REVISTA ESPACIOS

Managing conflict situations for contemporary youth: discourse and choice of strategy

Gestión de situaciones conflictivas de la juventud moderna: Discurso y elección de la estrategia

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Contents

ABSTRACT:
The aim is to study and manage youth's choice of behavioral strategies in conflict. Our study showed that schoolchildren are choosing "avoidance" behavior strategy. We created a corrective program taking into account the mentality, which should form "cooperation" behavior strategy of contemporary youth. Discursive conflict management is one of the most important functions of competitive Specialists and Masters as future organization leaders. The learning process should include teaching to pay attention to social and psychological issues of the team, solve them through cooperation.
Keywords: Discourse, conflict management, cooperation, contemporary youth, correctional program

RESUMEN:
El objetivo es estudiar la elección de estrategias de comportamiento en el conflicto de juventud y su relación con la capacidad de discurso. El estudio ha mostrado que los escolares eligen la estrategia de comportamiento de "evitación". Se creó un programa correctivo teniendo en cuenta la mentalidad, que debe formar una estrategia colectiva consciente y "estratégica" para el comportamiento de la juventud moderna. El manejo del conflicto discursivo es una de las funciones más importantes de los Especialistas y Maestros competitivos como futuros líderes de la organización. El proceso de aprendizaje debe incluir la enseñanza para prestar atención a los problemas sociales y psicológicos del equipo, resolverlos a través de la cooperación.
Palabras clave: Discurso, situación de conflicto, cooperación, juventud contemporánea, programa correccional

1. Introduction

Contacts and communication between people are becoming more regular and frequent. There are conflicts that lead to increased tension in the relationships. Discourse plays a crucial role in communication and conflict management. At the present stage of development, science does not consider the connection between discourse and the choice of behavior in the conflict by contemporary youth and its correction. Today's world is a world of global challenges, the solution of which will influence the path of human development: evolution or involution. One of the most crucial contemporary issues is management based on mutual understanding and cooperation in economic, political and educational groups and organazations. In recent decades, the population has been steadily growing, and conflict management is likely to become even more important in the whole system of regulation and management. Due to "population explosion", people interact with each other more and more often. Such contacts often lead to conflicts at various levels, from intrapersonal and interpersonal to interstate and international ones. There is a collision of interests caused by the desire to realize personal needs and achieve personal goals, which in turn leads to an increase in conflicts and stressful tensions, which is important for most of governments.

For the success of every government it is necessary to shift the focus from eliminating conflicts to their control or management. Constructive communication skills are an integral part of psychological readiness for professional activity. They are based on the ability to discourse, which reflects a person's attitude to personal knowledge, personal sense, and deep ideological position. Educational management should take into consideration the inner world of individuals manifested in discourse and giving a way to constructive communication or a conflict communication. Therefore, the most urgent problem of management today is how to help form an ability to discourse in the process of individual socialization. The focus is on harmonious development, an ability to build relationships by means of mutual understanding, development of conflictless discursive practices in any situation.

Among scientific studies devoted to discourse occupy a significant and rightful place. First, these are works on the definition of the term "discourse". They include studies of Plato, Plotinus, Aristotle, Descartes, Spinoza, Leibniz, Hobbes, Locke, and others. Among contemporary scholars, we can mention Derrida, Reali, Antiseri, Kutyryov, Tishchenko, Stepanov, Kiyashchenko, Neretina, Habermas, Todorov, and others. Jørgensen and Phillips devoted their work "Discourse Analysis. Theory and Method" to theoretical questions of discourse. Daskalova (2015) analyzes the manifestations of the conflict between discourse and linguistic norms. Glukhova (2015) views the modern global conflict as a conflictological discourse, and Kokkonen (2014) presents forms of conflict discourse as a reflection of conflict dynamics. Belyakov (2015), Spiridonova (2016) consider conflict stability to be an integral part of successful diplomatic discourse. From the point of view of the system approach, extremism is an extreme form of the lack of ability to discourse (Zinchenko 2014), wich emerged on the early stages of social development and that it is why is the most strong trigger of conflicts Sirazetdinova (2013). Various aspects of social conflicts in connection with the discourse are reflected in the works of Kornilova et al. (2018), Kosova, (2017). The concept of "discourse" is complex and multifaceted. Today we know the concepts of Platonic discourse or Socratic discourse. Plato understood discourse as a back and forward movement of thought, mind in itself. Tishchenko (1995) understands discourse as a text which turns into speech that lives its own life in the inner world of the reader in the process of reading. The concept opposite to "discourse" is intuitive, non-linguistic or nonverbal communication. Kiyashchenko (2000) examines some discursive practices where the image of the world is manifested through interpretation of the speaker, scientific paradigms, symbols, metaphors, "like-minded collective agreement" (for example, the scientific world). Manchur (1999) analyzes discourse as a broader concept, which refers to opinions, interpretations, concepts, and theories backed by social groups.

