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DEVELOPING THE CONFLICT MANAGEMENT CULTURE OF PRE-SERVICE TEACHERS

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Abstract

Relevance: The global educational landscape exhibits increasingly complex professional interactions, which underscores the critical need for constructive conflict resolution within pedagogical practice; while pedagogy, psychology, and conflict studies recognise the development of pre-service teachers' conflict resolution culture as a vital component of vocational training, the lack of a unified approach to defining its essence and structure reveals significant theoretical and methodological gaps.

Objective: This study aims to theoretically substantiate the essence of pre-service teachers' conflict resolution culture, analyse existing scholarly approaches to its definition, and develop a proprietary framework for this phenomenon that reflects the specificities of pedagogical activity.

Methods: The research employs theoretical analysis, comparison, generalisation, and the systematisation of scholarly literature. A content analysis of definitions for 'conflict resolution culture' within contemporary scientific works was conducted. Logical-structural modelling was utilised to establish the proposed framework of the phenomenon under investigation. Representative scholarly publications were selected based on relevance and scientific significance to constitute the empirical sample.

Results: The analysis reveals the absence of a unified approach to defining 'conflict resolution culture' and highlights its inherently integrative nature. Synthesising the scholarly literature enabled the identification of shared definitional characteristics, such as an orientation towards constructive interaction and the integration of knowledge, values, and behavioural strategies. The study proposes an original definition of the investigated concept. It further delineates the structure of conflict resolution culture – comprising cognitive, value-motivational, emotional-regulatory, and behavioural-communicative components – and defines their functional interconnections.

Conclusions: These findings strengthen the theoretical foundations for researching conflict resolution culture as an integrative attribute of the pre-service teacher's personality and expand scholarly understanding of its internal structure. The practical significance lies in the potential application of the proposed approaches to design pedagogical conditions, methodologies, and technologies for developing conflict resolution culture during vocational teacher training.

Keywords: conflict resolution culture, pre-service teachers, pedagogical conflict, vocational training, structure of conflict resolution culture, components of conflict resolution culture, educational environment, communicative interaction.

Introduction. Contemporary educational developments have led to increased attention regarding the vocational training of teaching staff

capable of facilitating effective interaction across diverse pedagogical scenarios. Escalating social tension, increasingly complex communication

networks, and the growing diversity of educational stakeholders highlight the necessity of conflict prevention and management within pedagogical environments.

Within this context, developing the conflict management culture of pre-service teachers emerges as a critical issue; this integrative construct reflects an individual's capacity for the conscious perception of conflict situations and the selection of constructive modes of interaction. The necessity of cultivating this culture stems from the requirement to ensure educational stability and align vocational preparation with contemporary pedagogical demands.

Simultaneously, an analysis of theoretical literature and vocational training practices reveals discrepancies between the objective demand for

specialists with a developed conflict management culture and the lack of evidence-based approaches for its cultivation within higher pedagogical education. These factors emphasize the urgent need for further scholarly investigation into this issue.

Sources. The challenge of developing the conflict management culture of future specialists is inherently interdisciplinary and remains a prominent focus in contemporary educational science regarding the vocational training of students across various disciplines. This trend is evidenced by a quantitative and qualitative analysis of sources retrieved from the Google Scholar database using the search term 'conflict management culture'. The search yielded 1,100 publications dedicated to this scientific problem (Figure 1)..

