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STRUCTURAL COMPONENTS OF CONFLICTOLOGICAL CULTURE FORMATION OF FUTURE AVIATION SPECIALISTS

In the article the problem of the conflictological culture formation of the future aviation specialists is actualized; the structural components of the conflictological culture formation of the future aviation specialists (motivational, cognitive, conative and reflexive) are defined.

Key words: *conflictological culture, future aviation specialists, component, structural components.*

Problem Statement. In modern conditions of the vocational education system modernization, one of the main objectives, which pedagogy and psychology of high school face, is rethinking of the goals for the training of the future aviation specialists.

Nowadays in accordance with the Standard of higher education in Ukraine the ability of graduates to work in a team and their readiness for abstract thinking, analysis and synthesis belong to the future aviation specialists' competences. That's why a high school should become the educational environment, which not only transfers available cultural experience to the new generations, but also is the space for personal development of a future aviation specialist, who is able to generate his own system of cultural norms and values, to seek for self-development, self-actualization and self-realization in the profession.

Analysis of recent research and publications. The problem of the conflictological culture formation of the future aviation specialists could be found in the research papers of such scientists as O. Dziana, M. Korostelin, N. Pidbutska, I. Pochedkayeva, N. Samsonova, N. Serebrovska, O. Shcherbakova, O. Shurygina, T. Chernayeva and others. On the basis of the scientific research of the mentioned above scientists we find it necessary to define the notion "conflictological culture of a specialist" as an awareness of the essence and the types of conflicts; constructive attitude to a conflict; developed practical communicative skills; possession of the variety of behavior strategies in a conflict, that are the qualitative characteristics of his professional activity in the conflictogenic environment.

The distinguishing of the components of the conflictological culture formation of the future aviation specialists is the main objective of our research, as it's impossible without their definition to identify the spheres of demonstration of the formation level of the mentioned process in the professional activity. Before distinguishing and grounding the structural components of the conflictological culture formation of the future aviation specialists lets get down to considering the research on this issue. In particular, in the reference literature "a component" is an element of something; a constituent [1, c. 579].

Defining the structural components of a conflictological competence D. Gryshyn, A. Markova, E. Pavliutenkova highlight the three-component structure of a competence: content sphere, activity sphere and personality sphere [4]. To the components of professional competences of the flight school cadets H. Chornoglazova refers: cognitive, praxeological, motivational, communicative and personal [8, c. 221]. Considering a conflictological competence of a future teacher, L. Yaroslav distinguishes such interrelated components as cognitive, emotional-conative, motivational, reflexive and behavioral [9].

In N. Samsonova's opinion, the components of the conflictological training of a personality are conflictological competency, conflictological readiness and a conflictological competence [6], in her research T. Cherniayeva agrees with her on the conflictological culture formation by means of training the future managers [7].

While researching the conflictological components with the future machine-building engineers N. Pidbutska distinguishes such components as cognitive-intellectual, analytical-reflective, practical, motivational, emotional [5]. For the conflictological culture formation of future service industry specialists O. Dziana distinguished such components as cognitive, intuitive, analytical-prognostic, emotional, praxeological and motivational-targeted [2].

Summing up all above, we can say that the definition of the conflictological culture formation of the future aviation specialists plays an important role in the pedagogical process and is the basis for professional training.

The purpose of the article is to distinguish the structural components of the conflictological culture formation of the future aviation specialists.

Presenting the main content of the research. The analysis of the available approaches to the defining of the structural components of conflictological culture made it possible to introduce the following interrelated structural components of conflictological culture of the future aviation specialists: motivational, cognitive, conative and reflexive.

A motivational component is a significant element of formation of a future aviation specialist as a high level professional, as the successfulness of his further professional activity depends on the development of social-moral values, beliefs, principles, convictions, gained at high school. This component is based on inspiring the cadets for conscious acquiring of the necessary conflictological and psychological knowledge in the process of professional training.

In respect of activity, motivation realizes not only motivational but regulative functions, arranges the whole training process, and is formed with the student before the beginning of professional activity and subsequently influences greatly on its content.

The realization of a motivational component of the conflictological culture of the future aviation specialists during the professional training is aimed at developing the cadets' reasoned demand to become highly-qualified, culturally developed specialists by forming the cognitive interests and needs in acquiring deep and diverse knowledge in the conflictological area, and seeking for self-improvement, self-development and self-realization in their professional activity.

A cognitive component provides the formation of mainstream and special competences and the personal-professional characteristics. Every subject is meaningful in the achieving the goals of training, so that some of them play a firsthand role, but the others are indirectly related [3, c. 318]. With reference to this, the function of the cognitive component of the conflictological culture of the future aviation specialists is replenishing and enlarging basic knowledge of the actual problems of the conflict management and creating fruitful human relationships, which demonstrate the conflictological culture of the aviation specialists.

A conative component is based on the forms, methods and means of practical- educational process, that facilitate the efficient usage of professional competences in the modern professional environment and the conflictological culture formation of the future aviation specialists.

