



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution of
Higher Education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF HUMANITIES

"AGREED"
Head of the EP

_____ Zayats O. V.
(signature) (Full name of the manager)
«01» September 2016

"APPROVED"
Director of the Department of Social and
Psychological Sciences

_____ Kuzina IG
(signature) (Full name of the head of the department)
"01" September 2016

WORKING PROGRAM OF EDUCATIONAL DISCIPLINE

The Psychology of Conflict

Bachelor's degree in 37.03.02 Conflict Resolution Studies

Study profile "Conflictology in Intercultural Communications"

Full-time training

course 4 semester 7
lectures 18 hours.
practical lessons 18 hours.
laboratory works are not provided
including those using MAL lek. 6 hours / 10 hours.
total hours of classroom load 36 hours.
including with the use of MAL 16 hours.
self work 108 hour.
including preparation for the exam is not provided
test works (quantity) are not provided
course work / course project is not provided
pass-fail exam 7 semester
examination is not provided

Working program is compiled in accordance with the requirements of the educational standard independently established by the FEFU, approved by the order of the rector of 18.02.2016 No. 12-13-235

The working program was discussed at a meeting of the Department of Social and Psychological Sciences Protocol No. 1 dated September 1, 2016

Director of the Department of Social and Psychological Sciences: Kuzina I. G., PhD in history, Professor
Compiled by: I. L. Aristova, Ph.D. in psychology, Associate Professor

I. The program was revised at the meeting of the department:

The protocol of " _____ " _____ 20__ of the year № _____

Director of the Department of Social and Psychological Sciences _____ I.G. Kuzina

(signature) (Surname)

II. The program was revised at the meeting of the department:

The protocol of " _____ " _____ 20__ of the year № _____

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ABSTRACT

The discipline "The Psychology of Conflict" is included in the variable part of the disciplines of the curriculum, compulsory disciplines (B1.V.CD.17). Discipline is developed for students studying for 37.03.02 - Conflict Resolution Studies, study profile "Conflictology in Intercultural Communications".

The total complexity of mastering the discipline is 4 credit units, 144 hours. The curriculum includes lecture classes (18 hours), practical lessons (18 hours), student self work (108 hours). Discipline is held on the 4th year in the 7th semester.

The material is based on the knowledge gained by students in the study of the discipline "Psychology".

The course is designed in such a way that students receive basic knowledge on the psychology of conflict in general and the psychological mechanisms of conflict, in particular, students are supposed to be able to analyze various points of view and to navigate the literature on the conflict issue. The material is structured in two sections - Psychology of conflict in the structure of modern theoretical knowledge. Phenomenology of conflict; Person behavior in conflict. Conflict management. Types of conflicts. The course content covers the history of the formation of conflict studies as a separate branch of scientific knowledge, the psychological aspects of the conflict - the role of perception, the role of emotions, the psychological mechanisms of conflicts, and the characteristics of certain types of conflict.

The aim of the course is to introduce students to conflict issues, with a modern understanding of conflict as a specific organization of activity in which the contradiction is held in the process of its resolution, and with ways to keep the contradiction in a constructive way.

Course Objectives:

- to substantiate the need and possibility of conflict resolution;
- to introduce students to the conceptual apparatus and schemes for describing and analyzing the conflict;
- to introduce the main methods of dealing with conflict;
- to introduce the history and practice of mediation and negotiation as effective and constructive ways to resolve conflicts.

For study of the discipline "The Psychology of Conflict" be successful, the following preliminary competences should be formed in students:

- the ability to justify the scientific picture of the world on the basis of knowledge of the current state of the natural, philosophical and social sciences;
- the ability to analyze socially significant processes and problems, to use the main provisions and methods of social, humanitarian and economic sciences in solving social and professional problems.

As a result of studying this discipline, the following general, general professional and specific professional competencies are formed in students:

Code and wording of competence	Stages of formation of competence	
GC-12 Ability to work in a team, tolerantly perceiving social, ethnic, confessional and cultural differences (formed in part)	Knows	basic norms and rules for tolerant interaction in the team
	Knows how	to use in practice general theoretical knowledge about tolerant interaction in the team
	Has skills	of tolerant attitude when working in a team
GC-16 The ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction (formed in part)	Knows	the grammatical and lexical structure of Russian and English, the rules of oral and written communication in Russian and English for solving problems of interpersonal and intercultural interaction, ways (types of dictionaries, etc.), with which you can fill gaps in language education
	Knows how	to use in practice the rules of oral and written communication in Russian and English, take a foreign speaking speech by ear, understand the written text, search for the necessary language information
	Has skills	of monologic speech for answering questions, summaries, etc., communication skills in Russian and English for solving problems of interpersonal and intercultural interaction
GPC-4 The ability to analyze socially significant processes and problems, to use the basic principles and methods of social, humanitarian and economic sciences in	Knows	basic principles and methods of social and human sciences

solving social and professional problems (formed in part)	Knows how	to use the main provisions and methods of social and human sciences in solving professional problems
	Has skills	of the analysis of socially significant problems and can choose adequate methods of solution
SPC-3 Ability to apply the methodology of interdisciplinary analysis of conflict and peace, use the categorical apparatus of the humanities and social sciences taking into account the subject field of conflictology, the multifactorial conditioning of conflict and peace (formed in part)	Knows	basic directions and approaches to the study of conflicts by psychological science; basics of methodology, basic principles and rules for interdisciplinary analysis of conflict and peace; the main factors in the formation and functioning of conflict and peaceful interactions
	Knows how	to use the categorical apparatus of psychological science to analyze conflict and peaceful interactions; apply the basic rules of interdisciplinary analysis to the study of conflict and peaceful interactions; to determine the boundaries of the subject field of conflictological research; highlight the main causes and factors that cause conflict and peaceful interaction in modern society
	Has skills	systematic knowledge in the field of psychological science, developed skills of their application for the study of conflicts and peace; methods and methods of organization and implementation of interdisciplinary research of conflict and peaceful interactions, technologies and methods for their study

To form the above competencies within the framework of the discipline "The Psychology of Conflict" the following methods of active learning are used: lecture-conversation, problem seminar, thematic discussion.

I. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Section 1. Psychology of conflict in the structure of modern theoretical knowledge. Phenomenology of conflict (10 hours)

Theme 1. Introduction to the Psychology of Conflict. Philosophical and sociological tradition of studying the conflict (2 hours)

Conflict as a psychological and social phenomenon. Causes of conflicts. Evolution of scientific views on the conflict. The everyday and scientific understanding of the conflict. Attempts at scientific definition of the conflict. Classification of types of conflict phenomena.

Sociological and philosophical doctrines of the conflict. Functionalism of Georg Simmel. Conflict functionalism of Lewis Kozer. Positive functions of the conflict.

Theme 2. Psychological tradition of studying the conflict (2 hours)

Training information - the lesson is conducted using an active form of instruction in the form of a lecture-conversation. The goal is to activate the cognitive potential of students. Questions are asked in such a way as to reveal their awareness of the problem and lead to an understanding of what psychological science has made a significant contribution to developing an understanding of the nature of the conflict.

