



Research Article

## DEVELOPING THE CONFLICTOLOGICAL CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS IN A DIGITAL EDUCATIONAL ENVIRONMENT

<sup>1</sup>\*Kasimova Odinoxon Alimjanovna, <sup>2</sup>Azimova Osiyokhon Adxam kizi, <sup>3</sup>Zikirova Dildora Shuhrat kizi

<sup>1</sup>Pedagogy, Department of Primary Education Pedagogy, Nizami National Pedagogical University of Uzbekistan

<sup>2,3</sup>Tashkent State Technical University, Uzbekistan

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### ABSTRACT

The article examines the development of conflictological culture among future primary school teachers in the context of a rapidly expanding digital educational environment. The study systematizes theoretical approaches to the concepts of culture and conflictological culture, clarifies the professional significance of constructive conflict management in primary education, and substantiates the role of digital and blended learning conditions in strengthening teachers' communicative, emotional-regulatory and axiological competencies. Based on theoretical analysis and comparative generalization, the article proposes an acmeologically oriented model for preventing, diagnosing and resolving conflicts in online and offline educational settings. The findings show that conflictological culture should be regarded as an integrated professional competence that enables future teachers to maintain pedagogical tact, ensure fair communication, and transform conflict situations into opportunities for cooperation and educational development.

**Keywords:** Digital education, Offline learning, Conflict prevention, Communication culture, School teachers.

### INTRODUCTION

The digital transformation of education has significantly changed the professional profile of the modern teacher. In contemporary higher pedagogical education, future primary school teachers are expected not only to master subject knowledge and teaching methods, but also to demonstrate digital literacy, ethical responsibility, emotional stability, and the ability to manage interpersonal interaction in complex educational situations. These requirements are especially relevant in primary education, where the teacher performs the functions of instructor, facilitator, mediator, organizer of communication, and protector of a psychologically safe learning environment (Decree of the President of the Republic of Uzbekistan No. PF-73, dated April 28, 2025, "On Measures to Further Improve the System of Training Pedagogical Personne). The relevance of the problem is determined by the increasing number of communication channels in education. Online lessons, virtual classrooms, distance learning platforms, electronic journals, messengers and social networks expand

interaction among teachers, pupils and parents. However, they also create new risks: misinterpretation of messages, delayed feedback, technical difficulties, assessment disputes, reduced emotional contact, and psychological tension. In such circumstances, conflictological culture becomes one of the key components of professional pedagogical competence (Decree of the President of the Republic of Uzbekistan No. PF-76, dated May 5, 2025, "On Additional Measures to Ensure the Quality of Education and Improve the System of Providing Educational Services.). Conflictological culture may be understood as an integrated personal and professional quality that enables a teacher to perceive conflicts adequately, regulate emotions, organize constructive dialogue, make fair pedagogical decisions, and prevent destructive escalation (National Encyclopedia of Uzbekistan. State Publishing House. Tashkent, 2003). For future primary school teachers, this competence is particularly important because pupils of primary school age are still developing self-regulation, communication skills and social norms. Therefore, the teacher's reaction to

\*Corresponding Author: Kasimova Odinoxon Alimjanovna, Lecturer, PhD in Pedagogy, Department of Primary Education Pedagogy, Nizami National Pedagogical University of Uzbekistan. Email: [kasimovaodina340@gmail.com](mailto:kasimovaodina340@gmail.com).

conflict can either support the child's personal development or deepen emotional insecurity.

The theoretical basis of the article is formed by pedagogical, psychological and conflictological approaches to culture, professional competence, communication and conflict prevention. The works of Musurmonova, Saliyeva, Vygotsky, Narziqulova, Djumayeva, Samsonova, Shcherbakova and Coser make it possible to consider conflictological culture as a multidimensional phenomenon that includes cognitive, emotional, axiological, communicative and practical components. In this article, these approaches are interpreted in relation to digital and blended educational environments (Abdullayev, M., Abdullayeva, M., Abdurazzoqova, et al. Independence: Explanatory, Popular Scientific Dictionary. Tashkent: Sharq, 2000). The aim of the article is to scientifically substantiate the development of conflictological culture among future primary school teachers in a digital educational environment and to present an IMRAD-based methodological interpretation of the problem. The main objectives are: to clarify the theoretical content of conflictological culture; to identify typical conflicts in online and offline educational processes; to determine the pedagogical value of the acmeological approach; and to formulate practical recommendations for the professional training of future teachers (Azimova, O. A. "The Content of Developing Conflictological Culture of Future Primary School Teachers Based on the Acmeological Approach." Scientific Bulletin of Namangan State University, no. 4, 2024, pp. 944–946).