The conative component makes the cadets master the modern dialogic methods, techniques, forms of interaction, which are aimed at the formation of the conflictological skills with a future specialist for efficient realization of the professional activity in the conflict conditions, namely: communicative (the ability to initiate an interaction during the communication with the aim of preventing the negative conflicts); perceptual (the ability to perceive, understand and assess oneself and the others); prognostic (the ability to predict the behavior of the other person during the dialogue and determine the way of influencing on this person); creative (the ability to find and use the optimal ways of conflict resolution); self-regulation (the ability to keep balance in the conflict situation).

The conative component of the conflictological culture formation of the future aviation specialists is realized during the implementation of the interactive methods of teaching into the learning process, the usage of cases and conflictological situational exercises and assignments, aimed at the preparation of a specialist for the practical realization of the obtained competences in the professional activity.

A *reflexive component* implies the formation among the cadets of abilities to analyze their reactions, perceptions, behavior in the professional conflictogenic environment, to understand their personal significance in the resolving the conflict situations.

The reflexive component of the conflictological culture formation is aimed at the awareness by the future specialists of personal and social significance of their conflictological culture. The mentioned component implies the development of the cadets' reflexive skills by means of implementation into the learning- pedagogical process the methods and forms, which could give the future aviation specialists the possibility to go deeper in themselves, understand themselves, that in its turn leads to self-improvement. The result of functioning the reflexive component of the conflictological culture formation of the future aviation specialists is the analysis of applying knowledge and skills during the practical activity in the professional training and implementation of the methods, which give the possibility to determine the level of formation of a conflictological position, personal reactions, leader features, emotional intellect, stress tolerance, perception, development of self-assessment, personal significance, self-knowledge and self-realization in the process of professional activity in the conditions of a conflict, self-improvement as a subject.

On the basis of the fact of recognizing the objective existence of conflictogenic professional environment, we have come to the conclusion that the conflictological culture of a future aviation specialist is in setting and resolving the assignments of the development of his abilities in the conflictogenic and conflict situations of intrinsic personal and interpersonal levels of the manifestation of a professional conflict, transforming the conflictogenic professional environment with the aim of preventing further conflicts, and in this case it's necessary to consider the conflictological culture formation to be one of the objectives of professional training.

Consequently, the defined structural components will become the basis for the realization of the experimental work in the context of developing the conflictological culture of the future aviation specialists.

Conclusions and further scientific research perspectives. The structural components of the conflictological culture formation of the future aviation specialists in the process of professional training are defined as *motivational*, which is based on the motivation of the cadets for the conscious acquiring of the necessary conflictological and psychological knowledge in the process of professional training; *cognitive*, which provides the formation of mainstream and special competences and personal-professional characteristics; *conative*, which facilitates the mastering by the cadets the modern dialogic methods, techniques, forms of interaction, which are aimed at the formation of conflictological skills of a future specialist for the efficient doing of the professional activity in the conditions of a conflict; *reflexive*, which is aimed at the awareness by the future specialists of personal and social significance of their conflictological culture.

The perspective of further scientific research is seen in distinguishing the criteria, indicators and levels, which will facilitate the diagnostics of the formation level of the conflictological culture of the future aviation specialists and grounding the pedagogical conditions of the conflictological culture formation of the future aviation specialists in the process of professional training.

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ЧОРНОГОР Наталія Олексіївна, кандидат педагогічних наук, старший викладач кафедри туризму та авіаційних перевезень, Льотна академія національного авіаційного університету.

СТРУКТУРНІ КОМПОНЕНТИ ФОРМУВАННЯ КОНФЛІКТОЛОГІЧНОЇ КУЛЬТУРИ МАЙБУТНІХ ФАХІВЦІВ АВІАЦІЙНОЇ ГАЛУЗІ

Анотація. У статті актуалізується проблема формування конфліктологічної культури майбутніх фахівців авіаційної галузі; визначено структурні компоненти формування конфліктологічної культури майбутніх фахівців авіації (спонукальний, когнітивний, конативний та рефлексивний).

Виокремленні структурні компоненти концентрують у собі сутнісні детермінанти цього явища, а також спрямовані для виокремлення критеріїв та показників, які використовуються для діагностики якості професійної діяльності майбутніх фахівців авіаційної галузі у контексті конфліктологічної освіти.

Спонукальний компонент є важливим складником сформованості соціально-моральних цінностей, поглядів, принципів і переконань, набутих під час навчання у закладах вищої освіти.

Функцією когнітивного компоненту є поповнення та розширення базових знань з актуальних проблем управління конфліктами та побудови продуктивних людських взаємовідносин, які відображають конфліктологічну культуру фахівця авіаційної сфери діяльності.

Конативний компонент сприяє оволодінню курсантами сучасними діалогічними методами, прийомами, формами взаємодії, спрямованими на формування конфліктологічних умінь та навичок майбутнього фахівця для ефективного здійснення професійної діяльності в умовах конфлікту.

Рефлексивний компонент спрямований на усвідомлення майбутніми фахівцями особистісної та соціальної значимості власної конфліктологічної культури.

Ключові слова: конфліктологічна культура, майбутні фахівці авіаційної галузі, компонент, структурні компоненти.

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