Psychological tradition of studying conflict. Intrapsychic understanding of the conflict (psychoanalysis, ego-psychology). Situational approach (frustration theories of aggression, the role of social learning, the law of social relations M.Doich, the experiments of M.Sherif). The contribution of K.Levin to the psychology of the conflict. Theories of cognitive balance and their contribution to understanding the nature of conflict. Role conflicts (i-role, inter-role conflicts, gender role conflict).

Theme 3. Phenomenology of conflict (2 hours)

The structure of the conflict. The subject of the conflict is values, power, material resources, status. Conditions of occurrence and leakage. Methods for assessing performance as a source of conflict. Perception in the context of conflict.

Dynamic characteristics of the conflict. The dynamics of conflicts of various types. Dynamics of intra-personal conflict according to Merlin.

Theme 4. Mechanisms of conflict (4 hours)

Training information - the lesson is conducted using an active form of instruction in the form of a lecture-conversation.

The role of perception in the emergence of conflict. Peculiarities of perception in conflict. Ways to work with distortions of perception in the conflict.

Formulas for the emergence of conflicts. Methods of dealing with conflicts arising from different formulas. False reflexes and illusions, fear and anger - and their role in the emergence of conflicts. Conflict analysis using transactional analysis. Features of intergroup conflicts.

A look at the conflict of J.Rubin. Circumstances conducive to conflicts, and circumstances that reduce the likelihood of conflict.

Mechanisms of intergroup conflicts. Methods to reduce intergroup tension.

Section 2. Person behavior in conflict. Conflict management. Types of conflicts (8 hours)

Topic 1. Strategies and tactics of personality in conflict (2 hours)

The Thomas-Kilmens strategy grid. Characteristics of behavior in different strategies. Factors influencing the choice of behavior strategy. Types of conflicting personalities. Personality typology by Myers-Briggs and recommendations for communicating with certain types.

Models of conflict development. A model of double interest and a model of the proposed outlook for the effectiveness of the Rubin strategy. Factors that increase the interest in the realization of their needs, and factors that contribute to the interest in the success of the other party to the conflict. Model of past experience by Grishina.

Theme 2. Concepts and methods of conflict management. Forms of dealing with conflict (2 hours)

Establishment of conflict management practices. Basic concepts of conflict management. Fundamentals of conflict prevention. Constructive conflict resolution. Rational communication in conflict as an interpersonal method of conflict management. The art of criticism.

Mediatorstvo and negotiation process when dealing with conflicts. Characteristics and conditions of effectiveness. Arbitration. Arbitration model. Arbitration of the last sentence.

Negotiations: evolution, types of integrative solutions, stages. The place of the mediator in the negotiations. The main role and functions of the intermediary. Ethics in the work of an intermediary. The main mistakes of mediators in the negotiation process.

The method of principled negotiation and its difference from the positional approach.

Topic 3. Intrapersonal and family conflict (2 hours)

Intrapersonal conflicts. Approaches to understanding intrapersonal conflict. Definition, features of flow. The main types of intrapersonal conflict Antsupova. Types of intrapersonal conflict according to K.Levin.

Family conflicts. Different classifications of family conflicts. The main causes of the occurrence. Crisis periods of marriage and their impact on conflicts in the family.

Theme 4. Organizational, political and interethnic conflicts (2 hours)

Organizational conflicts. Nature of industrial conflicts. Fundamentals of decision making. The concept of the workplace. Prevention of industrial conflicts.

Interethnic and political conflicts. The subject of political conflicts. Ways to resolve political conflicts.

II. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE

Practical classes (18 hours)

Lesson 1. Conflict in the light of the diversity of cultural norms and traditions. Philosophical and sociological tradition of studying conflicts (2 hours)

1. Understanding conflict with ordinary consciousness and science
2. Definitions of the conflict
3. Classification of conflicts
4. Philosophical and sociological tradition of studying conflicts
5. Positive functions of the conflict

Lesson 2. Psychological tradition of studying conflicts (2 hours)

Training information - the lesson is conducted using an active form of training - a problem seminar. Students are given a task in advance to get acquainted with the views of K. Horney on the role of culture in the emergence of neuroses. In the class, they answer questions about Horney's views, at the end of the warm-up, a free exchange of views is organized, the problem of how culture and society influences the emergence of conflicts is discussed. The result is summarized.

1. Understand the conflict in psychodynamic concepts of personality
2. Conflict as a response to the situation
3. Understanding conflict in cognitive psychology

Lesson 3. Characteristics of Conflict as a Social Phenomenon (2 hours)

1. Structural characteristics of the conflict
2. Dynamic characteristics of the conflict
3. Dynamics of conflicts of various kinds
4. Stages of psychological conflict by Merlin

Lesson 4. Mechanisms of conflict. Peculiarities of perception in conflict (4 hours)

Training information - the lesson is conducted using an active form of training - a problem seminar.

1. Formulas of conflict (Sheynov)

2. Perception in conflict situations
3. Transactional analysis in conflictology
4. Circumstances conducive to the conflict, and circumstances that reduce the likelihood of conflict
5. Mechanisms of intergroup conflicts

Lesson 5: Person behavior in conflict. Models of choice of conflict interaction (2 hours)

Training information - the lesson is conducted using an active form of training - a thematic discussion.

1. Strategies for the behavior of a person in conflict
2. Tactics of the person's behavior in the conflict
3. Conflict models - a model of double interest, a model of the expected perspective of strategy productivity, a model of past experience
4. Types of conflicting personalities

Lesson 6. Formation of conflict management practice (2 hours)

1. Formation of conflict management practices
2. Basic concepts and methods of conflict management
3. Effective communication in conflict
4. Factors affecting the nature of the conflict
5. Practical skills of conflict management at different levels
6. Characteristics of the forms of work with conflicts (mediation in a narrow and broad sense, arbitration, negotiations)

Lesson 7. Evolution of views on negotiations. Harvard style of negotiations (2 hours)

1. Negotiations, the evolution of negotiations
2. Types of integrative solutions.
3. The method of principled negotiation and its difference from the positional approach

Lesson 8. General characteristics of certain types of conflict (2 hours)

Training information - the lesson is conducted using an active form of training - a thematic discussion. Questions are asked that help to understand the special situation of an intrapersonal conflict in a series of conflict phenomena. A discussion is organized on the role of intrapersonal conflicts in the life of the individual, ways of resolving intrapersonal conflicts are discussed.

