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DIALOGICAL METHODOLOGY AS A PSYCHOLOGICAL MECHANISM FOR THE PREVENTION AND RESOLUTION OF CONFLICTS BETWEEN STUDENTS AND TEACHERS

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Abstract:

This article explores dialogical methodology as an effective psychological mechanism for preventing and resolving conflicts between students and teachers in the educational environment. The study analyzes the theoretical foundations of dialogical interaction and its role in establishing constructive communication in the pedagogical process. Particular attention is given to the importance of open dialogue, mutual respect, empathy, and active listening as key factors in reducing misunderstandings and tensions between participants of the educational process. The article emphasizes that dialogical methodology contributes to the development of students' self-expression, reflective thinking, and cooperative problem-solving skills. The implementation of dialogical approaches in teaching practice is shown to strengthen trustful relationships between teachers and students and to create a positive psychological climate in the classroom. As a result, dialogical methodology serves as an important pedagogical and psychological tool for effective conflict prevention and resolution in educational institutions.

Keywords: dialogical methodology, conflict prevention, conflict resolution, student–teacher interaction, pedagogical communication, dialogue in education, empathy, active listening, educational psychology, classroom climate.



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Conflicts arising in the educational process are often associated with disruptions in interpersonal communication, distorted social perception, stereotypes, and insufficient reflexivity. When relationships between students and teachers are constructed within a rigid system of formal roles, communication acquires a monological character, which may lead to the deepening of conflict situations.

This article analyzes dialogical methodology as a theoretical and methodological foundation for understanding, preventing, and constructively resolving conflicts between students and teachers.

In traditional pedagogical systems, the teacher is frequently positioned as the source of knowledge, a controlling and evaluating subject, while the student is perceived as an object of influence. Such a “subject–object” model does not adequately take into account the student’s inner semantic world, individual needs, and motivations.

In conflict situations, the monological position manifests itself in the following ways:

- Evaluating the student solely as a disciplinary problem;
- Interpreting the student’s actions not in individual-psychological terms, but according to generalized criteria;
- Granting communication a predominantly evaluative and controlling character.

As a result, the student may experience feelings of being misunderstood, devalued, or rejected. This may manifest as resistance, passive aggression, or open conflict.

The dialogical approach interprets the individual as an active subject. Psychological development and self-awareness occur through communication. A person’s inner world is formed and manifested within an intersubjective space— that is, in the process of interaction with others.

Dialogical methodology is based on the following principles:



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1. The individual is not a closed system but a subject existing within an ongoing dialogical process.
2. Genuine understanding emerges only within interaction and mutual responsibility.
3. Communication serves as the primary determinant of development. Relationships between students and teachers are likewise constructed within this intersubjective space. Therefore, resolving conflict first requires reconstructing communication on a dialogical basis.

Dialogical communication includes the following psychological components:

1. Recognition of positional equality. This does not imply formal equality, but acknowledgment that each participant possesses an inner truth. When a teacher seriously considers a student's viewpoint, the student experiences themselves as a subject.
2. Empathic perception. Understanding the student's internal motives, emotional state, and needs in a conflict situation reduces tension.
3. Limitation of evaluative positioning. Constant "measuring" and "comparison" intensify defensive reactions in students. In a dialogical approach, understanding takes precedence over evaluation.
4. Reflexivity. The teacher must analyze their communicative style and reactions. Reflexive reconstruction creates the possibility for constructive conflict resolution.

Within an atmosphere of psychological safety, students can openly express their positions.

Dominant attention directed toward the interlocutor means that the teacher fully focuses on the student's personality. Such attention allows recognition of the student's individuality and deeper perception of their inner world.

In pedagogical practice, dominant attention manifests itself through:



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- Consideration of the student's current state;
- Confidence in the student's developmental potential;
- Enhancement of social-perceptual accuracy.

As a result, the student feels valued and understood, which serves as a preventive factor against conflict situations.

In conflict contexts, the dialogical approach activates the following mechanisms:

- Increasing social-perceptual accuracy;
- Reducing stereotypical interpretations;
- Stimulating reflexive reconstruction;
- Forming empathic cooperation;
- Harmonizing semantic fields.