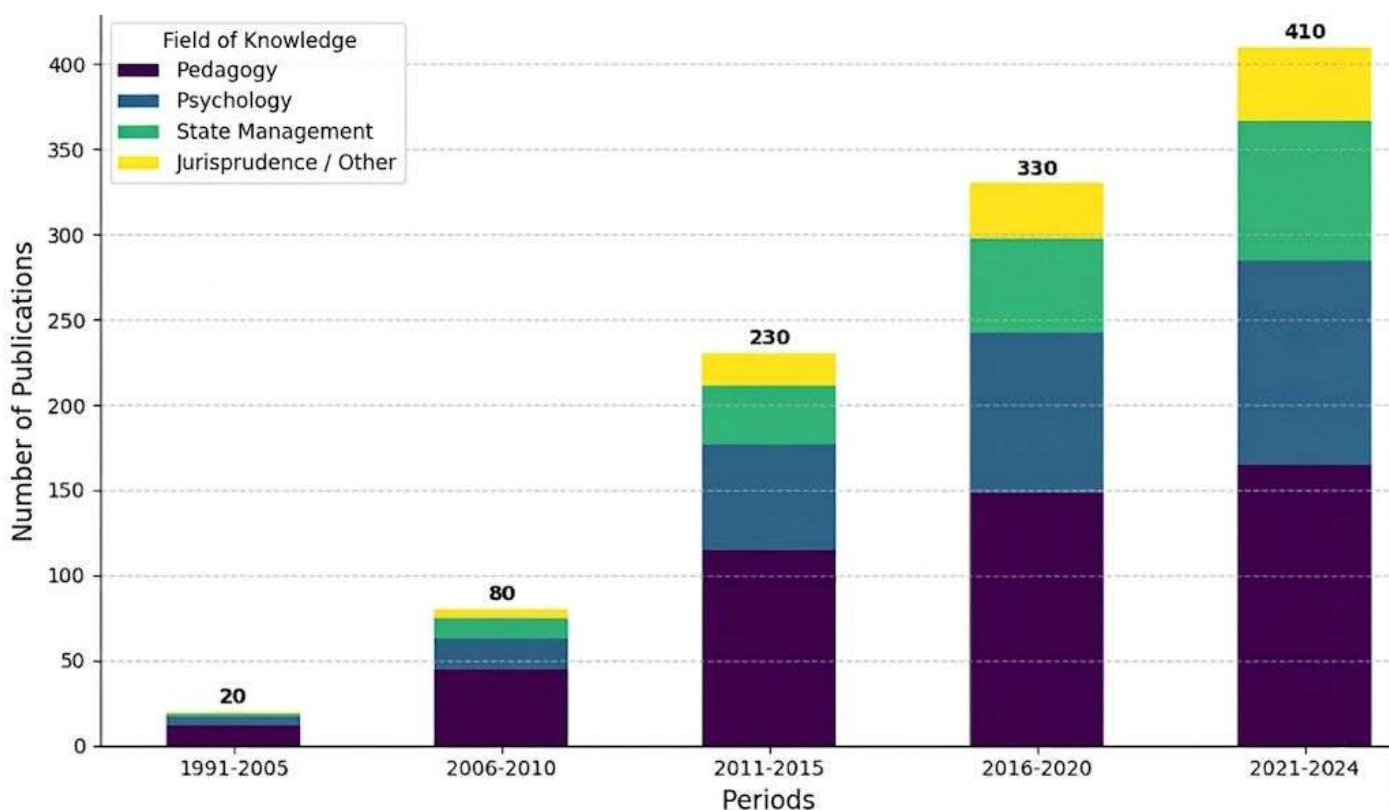


Figure 1. Publication trends by scientific discipline regarding the study of the 'conflict management culture' phenomenon. Compiled by the author based on Google Scholar data (1991–2024). The chart excludes data for 2025–2026, as these records remain incomplete and reflect only currently indexed works.

An analysis of scholarly output within the international scientometric database Google Scholar for the period 1991–2026 indicates that the evolution of this construct within the Ukrainian scientific landscape is best examined through three pivotal stages. During the initial stage (1991–2005),

the phenomenon was introduced into scholarly discourse, characterized by sporadic research efforts. At that time, 'conflict management culture' was primarily interpreted as a secondary component of general pedagogical ethics. However, between 2006 and 2015, the volume of such publications

increased to 310 units, suggesting that the topic had transcended narrow pedagogical discourse. Since 2016, the database has accumulated over 740 publications, demonstrating the most rapid growth in scholarly interest; this trend is likely driven by an acute societal demand for mediation and facilitation technologies amidst crisis-driven socio-cultural transformations.

The disciplinary architecture of the analysed publication corpus reveals a clear interdisciplinary orientation dominated by pedagogy (497 works or 45%), where the primary focus has shifted toward the vocational training of pre-service teachers and educational managers as guarantors of a safe learning environment. The field of psychology (309

works or 28%) exhibits the most active growth over the last five years, focusing on coping strategies and individual emotional resilience. A significant segment comprises research in public administration and sociology (191 works or 17%), which highlights the culture of labour dispute resolution and professional ethics for civil servants. The remaining publications (103 units or 10%) pertain to jurisprudence and related fields, reflecting the institutionalisation of mediation in Ukraine.

A vital aspect of this retrospective analysis involves classifying the identified publication corpus by type, which enables the determination of the research's fundamental depth and the degree of scholarly validation (Figure 2).

