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PSYCHOLOGICAL ASPECTS OF CONFLICT RESOLUTION IN UNIVERSITY BY USING THE WAYS OF TRADITIONAL CULTURE OF THE KAZAKH PEOPLE

Abstract

Traditional Kazakh cultural practices are deeply rooted in principles of respect, wisdom, and collective well-being, making them highly relevant for addressing conflicts among diverse groups in modern academic environments. The article investigates the psychological aspects of conflict resolution in a university setting, when approached through the lens of traditional Kazakh culture.

In the theoretical study scientific literature on the problem of pedagogical conflicts is analyzed. The notion of conflict in psychology and characteristics of the pedagogical conflict are broken down. The potential of implementing traditional ways of the Kazakh people to resolve conflict situations in

universities has been examined. For example, relying on the wisdom of Kazakh biys can lead to constructive conflict resolution.

The primary empirical study allowed for a comparative analysis of the psychological characteristics of self-actualization of students of humanities and natural sciences of Abai Kazakh National Pedagogical University. It allowed us to develop a complex of socio-psychological trainings for students' assimilation of effective ways of using folk wisdom in conflict situations and contribution to their self-realization.

To sum up, it was found that conflict situations encountered by university students, if resolved peacefully and constructively, can lead to their personal growth and successful self-actualization. However, it is better to avoid unnecessary conflicts in the educational process. For this, Kazakhstani teachers should rely on folk wisdom and humor.

Key words: conflicts, conflict resolution methods, university students, folk wisdom, elements of traditional culture, Kazakh biys, psychological peculiarities.

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ҚАЗАҚ ХАЛҚЫНЫҢ ДӘСТҮРЛІ МӘДЕНИЕТІ ТӘСІЛДЕРІН ҚОЛДАНУ АРҚЫЛЫ ЖОО-ДАҒЫ КИКІЛЖІНДЕРДІ ШЕШУДІҢ ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа

Қазақтың дәстүрлі мәдени тәжірибелері сыйластық, даналық, ұжымдық әл-ауқат қағидаттарына терең еніп, оларды қазіргі академиялық ортадағы әртүрлі топтар арасындағы кикілжіңдерді шешу үшін өте өзекті болып табылады. Мақалада университет жағдайындағы жанжалдарды шешудің психологиялық аспектілері, дәстүрлі қазақ мәдениетінің объективі арқылы қарастырылған кезде зерттеледі.

Теориялық зерттеуде педагогикалық кикілжіңдер мәселесі бойынша ғылыми әдебиеттер талданады. Психологиядағы кикілжің ұғымы және педагогикалық кикілжіңдердің сипаттамалары қарастырылған. Университеттердегі кикілжіңді жағдайларды шешуде қазақ халқының дәстүрлі тәсілдерін енгізу әлеуеті зерттелді. Мысалы, қазақ билерінің даналығына сүйену кикілжіңдерді сындарлы шешуге әкелуі мүмкін.

Алғашқы эмпирикалық зерттеу Абай атындағы Қазақ ұлттық педагогикалық университетінің гуманитарлық және жаратылыстану мамандықтардың студенттерінің өзін-өзі тануының психологиялық ерекшеліктерін салыстырмалы талдауға мүмкіндік берді. Бұл студенттерге кикілжің жағдайында халық даналығын қолданудың тиімді тәсілдерін игеруге және олардың өзін-өзі жүзеге асыруына үлес қосуға арналған әлеуметтік-психологиялық тренингтер кешенін жасауға мүмкіндік берді.

Қорытындылай келе, университет студенттері тап болған жанжалды жағдайлар бейбіт және сындарлы түрде шешілсе, олардың тұлғалық өсуіне және табысты өзін-өзі жүзеге асыруына әкелетіні анықталды. Дегенмен, оқу процесінде қажетсіз кикілжіңдерден аулақ болған дұрыс. Ол үшін қазақстандық оқытушылар халық даналығы мен әзіл-қалжыңына сүйенуі керек.

Түйін сөздер: кикілжіңдер, кикілжіңдерді шешу әдістері, университет студенттері, халық даналығы, дәстүрлі мәдениет элементтері, қазақ билері, психологиялық ерекшеліктері.