Conflict is not merely a disciplinary problem but a clash of meanings. Dialogue enables the disclosure and reintegration of these meanings.

Constructive resolution of conflicts between students and teachers requires a transition from a monological, control-based model to a dialogical, cooperation-based model. Dialogical methodology enables a deep understanding of interpersonal relationships in the educational process, fosters psychological safety, and transforms conflict into a developmental factor.

Thus, dialogical methodology possesses both theoretical and practical significance in studying the psychological aspects of student–teacher relationships and serves as a fundamental methodological basis for preventing and resolving conflicts.

Conflicts between students and teachers are often determined not by objective causes but by subjective processes of perception and interpretation. The same event may acquire different meanings within different semantic contexts. Therefore, understanding conflict requires analyzing mechanisms of interpretation rather than merely external actions.



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Social psychology identifies several common perceptual errors in interpersonal relations:

- Fundamental attribution error — attributing a student’s behavior to their “character” while ignoring situational factors;
- Stereotyping — labeling students as “undisciplined,” “passive,” or “problematic”;
- Projection — transferring one’s own emotional state onto the interlocutor;
- Selective perception — focusing only on negative behaviors.

In monological pedagogical relationships, these errors become reinforced. Dialogical methodology requires their reflexive reconsideration. As teachers become aware of their interpretative mechanisms, the semantic structure of the conflict begins to unfold.

Reflexivity is the individual’s ability to recognize and analyze their own thoughts, emotions, and reactions.

Within student–teacher relationships, reflexivity manifests in two directions:

1. The teacher’s analysis of their pedagogical style and communicative position;
2. The student’s orientation toward understanding their own actions and consequences.

Dialogical communication activates reflexive processes, as both parties are given the opportunity to reconsider their positions. This shift facilitates movement from a “blame” model to a “understanding” model of conflict.

In the educational environment, conflict prevention largely depends on the level of psychological safety. Psychological safety refers to an environment in which individuals can freely express their opinions without fear of rejection or humiliation.



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The dialogical pedagogical model includes:

1. Mutual respect and recognition. The teacher must accept the student not only through academic results but as a person.
2. Open communicative space. Opportunities for questions, dialogue, and constructive discussion reduce latent forms of conflict.
3. Emotional competence. The teacher's ability to regulate their own emotions and understand the student's emotional state prevents escalation.
4. Cooperation-based assessment. Evaluation should function as a developmental mechanism rather than a tool of control.

In psychologically safe environments, conflicts do not take destructive forms but become developmental dialogue.

Stages of Dialogical Conflict Resolution

The dialogical resolution of conflicts between students and teachers includes the following stages:

1. Descriptive analysis of the situation without evaluative judgments;
2. Identification of emotional states of both parties;
3. Clarification of the meaning level—identifying underlying needs, motives, or value conflicts;
4. Reconsideration of positions and development of alternative solutions;
5. Formation of a mutually acceptable strategy.

This model shifts conflict from a “winner–loser” framework to a “cooperation–integration” framework.

Implementing dialogical methodology in the educational system leads to the following strategic outcomes:

- Increased social-perceptual accuracy;
- Strengthened intrinsic motivation of students;
- Development of a trusting classroom climate;



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- Reduction of aggressive and passive resistance behaviors;
- Improved effectiveness of pedagogical influence.

Furthermore, the dialogical approach fosters communicative competence, empathy, and reflexive thinking in students, enhancing not only conflict reduction but also social adaptability.

Conflicts between students and teachers often stem from communicative breakdowns, distorted perception, and insufficient reflexivity. Dialogical methodology enables deep analysis and constructive restructuring of these processes.

Dialogue is not merely conversation; it is the creation of an intersubjective space of meaning. When this space is restored within conflict situations, conflict becomes a developmental factor.

Therefore, dialogical methodology serves as a fundamental theoretical foundation for studying the psychological aspects of student–teacher relationships and functions as an effective mechanism for preventing and resolving conflicts.

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