## MATERIALS AND METHODS

The study is theoretical and methodological in nature. It is based on the analysis, comparison, synthesis and generalization of scientific literature on pedagogical conflictology, professional culture, digital education, primary teacher training and acmeological development. Normative documents related to the development of teacher training and the improvement of educational services in Uzbekistan were also considered as a contextual basis for identifying the practical relevance of the issue (Azizkhodjaeva, N. N. Pedagogical Technologies and Pedagogical Mastery. Tashkent: Chulpan Creative Publishing and Printing House, 2005). The descriptive method was used to reveal the structure of conflictological culture and to identify its core components in the professional training of future primary school teachers. The comparative method made it possible to distinguish between conflicts occurring in online and offline education. The analytical-synthetic method was applied to integrate different theoretical views into a coherent pedagogical model. The modeling method was used to formulate a system of resolution strategies based on the acmeological approach. The material of the study includes scientific definitions of culture and conflictological culture, approaches to professional competence, and descriptions of typical conflict situations that arise in digital and traditional educational communication. Particular attention was paid to conflicts related to communication, motivation,

assessment, technology, stress, time management, teamwork and organization of the educational process. The methodological logic of the article follows the IMRAD structure. The introduction defines the scientific problem and its relevance; the materials and methods section explains the analytical basis; the results and discussion section presents the conceptual interpretation and practical systematization of the findings; and the conclusion summarizes the main scientific and methodological outcomes (Belous, O. V. Formation of Conscious Self-Regulation in Pedagogical Interaction as a Factor of Effective Training of Pedagogical University Students. PhD dissertation. Moscow, 2000).

## RESULTS AND DISCUSSION

The analysis shows that conflictological culture should be treated not as a narrow skill of settling disputes, but as a complex professional competence. It includes knowledge about the nature of conflict, the ability to recognize latent and open contradictions, emotional self-regulation, ethical decision-making, communicative flexibility, tolerance, and readiness for cooperation. In pedagogical activity these components are interrelated: a teacher who understands the causes of conflict but lacks emotional stability may still intensify the situation, while a teacher with developed empathy but insufficient methodological knowledge may fail to choose an effective strategy (Belyaeva, T. B. "Active Methods of Developing Conflictological Competence among Students." Psychology of Education, no. 7, 2008, pp. 34-48). The concept of culture itself has a broad social and pedagogical meaning. It reflects the level of human development, the system of values, norms of behavior and forms of interaction accumulated in social practice. In this context, professional culture is a functional manifestation of general culture, and conflictological culture is one of its most important components. It shows how a person behaves in situations of disagreement, whether he or she can maintain respect for the other side, and whether conflict can be transformed into a source of development (Musurmonova, O. Pedagogical Foundations of Forming the Spiritual Culture of Senior Pupils. Doctoral dissertation. Tashkent, 1993).

In teacher education, conflictological culture performs several functions. First, it has a preventive function, because it helps the future teacher foresee possible tensions and organize communication in a way that reduces the probability of conflict. Second, it has a diagnostic function, because it enables the teacher to distinguish between factual, emotional, motivational and organizational causes of disagreement. Third, it has a regulatory function, because it supports the selection of constructive strategies such as dialogue, mediation, compromise, cooperation and reflective analysis (Safarova, R. (Ed.). Pedagogical Encyclopedia. Vol. II. Tashkent: National Encyclopedia of Uzbekistan State Scientific Publishing House, 2015). The digital educational environment changes the character of pedagogical conflict. In face-to-face communication, the teacher can rely on intonation, facial expression, gestures and immediate feedback. In online communication, these

signals are often weakened or absent. As a result, short written comments, delayed responses, technical interruptions or unclear assessment criteria may be perceived as unfairness or neglect. Therefore, future teachers must learn not only general conflict management, but also digital communication ethics and online pedagogical tact.

A comparison of online and offline educational environments demonstrates that both formats have conflict-generating factors. Online learning may cause conflicts due to weak internet connection, unfamiliar platforms, insufficient interaction, reduced motivation, academic dishonesty and difficulties in monitoring participation. Offline learning may cause conflicts due to classroom

competition, direct interpersonal tension, strict schedules, subjective assessment or organizational overload. Blended education combines the advantages and risks of both formats, which increases the need for teacher readiness. The acmeological approach is significant because it focuses on the achievement of a high level of personal and professional maturity. In the context of conflictological culture, this approach encourages future teachers to develop self-analysis, responsibility, stress resistance, reflective thinking, and the ability to make optimal decisions in non-standard situations. It also emphasizes the continuous growth of pedagogical mastery, which is essential for teachers working in a dynamic digital environment.