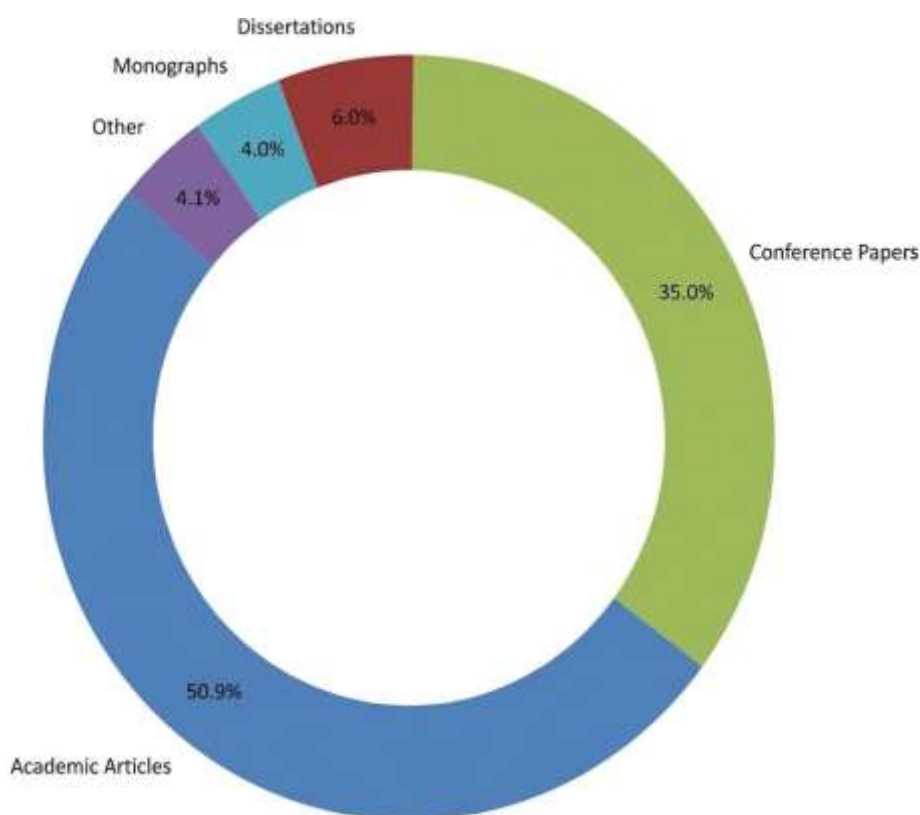


Figure 2. Distribution of publications regarding the ‘conflict management culture’ problem by publication type. Compiled by the author based on Google Scholar data (1991–2024).

The study reveals an extensive source base structure, where articles in Ukrainian peer-reviewed journals and foreign periodicals predominate, accounting for 51% (560 units) of the total publication volume. This substantial proportion of peer-reviewed articles indicates an intensive process of theoretical reflection and empirical verification of specific aspects of conflict management culture development, alongside high activity within the

scientific community in disseminating results to a wider audience.

The second largest group (35%, or 385 units) consists of conference abstracts and proceedings from scientific-practical conferences. The high concentration of validation materials underscores the dynamism of this research direction and its relevance for discussion at various levels – ranging from local university seminars to international symposia. This reflects a continuous exchange of

expertise between researchers and practitioners, which is critical for an interdisciplinary field such as conflict studies.

The fundamental basis of the research is represented by doctoral and candidate (PhD) dissertations, along with their respective abstracts, which together comprise 6% of the corpus (66 works). The presence of such qualification-based works signifies the emergence of integrated scholarly schools and the completion of systematic research cycles that establish the methodological foundations for studying conflict management culture within the specialisms of 015 'Vocational Education', 053 'Psychology', and 281 'Public Management and Administration'.

Monographs constitute a distinct category of value (4%, or 44 units), presenting conceptual frameworks and proprietary strategies for developing conflict management competence among various professional groups. A small but practically significant portion (4%) consists of teaching manuals, training programmes, and research reports directly aimed at implementing scholarly ideas into the higher education process and professional practice.

Thus, the publication structure by type demonstrates a balanced integration of rapid validation (abstracts, articles) with profound theoretical systematisation (dissertations, monographs). This indicates the maturity of the investigated problem within Ukrainian scholarly discourse and a transition from accumulating primary data toward establishing comprehensive theoretical and methodological systems for developing an individual's conflict management culture.

The synthesis of scholarly sources provides grounds to identify several primary research directions: the theoretical and methodological substantiation of the conflict management culture concept, the identification of pedagogical conditions for its development, and the design of practice-oriented models and technologies for cultivating relevant competences in higher education students.