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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РАЗРЕШЕНИЯ КОНФЛИКТОВ В ВУЗЕ С ПРИМЕНЕНИЕМ СПОСОБОВ ТРАДИЦИОННОЙ КУЛЬТУРЫ КАЗАХСКОГО НАРОДА

Аннотация

Традиционные казахские культурные практики глубоко укоренились в принципах уважения, мудрости и коллективного благополучия, что делает их весьма актуальными для разрешения конфликтов между различными группами в современной академической среде. В статье исследуются психологические аспекты разрешения конфликтов в университетской среде, если смотреть на них через призму традиционной казахской культуры.

В теоретическом исследовании проанализирована научная литература по проблеме педагогических конфликтов. Раскрыто понятие конфликта в психологии и характеристики педагогического конфликта. Рассмотрен потенциал внедрения традиционных способов казахского народа для разрешения конфликтных ситуаций в университетах. Например, опора на мудрость казахских биев может привести к конструктивному разрешению конфликта.

Первичное эмпирическое исследование позволило провести сравнительный анализ психологических особенностей самоактуализации студентов гуманитарных и естественно-научных специальностей Казахского национального педагогического университета имени Абая. Это позволило нам разработать комплекс социально-психологических тренингов для усвоения студентами эффективных способов использования народной мудрости в конфликтных ситуациях и содействия их самореализации.

Подводя итог, можно сказать, что конфликтные ситуации, с которыми сталкиваются студенты университетов, при мирном и конструктивном разрешении могут привести к их личностному росту и успешной самореализации. Однако лучше избегать ненужных конфликтов в учебном процессе. Для этого казахстанским педагогам следует опираться на народную мудрость и юмор.

Ключевые слова: конфликты, методы разрешения конфликтов, студенты вузов, народная мудрость, элементы традиционной культуры, казахские бии, психологические особенности.

INTRODUCTION

At the present stage of modernization of the higher education system in Kazakhstan, the problem of increasing the effectiveness of interaction between subjects is becoming more relevant. More educated, intelligent, cultured, humane, democratic, flexible and professionally oriented younger generation are welcomed in civilized society. Therefore, the improvement and humanization of interpersonal relationships is essential. In this regard, there is a need for a comprehensive study of the psychological characteristics of conflict situations that occur in universities.

Conflicts in the educational environment are a widespread and diverse phenomenon. Pedagogical conflicts between teachers and students can arise for various reasons: from misunderstanding of educational material to differences in value orientations. Successful solution of such problems requires an understanding of the psychological aspects that affect the interaction of the parties.

Modern pedagogists-psychologists and members of the university administration are recommended to use ethno-cultural aspects for the prevention and constructive resolution of interpersonal conflicts. In this respect, we would like to introduce the wise words and parables of the biys in the culture of the Kazakh people, expressed in resolving disputes, as one of the ways to handle conflict situations.

Thus, the *purpose of the study* is to analyze and describe the psychological characteristics of the use of ethnocultural ways of resolving conflicts, as well as to analyze university students' self-actualization peculiarities.

LITERATURE REVIEW

Foreign scientists F.S. Sean and N.T. Zung in their article analyzed and described the influence of various cultural and psychological factors on the process of managing and resolving social conflicts. Scientists view conflict as a way to resolve a culture-related conflict occurring in a given space [1, p. 9].

In the monographic work of the Turkish psychologist D. Akbulut, the influence of culture and context on the desire of academics to manage conflicts in higher education institutions was studied [2, p. 163]. He concluded that culture and the type of conflict should be taken into account when creating and implementing a conflict management system in organizations.

According to the research of scientists Alfitri and Hambali, folk wisdom is associated with the ability to understand the environment, which, in turn, is adapted to the current situation [3, p. 126]. Local wisdom contributes to lifestyle, education and life strategies in the form of activities carried out by the local community to respond to various problems and meet their needs in life. Different views can lead to conflict between communities.

Ethnic differences are frequently considered the root cause of cross-cultural conflicts and misunderstandings in the United States. However, B.-C. Rocio and his coauthors suggest that socioeconomic factors, particularly family environments, significantly contribute to cross-cultural value conflicts among university students [4, p. 214]. In their studies the scholars identified two primary approaches to resolving such conflicts: a collectivistic approach, which prioritizes maintaining harmony through avoidance or indirect communication, and an individualistic approach, which emphasizes advocating for personal feelings through direct and explicit communication.

As for Russian scientists, the problems of conflict arising in the learning process were comprehensively analyzed by B.I. Hassan [5], N.V. Grishina [6], V.N. Abramova [7], among others. B. Hassan is the author of the book “Constructive psychology of conflict”, in which he proposes to use negotiations as one of the ways to resolve conflict situations and describes the process from the stage of preparation for negotiations to the analysis of the results [5, p. 1-250].