1. Basic approaches to understanding intrapersonal conflict.

2. Types of intrapersonal conflict / according to Antsupov, Shipilov. Motivational conflict / by K.Levin.
3. Consequences and ways of resolving intrapersonal conflicts.
4. Family conflict. Types of family conflicts.
5. The crisis periods of matrimony.
6. The position of K.Levin on the problem of family conflict

III. EDUCATIONAL-METHODICAL SUPPORT FOR THE SELF-WORK OF THE TRAINING

Teaching and methodological support of independent work of students on the discipline "The Psychology of Conflict" is presented in Appendix 1 and includes:

- schedule for performing independent work on the discipline, including approximate time limits for implementation for each task;
- characteristics of tasks for independent work of students and methodological recommendations for their implementation;
- requirements for presentation and registration of the results of independent work;
- criteria for assessing the performance of independent work.

IV. CONTROL OF ACHIEVING THE PURPOSES OF THE COURSE

№	Controlled topics / discipline themes	Codes and stages of forming competences		Evaluation tools	
				current control	intermediate certification
1	Section 1. Psychology of conflict in the structure of modern theoretical knowledge. Phenomenology of conflict	GC-12	Knows	Talk (VR-1) Report (VR-3)	4-7, 9, 13, 23, 24 questions
		GC-16	Knows	Talk (VR-1) Test (PW-2)	1-15 questions
		GPC-4	Knows	Test (PW-2)	1-15 questions
		SPC-3	Knows	Talk (VR-1)	1-15 questions
2	Section 2. Person behavior in conflict. Conflict	GC-12	Knows	Talk (VR-1) Report (VR-3)	16-30 questions
		GC-16	Knows	Talk (VR-1) Discussion (VR-4)	7, 16, 20-23, 30 questions
		GPC-4	Knows	Talk (VR-1)	16-30 questions

	management. Types of conflicts	SPC-3	Knows	Talk(VR-1) Essay (PW-3)	16-30 questions
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Typical control tasks, methodological materials that determine the procedures for assessing knowledge, as well as the criteria and indicators necessary for assessing knowledge and characterizing the stages of forming competences in the process of mastering the educational program, are presented in Appendix 2.

V. LIST OF EDUCATIONAL LITERATURE AND INFORMATION-METHODICAL PROVISION OF DISCIPLINE

Main course literature

(electronic and printed)

1. Antsupov, A.Ya. Conflictology in diagrams and commentaries: a manual for military high schools / A. Ya. Antsupov, S. V. Baklanovsky. - M., Prospekt, 2016. - 336 p. - 6 copies.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:813161&theme=FEFU>

2. Volkov, B. S. Conflictology: teaching aid for universities / B. S. Volkov, N.V. Volkova. - M., KnoRus, 2016. - 355 p. - 7 copies.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:837904&theme=FEFU>

3. Zelenkov, M.Yu. Conflictology: teaching aid for universities / M. Y. Zelenkov. - M., Dashkov and Co, 2015. - 323 p. - 3 copies.

<http://lib.dvfu.ru:8080/lib/item?id=chamo:786379&theme=FEFU>

4. Conflict: Textbook / A.Ya. Kibanov, I.E. Vorozheikin and others; Ed. AND I. Kibanova; Gos. Univer. Managed. - 2-е изд., Перепаб. and additional. - Moscow: Research Center Infra-M, 2014. - 301 p.

<http://znanium.com/catalog.php?bookinfo=405091>

5. Kozyrev, G. I. Conflictology: A Textbook / G.I. Kozyrev. - Moscow: ID FORUM: SIC INFRA-M, 2014. - 304 p.

<http://znanium.com/catalog.php?bookinfo=420956>

6. Kozyrev, G. I. Fundamentals of Conflictology: Textbook / G.I. Kozyrev. - 2-е изд., Перепаб. and additional. - Moscow: ID FORUM: SIC INFRA-M, 2014. - 240 p. <http://znanium.com/catalog.php?bookinfo=419052>

7. Mirimanova, M.S. Conflictology: a textbook for universities / M. S. Mirimanov. - M., Academy, 2016. - 285 p. - 5 copies.
<http://lib.dvfu.ru:8080/lib/item?id=chamo:813741&theme=FEFU>

8. Stacevich, E. Manipulation in business negotiations: The practice of counteraction [Electronic resource] / E. Stacevich, K. Gulenkov, I. Sorokina. - 2 nd ed., Ext. - Moscow: Alpina Pablsher, 2014. - 150 p.
<http://znanium.com/catalog.php?bookinfo=520453>

Additional course literature

(electronic and printed)

1. Zemedlina, EA Conflictology: Proc. allowance / E.A. Zemedlin. - 2nd ed. - Moscow: IC RIOR: SIC Infra-M, 2013. - 141 p.
<http://znanium.com/catalog.php?bookinfo=368679>

2. Svetlov, V.A. Introduction to a unified theory of analysis and conflict resolution: a manual for universities / VA Svetlov. - M.: URSS, - 2013. - 303 p. (10 copies) <http://www.iprbookshop.ru/8243.html>

3. Fesenko, OP Workshop on conflictology or Learning to resolve conflicts (for students of all areas of training) [Electronic resource]: workshop / OP Fesenko, SV Kolesnikova. - M.: FLINT, 2014.
<http://znanium.com/catalog.php?bookinfo=458059>

4. The Psychology of Ethnic and Cultural Conflict / ed. by Yueh-Ting Lee, Clark McCauley, Fathali Moghaddam, Stephen Worchel. Westport, Connecticut London: Praeger, 2004. 350 p.- 1 copy.
<http://lib.dvfu.ru:8080/lib/item?id=chamo:245125&theme=FEFU>

VI. METHODOICAL INSTRUCTIONS FOR THE DEVELOPMENT OF DISCIPLINE

The course is structured according to the thematic and problematic principles, which allows, on the one hand, to systematize the educational material, on the other - emphasizes the connection with other disciplines of the humanitarian and special cycle.

In the process of studying the materials of the training course, various forms of work are offered: lecturing, practical classes, tasks for independent work.

Lecture classes are focused on highlighting introductory topics in each section of the course and are designed to guide students in the proposed material, lay the scientific and methodological basis for further independent work of students.

In the work with students, various means, forms and methods of instruction (information-developing, problem-searching) are used.

Particularly important for the professional training of students is independent work at the rate. In the course of this work, students select the necessary material on the studied issue and analyze it. The training course implies the fulfillment of a number of tasks for independent work, which are checked by the teacher, discussed with students and taken into account in the final control of knowledge of the course.

Students in the study of discipline are encouraged to study the topics in the order in which they are revealed in the full synopsis of the lectures. In those topics where preparation involves the use of additional material, the student is encouraged to study this material. This will give the trainee the opportunity to qualify for the highest possible grade.

Students are encouraged to draw on the material given in the full course of lectures when preparing for practical exercises. In order to gain a deeper mastery of it, it is suggested that in a number of subjects one should turn to additional literature and perform independent tasks with subsequent discussion of the results.

When working with literature, it is recommended to pay special attention to terms and basic concepts of the course in order to understand the essence of the phenomena being studied, to break the material into parts, to be able to allocate material in the material, to memorize the authors, to make work plans for themselves, to test the ability to reproduce the basic positions and the ability to make output based on the studied material. Literature from the list of additional literature should be involved in analysis in relevant topics.

