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### **METHODOLOGICAL CONTOURS OF THE STUDY OF PEDAGOGICAL CONFLICTS IN HIGHER EDUCATION IN THE CONTEXT OF PEDAGOGY OF RECOVERY**

The pedagogy of recovery emerges as both a request for and a response to the relevance of educational resilience as the ability of the higher education system subjects to promptly recover, adapt, self-determine, and dynamically improve under the challenging conditions of martial law. The core objective of the pedagogy of recovery lies in organising and establishing a safe physical, mental, intellectual, and informational higher education environment that supports the recovery of individual and agentic qualities of the personality through education. Achieving the above-mentioned goal requires updating the theoretical and methodological foundations of higher education pedagogy by incorporating humanistic pedagogical means into its didactics to address individual and collective traumatic experiences and stress, and to restore mental health through maximum access to quality education, thereby promoting the sustainable development of both the individual and society.

These ideas are fundamental for outlining methodological contours as a particular content-procedural framework for the research (study and resolution) of pedagogical conflicts in higher education. We propose a brief examination of the analytical, epistemological, diagnostic, projective, and reflective methodological contours. Therefore, the analytical contour directs us toward interpreting pedagogical conflict in higher education from the standpoint of a holistic-emergent approach, that is, not as a traditional destructive element of the educational system, attributed to an educator's personality, their interpersonal problematic relationships with colleagues and students. Our perspective is grounded in a post-non-classical understanding of pedagogical conflict as a systemic process within the functioning of the educational environment. This environment serves as a space for clarifying, studying, and harmonising interests, values, and experiences through educational communication and mediation, ensuring the emergence of new, qualitative features in the educational process and its outcome, as a viable reintegrative integrity.

The epistemological contour of the study of pedagogical conflict in higher education directs scientific reflection towards the vital-axiological discourse of the educational process. Within the contour, the concepts of "memory", "trauma", "stress", "resilience", "life-creativity" and "recovery" acquire a pedagogical essence as vital values for the subjects of the educational process. That is, which has to be taken into account, planned, implemented, and provided for at all methodological levels – from the mission, vision, policy of the higher education institution, the goal of the pedagogical process of professional training in higher education, content, process, and technologies to the acquisition of tangible signs of their educational significance and presence in subject-to-subject interaction for resolving pedagogical conflicts.

The diagnostic contour of resolving pedagogical conflict is oriented towards an interdisciplinary understanding aiming to find/create appropriate technologies and methods for identifying traumatic triggers, painful memories, collective failures, negative experiences, and other more personalised indicators (sounds, words, images, sensations, etc.) in the behaviour of individual and collective subjects of the educational process. Such technologies can involve reflective and trauma-oriented practices, accompanied by mandatory professional support and behavioural observation by a group of experts, among other measures.

The projective contour for resolving pedagogical conflict in higher education demonstrates a creative-acmeological perspective. The emphasis is on the maximum utilisation of rational creative ideas from cultural studies, history, art, and other fields to develop and implement recovery practices through creative education, including the actualisation of extracurricular activities of subjects of the educational process, which is increasingly becoming an integral component of higher education for the further sustainable development of society in post-war reconstruction. Such an approach will ensure support while fostering resilience, success, and a degree of predictability in educational communication; consequently, it will enable greater efficacy, foster motivation for new achievements, and foster the "experience of personal educational effectiveness".

Our review concludes with the reflective contour, which enables the identification of multimodal indicators of the encounter between traumatic and post-traumatic experiences and the values of the subjects in the educational process, as well as the analysis (as the result) of how individual and collective modes of experiencing wartime affect the quality of educational communication in the learning process. Thus, the reflective contour brings to completion the understanding of the essence and content of pedagogical conflict in higher education, as well as the pedagogical means of identifying its triggers, facilitating interaction between

collective and individual experiences, and further designing and managing the educational process with a focus on regenerating educational motivations for continued life activity and creative self-realisation.

Thus, the content of the proposed methodological contours for studying and resolving pedagogical conflicts in higher education demonstrates that the pedagogy of recovery enables pedagogical conflict to be conceptualised as a resource for educational resilience, collective and individual recovery, a space for building trust and support among participants in the educational process, as well as opportunities and prospects for subject-to-subject rethinking of the "I-We-Future" relationship through education.

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## **НЕОБХІДНІСТЬ РОЗВИТКУ КОМПЕТЕНТНОСТІ СПІВРОБІТНИЦТВА У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ У СУЧАСНИХ УМОВАХ**

В умовах глобалізаційних змін та інтеграції України до європейського освітнього простору особливої актуальності набуває проблема підготовки конкурентоспроможних фахівців, здатних до ефективної взаємодії. Сучасний ринок праці вимагає від випускників магістратури не лише глибоких фахових знань, а й розвинених "м'яких навичок" (soft skills), серед яких ключове місце посідає компетентність співробітництва. Здатність працювати в команді, будувати партнерські відносини та вирішувати конфлікти стає індикатором професіоналізму.