In the article of S. Filippova [8, p. 81], the problem of using elements of traditional culture in working with conflicts in a multicultural student group was analyzed. This paper shows the results of a study aimed at testing a program based on the use of elements of traditional cultures (traditional folk games, elements of communicative norms and folklore) as a means of overcoming conflict in student groups.

N.V. Grishina wrote a book called “Conflict psychology”, analyzing the concept, types of conflict and the views of various fields of knowledge and scientists. According to the author, any conflict, regardless of its nature, specific content and type, necessarily includes a moment of confrontation [6, p. 121].

M.G. Leontiev in his dissertation considered the peculiarities of culture as a factor in resolving interpersonal conflict. The scientist studied the influence of the peculiarities of culture on the favorable methods of resolving conflicts between Russians and the British in the process of communication [9, p. 1-193].

Among the Kazakh scientists who suggested psychological reflections on this issue, such researchers as M.M. Mukanov [10], S.K. Berdibayeva [11], F.S. Tashimova [12] can be noted.

The article by Zh.N. Sabirova and L.E. Koishygulova [10, p. 56-64] describes the pedagogical activity and views of the famous scientist, ethnopsychologist Mazhit Mukanov. Its role in the development of national and pedagogical psychology is also considered. M.M. Mukanov studied the ethno-cultural aspect of mental activity, which is found in folklore, among the types of creative activity. According to the scientist, mental activity includes ontological-external and apperceptive-internal aspects. They are associated with the universal characteristics of thinking in logic and philosophy, as well as with the individual and cultural-deterministic features of human thinking activity.

Ethnopsychological features of creative activity, the cognitive and logical structures characteristic of the Kazakh people, which are especially reflected in the art of aitys, were studied by

S.K. Berdibayeva [11, p. 1-42]. In her dissertation, the scientist studied the psychological structure of aitys as a joint dialogue cognitive creative competition. In addition, the work examines the influence of the ethnopsychological picture of the personality on the cognitive process of aitys participants.

While F.S. Tashimova in her research works, when considering the concept of eastern, including Kazakh, "subjects of culture", said that their creative and historical experience will be transmitted to the next generation in direct or indirect ways [12, p. 32-46].

Among Kazakhstani scientists, V.S. Baturin and S.E. Shakirov studied the court of judges in the culture of the Kazakh people, considering it as a social phenomenon for resolving conflicts [13, p. 267-276].

G.A. Karshibayeva devoted the article to the problem of psychological features of conflicts in universities. Conflicts in the educational environment are a widespread and diverse phenomenon. Pedagogical conflicts between teachers and students can arise for various reasons: from misunderstanding of educational material to differences in value orientations [14, p. 65-68]. Successful resolution of such conflicts requires an understanding of the psychological aspects that affect the interaction of the parties.

I.K. Amanova in her study studied the ethnopsychological features of self-expression of students and made an important conclusion about the tendency of self-expression individuals to constructively resolve conflict situations that occur in life [15, p. 32].

Indeed, we define conflict situations as problematic, contradictory situations that reflect the level of personal development, perfection, culture and social competence and creative qualities of a person, and well reveal the ability of a person to express himself and express himself, leading to general personal development.

MATERIALS AND METHODS

The objects of the empirical study were 90 students of the 2nd year of the humanitarian specialty of Abai University as an experimental group and 88 students of the 2nd year of the Natural Sciences of this university as a control group. A total of 178 subjects took part in the empirical research.

To achieve the aim of the study, the following methods were used:

- 1) theoretical analysis of literature on the study issue;
- 2) analysis of the notions of conflict and pedagogical conflict from the view of psychology;
- 3) content analysis method (in terms of biys' dispute resolution methods)
- 4) the methodic of "self-actualization" by A. Maslow.

RESULTS AND DISCUSSION

Theoretical study. In psychology, conflict refers to a state of emotional tension or mental struggle resulting from the presence of opposing or incompatible demands, needs, desires, or impulses. Conflicts can arise both internally (within an individual) and externally (between individuals or groups). They are often seen as a source of stress but can also lead to growth and development when effectively resolved.

A pedagogical conflict arises in educational contexts and pertains to clashes or tensions between individuals (teachers, students, or parents) or between an individual and the educational system. These conflicts are tied to the learning-teaching process and can have significant psychological underpinnings.