Conflict is a factor contributing to the growth of crime, that is why one of the conditions for successful change is development of legal consciousness (Sirazetdinova & Lukmanova, 2016). The most interesting thought, in our opinion, is Michel Foucault's saying that the discourse connects disparate things in ensembles, including social institutions, laws and philosophical positions. At the same time, discourse remains subjectless, it "is akin to the collective unconscious" (Foucault, 1996). That is why we believe that discourse is the tool by which the collective unconscious could bring the world to the collective conscious, which is characterized by people whose thinking is in harmony and serves evolution (Motornaya, 2016).

Consider this situation in more detail: why is the collective conscious so necessary? There are two ways of management. The first way is the one in which people commit acts for their personal development, updating and improving, and it is focused on selves. The second way (due to which the government arise and exists) is aimed at the Common Good and all the work is subject to solving the collective tasks. The second way also requires personal improvement, but its goals are different. Now, tasks that require solutions are due, above all, to huge population growth and overcrowded cities. These problems can only be solved through collective mental efforts. While in its earlier development the world could develop at the expense of personal improvement and brilliant ideas of geniuses, today the collective essence of humans given to them by nature is demanded. Therefore, people must learn to work constructively with other people, understand them, be tolerant of their otherness and respect their identity. In addition, at the same time – be able to work with everybody, use the collective efforts to find solutions to the problems, generate ideas, develop projects, carry out

experiments, etc. In connection with the above, the first way has been relevant for a long time of the existence of humankind: from antiquity with the idea of personal improvement to the present. Today, however, we need people who can follow the second path collectively.

The above dictates the task for political, legal and educational institutions and families: with the help of the discourse to generate a certain level of consciousness of young people who will think collectively, as a holistic unity and act without conflicts. That is why for our interpretation of 'discourse' we choose the definition by Ogurtsov (2014) who understands it as an integrated system including a way of thinking, a theoretical system, behavioral practices, knowledge skills regulative of professional activity. Therefore, we have come close to the communicative essence of discourse. Discourse can be constructed in such a way that it will cause a stressful state among people, raise some people and drop the others. All this will inevitably lead to a clash of interests, to a dispute or conflict, because it will hurt someone's aspirations, values, and goals.

The issue of the conflict has an applied character, since here managerial knowledge is used for solving very specific situations in which there is a clash of interests between two or more parties. To find the optimal solution in a state of high tension, you need to have some knowledge of how this kind of difficult situation can develop. Currently, there is lack of basic elementary conflictological culture among young people, lack of knowledge about conflicts and the ways of their peaceful resolution. Young people often prefer to deal with the emerging conflicts by force without even knowing that there are some peaceful and constructive methods out of the conflict leading to a situation of "win-win".