When preparing for test, it is recommended to check knowledge and understanding of the terminology of the course, the ability to reveal the essence of the psychological phenomena studied, to bring their characteristics and typology. It is recommended to focus on theories and surnames of scientists.

VI. MATERIAL-TECHNICAL SUPPORT OF DISCIPLINE

Mastering the discipline "The Psychology of Conflict" assumes the use of the following material and technical support: a multimedia audience. Multimedia audience consists of integrated engineering systems with a single control system, equipped with modern means of information reproduction and visualization. The teacher has the opportunity to easily manage the entire system, which makes it possible to conduct lectures, practical exercises, presentations, and other types of classroom workload in a convenient form using modern interactive teaching aids, including using all corporate resources in the training process. Multimedia audience is also equipped with broadband Internet access. Computer equipment has the appropriate licensed software.

Appendix 1



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SCHOOL OF HUMANITIES

**EDUCATIONAL-METHODICAL SUPPORT FOR STUDENTS SELF-
WORK
for the discipline "The Psychology of Conflict"**

Vladivostok

2016

Schedule of students self work on discipline

№	Date / timeframe	Type of self work	Approximate time limits for implementation	Form of control
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1	1-4 week of the 7th semester	Working with the book of K. Horney "The Neurotic Personality of Our Time" Ch. "Culture and neurosis"	8 h.	VR-1, talk
2	5-6 week of the 7th semester	Work with the book. K. Levin "Spousal conflicts"	4 h.	VR-1, talk
3	7-10 week of the 7th semester	Exercise "Assertive Behavior"	8 h.	VR-4, discussion
4	11-14 week of the 7th semester	Exercise "Strategies of behavior in conflict"	8 h.	VR-4, discussion
5	15-18 week of the 7th semester	Writing an essay The role of conflict in my life	8 h.	PW-3, essay
6	1-18 week of the 7th semester	Preparation for practical lessons	72 h.	VR-1, talk

1. Work with the book. Read the chapter from the work of K. Horney "The Neurotic Personality of Our Time" (Chapter Culture and Neurosis) and draw up a plan-summary.

1. What Horney's position on the nature of internal conflicts differs from the position of Freud

2. What Horney leads to a different understanding of the nature of internal conflict

3. What is basal anxiety?

4. In what Horney sees the nature of basal anxiety

5. What is, according to Horney, the main contradiction of modern society

6. Do you think that this contradiction is observed in our modern culture?
7. What other influences of culture on the occurrence of neuroses are described by Horney
8. Give examples of situations in which we can trace the effect of these factors
9. How, in your opinion, can these impacts be reduced
10. What are the contradictions inherent in our culture, represent the main conflicts of the neurotic.

Requirements for registration of results. The results are formalized in the form of a plan-summary, the volume of 1 page, in which the phenomena themselves should be indicated, their characteristics and examples are given.

Criteria for evaluation. Providing a complete outline in general without answering the questions is estimated at 3 points, a full outline with the ability to cite an example of 4 points, a complete outline with the ability to name all the cultural contradictions that contribute, according to Horney, to the emergence of neuroses, correctly answer questions and give an example - 5 points.

2. Work with the book. Read the excerpt from the work of Levin. Married conflicts. Find answers to the following questions:

- From what positions does Levin consider the marital conflict
- What is a "free movement space"
- What needs are affected by the occurrence of marital conflicts

Requirements for registration of results. The results are formalized in the form of a plan-summary, the volume of 1 pp.

Criteria for evaluation. Providing a generally complete outline plan without the ability to answer questions is assessed at 3 points, a full outline with the ability to give an example - 4 points, a complete outline with the ability to correctly answer questions and give an example - 5 points.

3. Assertive Behavior Exercise

As part of the study of the topic "Rational behavior and effective communication in conflict," students are invited to get acquainted with the concepts of assertiveness and assertive behavior. The purpose of this independent work: the creation of psychological prerequisites for the selection of effective ways to communicate in conflict.

Guidelines

Step 1. Discover the theoretical information on the topic

In any situation, we choose a certain style of behavior - and to a large extent the result depends on it. We can behave passively - not defend our rights, avoid conflicts, obey the decisions of others and, as a result, lose control over what is

happening. In this case, we allow others to make decisions for us, even if we know that we will regret it later. This behavior gives rise to feelings of helplessness. Its goal is to avoid conflict. There is also a hidden benefit in this - if something goes wrong, you are unlikely to be blamed, but the situation and relations do not develop as you would like.

We can behave aggressively-rush to the problem, impose our own opinion, disregard the interests of others, be rude, hostile. But superiority is achieved by humiliating others and, as a rule, aggressive behavior creates enemies. Perhaps, with this behavior you are achieving your goal, and others eventually do what you want, but this leads to a break in relations, to social isolation.

But there is a third variant of behavior - assertive or confident. Assertiveness can be called a "golden mean" between aggression and passivity. The term "assertiveness" comes from the English verb "to assert" - to insist on one's own, to assert, to declare, to assert their rights. Under assertive behavior, one understands the positive behavior of a person who respects himself and others, listens, understands and tries to reach a working compromise. This is a demonstration of polite perseverance.

Assertive people show others how they would like to be treated. They are self-sufficient and protect their rights, express their thoughts and feelings directly, honestly and openly with means that respect the rights of others. They understand their needs and ask openly and directly about what they want. An assertive person acts without unnecessary anxiety or guilt.

The goal of such confident behavior is to communicate clearly and directly, as an adult with an adult, to defend their interests without violating the rights of another person. This behavior is characterized by a number of verbal and non-verbal features. These are characteristics such as:

- active listening;
- A firm, calm voice;
- direct eye contact;
- a straight, balanced, open body position;
- loudness of the voice, suitable to the situation;
- use: "I", "I love, I want ...", "I do not want ...";
- phrases of cooperation: "What do you think about this?";
- underlined statements of interest: "I would really like ..." and other similar manifestations.

Step 2. Perform the exercise individually

Instructions

Below are the statements that are pejorative statements in various manifestations. First, determine to which type each sentence belongs, for example, implying something negative; concluding an unjustified generalization; intruding into a personal area; decreasing significance. That is, you need to determine which message is "hidden" in them. The next step is to propose three answers to each statement: one answer - passive, another - aggressive, the third - sure (assertive). Pay the most attention to working out a confident answer.

1. I know that this is not my business, but
2. Do not worry about it, I'll turn to Alexander
3. My God! Are not you finished yet?
4. If I were in your shoes, I would
5. You must return right now and tell him that
6. You're not busy on Thursday, are you?
7. Are you sure that you know what you are doing?
8. Typically male reaction!
9. Cry, cry! All of you women are the same!
10. We all know why she got promoted.

Step 3. Preparing for the group discussion

Think about what "bonuses" we receive in each of the three described behaviors - passive, aggressive and confident. And what is the "payoff" for passive and aggressive (and, perhaps, for sure) behavior?