Kazakh traditional ways of conflict resolution have roots in the customs and values of the Kazakh people, emphasizing harmony, respect, and community well-being. These methods are designed to maintain social order and strengthen relationships within the community. We deem them effective for constructive conflict resolution by members of the pedagogical process in university.

We may note the following methods of resolving conflict situations commonly used by Kazakh biys:

- allusion and parable;
- paraphrasing with sarcasm;
- telling a riddle;
- suppressing opponents with proverbs;
- “underlining” with proverbs;
- expressing the essence of the one’s opinion;
- imaging or describing something with sharp words;
- a way to predict the consequences and maintain a clear direction;
- approach to risk;
- achieving solidarity;
- testing or challenging method.

Empirical study. At the initial stage of the experimental study, the arithmetic mean and percentages of the frequency of application of traditional ways of conflict situations by Kazakh biys were determined (Table 1).

Table 1 - indicators of the percentage of the frequency of implementation of different dispute resolution methods by Kazakh biys and their arithmetic mean

Ways to resolve conflict situations	Allusion and parable B1	Paraphrasing with sarcasm B2.	Telling a riddle B3	Suppressing opponents with proverbs B4	“Underlining”with proverbs B5.	Expressing the essence of one’s opinion with biy’s words B6	Imaging or describing with sharp words B7	A way to predict from the depths and maintain a clear direction B8	Approach to risk method B9	A way to achieve solidarity B10	Testing or challenging method B11
Disputes and biys	B ₁	B ₂	B ₃	B ₄	B ₅	B ₆	B ₇	B ₈	B ₉	B ₁₀	B ₁₁
A ₁ - land dispute	0,43	0,30	0,25	0,44	0,42	0,3	0,38	0,38	-	0,33	*
A ₂ - widow controversy	0,43	0,37	0,37	0,37	0,42	0,37	0,42	0,42	0,42	0,37	0,42
A ₃ - cattle dispute	0,40	0,30	0,43	0,42	0,42	1,6	0,35	0,33	0,33	0,33	0,40
A ₄ - child dispute	0,4	-	0,5	-	0,4	0,4	-	0,5	0,5	0,5	0,5
A ₅ - compensation dispute	0,5	0,30	0,44	0,40	0,5	0,40	0,40	0,38	0,40	0,33	0,33
A ₆ – dispute of two biys	0,38	0,5	0,33	0,35	0,5	0,35	0,42	0,37	0,30	0,35	0,43
A ₇ - Tole bi	0,44	1,6	1,6	0,40	0,43	1,6	0,43	0,44	0,42	0,30	0,30
A ₈ - Kazybek bi	0,43	0,40	0,40	1,6	0,42	0,40	0,44	0,43	0,43	0,38	0,43
A ₉ - Aiteke bi	0,43	0,37	0,37	0,37	0,42	0,37	0,42	0,42	0,42	0,37	0,42

A ₁₀ – dispute between rich and poor	1,6	0,4	0,33	0,30	0,37	0,35	0,37	0,30	0,30	0,5	1,6
A ₁₁ - dispute between “ru” (clans)	0,43	0,30	0,30	0,33	0,37	0,33	0,33	0,30	0,33	0,5	0,42
C ₁ - completeness of information	10,2	3,9	6,4	6,9	7,9	6,0	8,0	8,1	6,2	4,2	7,7
Arithmetic mean % of the frequency of the cases	0,54	0,3	0,32	0,37	0,4	0,4	0,4	0,3	0,3	0,39	0,45

In this content-analysis study, we divided the methods of figurative resolution of conflict situations in Kazakh traditional culture into several categories, and analyzed them from texts. We took the following aspects as a standard unit for content analysis:

- a) eloquent and wise words, opinions of biys;
- b) ways of resolving conflict situations used by biys;
- c) names of disputes;
- b) legends and stories from folklore, etc.

Formation of key conceptual concepts of research objects taken as a category of content analysis, i.e. methods of figurative resolution of conflict situations in traditional culture. On the basis of this work, it is necessary to reliably and systematically record the frequency of realization of these methods in individual elements of the analyzed documents. According to this research work, categories are the frequency of implementation of the definite ways of resolving conflict situations.

As shown in Table 1, such data are processed and analyzed statistically.

We have divided the units of content analysis into two groups: qualitative and quantitative. Actually, qualitative units in content analysis mean what should be counted from the text, whereas quantitative units answer the question of how to count. Qualitative units can be attributed categories. As categories of content analysis, we consider key concepts that make up the conceptual scheme of research, in our case, they are disputes and biys. Categories should be divided into smaller, qualitative units - subcategories.