In case of conflicts, which are always associated with emotions, there is a feeling of discomfort and stress. It can lead to a state of distress, thereby causing damage to health of the conflict participants. In this situation, person have to be able to manage own state, save conflict resistance and help others keep an internal and external balance. The properly constructed discourse will shift the focus and move the situation of the conflict and tension into a "situation of an outside view" or show the irrelevance or a humorous side to defuse the situation and negate the conflict. We should note here that the concept of "conflict resistance" is based on the concept of mental stability. It is a personal characteristic consisting of maintaining the optimal mental functioning in frustrating and stressful effects of difficult situations (Zaytsev, 2016). Mental stability depends primarily on the physiological characteristics reflected in the type of the nervous system, as well as socially acquired – the level of perception, attention, memory, and thinking. Moreover, not only should you take into account the impact of the acquired knowledge, but also the working skills. Economic, political, social factors also impact resistance to conflict behavior (Lukmanova & Sirazetdinova, 2016).

"Conflict resistance" is a specific manifestation of stability in conflict situations. It is a human ability to optimally organize one's behavior in difficult situations of social interaction, to solve the problems in relationships with other people without a conflict. In the structure of readiness for professional work, conflict resistance is reflected in all components from the moral-oriented and cognitive to the need-motivational and communicative-organizational ones, and depends on the level of discursive thinking.

Kenneth Thomas and Ralph Kilmann proposed a two-dimensional model of conflict management, where one of the axes is behavior of the person who pays attention to other people's interests, and the other one reflects the behavior based on ignoring their goals and applying efforts to protect one's own interests. Thus, Thomas's test reflects to a certain extent the two paths of personal development.

Thus, theoretical analysis of papers about the problem of discourse shows that various aspects of the concept are considered. However, the issues which would link human behavior in conflict to the level of his discourse are not represented. Conflictological problems at various levels, their influence on groups are considered from many angles and perspectives. At the same time, the strategies chosen by a person in a conflict situation, and the level of development of his discursive thinking are not covered enough.

Therefore, the aim of our work is to study the choice of behavioral strategies in conflict situations by youth and its connection with the ability to discourse.

Research questions:

• What are ratio of the concepts "discourse", "conflict resistance", "choice of behavior strategy in the conflict" and their communications with collective conscious?

• What features the strategy of the choice of behavior in the conflict the contemporary youth (high school students and schoolchildren) does have?.

• How to arganize the correctional program for managing strategy of the choice of behavior in the conflict "cooperation".

Research hypothesis: the ability to a discourse impacts the strategy of the choice of behavior in the conflict; it prevails among high school students in comparison with schoolchildren when choosing the strategy of behavior in the conflict "cooperation".

2. Materials and methods

Special methods were used to conduct empirical study. *Methodology and theoretical study*. *Theoretical Analysis* of the "Discourse" concept and "Conflict Resistance", the Strategy of Behavior in a Conflict Situation from the Perspective of Evolutionary Development. *Theoretical analysis* of literature using comparisons, analogies, synthesis, and generalization was used to carry out theoretical studies. Consideration of the research results was carried out from the position of the system approach.
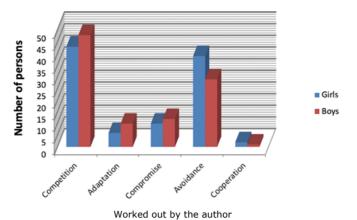
Description of the *experimental method*. Therefore, in our study, we used K. Thomas's "Determination Methods of Conflict Management", which are adapted by Grishina (2018) as a diagnostic tool for choosing a conflict behavior strategy. Thomas's test can be used as a guide for the study of adaptation and communicative personality traits, inclination to conflicts and types of interaction between people. The following strategies of behavior were investigated: 1) "competition" as a desire of satisfying one's own interests to the detriment of others; 2) "adaptation" which means, as opposed to rivalry, sacrificing their own interests for the sake of others; 3) "compromise"; 4) "avoidance" which is characterized by both lack of desire to cooperate and a tendency to achieve one's own goals; 5) "cooperation" when participants come to an alternative situation fully satisfying the interests of both parts (Grishina, 2018).

In studying conflict behavior strategies, K. Thomas focused on changing traditional attitudes towards conflicts. Pointing out that the term "conflict resolution" was widely used in the early stages of their study, he stressed that today's conflicts can and should be managed. Accordingly, K. Thomas sees it necessary to focus on the following aspects of the conflicts study. What forms of behavior in conflict situations are typical of people? Which ones are more productive or destructive? How can one encourage productive behavior? Thomas believes that if a conflict is avoided, none of the parties with such behaviors as competition, adaptation, or compromise can succeed, as one of the participants is a winner and the other is a loser, or both sides lose since both compromise. Only in case of cooperation both parts win.