Qualitative analysis indicates that developing the conflict management culture of pre-service specialists is viewed as an integral component of their vocational training and a crucial factor in developing the capacity for constructive

interaction during professional conflicts. The works of N. V. Pidbutska (2008), O. S. Dziana (2012), T. R. Branitska (2019), O. V. Hrechanovska (2016; 2020), N. O. Chornohor (2020), and V. I. Kovalchuk (2011; 2018; 2023) emphasise identifying pedagogical conditions and structural components of conflict management culture, substantiating systemic approaches to its development, and employing interactive and training-based technologies alongside soft skills cultivation as the foundation for higher education students across various specialisms.

This article aims to theoretically substantiate the essence of pre-service teachers' conflict management culture, analyse scholarly approaches to its definition, and develop and justify a proprietary structure for this phenomenon that considers the specificities of pedagogical activity.

The methodological foundation of this study is an interdisciplinary approach that integrates principles from pedagogy, psychology, and conflict studies to provide a comprehensive understanding of developing the conflict management culture of pre-service teachers. The research is theoretical and analytical in nature.

The research procedure involved several sequential stages. In the first stage, scholarly sources were analysed to determine the current state of research and to synthesise approaches to interpreting the concept of 'conflict management culture'. In the second stage, definitions were systematised and their key characteristics identified, the results of which are presented in a summary table. The third stage involved theoretical reflection on the obtained results, which enabled the formulation of a proprietary definition for the investigated concept. In the final stage, the structure of pre-service teachers' conflict management culture was substantiated, identifying its primary components.

To achieve the research objective, the study employed methods of analysis, generalisation, comparison, and the systematisation of scholarly sources, as well as a modelling method that facilitated the development of the proprietary conflict management culture structure.

Results and discussion. The nature of conflict within pedagogical activity is determined by the specificities of the educational process as a complex socio-professional interaction, wherein the

teacher's instructional, upbringing, managerial, and communicative functions converge. Within this context, conflict is not a random occurrence but a logical consequence of the clash between different positions, interests, and ways of perceiving pedagogical reality.

Primarily, conflict in pedagogical activity is social in nature, as it arises within the system of interpersonal relations. The educational environment brings together stakeholders with differing social statuses, professional experiences, levels of responsibility, and authority. The teacher simultaneously acts as a carrier of social norms, an organiser of activities, and an evaluator of results; this inevitably creates tension when interacting with those in a learning or subordinate position. This very asymmetry of roles often provides the ground for conflict situations.

The value-normative nature of pedagogical conflict is also significant. Education aims to develop worldviews, convictions, and life orientations; therefore, pedagogical interaction always impacts the individual's value sphere. Conflicts arise when discrepancies occur between pedagogical requirements and the personal perceptions of learners regarding acceptable norms of behaviour, the fairness of assessment, or the appropriateness of instructional content and methods. In this case, conflict reflects a clash between different value systems rather than a merely situational misunderstanding.

Pedagogical conflict possesses a distinct psychological nature, driven by the particularities of perception, emotional response, and the self-esteem of educational process participants. A teacher's professional activity involves high emotional loads, the need for constant control, and responsibility for the performance of others. When combined with

individual character traits, communication styles, and levels of emotional self-regulation, this can lead to the escalation of contradictions even in minor situations.

The activity-based nature of conflict requires separate analysis. While pedagogical activity is purposeful and regulated, its results depend significantly on the activity and motivation of other participants. Conflict occurs when the alignment of goals, modes of action, or expected learning outcomes is disrupted. For instance, discrepancies between the teacher's requirements and the learners' capabilities or learning strategies often transform into overt or covert conflict.

Pedagogical conflict is inherently objective-subjective in character. On one hand, it is caused by objective factors: overloaded curricula, vague regulatory requirements, time constraints, and resource or organisational difficulties. On the other hand, the subjective interpretation of the situation by each participant plays a decisive role, determining the degree of tension and the form in which the conflict manifests.

Consequently, the nature of conflict in pedagogical activity is multidimensional and determined by a combination of social, value-based, psychological, and activity-driven factors. Recognising this complexity allows conflict to be viewed not merely as a destructive phenomenon but as a potential resource for a teacher's professional growth and the improvement of educational interaction, provided there is an adequate level of conflict management culture.

Within the framework of understanding the nature of conflict in pedagogical activity, it is appropriate to examine types of pedagogical conflicts as derivatives of the spheres in which contradictions arise (Table 1).