In the course of these studies, we counted the frequency of occurrence of conflict situations from text, oratory, etc., methods of resolution. We considered the following parameters as key constituents of the conceptual content analysis scheme:

- A1 - land dispute;
- A2 - widow dispute;
- A3 - cattle dispute;
- A4 - child dispute;
- A5 - compensation dispute;
- A6 – dispute of two biys;
- A7 – Tole bi;
- A8 – Kazybek bi;
- A9 - Aiteke bi;
- A10 - dispute between rich and poor;
- A11 - clan and clan dispute;
- C1- completeness of information.

For example, the table shows that the arithmetic mean of the frequency of usage of allusion and parable when resolving disputes by Tole bi is 0.44. Tole Bi is a person who was able to influence this

approach in such a way as to motivate the psyche and mind of a person, making many people believe in his words.

A special use of the dispute solving approaches under B3, B4, B5, B6, B7, and B8, by Tole Bi is observed. For example, proverbs and sayings are widely used as a way to suppress the opponent, to gain the support of the group, especially in cases of dispute resolution by Tole bi and Kazybek bi.

The originality of Kazybek bi reveals one of the characteristics of the middle zhuz, which corresponds to the stereotypes and psychology of behavior. The sharpness of his words, courage of Kazybek Bi is especially evident in the way he takes risks, is sharp-tongued, sometimes speaks wriddles, tests in the way he brings power and power.

And in the younger zhuz, Aiteke's heroism, eloquence and ingenuity are expressed. There is little information about Aiteke bi from the spiritual heritage left by oral literature. The way he used the word in his oratory was to influence the viewpoints of the group and gain their support using proverbs. It is evident in allusion, understatement and other ways.

The total number of conflict resolution strategies used by Tole Bi is 127. by Kazybek Bi is 117. and by Aiteke bi – 101. The methods of resolving conflict situations in the Kazakh traditional culture were able to establish harmonious relations within communities thanks to the wise and fair guidance of biys. This indicates the distinctive feature of its interaction with the world.

At the next stage, we used the methodic of "self-actualization" of A. Maslow to identify the peculiarities of self-actualization of students of humanitarian and natural sciences specialties. In accordance with the purpose of our research, we conducted an analysis on 8 scales that determine the characteristics of personality self-actualization in relationships:

- ❖ value orientations;
- ❖ behavioral flexibility;
- ❖ sensuality;
- ❖ spontaneity;
- ❖ perception of aggression;
- ❖ sociability;
- ❖ cognitive needs;
- ❖ creativity.

The results of the comparative study are presented in Table 2.

Table 2 - Statistical significance of differences between the subject groups according to the scales of the methodology of "self-expression" by A. Maslow

	Value orientations	Behavioral flexibility	Self-sensitivity	Spontaneity	Acceptance of aggression	Sociability	Cognitive needs	Creativity	Reflexivity
U Manna-Whitney	2070,500	2335,500	1916,500	1187,500	589,500	2681,500	2091,000	1450,500	3029,500
W Wilcoxon	5986,500	6251,500	5832,500	5103,500	4684,500	6776,500	6186,000	5366,500	7124,500
Z	-5,539	-4,755	-6,014	-8,279	-9,901	-3,762	-5,488	-7,387	-2,764
Asimp. significance (double-sided)	,000	,000	,000	,000	,000	,000	,000	,000	,006

a. Grouping variables: groups

As can be seen from the empirical data, significant statistical differences in the reflexivity parameter were identified out of eight scales. In particular, it was revealed that students of humanitarian specialties are characterized by reflexivity, that is, the ability to externally observe and evaluate their actions and behavior.

CONCLUSION

The resolution of pedagogical conflicts is a complex but important process that requires a deep understanding of the psychological aspects of interaction between the teacher and students. Successful conflict management not only contributes to the creation of a harmonious learning environment, but also helps students develop important skills necessary in future professional life.

In the course of the theoretical study, the problem of conflict in psychological science and of pedagogical conflict was comprehensively analyzed, the theoretical literature on it was systematized, as well as the Kazakh traditional methods of effective conflict resolution were identified.

As a result of the experimental study, strategies for self-actualization of students of natural and humanitarian specialties were identified and relatively analyzed. The study results showed that strategies for resolving conflict situations and self-actualization parameters in universities are distinguished in accordance with the specialties of students.

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