

## **MOTIVATION OF THE STUDENTS IN THE STUDY OF CONFLICTOLOGY**

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### **Abstract**

Hereby is considered the motivational aspect in the study of conflictology by the students when preparing conflictological research, also its implementation and presentation of achieved results. In the process of conflictological students work, the motivational work shows itself as a process of interaction between the lecturers in the respective discipline and the students for the realization of the general aims of joint research conflictological work. It is aimed at supplying a mutuality of interests of created points of teachers unity, responding in the common result of created research.

***Key words:*** motivation, interests, conflicts.

The motivational aspect the conflictological training students is viewed in preparing the conflictological study conduct and presentation of results. In developing the conflictological coursework motivation appears as a process of interaction between teachers and students discipline relevant to the realization of the overall objectives of the joint research. It is aimed at providing a "mutuality of interests" of students with those of the teaching staff regarding the overall result of student development. The specific motivation for this is its impact on emerging

conflict interactions between professors, associate professors, assistant professors and students. This specificity is expressed by the fact that the very conflict seemingly perceived by the parties in it as a conflict of positions. Usually their goal is to agree on a position because they think and speak in terms of their position on the issue and often end in stalemate. Behind opposing positions besides conflicts lie shared and compatible interests. The difference between positions and interests is essential. Interests define the problem. The main problem in addressing these conflicts is not the conflictological positions, and the conflict between the needs, desires, concerns and fears of each party. Interests are the reason for the choice of each of the relevant conflictological position. It is interests that motivate the actions of people. The most powerful interests are basic human needs. In the search for the underlying interests behind the announced position it is essential to keep in mind those vital issues that motivate the actions of all people. Taking into account the basic needs increases the chances for an agreement and for compliance by the other side. [1, p. 56-59] Therefore, in the event of conflicting interactions between teachers and students combine their interests is an objective motivation precondition for uniting their efforts in the name of common goals.

Motivational aspects in preparing students for conducting conflictological research. This initial phase of training students for realization of conflictological development begins with the removal of material from the leading conflictological discipline "conflictology" and continues to determining the ultimate goal. Furthermore, teaching staff planned duration and content of practical work, the organization, including conditions, time and place for the practical activities. The tools and opportunities that boost business are specified, and how to control on the one hand the students and on the other by the holder of the discipline in direct subordinate collaborators. In principle conflict situations which occur within this time period are manifested contradictions in themselves relationships between participants arising from expectations, desires, attitudes, requirements and capabilities. For example, such contradictions are the expectations of students for the quality of

theoretical and practical lessons in discipline and ability of teachers to meet those expectations; set requirements on the part of teachers and students the opportunity to satisfy them. An essential prerequisite regarding the team of teachers is to conduct a proper assessment of their side held on student potential. This assessment should match the student opportunities for realization of the tasks associated with achieving the ultimate objective of the activity on their conflictological training. Not without significance is the fact that it is associated with the development of specific parameters of the training course, as well as clarification of the relevant basic requirements. Practically speaking, leading the discipline habilitated under its program specifies the form of conducting this type of training. Usually it is coherent with the head of department and dean guidance. Basic aspect of coordination is to align pursued ultimate goal of the conflictological training with the objectives of the department and the faculty. So far in our team practice in the conduct of the discipline conflictology (and other disciplines) have adopted the implementation of student conferences. In their application met support from both the Rector, dean and department so recently and from students themselves. The conference is the focal point of the triangular intersection of interests of the three main subjects – teaching staff, students and representatives of practice. The very tripartite communication is related to the exchange of ideas on specific topical issues of practice rolled in the types of conflicts. Through this form of learning than the presentation of the practical works of the students are given the opportunity for the participation of representatives of practice in the discussion of specific issues and suggestions for solving them. Next step in the realization of this form of training meetings with managers and specialists, representatives of the practice. The aim is to integrate into this endeavor to convince its usefulness, expressed in the interaction between theory and practice and not least to dissolve the access doors to the students real practical facilities for carrying out their research. Achieving this combination of interests between the University, participants in the specific discipline of study and representatives of practice is starting motivation for carrying out quality education. Subsequent time of this

