Psycho-Correction of Conflict Behavior of College Students

Dolgova V.
South Ural State Humanitarian Pedagogical University,
Chelyabinsk, Russia
23a12@list.ru

Kondratyeva O.
South Ural State Humanitarian Pedagogical University,
Chelyabinsk, Russia
oca74@yandex.ru

Sencheva L.
South Ural State Humanitarian Pedagogical University,
Chelyabinsk, Russia
sencheva1972@mail.ru

Rokitskaya Yu.
South Ural State Humanitarian Pedagogical University,
Chelyabinsk, Russia
rokitskayayua@cspu.ru

Abstract – The student period is an important stage in the development of personality and value relationship with the educational environment in which students are socialized. However, the conflict nature of this environment can cause a prolonged hostility to the teacher, violate their interaction, cause conflicts, reduce learning motivation. The problems require systematic psycho-correctional analysis to reduce conflicts. The article aims to substantiate and test the psycho-correction program of conflict behavior of college students. The purpose of the program is psycho-correction of conflict behavior of college students. The program objectives are to teach communication methods; to develop communicative culture; to develop an ability to act in conflict situations; to develop emotional stability, self-regulation; to form a socio-psychological climate in the team; to develop positive qualities. Three groups of methods were used: theoretical (analysis and synthesis of literature, modeling, goal setting; empirical (ascertaining and formative experiments, testing by the Thomas’ method, the “personality conflict level” method, and the Antsupov's modular sociote), The Wilcoxon’s T-criterion was calculated. As a result, students developed skills required for controlling behavior and emotions which improved the group's attitude towards other students. Cooperation and compromise became the most preferable behavioral styles. The study confirmed that it is possible to correct conflict behavior of college students. The success of this work depends on the target psycho-correction program.

Keywords: students, college, conflict behavior, behavior style, modeling, psycho-correction

I. INTRODUCTION

Adolescence is the most important stage of personal development. The system of value relations of the student to the educational environment is crucial. Socialization defects cause various conflicts [2, 3, 6]. Already conflicting boys and girls brought up by parents who applied violent education methods enter colleges [8, 13, 19]. The parents and their children are in conflict because of destructive family relationships, poor education, and individual psychological characteristics. In colleges, mental injuries continue to affect patterns of behavior [1, 10, 12]. On the other hand, a conflict may begin randomly. If the goals are achieved in a conflicting way, students may want to use it again to get out of any difficult situations [11, 15, 18].
The study involved 9 female and 16 male students. Three groups of methods were used: theoretical (literature analysis and synthesis, modeling, goal setting) [21]; empirical (stating and formative experiments, testing using the Thomas’ method, the “personality conflict level” method, and the modular social test developed by A.Ya. Antsupov) [20]. The Wilcoxon T-criterion was calculated [16].

The research was carried out as part of the Scientific and Methodological Foundations of Psychology and Management Technology of Innovative Educational Processes in the Changing World scientific project of the comprehensive plan of research, project and organizational activities of the research Centre of Russian Academy of Education in the South Ural State Humanitarian Pedagogical University for 2018–2020.

VI. FINDINGS

The diagnostics results before and after psycho-correction program implementation are presented in Figure 1.

The modal value “cooperation” is dominant. Its level increased after the program implementation by 20 %; the level of the “compromise” value increased by 4 %; the levels of the values “adaptation” and “ignoring” decreased by 4 and 12 %, respectively; the value “competition” disappeared. Students became more actively involved in joint resolution of conflicts. They began to understand causes of conflicts, search for solutions that satisfies the interests of all parties. The psycho-correction program reduced the level of competition and opened struggle for own positions. This indicates the effectiveness of the work performed at the stage of final control.

The diagnostics results before and after psycho-correction program implementation using the “personality conflict level” method are presented in Figure 2.

There are two modal values whose level are high. If before psycho-correction program implementation, the average level of conflict was ahead of all other levels, after program implementation, the low level became ahead of the super low level by 52 %, and the medium level – by 16 %). The super-low level was preserved in 4 % of students; it depended on individual features, the lack of desire for active participation in the program, interferences during diagnostics (fatigue, stress, lack of mood, etc.); the medium level of conflict decreased by 12 %.

The diagnostics results before and after psycho-correction program implementation using the “Modular social test” method are presented in Figure 3.

The diagnostics results before and after psycho-correction program implementation using the “personality conflict level” method. Two hypotheses were introduced: H0 and H1. H0: The decrease in the conflict level does not exceed the increase in the conflict level.

**H1: Intensity of the shift towards the decrease in the conflict level is greater than intensity of the shift towards the increase in the conflict level.**

\[
\begin{align*}
\text{Temp} &= 18.5 \\
\text{Tcr} &= 60 \text{ at } \rho_{0.05} \\
&= 43 \text{ at } \rho_{0.01}
\end{align*}
\]

Fig. 3. Significance axis

\[ T_{\text{emp}} < T_{\alpha}, \text{ we accept hypothesis H1: Intensity of the shift towards the decrease in the conflict level exceeds intensity of the shift towards the increase in the conflict level. The empirical value of T}_{\text{emp}} \text{ is in the significance zone.} \]

Thus, the conflict level decreased due to the psycho-correction program aimed at correcting the conflict behavior of college students.
VII. CONCLUSION

The study confirmed the potential of correctional work with the conflict behavior of students. The success depends on the target psycho-correction program. At the same time, implementation of the program revealed mistakes of both teachers and students who initiate conflicts. The main causes of conflicts between teachers and students are as follows: meaningful barriers when each subject has his own views on problems; hard-to-meet requirements or lack of conditions for performing tasks; disagreement on the nature of their rights and obligations; overestimated self-esteem and poor skills; personal properties, low-level mental abilities; disagreement with teacher’s marks. These reasons can cause a negative attitude to the teacher, new problems and conflicts. Students will miss classes and lose learning motivation.

References


