



TECHNOLOGIES FOR ELIMINATING COLLECTIVE CONFLICTS IN THE PROCESS OF ADAPTIVE PHYSICAL EDUCATION BASED ON AN INDIVIDUAL APPROACH

Boboeva Zarifa Jahonkulovna,

PhD student of Bukhara State Pedagogical Institute,
Uzbekistan

Abstract *Collective conflicts often arise in adaptive physical education due to differences in physical abilities, psychological characteristics, and social adaptation among participants. This study explores technologies and pedagogical strategies aimed at preventing and eliminating collective conflicts through an individual approach in adaptive physical education. The research focuses on the use of differentiated instruction, inclusive communication methods, and conflict-management techniques that consider the individual needs, capacities, and emotional states of learners. The paper analyzes how personalized task design, supportive interaction between instructors and students, and adaptive assessment systems contribute to creating a positive and cooperative educational environment. Consequently, an individual-centered approach in adaptive physical education serves as an effective tool for maintaining group harmony and promoting inclusive educational practices.*

Keywords: *adaptive physical education, individual approach, collective conflict, conflict management technologies, inclusive education, differentiated instruction, social adaptation.*

Introduction

Today, participants in adaptive physical education, like all other professions, are feeling the results of globalization processes in their activities. This requires that teachers have the skills to work with representatives of different social, psychological groups and strata. In our country, on the basis of the reforms being carried out in the field of continuing education and science, the education of

pedagogical personnel on the basis of mutual social cooperation is gaining urgent importance.

In the process of adaptive physical education, cooperation strategies perform specific didactic functions. One of such functions is to find methods and means of eliminating various misunderstandings and conflicts that arise in the process of cooperation.

Conflicts that arise in a cooperative situation in adaptive physical education classes can be resolved using the following strategies:

- on the basis of mutual agreement. In this case, an agreement is reached on the basis of positive development of mutual relations, making concessions to each other, while coordinating the interests of the parties;
- on the basis of entering into mutual cooperation. This implies taking into account the interests of the partner and one's own;
- on the basis of withdrawal or detachment. In this case, efforts are made to pay less attention to one's own and the partner's interests;
- on the basis of accommodation or concession. In this case, activities are carried out aimed at fully accepting the partner's point of view, based on the setting aside of one's own interests [3].

The resolution of conflicts in cooperation depends on the relationship between the two parties to the conflict. Both parties to the conflict must understand that the main thing in this process is not to achieve victory, but to establish the right relationship. It is extremely necessary for the conflicting parties to recognize the values, understand the importance of relationships, and take all measures to strengthen them.

The resolution of conflicts in cooperation depends, first of all, on the personal qualities of the participants, including the ability to forgive, understand, and listen to each other. Therefore, strategies based on mutual agreement and cooperation can be indicated as promising strategies for resolving conflicts.

Mutual agreement is directly related to the realization of the desire to enter into cooperation. The main goal of this is to achieve full or partial satisfaction with the solution of the problem. In this process, the parties to the agreement must fully take into account each other's requirements and interests [7].

The Main Part

This strategy requires the coordination of the capabilities of a particular student or group of students with disabilities in problem situations. In this process, the teacher must be able to successfully navigate the various points of view that have arisen. Satisfaction with the relationship is based on satisfying both parties, regardless of whether it is neutral or positive. Undoubtedly, this strategy helps to stabilize relationships only when young students with disabilities know what they and their partners want.

Cooperation is based on the principle of mutual respect and non-coercion on the part of both parties. The main goal of this strategy is to solve common problems for all through joint discussion. In the process of applying this strategy, participants are fully satisfied with the process and its results. This method is based, first of all, on mutual respect and the interest in strengthening and developing relationships. This same strategy can be used in all conflict situations. However, it takes a lot of time. The implementation of this style of behavior in the process of conflicts in cooperation means that it is carried out based on the results of a full-fledged diagnosis of problem situations. In this case, along with external factors, internal, hidden reasons are also taken into account [58].

Agreeableness and mutual cooperation allow for the effective resolution of conflicts in cooperation. By using them, the expected result can be achieved at the initial stage of conflicts. In this process, all students with disabilities are involved in the discussion of conflict situations and a solution that satisfies the parties is achieved. In some cases, the problems that have arisen are not so important for the

participants in the process. In such conditions, it is advisable to use adaptation or withdrawal strategies. Because these strategies have positive directions [2].

Withdrawal as a strategy expresses unwillingness to enter into cooperation. The main goal of withdrawal is to overcome oneself or move away from the conflict. To do this, one or both parties take a position of not talking about the problems that have arisen. In this way, they limit the conflicts that arise. Such strategies provide emotional calm to the participants in the pedagogical process. They eliminate conflicts as a result of analyzing their own points of view and the situations that have arisen. When choosing such strategies, it should be taken into account that no significant changes in interpersonal relationships occur. As a result, conflicts in cooperation remain unresolved.