Table 1

Classification of conflicts by spheres of origin in the educational process

Types of pedagogical conflicts and their essence	
Interpersonal conflicts	Intrapersonal conflicts
<ul style="list-style-type: none"> ✓ Arise in the direct interaction of subjects ✓ Manifest in relationships: "teacher – student", "teacher – teacher", "teacher – administrator" 	<ul style="list-style-type: none"> ✓ Arise as a contradiction between professional requirements (ideals) and personal capabilities (reality) ✓ Have a hidden nature but influence the communication style
Value-based conflicts	Organizational and activity-based conflicts

<ul style="list-style-type: none"> ✓ Arise as a clash of different worldviews and pedagogical beliefs ✓ Related to issues of discipline, justice, and academic integrity ✓ Express deep-seated beliefs that are difficult to resolve 	<ul style="list-style-type: none"> ✓ Arise due to inconsistency in goals, tasks, methods, and forms of organizing the educational process ✓ Caused by curriculum overload and unclear distribution of duties ✓ Have an objective basis
Role-based conflicts	Communicative conflicts
<ul style="list-style-type: none"> ✓ Arise due to contradictions between expectations regarding the professional role and real conditions of its implementation ✓ Caused by the forced combination of professional functions ✓ Manifest in internal tension and external contradictions 	<ul style="list-style-type: none"> ✓ Arise due to a breakdown in mutual understanding during pedagogical communication ✓ Caused by incorrect requirements, differing interpretations of situations, and ignoring the emotional state of participants ✓ Are predominantly situational but can become systemic under certain conditions

This approach enables the specification of conflict not merely by formal attributes but through its internal mechanisms and substantive content.

First, scholars distinguish interpersonal conflicts that arise within the direct interaction of educational process stakeholders. In pedagogical activity, these manifest most frequently within ‘educator–learner’, ‘educator–educator’, and ‘educator–administration’ relationships. They are rooted in divergent perspectives, assessments, and communication styles, as well as differing understandings of professional duties and boundaries of responsibility. Such conflicts exhibit a pronounced socio-psychological character and are frequently accompanied by emotional tension.

Based on value-normative criteria, value conflicts are identified as resulting from a clash between differing worldviews, pedagogical convictions, or moral and ethical orientations. Within pedagogical practice, these pertain to issues of assessment fairness, discipline, acceptable behavioural norms, and attitudes toward academic integrity. Such conflicts prove particularly resilient because they involve an individual’s deep-seated convictions and resist rapid resolution.

Role conflicts are also prevalent, stemming from contradictions between expectations regarding the educator’s professional role and the actual conditions of its fulfilment. They occur when an educator must simultaneously integrate the functions of mentor, supervisor, evaluator, and administrative executor; this often results in internal

tension or external contradictions with other participants in the educational process.

From the perspective of psychological dynamics, it is appropriate to distinguish the educator’s intrapersonal conflicts. These manifest as contradictions between professional requirements and personal capacities, or between desired pedagogical ideals and actual performance outcomes. Such conflicts often remain latent, yet they significantly influence pedagogical communication styles and the general emotional climate.

Based on activity-related criteria, organisational-activity conflicts are identified as arising from misaligned goals, tasks, methods, or modes of organising the learning process. Their causes include curricular overload, unclear distribution of duties, time deficits, and contradictory managerial decisions. Such conflicts possess a distinct objective foundation and frequently transcend interpersonal contradictions.

Communicative conflicts constitute a separate category, pertaining to the disruption of mutual understanding during pedagogical interaction. They stem from incorrectly formulated requirements, differing interpretations of statements, a lack of feedback, or the disregard of an interlocutor's emotional state. These conflicts are typically situational; however, they may become systemic if they recur frequently.

Thus, the types of conflicts in pedagogical activity reflect the multidimensional nature of pedagogical conflict itself, encompassing social,

value, psychological, and activity-based aspects. Their differentiation serves as a necessary prerequisite for the purposeful development of an educator's conflict management culture and the effective resolution of conflict situations within the educational environment.

In pedagogical activity, behavioural models in conflict situations reflect an individual's stable response mechanisms and determine the nature of the conflict's progression and consequences. The choice of model is determined by the educator's personal traits, professional experience, and level of conflict management culture, as well as the specific conditions of the educational environment.

The avoidance model is the most prevalent, whereby the educator consciously or unconsciously evades an overt resolution of the conflict. It manifests through reduced contact intensity, ignoring the problem, or postponing its resolution indefinitely. In pedagogical practice, while this model may temporarily alleviate emotional tension, it leads to accumulated dissatisfaction and the escalation of latent conflict in the long term.

The accommodation model is based on yielding to the other party to preserve relationships or ensure the stability of the educational process. In this instance, the educator consciously refrains from asserting their own position, preferring a compromise with minimal escalation. Such behaviour may be appropriate in situations where the issue is not fundamentally critical; however, its systematic application diminishes the educator's authority and increases internal professional tension.

