective methods of mastering such skills is the methods of active learning.

Group methods are conventionally divided into three main blocks [1]:

a) Discussion methods, which include group discussion, analysis of incidents and practices, analysis of situations and moral choice, and the like;

b) Game methods, which include didactic and creative games, including business (managerial) games, role games (behavioral training, game psychotherapy, psychodramatic correction), counterplay (transactional method of understanding communicative behavior)

c) Sensitive training (training of interpersonal sensitivity and perception of oneself as a psychophysiological unity).

Discussion methods of teaching help students to effectively understand and assimilate the educational material, as they become not only passive listeners of information reported by the teacher or speaker, but also participate in the discussion of the question. Necessarily forcing them to take their own position with respect to the discussed problem, and therefore, it is better to memorize the necessary knowledge. Discussion methods help to not only defend one's point of view, but also in the course of a discussion collectively find the right answer or solution. To the game methods of teaching are didactic games, that is, specially created situations that simulate different situations of communication and which students must independently decide.

Under the game in pedagogy is understood the type of activity in conditions of situations directed on the reproduction and assimilation of social experience, in which self-killing behavior is created and improved [2].

The game performs a number of functions:

- 1) The function of socialization;
- 2) The function of international communication;
- 3) The function of self-realization in the game;
- 4) Communicative function;
- 5) Diagnostic function;
- 6) Therapeutic function;
- 7) Correction function
- 8) Entertainment function.

So, the game in the process of learning helps to develop communicative skills and to correct the actions of students

and to direct them in the right direction, so should the entertainment function, is an important factor in increasing students' interest and, in turn, contributes to the activation of cognitive and communicative activities.

A special place among gaming methods is played by a business game. Scientists distinguish such psychological and pedagogical principles of the creation and use of business games in the educational process [3]:

- The business teaching game serves as a didactic means of developing creative professional thinking, expressed in the ability to analyze production situations, setting, solving, bringing professional tasks;
- The subject content of the game is the imitation of specific conditions and production dynamics, as well as the activities and relationships of people involved in it;
- Business training game on the target orientation is a two-pronged activity that contributes to the achievement of gaming and pedagogical goals;
- The business game is designed and produced as a joint activity of the participants in the educational process in the course of setting vocational goals and their achievement through the mediation of the preparation and adoption of appropriate individual and group decisions;
- The main means of including partners in joint activities and at the same time a means of creating and solving game problem situations is bilateral (dialogue) and multilateral communication, which provides the opportunity to develop individual and group solutions, to achieve intermediate and final game results.

So, we can conclude that the business game helps students feel the created production or real atmosphere of communication, allows you to perform a variety of roles, from ordinary workers to business leaders, reveals the potential of communicative abilities, teaches you to make decisions that determine the fate of workers and the production process in the enterprise , contributes to the reflexive analysis of one's own communicative activity.

Therefore, the aim of this work is to study the strategy of students' behavior in problem situations, the possibility of correcting their individual styles. Proceeding from this, the following tasks were set: 1) to study the individual strategy of behavior of each student in various problem situations; 2) to study the nature of student interaction in the course of a

modified version of the matrix game and to conduct a comparative analysis of individual manifestations in the interaction process; 3) to investigate and make a comparative analysis of students' actions in the strategic decision-making game; 4) to compare individual styles of behavior of students in conflict situations and features of gaming interaction in pairs; 5) to compare individual styles of behavior in conflict situations and, depending on them, the success of the joint activities of the participants in the experiment.

At the beginning of the study, a hypothesis was put forward that the style of behavior in problem situations affects the performance of students' joint activities.

The work was conducted for one semester 14 fourth-year students of the Tashkent Architectural Construction Institute took part in the study. Game methods were used, such as the matrix game "Prisoner's Dilemma", its modified version and strategy game, as well as a questionnaire describing the behavior of Thomas.

In order to assess the performance of joint activities and confirm or refute the hypotheses put forward, students were given the task that it requires coordination of joint efforts to achieve certain results. The students were divided into pairs, each of which needed to come to a joint solution of the scientific problem. To conclude on the performance of joint activities, we have tracked how quickly and successfully they coped with the task. The study was conducted in three stages. At the first stage, the characteristics of the behavior style of each student were determined using the Thomas test. The most characteristic way of responding when a problem situation arises for this group is cooperation, followed by adaptations. The least characteristic is rivalry and avoidance.

The second stage of the research was the modification of the matrix game "Prisoner's Dilemma" [4], during which the features of gaming interaction in pairs were studied. At the third stage of the study, the strategic game "Shipwreck" [5] was conducted, focused on the adoption of a common solution.

All the subjects coped with the tasks posed during the games very quickly. During the joint discussion, no aggressive reactions were seen, everyone treated each other quite peacefully. This is a consequence of the fact that a leader was immediately discovered in each pair, who led the game, offering his options. The slogans basically agreed or offered

a compromise solution, but they always argued with it, because the leaders did not always agree with the changes in the list without discussion.

In the first pair, the leader is the participant in M., while participant V. is the slave. Based on the data obtained, we can say that the participant of the V. in the event of a problem situation will not deepen it, he will try to find a compromise and try to solve this problem peacefully. Participant M. try to solve the situation first of all in his favor, but he, too, will not go to an open conflict, most likely he will take measures to persuade the partner and his persuasion. At the same time, there is a high probability that participant V. chooses the adaptation strategy. This couple quickly coped with the task set before it, overcoming the problems that arise to achieve a common goal. From the analysis of the work done by this pair, it is clear that, in fact, the participant of M. had more influence on the final result, the participant of V. more abandoned his position. It can be concluded that this couple successfully solves their problem situations.