preparatory stage is to specify the technology and methodology of training and graphics concerning the algorithm for implementation of upcoming tasks. Team teachers inform students about the form and manner of training, put the relevant requirements and the time interval required for the student to prepare for implementation of their conflictological research. In this situation, a part of students' negative attitudes towards the implementation of this form of learning arising from their attitude to cross respective disciplines in the specialty that follow only theoretical exams. This contradiction between the expectations of students and the requirements of the teacher expressed their positions – of disagreement and rigor. The role of the teaching staff is to use their influence stemming from institutional and personal power. This does not mean implementation of autocratic rule and applying moderate pressure, coupled with adequate justification. Argumentation prominently, though variable in negotiations. In fact it is a process of communication in which participants try to bend the resistance of the opposing party in respect of their own opinion and their claims. The action aimed at transforming interlocutor in "malleable metal" is developing on several fronts – atmosphere pressure and initiative, psychological induction, but these defining process include the power of persuasion and suggestion [2, p. 292-293]. This approach is pragmatic, that action arises from the conviction and the use of dialectic becomes relatively secondary and the effect of the action can be assessed in itself. The participant no longer makes an effort to eloquence every time and entering a process that is a collection of moments with controlled short, medium and long term consequences. At this point, communication becomes "power." The speech, in other words the reasoning acts on three different register: on logic: these are ideas, arguments demonstration. On emotion, sensitivity, humour, comparisons, metaphors. The action: the programs objectives. Of course, we need a link between these three registers, the influence of the speaker will reach its peak when equilibrium is reached [2]. Therefore key means of achieving this balance, which is precisely the achievement of unity between teachers and students on the manner and form of training is the use of power and argumentation. Moreover, our

experience shows the benefits of combining these resources with possible incentives for impact as prizes, including cash, material or documentary. Combining these three components of influence teachers will be able to reshape the corresponding negative attitudes of some students in motivation. This is achieved with motivational attitude is encouraging people in strengthening their confidence and desire to want to work in the best way according to their abilities and skills in the name of the final result [3, p. 88]. Achieving this universal motivational attitude allowed the contradiction between the demands of teachers concerning the form of training and willingness, ability, willingness of students to meet these requirements. Reached a new level of interaction – the contradiction between the requirements of theoretical knowledge and practical study of teachers and the skills and abilities of students to implement them.

Motivational aspects in the implementation of the conflictological study. In fact never have all the favorable conditions for the realization of any one study. Teachers are the ones who decide which are the general parameters of the research methodology of the specific discipline. This is the moment when they have to explain to students to delineate specific constraints and creative opportunities that students can apply in their development. The role of the teacher in this case is to assign specific tasks to students to guide them to specific key steps for their implementation, to assist them and support their attainment. This process begins by checking their theoretical knowledge conflictology passes through the formation of specific titles and methodology of the study as to form student research teams and for working individually shaped concrete unified for all structure for the development, executed all relevant conflictological research applied to subsequent adjustments and conclusions, then transferred for submission to the relevant collection for the conference. A significant problem at this stage is the collection, processing and interpretation of information on each student's development. It occurs mainly in the contradiction between the demands of teachers concerning the structure and content of research corresponding to the conflictological theme of the conference and

opportunities for students to satisfy them. Other controversies arising from the above are among the desire of students to collect specific information from practical subject in which they conducted their investigation and submitted their database in it; information supplied to the teacher and his judgment that it is not sufficient for further research; availability of sufficient information on the study of conflict and insecurity, discomfort, and somewhat inability of the student to use for the diagnosis of the conflict and the drafting of new information concerning the possibilities to solve or control. All these contradictions determine the complexity and difficulty of working on conflictological problems, determine mutual outbursts of grief and frustration, expressions of incomprehension, even accepting things on a personal basis. In these situations, the teacher should be a good speaker, to develop their leadership skills and talent to convince students of the correctness of his instructions and recommendations. Persuasion means to motivate artists in the best way according to their capabilities. It is one of the most effective methods to accelerate productivity and introduce new ideas. If properly encouraged, each student will be ready to give your invaluable contribution – and when the whole student course doing enterprise as a whole will prosper. The teacher must be aware that it takes time and effort to see that respects what is done by the student (the team) – by his attitude, through words that used by those who have achieved success, deserve appreciation and praise. Given that assessment and respect are not timely, those students who have made great efforts not to repeat them in the future and it will be a loss. A few words of respect and encouragement can help to build a sense of empathy and you get them, the student will be even more diligent in carrying out the subsequent assignments. Every student should be encouraged to feel proud not only for their part of the work done, but together with the work done so far as a whole. All this is related to the construction of functional relationships between teachers and students. Personal acquaintance has a specific meaning. One is to work with strangers than with people who know each other. The sooner students get to know the lecturers, the more likely it is communication, meetings between them and communicating to run smoothly and

with ease. The output argument from the parties on specific developments are understood more easily, even when specifying requirements, tasks and opportunities when you have difficulty, they are overcome on the basis of trust, support and cooperation. Communication is carried out without difficulties in already familiar ways. Tension dissipates much less painfully with a joke or unofficial replica. Moreover, in such an environment much easier for teachers to create rivalry between student teams working on similar problems and browsing uniform conflict. The contradictions and destructive conflicts in solving problems can be overcome through dialogue, respect for the views of the other side, finding a common language. Students change classes, formed a new contemporary culture. Closing the whole learning cycle: self-formulation of the problem, defining the approach and the algorithm for its study, conducting analysis, the decision and its assessment, give an idea of the student of the complexity of the whole, for the multiplicity of decision. More naturally understood that true teamwork not impersonate the individual and his appearances, but rather a condition for real social and professional development. The teacher is no longer "read" lectures and help students sort, complete and best targeted knowledge to analysis and change reality [4].