Conversely, the competition (rivalry) model involves the active imposition of one's own position and the rigid assertion of requirements. In pedagogical activity, it is typically implemented through administrative pressure or formal appeals to rules and sanctions. Although this model allows for the rapid termination of a conflict situation, its use is often accompanied by increased resistance,

diminished trust, and a deteriorating psychological climate.

The compromise model, involving mutual concessions by both parties, is considered more balanced. The educator and other conflict participants partially relinquish their demands to reach an acceptable solution. Within the pedagogical environment, compromise enables the maintenance of working relationships, yet it does not always eliminate the root causes of the conflict, leaving room for its recurrence.

The collaboration model is the most constructive, aiming for a collective search for a solution that satisfies the interests of all parties. It involves open dialogue, mutual respect, the analysis of conflict causes, and the coordination of actions. In pedagogical activity, this model fosters trust, responsibility, and a culture of interaction; nevertheless, it requires a high degree of professional maturity and communicative competence.

In the practice of pedagogical activity, no single model is universal. Its effectiveness is determined by the specific situation, the nature of the conflict, and its participants. The conscious choice of a behavioural model serves as a significant indicator of an educator's developed conflict management culture and remains a prerequisite for the constructive resolution of conflicts in the educational process.

An analysis of the definition of 'conflict management culture' within contemporary scholarly works was conducted, enabling a synthesis of the primary approaches to its interpretation. Consequently, the systematisation of scholarly sources has identified the key characteristics and structural components of the investigated concept. The summarised results of the definitional analysis are presented in a table reflecting diverse scholarly approaches to understanding the essence of conflict management culture (Table 2).

Table 2

Essence of the Concept of Conflictological Culture

Author	Definition
Pidbutska N.V. (2008, p. 8)	“An integrated characteristic of the subject of labor, capable of transformative activity in a conflict-prone professional environment”
Dzyana O. S. (2012 p. 39)	“A quality of personality manifested in the ability to solve problems and overcome contradictions through constructive methods”

Branitska T.R. (2019)	“A mode of vital activity in a conflict-prone environment, interacting with subjects of this sphere and overcoming personal crises, through the transformation of such an environment to prevent destructive conflicts; as a component of professional culture”
Grechanovska O. V. (2016)	“Forecasting and finding a compromise resolution to conflict in various life situations, and the ability to adapt to a conflict-prone environment”
Grechanovska O.V. (2020, p. 38)	“A phenomenon that combines knowledge (teaching) about culture and conflict, aims at the ability of their practical application, provides skills in forecasting, prevention, prophylaxis, and the actualization of conflict resolution in various life situations, [and the] ability to adapt to a conflict-prone environment, based on cultural and social experience”
Chornohor N. O. (2020, p. 54)	“A multifaceted quality of a specialist, based on humanistic, spiritual values, and including a culture of speech, thinking, feelings, communicative culture, and behavioral culture; manifested in conflictological competencies, readiness and abilities to prevent conflicts or effectively find a behavioral strategy for constructive problem resolution”

Based on the analysis of existing definitions, we have formulated a proprietary definition. A teacher’s conflict management culture is an integral professional and personal characteristic reflecting the educator’s level of theoretical awareness in conflict studies, the established value orientations towards dialogue and mutual respect, the capacity to perceive the causes and dynamics of pedagogical conflicts, and the proficiency to constructively prevent, regulate, and resolve conflict situations within the educational environment while adhering to professional ethics and humanistic pedagogical principles.

Contemporary scholarly research exhibits a diverse range of approaches to defining the structure of conflict management culture, a variation driven both by the specificities of vocational training and the authors' methodological orientations. For instance, while some scholars emphasise the integration of knowledge, skills, and readiness for constructive interaction, others focus on the intersection of motivational, cognitive, behavioural, and reflective components. Nevertheless, most approaches share the underlying concept of this phenomenon's multicomponent nature, which encompasses the intellectual-cognitive, emotional-evaluative, and activity-based spheres of the individual. This suggests the necessity of a comprehensive examination of conflict management culture as a holistic construct that ensures the effective prevention, regulation, and resolution of conflicts within professional practice.