How easy was it for you to determine that the statement is offensive, that there is something negative about it, and how easy it was to determine why it was an offense to say so?

How do you think, is it always correct to use only confident statements?

Try to remember one situation from your own life, when a pejorative statement sounded in your address. Let it not be too personal a situation, then to discuss it in a mini-group in class.

Step 4. Work in mini groups in a practical lesson

Participants discuss and develop skills of confident answers to pejorative statements. Participants in the mini-groups also discuss the situation of their members in turn. Each participant has the opportunity to lose his situation and give a confident response to a derogatory statement. Someone is playing an interaction partner, the others are involved in the work, giving advice and feedback.

Step 5. Formulate the principles of confident behavior

As a result, the groups have to formulate the principles of confident interaction in the event of belittling statements. The basic principles are reduced to three:

- to realize the purpose of a derogatory expression and be able to defend one's self-esteem;
- inform another person that you are aware of his or her attempt;
- be concise, precise and unambiguous in its rejection of such behavior.

Control questions

1. How would you characterize assertive behavior?
2. Give examples of situations where a so-called pejorative statement was sent to your address (or to another person's address). Determine its type and give a passive, aggressive and confident response to this statement.
3. What principles of confident behavior are familiar to you?
4. What principles of confident behavior do you use in case someone appealed to you with a pejorative statement?
5. Do you think that confident behavior is the best behavior? Justify your answer.

Criteria for evaluation

A student gets an excellent rating if he not only got acquainted with the theoretical material, but uses it in a group discussion and can formulate principles of confident behavior.

A "good" grade is given to the student who has mastered the theory and participates in the group discussion, but is not able to formulate principles of confident behavior.

The grade "satisfactory" is exposed to the student in the event that he has only a general idea of the phenomenon being studied and does not participate in the discussion.

4. Exercise "Strategies of behavior in conflict"

The purpose of this independent work is to work out the main strategies of behavior in the conflict, to reveal what behavior is correlated with different strategies.

In the course of this independent work the following tasks are solved:

- get acquainted with the strategies of behavior in the conflict;
- To expand the idea of what types of behavior are correlated with a particular strategy of behavior in the conflict;

- to consolidate the skill of identifying constructive and unconstructive behavior patterns in a conflict.

Guidelines

Step 1. Discover the theoretical information on the topic

In a conflict situation, people can use different behavior strategies. In the theoretical perspective, the model of K. Thomas and R. Killman is the most known in conflictology. The authors of this model proceed from the fact that in the conflict interaction the participants of the conflict one way or another must take into account not only their own interests, but also the interests of the opponent. According to the model, the degree of persistence in satisfying one's own interests and the degree of compliance in satisfying the interests of other partners are taken into account.

If we observe the minimal interest of the parties in realizing their needs for the conflict, then this is an avoidance strategy, or, as it is called, care. If a party takes into account and tries to realize only its interests in the conflict, then this is a rivalry. If a participant in the conflict is ready to give up his interests in favor of giving the opponent the opportunity to realize his interests, then this will be an adaptation (or concession). And, figuratively speaking, the situation "fifty-fifty" corresponds to a compromise. In this case, each of the parties partially realizes its interest, but also loses something.

Step 2. Perform the exercise individually

Instructions

Two situations are described below. You have to offer five approaches to the development of each of these situations. The first approach should represent an avoidance strategy, the second one - adaptations, the third - the strategy of rivalry, the fourth - the strategy of compromise, the fifth - the strategy of cooperation. Before offering these approaches, determine which types of behavior are associated with each approach.

Situation 1

Andrei (he is a surveyor) and Inna (she's a lawyer) is Lisa's daughter. She is the only child in the family. Before the wedding, Andrew and Inna agreed that everyone will continue to do their work and take part in the fulfillment of household chores and the upbringing of the child. Usually, either father or mother takes Lisa to a kindergarten before going to work and taking turns taking her out in the evening. But last night (it was Sunday) they had to call a doctor, because Lisa had a rash. I was diagnosed with measles rubella. Andrei said that he has three inspections this week and that he can not stay with the child at home. Inna's case is heard in court.

Situation 2

The local public organization exists at the expense of the monthly subsidies of the administration. But one day the organization received a large one-off grant. The secretary of the organization wants to spend money on office equipment - a computer and a copier. The bookkeeper believes that it is better to invest money in advertising, development of public relations and measures for finding investments.

Step 3. Preparing for the group discussion

Think, have you always tried to find a way out that ensures the mutual interests of the parties? How do you think, have you been able to fully and adequately identify the needs of the other participant in the interaction in the proposed situations? Was it easy for you to continue the development of the situation from the point of view of different behavioral models? What types of behavior are suggested for implementing different behavior strategies? Can you identify the tactics involved in them?

Step 4. Work in mini groups in a practical lesson

Divide the group into several minigroups and allow participants to discuss the individual solutions that they created for the two proposed situations. Invite participants to choose options for each of the five strategy approaches (in both situations) that they consider most appropriate. Let them voice their options to the group as a whole. Ask participants how much they realized the need to consider the needs of the other side of the interaction. Pay special attention to solutions of the problem, based on the strategy of cooperation. Analyze the steps that led the participants to an open dialogue.

Control questions

1. Name the strategies of behavior in the conflict and characterize them (according to Thomas Thomas's model).
2. Give examples of how real behavior relates different strategies of behavior in the conflict.
3. What variants of behavior did you propose for different strategies of conflict interaction (for the described situations)?
4. In your opinion, were you able to adequately assess the needs of the other party in the described situations?
5. Was it easy for you to find a cooperative behavior model? What do you think that prevents cooperative behavior in real life?

Criteria for evaluation

The student receives an excellent evaluation if he not only got acquainted with the theoretical material, but also developed options for developing the situations proposed for analysis in the context of different behavior strategies, can justify the proposed options, participate in group work.

A "good" grade is given to the student, who generally mastered the theory and participates in group work, but allows for some inaccuracies.

The grade "satisfactory" is exposed to the student in the event that he has only a general idea of the strategies of behavior in the conflict and the factors that determine them.

5. Write an essay "The Role of Conflict in My Life"

Guidelines. Previously, the student must master the material for the most part of the course, know the positive functions of the conflict, be able to analyze the theoretical literature on the problem.

Requirements for registration of results. The results are issued in the form of a printed essay (volume 1-2 pages).

Criteria for evaluation. Excellent student exhibited if the student demonstrated knowledge of the problem and described the role of conflict in the life of the individual. The student knows and owns the skill of independent research work on the research topic; methods and methods of analyzing the theoretical and practical aspects of the problem of investigating the role of conflicts in the life of society and the individual. There are no actual errors related to understanding the problem; work is framed correctly.