Selection. For the survey, we selected 230 schoolchildren of 5-11 years, 113 boys and 117 girls. For comparison of results, we also questioned 248 university students (10 groups of university students: five groups of future Specialists and five groups of future Masters). The study was conducted as off-line testing according to the instruction to K. Thomas's test. *Instruments*. To determine the reliability of the result, Fisher's angular criterion φ* was used.

3. Results

The study of schoolchildren showed that the strategy of behavior in the conflict "competition" was chosen by 43 % of girls and 48 % of boys, the strategy of behavior in the conflict "adaptation" was preferred by 6 % of girls and 10 % of boys, the strategy of behavior in the conflict "compromise" was chosen by 10 % of girls and 12 % of boys, the strategy of behavior in the conflict "avoidance" was preferred by 39 % of girls and 29 % of boys, the strategy of behavior in the conflict "cooperation" was chosen by 2 % of girls and 1 % of boys. The results of the study are presented in Figure 1.

Figure 1
The study of the choice of conflict behavior strategies by schoolchildren

Worked out by the author

The findings of the K. Thomas's test we used indicate that the predominant conflict behavior strategy of "compromise" was chosen by 53 % of the responding Specialists; next is the "avoidance" strategy – 12 % of respondents, "competition" strategy – 11.8 %, "adaptation" strategy– 11.7 % and "cooperation" strategy – 11.5 % of respondents.

As for future Masters, the obtained results were as follows: the conflict behavior strategy of "compromise" was also prevalent – 55 % of respondents, next was the "avoidance" strategy – 16 %, "competition" strategy – 10 %, "cooperation" strategy – 13 % and "adaptation" strategy – 6 % of respondents. It should be mentioned that the index of "cooperation" strategy is 2.3 times higher with technical specialties than with Economy students. $\varphi* = 2.71$.

4. Discussion

As a result of a research, objectives were solved. Theoretical results of a research confirm achievement of a goal and show that the ability to a discourse is the tool for formation collective conscious and the strategy of behavior in the conflict "cooperation". Thereby we investigated new sides entered by us before a concept "collective conscious" (Motornaya, 2016).

The study of the choice of conflict behavior strategies by schoolchildren showed that the predominant choice was the strategy of "avoidance" with both male and female students.

The results above indicate a higher level of university students' ability to discourse in comparison with school students, and, consequently, the initial stage of formation of the university students' collective conscious and more probable choice of strategy of behavior in the conflict "cooperation". The "cooperation" strategy among the others, in our opinion, is the most difficult strategy to achieve. However, it allows the participants to develop the most mutually satisfactory solution to complex and important conflict situations, as well as to actively participate in resolving the conflict and defend their interests, at the same time trying to cooperate with another person. Therefore, we think that it is "cooperation" strategy of behavior in conflict situations that should be taught to youth in the learning process.

Overall, the obtained results show that with increasing levels of education forming the ability to discourse and developing the discursive thinking, young people are moving from the predominant "avoidance" strategy (school students) to the "compromise" strategy (university students) in the choice of conflict behavioral strategies. The latter is an evidence of the beginning formation of the university students' primary rudiments of the collective conscious and the evolutionary path of development. However, the current level of capacity for discourse is not high enough. Therefore, to meet the needs of the community, some discursive abilities should be formed as a background of its development at the school level of education. It is extremely important for constructive communication between people and their creative professional activity, which will help to solve present global problems.