Specifically, in the scholarly works of T. Branitska (2019, p. 225), the structural components of conflict management culture are identified as conflictological literacy, readiness, and competence,

which reflect the level of awareness and the capacity for the practical application of knowledge within the field of conflict studies. Within the context of training pre-service technical specialists, O. Hrechanovska (2020) substantiates motivational-professional, personal-adaptive, cognitive-creative, culturological, and evaluative components, thereby highlighting the role of humanitarian preparation in cultivating these attributes. N. Pidbutska (2008, p. 34) examines the structure of conflict management culture through the prism of cognitive-intellectual, analytical-reflective, practical, motivational, and emotional components, as well as the mastery of tools for positive group interaction. In turn, N. Chornohor (Chornohor, 2020) distinguishes incentive, cognitive, conative, and reflective components, focusing on the internal mechanisms of behavioural regulation in conflict situations. Similarly, O. Dziana (2012) proposes a three-component structure comprising conflictological literacy, readiness, and competence regarding pre-service specialists in the service sector.

The synthesis of national scholarly approaches (Varvaruk, 2021; Hrechanovska, 2016; 2019; 2020; Dziana, 2012; Kamenshchuk, 2020; Pavlova, 2020; Pidbutska, 2008; Pukhno, 2024; 2025; Yaroslav, 2010), the analysis of international perspectives (Savchuk, Petrenko, Blavt, & Bilavych, 2021), and the results of our own longitudinal research (Kovalchuk, 2011; 2018; 2023) have enabled the formulation of a proprietary vision for the structure of pre-service teachers' conflict management culture. The proposed structure is based on the integration of key constituents that reflect not only the level of theoretical awareness but also value orientations, emotional self-regulation,

and practical skills for constructive interaction. In this context, conflict management culture is viewed as a holistic, multidimensional construct in which

the cognitive, value-motivational, emotional-regulatory, and behavioural-communicative components are interconnected (Figure 3).

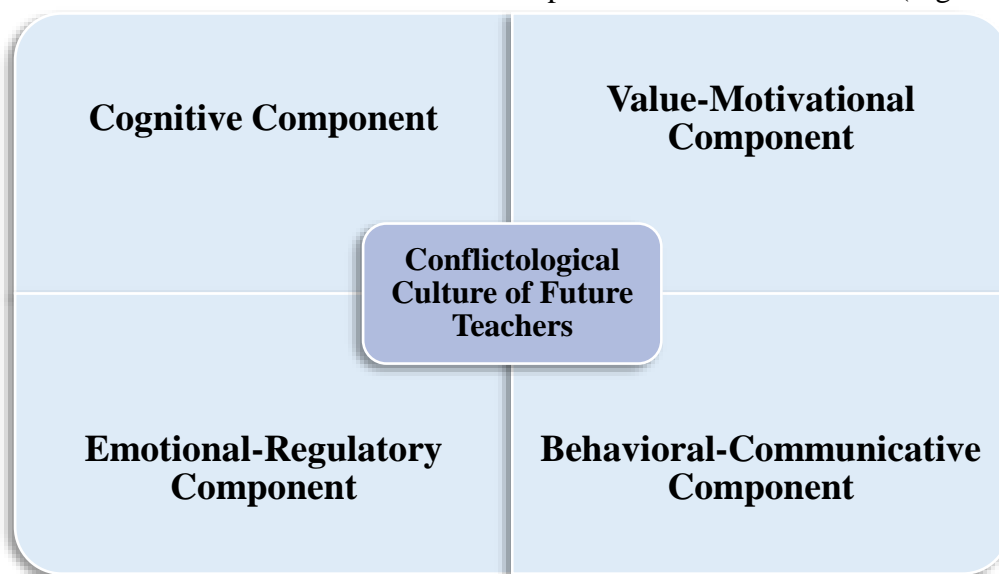


Figure 3. The structure of pre-service teachers' conflict management culture.

The *cognitive component* characterises the learner's knowledge regarding the nature of conflict, its causes, typology, functions, and developmental patterns. It involves the capacity to differentiate between a conflict and a simple misunderstanding, to perceive the significance of interests, values, and emotions during interaction, and to navigate primary behavioural strategies in conflict situations. The development of this component ensures a conscious, analytical, and reflective attitude toward conflicts.

The *value-motivational component* reflects an individual's system of attitudes and internal dispositions toward conflict and its participants. It manifests through the recognition of the importance of dialogue, tolerance, and respect for alternative perspectives, alongside a readiness to seek constructive methods for resolving contradictions. This component determines the motivational orientation of behaviour and significantly influences the selection of interaction strategies in complex communicative scenarios.

The *emotional-regulatory component* pertains to an individual's capacity to perceive, control, and adjust their own emotional states within a conflictual context. It encompasses the ability to maintain emotional resilience, manage tension, avoid impulsive reactions, and prevent the spillover of negative emotions into subsequent interactions. The developmental level of this component largely

determines the dynamics, intensity, and consequences of conflictual interaction.