Evaluation is good - the work is characterized by a semantic integrity, coherence and consistency of presentation; allowed no more than 1 error in explaining the nature of the conflict and its role in life. There are no actual errors related to understanding the problem. One or two errors in the design of work are allowed

Satisfactory - the student conducts a sufficiently independent analysis of the problem of the role of conflict in the life of society, understands the basic functions. No more than 2 mistakes were made in the sense or content of the problem, the design of the work

Unsatisfactory - if the work is a retold or completely rewritten foreign text without any comments, analysis. Three or more errors are allowed in the semantic content of the disclosed problem, in the design of the work.

Appendix 2



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of
Higher Education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF HUMANITIES

EVALUATION FUND
for the discipline «The Psychology of conflict»
Bachelor's degree in 37.03.02 Conflict Resolution Studies
Study profile "Conflictology in Intercultural Communications"
Full-time training

Vladivostok

2016

Passport of the Evaluation Fund

Code and wording of competence	Stages of formation of competence	
GC-12 Ability to work in a team, tolerantly perceiving social,	Knows	basic norms and rules for tolerant interaction in the team

ethnic, confessional and cultural differences (formed in part)	Knows how	to use in practice general theoretical knowledge about tolerant interaction in the team
	Has skills	of tolerant attitude when working in a team
GC-16 The ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction (formed in part)	Knows	the grammatical and lexical structure of Russian and English, the rules of oral and written communication in Russian and English for solving problems of interpersonal and intercultural interaction, ways (types of dictionaries, etc.), with which you can fill gaps in language education
	Knows how	to use in practice the rules of oral and written communication in Russian and English, take a foreign speaking speech by ear, understand the written text, search for the necessary language information
	Has skills	of monologic speech for answering questions, summaries, etc., communication skills in Russian and English for solving problems of interpersonal and intercultural interaction
GPC-4 The ability to analyze socially significant processes and problems, to use the basic principles and methods of social, humanitarian and economic sciences in solving social and professional problems (formed in part)	Knows	basic principles and methods of social and human sciences
	Knows how	to use the main provisions and methods of social and human sciences in solving professional problems
	Has skills	of the analysis of socially significant problems and can choose adequate methods of solution

SPC-3 Ability to apply the methodology of interdisciplinary analysis of conflict and peace, use the categorical apparatus of the humanities and social sciences taking into account the subject field of conflictology, the multifactorial conditioning of conflict and peace (formed in part)	Knows	basic directions and approaches to the study of conflicts by psychological science; basics of methodology, basic principles and rules for interdisciplinary analysis of conflict and peace; the main factors in the formation and functioning of conflict and peaceful interactions
	Knows how	to use the categorical apparatus of psychological science to analyze conflict and peaceful interactions; apply the basic rules of interdisciplinary analysis to the study of conflict and peaceful interactions; to determine the boundaries of the subject field of conflictological research; highlight the main causes and factors that cause conflict and peaceful interaction in modern society
	Has skills	systematic knowledge in the field of psychological science, developed skills of their application for the study of conflicts and peace; methods and methods of organization and implementation of interdisciplinary research of conflict and peaceful interactions, technologies and methods for their study

№	Controlled topics / discipline themes	Codes and stages of forming competences		Evaluation tools	
				current control	intermediate certification
1	Section 1. Psychology of conflict in the structure of modern theoretical knowledge. Phenomenology of conflict	GC-12	Knows	Talk (VR-1) Report (VR-3)	4-7, 9, 13, 23, 24 questions
		GC-16	Knows	Talk (VR-1) Test (PW-2)	1-15 questions
		GPC-4	Knows	Test (PW-2)	1-15 questions
		SPC-3	Knows	Talk (VR-1)	1-15 questions
2	Section 2. Person	GC-12	Knows	Talk (VR-1) Report (VR-3)	16-30 questions

behavior in conflict. Conflict management. Types of conflicts	GC-16	Knows	Talk (VR-1) Discussion (VR-4)	7, 16, 20-23, 30 questions
	GPC-4	Knows	Talk(VR-1)	16-30 questions
	SPC-3	Knows	Talk(VR-1) Essay (PW-3)	16-30 questions

Scale of competence level assessment

Code and wording of competence	Stages of formation of competence		criteria	indicators
GC-12 Ability to work in a team, tolerantly perceiving social, ethnic, confessional and cultural differences (formed in part)	Knows	basic norms and rules for tolerant interaction in the team	Knowledge of norms and rules for tolerant interaction	Ability to disclose the concept of tolerance; ability to name rules for tolerant interaction
	Knows how	to use in practice general theoretical knowledge about tolerant interaction in the team	The ability to use in practice general theoretical knowledge about tolerant interaction in a team	The ability to identify in practice different kinds of differences in subjects of interaction; the ability not to put one subject of interaction above others.
	Has skills	of tolerant attitude when working in a team	Possession of the skills of tolerant attitude when working in a team	The ability to make informed decisions that are not affected by cultural and other differences in the subjects of

				interaction; the ability to treat all subjects equally positively
GC-16 The ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction (formed in part)	Knows	the grammatical and lexical structure of Russian and English, the rules of oral and written communication in Russian and English for solving problems of interpersonal and intercultural interaction, ways (types of dictionaries, etc.), with which you can fill gaps in language education	Knowledge of the corresponding linguistic systems and the rules for generating a speech monological and dialogical utterance	The ability to name the basic rules for constructing an utterance in Russian and English, the ability to determine the required source and find in it the missing language information
	Knows how	to use in practice the rules of oral and written communication in Russian and English, take a foreign speaking speech by ear, understand the written text, search for the necessary language information	Ability to communicate in the appropriate language orally and in writing	Ability to understand spoken and written language, the ability to generate spoken language and written texts in the appropriate language
	Has skills	of monologic speech for answering questions,	Possession of interpersonal and intercultural skills	The ability to communicate in the appropriate language

		summaries, etc., communication skills in Russian and English for solving problems of interpersonal and intercultural interaction	in the appropriate language	to solve problems of interpersonal and intercultural interaction
GPC-4 The ability to analyze socially significant processes and problems, to use the basic principles and methods of social, humanitarian and economic sciences in solving social and professional problems (formed in part)	Knows	basic principles and methods of social and human sciences	Knowledge of the main provisions, concepts, principles of the Psychology of conflict as a humanitarian science	The ability to define the basic concepts of the Psychology of Conflict, the ability to name the basic principles of the Psychology of Conflict as a Humanitarian Science
	Knows how	to use the main provisions and methods of social and human sciences in solving professional problems	Ability to operate with the system of concepts of the Psychology of Conflict	The ability to determine the nature of the conflict, respectively, the main theoretical approaches of psychological science
	Has skills	of the analysis of socially significant problems and can choose adequate methods of solution	Possession of systematic views on the nature of conflict in basic psychological theories	Ability and independently choose and apply effective ways to resolve conflict situations in accordance with psychological patterns