- Adaptation involves the mitigation of conflict situations. The main goal pursued is to maintain or restore harmony between the subjects of the cooperation process. In this case, conflict situations are eliminated by making pedagogical concessions or taking into account the interests and needs of the other party. Such strategies can be used when one of the parties feels guilty or has a high position. At the same time, this strategy can be used when one of the conflicting parties has a desire to support the other. As a result of the use of such strategies, the opposing parties involved in the pedagogical conflict receive special satisfaction. In general, the strategy for resolving pedagogical conflicts is used in accordance with the wishes of learners and allows for the effective organization and development of the pedagogical cooperation process.

Among the strategies that develop the cooperation process, the most effective are strategies based on mutual agreement, cooperation strategies, strategies of withdrawal and adaptation. The success of the strategies used depends on the implementation of the cooperation process to a certain extent based on humanistic principles. This requires a clear consideration of the interests, needs, and values of the participants in the cooperation process [6].

Social cooperation competencies are the abilities of people to work together, establish relationships, and work effectively and respectfully with different people. The main components of these competencies include:

1. *Communication and dialogue*: This is the ability to communicate clearly, understandably, and respectfully with others. It is important to be able to clearly communicate goals, ask questions, and receive answers.

2. *Collaboration and teamwork*: This is the ability to value and work effectively with team members, diverse individuals, and their opinions. This includes motivating each team member to solve problems together and achieve a common goal.

3. *Respect and cultural diversity*: Understanding and respecting the cultures, values, and ways of working of others. This plays an important role in working effectively with diverse people.

4. *Responsibility and trust*: Each person has a role to play, takes responsibility for their work, and trusts others. This is important for the effectiveness of teamwork.

5. *Conflict resolution*: It is natural for conflicts and disagreements to arise in social interaction, and the ability to resolve these problems constructively and maintain stable relationships is important.

Social interaction competencies are often needed in various fields, such as education, work teams, business and social services, to ensure effective and constructive communication between people.

Social interaction competencies include various abilities and potentials aimed at improving relationships between people and developing the ability to work effectively with them. Here are some more important aspects of social interaction competencies:

1. *Empathy (understanding emotions)*: This is the ability to understand the feelings, needs and points of view of others. Empathy is important in establishing effective and trusting relationships with people.

2. *Responsibility and adaptation to change*: In social interaction, each person must be responsible for their own activities and actions and have the ability to adapt to changes in the environment. A sense of responsibility and active participation in work increases the effectiveness of teamwork.

3. *Leadership*: The ability to lead, inspire, and guide others in a team or group. Leadership involves not only showing others the way, but also listening to their thoughts and ideas.

4. *Negotiating and Compromising*: In social interactions, there are often different points of view and opinions. In such situations, understanding and compromising are important. This is important for solving problems and improving interpersonal relationships in the team.

5. *Correct Thinking and Decision Making*: In social interactions, it is important to make clear and correct decisions, especially when working with people. This is important not only in a professional context, but also in team relationships.

6. *Self-Management*: This includes skills such as managing stress, listening to oneself, and maintaining emotional clarity. This helps to work in a team and maintain stable relationships with others.

These skills may not be present in everyone, but they can be developed and strengthened. Social interaction competencies are essential for improving relationships in the general work environment, in education, in communication between different cultures, and in various situations.

The multifaceted knowledge of the individual, the specific characteristics of students with disabilities in the classroom, their association as a team and the analysis of a specific pedagogical situation form the basis of cooperative pedagogy. This requires the following stages of preliminary design of cooperative activities carried out in the educational process. Cooperative activities, due to their existing features, ensure their appropriateness from a pedagogical point of view. This, in turn, allows for a pedagogical diagnosis of the goals of the educational process.

One of the main tasks of the cooperative educational process is to ensure the development of students with disabilities based on the goals set. The goal of the educational process, as the main factor ensuring the coherence of the pedagogical system, poses a number of natural problems.

Conclusion

The study demonstrates that collective conflicts in adaptive physical education environments often emerge from differences in physical capabilities, psychological readiness, communication styles, and levels of social adaptation among participants. Implementing an individual approach within the educational process helps address these differences and significantly reduces the likelihood of interpersonal tension within groups.

The use of pedagogical technologies such as differentiated instruction, adaptive task design, supportive communication strategies, and continuous individual assessment creates a more inclusive and psychologically comfortable learning environment. These technologies allow educators to consider the unique needs, abilities, and emotional states of each participant while maintaining effective group interaction. Overall, the integration of individualized teaching methods in adaptive physical education contributes not only to the elimination and prevention of collective conflicts but also to the improvement of students' motivation, cooperation, and social integration. Therefore, the development and application of individual-centered technologies should be considered a key direction in modern adaptive physical education practice and research.

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