The *behavioural-communicative component* represents the practical dimension of conflict management culture and manifests through the established skills for effective interaction in conflict situations. It involves the capacity to articulate one's position clearly and with sound argumentation, listen actively to an interlocutor, apply persuasion and negotiation techniques, identify compromise or mutually beneficial solutions, and conduct a post-conflict analysis of one's own behaviour. This specific component integrates the outcomes of other constituents and ensures the practical implementation of conflict management culture within professional activity.

Conclusions. The study establishes that conflict in pedagogical activity possesses a multidimensional nature driven by a combination of social, value, psychological, and activity-based factors, which determines the complexity of its progression and the necessity for a professionally balanced management approach. It was identified that the effectiveness of resolving conflict situations depends significantly on the level of the educator's conflict management culture, which serves as a vital constituent of their broader professional culture. An analysis of scholarly approaches to interpreting the 'conflict management culture' concept revealed a

lack of terminological unity, yet enabled the identification of shared attributes, such as integrativity, an orientation toward constructive interaction, and a link to professional activity. On this basis, a proprietary definition of a teacher's conflict management culture is formulated as an integral characteristic combining knowledge, values, emotional regulation, and practical skills for constructive conflict resolution. The proposed structure of conflict management culture – comprising cognitive, value-motivational, emotional-regulatory, and behavioural-communicative components – is substantiated. The

results indicate that their interconnection ensures the integrity of this phenomenon and determines the pre-service teacher's readiness for effective professional interaction within the potentially conflictual educational environment.

Future research directions involve developing pedagogical conditions, methodologies, and technologies for cultivating the conflict management culture of pre-service teachers during vocational training, as well as designing diagnostic instruments to assess its developmental levels.

Conflict of Interest

It is hereby certified that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the results or conclusions at any stage of the research, manuscript preparation, or publication of this article. The integrity of the double-blind peer review process was maintained through a preliminary declaration of the absence of conflict of interest submitted to the editorial board via a dedicated online form (**Declaration of Conflict of Interest and Publication Ethics**); this protocol ensured complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

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ФОРМУВАННЯ КОНФЛІКТОЛОГІЧНОЇ КУЛЬТУРИ МАЙБУТНІХ УЧИТЕЛІВ

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Реферат:

Актуальність: у глобальному освітньому просторі спостерігається зростання складності професійної взаємодії, що зумовлює актуалізацію проблеми конструктивного врегулювання конфліктів у педагогічній діяльності; у межах педагогіки, психології та конфліктології проблема формування конфліктологічної культури майбутніх учителів розглядається як важлива складова професійної підготовки, проте немає єдиного підходу до визначення її сутності та структури, що свідчить про наявність теоретико-методологічних прогалин.

Мета: теоретичне обґрунтування сутності конфліктологічної культури майбутніх учителів, аналіз наукових підходів до її визначення та розроблення авторської структури цього феномена з урахуванням специфіки педагогічної діяльності.

Методи: теоретичний аналіз, порівняння, узагальнення та систематизації наукових джерел; контент-аналіз дефініцій поняття «конфліктологічна культура», що представлені в сучасних наукових працях; методи

логіко-структурного моделювання для обґрунтування авторської структури досліджуваного феномена; добір репрезентативних наукових публікацій за критеріями релевантності та наукової значущості – для формування емпіричної вибірки.

Результати: встановлено відсутність уніфікованого підходу до визначення поняття «конфліктологічна культура» та виявлено його інтегративний характер; узагальнення наукових джерел дозволило виокремити спільні ознаки дефініцій (спрямованість на конструктивну взаємодію, поєднання знань, цінностей і поведінкових стратегій тощо); запропоновано авторське визначення досліджуваного поняття; обґрунтовано структуру конфліктологічної культури, що включає когнітивний, ціннісно-мотиваційний, емоційно-регулятивний та поведінково-комунікативний компоненти та визначено їх функціональні взаємозв'язки.

Висновки: отримані результати поглиблюють теоретичні засади дослідження конфліктологічної культури як інтегративної характеристики особистості майбутнього вчителя та розширюють наукові уявлення про її структуру; практичне значення полягає у можливості використання запропонованих підходів для розроблення педагогічних умов, методик і технологій формування конфліктологічної культури у процесі професійної підготовки педагогічних кадрів.

Ключові слова: *конфліктологічна культура, майбутні вчителі, педагогічний конфлікт, професійна підготовка, структура конфліктологічної культури, компоненти конфліктологічної культури, освітнє середовище, комунікативна взаємодія.*

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