Motivational aspects in the presentation of results of student conflictological research. After all this is realized and teachers ultimately approve the developments made by students, the second research phase of training ends. Reach unity is achieved between the demands of the teachers on the structure and content of development and those actually submitted by such students. This unity determines the transition of their interactions in some degree of conflict between the requirements and expectations of teachers to protect students' developments and opportunities for students to satisfy them. This third stage is connected with the preparation and printing of conference proceedings, its provision of all key stakeholders in the forthcoming conference. The role of teachers at this time is to assist student teams in overcoming pre-test their fear and anxiety of future defense before the conference audience. Teams of students, especially their leaders should be encouraged to inspire

their faith in their abilities and skills to deal with this challenge. Particularly important is for the teachers to show trust in the students' ability to cope. Not without significance is the need to explain to the students of the regulation, the conduct of the conference, as well as rules for communication as for the removal of summary, and in answers to possible questions. Several "dry training" with college staff would further strengthen their faith in the good performance both to teachers and to guests and potential future employers. When all the preparation and organization of the conference is over comes the moment of its realization. The leading role in its implementation takes teaching staff. The presentation of student works, discussing interests, possible solutions and criteria for specific conflicts can be reasonable, efficient and controversial tinged with questions of opponents' game. " If the other party announced a firm stance student team will probably be inclined to criticize and even reject it. Sometimes offer students subjected to criticism and trainers threatens to rush to defend him and "dug in their positions". Rejecting their opponents, defending our own proposals "scoring" discussion in a closed circle – back loathes getting. Suddenly all they find themselves in this vicious circle of attack and defense, which leads to loss of time, energy and meaningless exchange of "hits." When the opponents do not approve student positions on this issue, teachers should intervene in helping students to non-repudiation of those criticisms to their conversion into building. They must be directed by the leading conference not to resist the pressure of the opponents and to catalyze its direction to study its interests, search for mutually beneficial opportunities and objective criteria. Usually the attack of critics consists of three course [1, p. 60-67]: "force" announcing positions attacking ideas and sometimes personal attacks. For this purpose, students and teachers when they learn about the position of the other side should not reject nor accept it. It needs to be seen as a possible solution to the problem by seeking lying behind her interests and principles reflected. Based on this, see if they can be made recommendations for improvements in specific student development. In defense of the developments of the time spent in critical but we instead of resisting them, should encourage them



willingly. Better to ask students to cause others to accept or reject their idea to solve this conflict to develop skills for delicate "consultation" to opponents what they think is wrong with the proposals. They act with respect for the people who criticize the one hand and on the other develop skills to analyze their negative judgments that serve them to detect hidden their interests and improve their own ideas from the perspective of the other side. In this respect discussions yet students remain satisfied with the universal recognition of their service and to suggest their complementary aspects and opportunities for further development of their developments. Opponents are also satisfied with the fact that their criticisms are constructive and will be considered in the future of the students. Teachers are satisfied with the fact that they are focused discussions in a constructive direction that turned the development of discussion atmosphere dysfunctional rivalries in a functional and constructive atmosphere. With the completion of the conference comes time for assessment, analysis of results and errors. Teachers consider when they made mistakes, then analyze them and bring the necessary adjustments for subsequent training course "conflictology." To achieve any progress in training, then it should check how it works, to see if there are effects to fix things that are not going well and try again. The special role of the conflictological education [5] both in the modern world in general and in Bulgaria is linked to the fact that the construction of any civilised democratically organized society implies the corresponding culture of behavior of individuals and social groups in the processes of social interaction and communication in a different kind of conflict situations. It was that which quietly but constantly affects both these processes in general and personality of each of the participants in particular. Positive emotions, positive and custody communication and interaction promote self-development and self-realization of man. When they disappear, replaced by alienation, distrust, hostility, confrontation. This not only leads to disruption of any joint venture, but also to degradation necessary for normal life of human qualities.

In carrying out the conflictological education students should be thoroughly prepared, eager and motivated to not engaging in destructive contradictions and conflicts in carrying out joint activities and to the reconstruction of their behavior for functional conflictological interaction in the name of the general objective pursued. In this sense motivate the behavior of the student is directed towards not taking into account only the position of the opponent, and the interests behind it. So it becomes a social subject, striving to combine personal interests with such compatible ones in the opponent to change both one's own and one's opponent's position in solving the specific problem of working together to achieve constructive conflictological interaction on the basis of which to reach the common target. The conflictological motivation in training through the axis prominent positions behind their common interests, changing of motivational attitude, a joint course of action, is the focal point for the restructuring of the destructive contradictions and conflicts into constructive ones in pursuit of the ultimate goal of research activity.

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