<p>SPC-3 Ability to apply the methodology of interdisciplinary analysis of conflict and peace, use the categorical apparatus of the humanities and social sciences taking into account the subject field of conflictology, the multifactorial conditioning of conflict and peace (formed in part)</p>	<p>Knows</p>	<p>basic directions and approaches to the study of conflicts by psychological science; basics of methodology, basic principles and rules for interdisciplinary analysis of conflict and peace; the main factors in the formation and functioning of conflict and peaceful interactions</p>	<p>Knowledge of the main categories of humanities, directions and approaches to the study of conflicts in the humanities, knowledge of the main factors of conflict formation</p>	<p>Ability to name the main categories of humanities, the ability to name the main approaches to the study of conflict in the humanities, the ability to name and reveal the essence of the main factors of conflict formation</p>
	<p>Knows how</p>	<p>to use the categorical apparatus of psychological science to analyze conflict and peaceful interactions; apply the basic rules of interdisciplinary analysis to the study of conflict and peaceful interactions; to determine the boundaries of the subject field of conflictological research; highlight the main causes and factors that cause conflict and peaceful interaction in modern society</p>	<p>Ability to apply the categories and principles of the humanities in the analysis of conflict and peaceful interactions, ability to determine the causes and factors of conflict interaction</p>	<p>The ability to apply the categories of the humanities in the study of conflict interaction, ability to identify the range of causes and factors of conflict interaction</p>
	<p>Has skills</p>	<p>systematic knowledge in the field of psychological science,</p>	<p>Possession of information on conflict interaction from various areas of</p>	<p>The ability to select and apply knowledge from various humanitarian fields to plan and</p>

		developed skills of their application for the study of conflicts and peace; methods and methods of organization and implementation of interdisciplinary research of conflict and peaceful interactions, technologies and methods for their study	humanitarian knowledge, Possession of ways to organize interdisciplinary study of conflicts	conduct conflict-response research. the ability to plan and conduct an interdisciplinary study of conflict interactions
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Methodological materials defining procedures for assessing knowledge, skills and abilities

Intermediate certification of students. Intermediate certification of students in the discipline "The Psychology of Conflict" is conducted in accordance with local regulations of the FEFU and is mandatory.

The pass-fail exam is either indicated by the results of work in the rating system, or by the results of an oral interview. The interview is conducted on the list of questions, the student is offered two questions.

Current certification of students. The current certification of students in the discipline "Psychology of Conflict" is conducted in accordance with local regulations of the FEFU and is mandatory.

The current certification is conducted in the form of interviews, tests, reports, discussions, writing essays.

The object of evaluation is the degree of mastering theoretical knowledge.

Evaluation tools for intermediate certification

List of questions for offset

1. Defining the conflict by different researchers. Invariant signs of the concept of conflict.
2. Development of conflictological ideas.
3. Models of society (functional, conflict, conflict functionalism)
4. Understand the conflict in psychodynamic concepts of personality.
5. Conflict as a response to the situation.

6. Understanding conflict in cognitive psychology.
7. Causes of conflict. Evaluation of activities as one of the causes of conflict.
8. The structure of the conflict.
9. Perception in conflict situations.
10. Dynamic characteristics of the conflict.
11. Dynamics of conflicts of various types.
12. Positive functions of the conflict.
13. Conflictogenes. Types of conflict. The law of conflict escalation.
14. Formulas of conflict occurrence.
15. Conflicts and transactional analysis.
16. Basic concepts and basic methods of conflict management. Technologies of rational behavior and effective communication in the conflict
17. Two-dimensional and three-dimensional grid strategies of behavior in conflict.
18. Characteristics of strategies and tactics of behavior in conflict.
19. Types of conflicting personalities.
20. Models of conflict development / by Rubin and Grishina /.
21. The method of principled negotiation and its difference from the positional approach. NEA and its role in the negotiation process.
22. Mediation in the negotiation process. Arbitration. Arbitration model.
23. Intrapersonal conflict - the essence, features, basic approaches to understanding intrapersonal conflict.
24. Motivational conflict / by K.Levin /.
25. Types of intrapersonal conflict / on Antsupova, Shipilov.
26. Family conflict. Types of family conflicts. Crisis periods of matrimony.
27. Intra-role and inter-conflict.
28. Circumstances conducive to the conflict, and circumstances that reduce the possibility of conflict (according to J. Rubin).
29. Mechanisms of intergroup conflicts.
30. Negotiations, evolution, types of integrative solutions.

Criteria for evaluation

Points (rating evaluation)	Evaluation of the exam (standard)	Requirements for the formed competences
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61-100	<i>"Pass"</i>	"Pass" is exposed to the student if he has deeply and firmly grasped the program material, possesses the skills of tolerant attitude when working in a team, is able to communicate in the appropriate language orally and in writing, is able to operate with the system of concepts of the Psychology of Conflict and to apply the categories and principles of the humanities in the analysis of conflict and peaceful interactions, can determine the causes and factors of conflict interaction
60 and below	<i>"Fail"</i>	"Fail" is exposed to the student if he does not know the psychological theories of the conflict, can not name the socio-psychological mechanisms of the emergence of conflicts, does not possess the skills of tolerant attitude when working in a team, is not able to communicate in the appropriate language orally and in writing, is not able to operate with the system of concepts of the Psychology of Conflict and to apply the categories and principles of the humanities in the analysis of conflict and peaceful interactions, can not determine the causes and factors of conflict interaction or admits significant inaccuracies in answering the question

Evaluation tools for monitoring knowledge

Typical questions for the interview

Section 1

1. Evolution of scientific views on conflict.
2. Attempts at the scientific definition of conflict.
3. Classification of types of conflict phenomena.
4. Sociological and philosophical teachings about the conflict.
5. Functionalism of Georg Simmel.
6. Conflict functionalism of Lewis Kozer.
7. Positive functions of the conflict.
8. Intrapsychic understanding of the conflict
9. Situational
10. The contribution of K. Levin to the psychology of the conflict
11. Theories of cognitive balance and their contribution to understanding the nature of conflict
12. Role conflicts
13. Structure of the conflict
14. Perception in conflict situations

15. Dynamic characteristics of the conflict
16. Dynamics of an intrapersonal conflict over Merlin
17. Ways to work with distortions of perception in the conflict.
18. Formulas of conflict occurrence.
19. Conflict analysis using transactional analysis
20. A look at the conflict of J.Rubin.
21. Circumstances conducive to conflicts, and circumstances that reduce the likelihood of conflict.
22. Mechanisms of intergroup conflicts
23. Ways to reduce intergroup tension
24. How does Horney's position on the nature of internal conflicts differ from the position of Freud
25. What leads Horney to a different understanding of the nature of internal conflict
26. What is basal anxiety?
27. In what Horney sees the nature of basal anxiety
28. What, according to Horney, is the main contradiction of modern society
29. Do you think that this contradiction is observed in our modern culture?
30. What other influences of culture on the occurrence of neuroses are described by Horney
31. Give examples of situations in which we can trace the effect of these factors
32. In your opinion, how can these influences be reduced
33. What contradictions, inherent in our culture, represent the main conflicts of the neurotic.