**Table 1.** Types of pedagogical conflicts in online and offline education and acmeological resolution strategies.

Type of conflict	Online education	Offline education	Acmeological resolution strategies
Communication and misunderstanding	Limited interaction, misinterpreted written messages, delayed feedback.	Misunderstanding arising from direct interaction and emotional reactions.	Develop digital communication etiquette, use clear instructions, organize open dialogue and reflective feedback.
Motivation	Low participation, fatigue from distance learning, weak self-discipline.	Indifference, passive participation, reduced interest in classroom tasks.	Apply individual support, connect tasks with personal goals, use motivational training and collaborative activities.
Assessment	Difficulty ensuring academic honesty and transparent evaluation online.	Subjectivity, unclear criteria, disagreement with grades.	Use explicit rubrics, formative assessment, self-assessment and transparent feedback procedures.
Technological problems	Internet interruptions, platform errors, lack of digital skills.	Limited or ineffective use of educational technologies in the classroom.	Provide technical guidance, prepare alternative tasks, develop digital readiness of teachers and students.
Stress and psychological tension	Screen fatigue, isolation, anxiety caused by online communication.	Lack of trust, emotional pressure, direct interpersonal tension.	Teach stress management, strengthen psychological support, maintain respectful and supportive atmosphere.
Time management	Difficulty following distance learning schedule and deadlines.	Strict attendance requirements and overloaded timetable.	Develop flexible planning, teach time-management skills, use predictable and balanced workload.
Teamwork and social interaction	Limited group cooperation and weak peer communication.	Competition, disagreement and role conflicts in group work.	Use structured group projects, distribute roles clearly, cultivate cooperation and mutual responsibility.
Organizational conflicts	Insufficient planning of online lessons and unclear platform procedures.	Uncertainty in classroom coordination and resource distribution.	Plan lessons in advance, clarify rules, identify organizational risks and prevent them systematically.

The proposed systematization demonstrates that conflictological culture must be formed through practice-oriented training. It is not sufficient to give students theoretical definitions of conflict. Future teachers should analyze real pedagogical cases, simulate online and offline conflict situations, prepare response algorithms, discuss ethical dilemmas, practice mediation dialogue and reflect on their own communicative behavior. Such training develops not only knowledge but also readiness for action (Coser, L. "Conflict: Social Aspects." In *International Encyclopedia of the Social Sciences*, edited by D. Sills, vol. 3, USA, 1998, pp. 232–236). An important result of the analysis is the need to integrate conflictological training with digital pedagogy. In digital education, teacher conflict competence includes the ability to write clear and respectful messages, moderate online discussions, respond to parents' concerns, explain assessment results transparently, manage online group work, and prevent cyberbullying or exclusion. These skills should become part of pedagogical practice courses and teacher training modules (Samsonova, N. V. *Conflictological Culture of a Specialist and the Technology of Its Formation in the System of Higher Education*. Kaliningrad: KSU Publishing, 2002).

The formation of conflictological culture may be organized through a staged model. At the first stage, students acquire theoretical knowledge about the nature, causes and typology of pedagogical conflicts. At the second stage, they analyze cases from primary education and digital communication. At the third stage, they practice constructive strategies through role-play, microteaching, discussion and problem-based tasks. At the fourth stage, they reflect on their decisions and receive feedback from teachers and peers. At the fifth stage, they apply these skills during pedagogical practice (Vygotsky and Moscow, 1983). The effectiveness of this model depends on several pedagogical conditions. The educational environment must be psychologically safe; the teacher educator should demonstrate constructive communication; assessment criteria must be transparent; digital platforms must be used not only technically but pedagogically; and students should be encouraged to evaluate their own emotional reactions. Under these conditions, conflictological culture becomes a stable professional quality rather than a formal theoretical topic (Vygotsky, L. S. 1983). The discussion also shows that conflictological culture contributes to educational quality. A teacher who can prevent and resolve conflicts supports pupils' motivation, protects the emotional climate of the classroom, improves cooperation with parents, and reduces destructive tension in the educational process. Therefore, the development of this competence should be considered a strategic direction in the professional preparation of future primary school teachers (Cherny Aeva, 2007).

## CONCLUSION

The study has shown that the development of conflictological culture among future primary school teachers is an urgent scientific and practical problem in the

digital educational environment. The expansion of online and blended learning has increased the complexity of pedagogical communication and created new types of conflict related to technology, assessment, motivation, psychological tension and organization of learning. Conflictological culture is an integrated professional competence that combines cognitive, emotional, axiological, communicative and practical components. It enables future teachers to understand the causes of conflict, regulate their behavior, make fair decisions, organize constructive dialogue and support a psychologically safe educational environment. In primary education, this competence is especially important because the teacher's behavior directly influences pupils' socialization and emotional development. The acmeological approach provides an effective methodological basis for developing this competence. It directs teacher education toward professional maturity, reflective thinking, stress resistance, cooperation and continuous improvement of pedagogical mastery. The article substantiates that conflictological culture should be formed through case analysis, role-play, reflective tasks, digital communication practice, transparent assessment and pedagogical practice. Thus, the integration of digital pedagogy, conflictology and acmeological development can improve the quality of teacher training and support the preparation of future primary school teachers who are capable of acting constructively in both online and offline educational environments. Further empirical research may test the proposed model through diagnostic tools, experimental training modules and comparative analysis of students' conflict-resolution skills before and after targeted intervention.

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## CONFLICT OF INTERESTS

The authors declare no conflict of interest

## ETHICS APPROVAL

Not applicable

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## AI TOOL DECLARATION

The authors declares that no AI and related tools are used to write the scientific content of this manuscript.

## DATA AVAILABILITY

Data will be available on request

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