The second pair deals only with those problematic situations in which the solution is relatively easy to achieve. If there is an obstacle in solving the problem, participant K. chooses such a strategy of behavior, how to avoid, does not allow this pair to come to anything with a common solution. It should be noted that this pair could not cope with the task. This negatively affects the joint activities of students.

The leader in the third pair is the participant D. At the same time, both members of the pair make concessions. This was discovered by playing game methods. The Thomas questionnaire also showed that participants show this type of response, like cooperation. This combination of behavioral styles in a problem situation is very productive for the joint activity of students.

After observing the behavior of the fourth pair during the strategic game to make a general decision, it can not be said that in this pair is the leader and is the slave. Both students tried to shift the solution of the problem to each other.

This is also confirmed by data obtained from previous methods. So, according to the Thomas questionnaire, the participants identified the following types of response as an adaptation and a compromise, and in the matrix game they constantly tried to adapt themselves to each other, while demonstrating low effectiveness. In general, we can conclude

that this couple does not cope with problem situations badly, since none of its participants demonstrated the ability to take responsibility for making a decision and readiness for it.

In the fifth pair, as the results of the use of all three methods are shown, the clear leader is the participant of G., while his strategy of behavior, like rivalry, is characteristic of him. This pair successfully coped with the fulfillment of the proposed task, as evidenced by the result achieved by them, which almost completely reflected the point of view of participant R.

Sixth pair does not successfully cope with problems that arise in different situations. If there is an obstacle in solving the problem, then participant N. chooses such a strategy of behavior as to avoid, and participant P. is a compromise. This combination of behavioral styles in a problem situation adversely affects the joint activity of students. In this pair there was no leader who could offer effective ways to solve this problem. It should be noted that these students did not cope with the task set before them.

The seventh pair proved to be quite successful in achieving a common goal. Both participants in the pair demonstrated high rates for this type of response, such as cooperation. With the work done by them, it can be seen that they were able to find the optimal solution to the task assigned to them in a short time.

It can be concluded that this pair effectively copes with the problem situation, because both participants make maximum efforts to achieve a mutually beneficial solution in the course of joint activities.

The results obtained in the course of the research show that there is such a combination of individual strategies of students' behavior, in which they successfully solve the emerging problem situations. Such combinations were "cooperation-cooperation", "cooperation adaptation", "cooperation-compromise." Such a combination of individual styles of behavior is optimal, since it allows participants in the game how to properly take into account each other's interests, and direct joint efforts towards the overall result. The combination of such strategies as "adaptation-compromise" turned out to be ineffective.

It should be noted that in the matrix and strategic games the students demonstrated a high ability to learn and the success of the task assigned to them. In the work was also revealed

such a feature as the presence of a leading position in the pair. It turned out that when a couple has a leader, then it can be argued that this couple will be successful in their joint activities. In addition, in the presence of a leader in a pair, students demonstrated high performance in games, as evidenced by the results of this study.

Comparing the data obtained in the process of studying the styles of behavior of students on the success of the tasks assigned to them, we can draw the following conclusions: as a result of the research, the hypothesis put forward by us was confirmed; indeed, the performance of students' joint activities depends on the style of their behavior in problem situations.

The final analysis of the results allows us to draw the following conclusions.

1. The most common styles of behavior in problem situations for students were cooperation, compromise and adaptations.

2. Such styles as rivalry and avoidance, they practically did not choose.

3. Comparing individual styles of behavior in pairs, it was revealed that the most productive combination of individual strategies of students of this group were: "cooperation-cooperation", "cooperation adaptation", "cooperation-compromise".

4. This combination of strategies, like "adaptation-compromise," does not allow a couple in the process of interaction to achieve a successful solution to the problem.

5. The results of the games demonstrated the possibility of correcting the combination of individual strategies of students' behavior in the process of joint activity.

The results of the research work devoted to the study of the features of interpersonal interaction in conflict situations is only one small step towards the study of this problem, which in modern conditions is relevant for effective training of future specialists of any industry.

Comparing the data obtained in the process of studying the important practical value of the work done is the possibility of using its results in the process of organizing student learning activities. In particular, this work can be considered as one of numerous attempts to reveal some psychological characteristics of students that influence the success of their education. To effectively organize the

educational process, the teacher needs to take into account not only the level of students' knowledge, but also their psychological characteristics.

The second important point of our research is the possibility of further training future specialists in the ability to choose the most optimal ways of behavior in problem situations. These skills are professionally relevant to students in their future activities.

Training as a complex activity that combines various exercises and tasks and, as a rule, lasts for several days, helps students with a limited amount of time to learn a lot and look at themselves and other members of their group differently, to show their hidden abilities and opportunities, as well as learn how to open up and directly express their position on the issues and issues under discussion. Trainings for a fairly short period of time contribute to intensive training, the disclosure of abilities, help to unlock the inner potential, to know yourself, to learn how to work and interact in a team and for a short time to solve a lot of problems.

The choice of methods of active learning helps to attract students to active communicative activities during classes, accordingly promotes effective mastering of knowledge, skills and skills, the search for necessary language tools, ways to solve various problems, is the main factor in the formation of skills and problem solving skills in future professional activities.

The further task of research in this direction should be the development of a correctional program aimed at increasing the effectiveness of joint activities and finding ways to best address the emerging.

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