Section 2

1. Strategies for the behavior of a person in conflict
2. Tactics of the person's behavior in the conflict
3. Models of conflict development (Rubin, Grishina)
4. What is conflict management?
5. How did the practice of conflict management develop?
6. What forms of work with the conflict can you name
7. How does the development of the conflict explain N. Grishina?
8. How does the development of the conflict explain Rubin J.
9. What is the principle negotiation. How do they differ from the positional approach
10. What is NEA and its role in the negotiation process?
11. Mediation in the negotiation process. Arbitration. Arbitration model

12. Circumstances conducive to the conflict, and circumstances that reduce the possibility of conflict (according to J. Rubin)
13. Mechanisms of intergroup conflicts
14. Negotiations, evolution, types of integrative solutions
15. Views on the psychological conflict of K. Levin
16. Types of conflict over Levin
17. Dynamics of intrapersonal conflict according to V.S. Merlin
18. Conflictogenes
19. Types of conflicting personalities
20. Types of Intrapersonal Conflict for Antsupov, Shipilov
21. Strategies for dealing with intrapersonal conflict
22. Marital conflict
23. Critical periods of matrimony
24. Levine about the conjugal conflict
25. Types of marital conflicts
26. Conflicts in Young Families
27. From what positions does Levin consider the marital conflict
28. What is the "free motion space" according to Levin
29. The realization of what needs affects the occurrence of marital conflicts by Levin

Criteria for evaluation

Evaluation is perfectly exposed to the student, who is guided in all theoretical material on the topic of the interview, shows deep knowledge, can give examples. Evaluation is well exhibited in the event that the student as a whole has learned the subject matter, can give examples, but admits inaccuracies. Satisfactory exhibits, if the student has not learned the subject matter and can not answer most questions, can not give examples

Typical questions to the test work

Section 1

1. The subject of conflictology. Conflict definitions by different researchers.
2. Sociological tradition of studying conflicts. Models of society.
3. Psychological tradition of studying conflicts.
4. Positive functions of the conflict.
5. Structural characteristics of the conflict.
6. Dynamic characteristics of the conflict (conflict escalation and conflict escalation)
7. Dynamics of intrapersonal conflict (Merlin)
8. The role of perception in the conflict and its impact on behavior

9. Circumstances conducive to the conflict (Rubin)
10. Circumstances that reduce the likelihood of conflict (Rubin)
11. Mechanisms of intergroup conflicts

Criteria for evaluation

The grade is perfectly presented to the student, who correctly answered all questions of his version of the control work, pointed out the researchers who dealt with these theoretical problems. Evaluation is well exhibited if the student as a whole correctly answered the questions, but made inaccuracies, or can consider the issue only in the context of examples. Satisfactory exhibition, if the student did not answer some of the questions, can not give examples, did not name the names of the researchers.

Typical topics of reports

Section 1

1. K. Horney on the Cultural Foundations of a Psychological Conflict
2. Role conflicts and strategies for their resolution
3. The work of K. Jung "Fighting the shadow"
4. Z. Freud "I and It"
5. The peculiarity of K. Levine's views on the psychological conflict
6. The work of G. Zimmel "Man as an enemy"

Section 2

1. The main ideas of the work of K. Levin "The protracted production conflict"
2. The main ideas of the work of K. Levin "The Marital Conflict"
3. Intrapersonal conflict, types, ways of escape
4. Vasylyuk about the "flickering crisis"
5. Organizational conflict
6. Interethnic Conflicts
7. Political conflict
8. Economic conflict
9. Conflicts in Young Families
10. Conflict Management
11. Negotiations in conflict management
12. Mediation in dealing with conflict

Criteria for evaluation

The score is perfectly presented to the student, who fully and comprehensively covered the topic, shows the knowledge of the theory, the material is presented sequentially, logically, examples are given. Evaluation is well exhibited in the event that the student as a whole has reflected the main theoretical positions on the topic,

can give examples, but made inaccuracies. Satisfactory exhibition, if the student was unable to disclose the topic, the material is poorly structured, there are errors.

The essay "The Role of Conflict in My Life"

Writing an essay assumes that the student has mastered the material for the most part of the course, knows the positive functions of the conflict, knows how to analyze theoretical literature on the problem.

Criteria for evaluation

Excellent student exhibited if the student demonstrated knowledge of the problem and described the role of conflict in the life of the individual. The student knows and owns the skill of independent research work on the research topic; methods and methods of analyzing the theoretical and practical aspects of the problem of investigating the role of conflicts in the life of society and the individual. There are no actual errors related to understanding the problem; work is framed correctly.

Evaluation is good - the work is characterized by a semantic integrity, coherence and consistency of presentation; allowed no more than 1 error in explaining the nature of the conflict and its role in life. There are no actual errors related to understanding the problem. One or two errors in the design of work are allowed

Satisfactory - the student conducts a sufficiently independent analysis of the problem of the role of conflict in the life of society, understands the basic functions. No more than 2 mistakes were made in the sense or content of the problem, the design of the work

Unsatisfactory - if the work is a retold or completely rewritten foreign text without any comments, analysis. Three or more errors are allowed in the semantic content of the disclosed problem, in the design of the work.

Typical questions to the discussion "Assertive behavior"

1. What is assertive behavior, its purpose and characteristics
 2. What "bonuses" we receive in each of the three behaviors - passive, aggressive and confident
 3. What can be the payment for aggressive, passive (and, maybe, and for certain) behavior
 4. How do you think, is it always correct to use only confident statements?
 5. What do you think, what is the purpose of a derogatory utterance
1. Give examples of situations where a so-called pejorative statement was sent to your address (or to another person's address). Determine its type and give a passive, aggressive and confident response to this statement.

2. What principles of confident behavior are familiar to you?
3. What principles of confident behavior do you use in case someone appealed to you with a pejorative statement?
4. Do you think that confident behavior is the best behavior? Justify your answer.

Typical questions to the discussion "Strategies for behavior in conflict"

1. Name the strategies of behavior in the conflict and characterize them (according to Thomas Thomas's model).
2. Give examples of how real behavior relates different strategies of behavior in the conflict.
3. In your opinion, were you able to adequately assess the needs of the other party in the described situations?
4. Was it easy for you to find a cooperative behavior model? What do you think that prevents cooperative behavior in real life?
5. Think about whether you always tried to find a way out that ensures the mutual interests of the parties?
6. In your opinion, were you able to fully and adequately identify the needs of the other participant in the interaction in the proposed situations?
7. Is it easy for you to continue to develop the situation from the point of view of different behavioral models?
8. What types of behavior are proposed for implementing different behavioral strategies? Can you identify the tactics involved in them?

Criteria for evaluation

The student receives an excellent rating if he not only got acquainted with the theoretical material, but uses it in the group discussion and can answer the questions.

A "good" grade is given to the student, who has generally mastered the theory and participates in the group discussion, but at the same time admits non-essential errors.

The grade "satisfactory" is exposed to the student in the event that he has only a general idea of the phenomenon being studied and does not participate in the discussion.