In addition, the obtained results of choosing the "avoidance" strategy of at the school level indicates the social immaturity of the tested students, the unformed discursive competence, the incident of a discursive turn in the society. What is the reason? Perhaps it is connected with the enthusiasm of the younger generation about computer technologies. Boys and girls stop chatting. They replace real life with the computer. There were many people for whom the virtual reality is more significant real and object because the most part of time they live in information environment, and they, at least, their consciousness, do not need subject prototypes (Kutyryov, 2017). The same point of view is followed by Stošić (2014), Pronina (2018). "Discourse is a text, saying with the social practice to which it belongs and which it contains in itself. Millions of people are currently engaged in production of discourses with what they say and write. They also determine their fate. The word has become business, especially with intellectuals, managers, employees. Building a negative discourse is enough to cause some real-life consequences. There are changes in the place of the profession, the role in the family and the society. Hands, substantive work are replaced by thinking and speaking activity. Political, especially governmental, power primarily realizes itself in speech practice – discourse, especially armed with technical means of mass distribution ... As to the information and computer technology, discourse here is its direct material and product. A computer geek lives, acts and practices only in the form of text-expressions. Even love is reduced to an exchange of messages – a "discursive love". For computer addicts it is generally a form of their (non) existence" (Kutyryov, 2006).

Correctional program. It is necessary to continue our research of difficult situations in the educational space of modern educational institutions. No less important is drawing up remedial educating and bringing up programs. Therefore, in order to correct the results and teach students behavioral conflict strategies of "cooperation", we conducted special sessions, which focused on the following issues.

• The "cooperation" strategy of behavior in conflict situations involves considering a number of proposals for the use of this style of conflict resolution. First, to define the problem in terms of goals rather than making decisions. After the problem is identified, to select the solutions which are suitable for both parties. Then to focus on the problem rather than on personal qualities of the other part as well as to create an atmosphere of trust increasing mutual influence and the exchange of information. While communicating, students create a positive attitude towards each other, show sympathy and listen to the opinion of the other side, as well as minimize manifestation of anger and threats.

• Teaching the rules that will give guidance to the behavior line and counteract the emergence of serious conflicts. It means to recognize each other, to listen without interrupting, to demonstrate understanding of the role of the counterpart. Besides this, to find out how the opposite part perceives the conflict and how it sees itself in it, to articulate the subject matter and to establish common points of view. Next, to figure out what disconnects you; then to describe the content of the conflict again and finally to seek for a common solution.

• Conducting special training sessions using the projective association cards. It allowed to reflect clear realities in communication and behavior conflict strategies in the mind of students through discourse due to cooperation and mutual assistance. This approach coincides with the vector of evolutionary development of the Universe.

Our practical experience in the use of associative projective cards showed their efficiency for development of discursive thinking and conflict resolution. Taking into consideration that in the process of personality formation, the basis of its development lays the relationships with the parents' culture and the culture of the people, the most important thing is to work psychologically with the stimulus material that is closer to the student in terms of their cultural background. Based on the position we created a deck of author's associative projective cards with the subjects selected from Alexander Pushkin's tales.

We chose the color spectrum of the associative cards according to the principles of color and light perception (Dragunskiy, 2000). Goethe wrote "Colors influence the soul. They can cause feelings, awake emotions and thoughts that excite or soothe us; they make us sad or pleased" (Goethe, 1978). That is why the above-mentioned cards created a special environment contributing to a deeper self-expression; they also developed creativity and discursive thinking of all who worked with them. Different students saw very different images in the same picture, and in response to that stimulus (visual image), each student had his inner content of actual experiences. While selecting one of several incentives, students "testified" their ulterior motives, tendencies, inclinations of their own behavior. The studies of school and university students using projective maps caused only positive emotions. Moreover, it contributed to the success of our formative experiment.

With the right approach to the analysis of the preferences, you can get some information about the structure, dynamics and development of the states of the unconscious on the physiological and psychological, as well as the cultural and social levels. The projective cards are a stimulus that contributes to the activation of discourse and formation of discursive thinking and then navigates transition from the unconscious state further to the state of the

collective conscious. This process takes time and patience, but it is effective and has all the potential to create the consciousness of the student even at the school level with a choice of the "cooperation" strategy.

Further, for specification of this research it is possible to increase the number of respondents in selection and to increase the number of the tests for a research. For future research, it can be suggested to expand the experiment by means of methods and forms of employment that are compatible with nature in the educational process at all levels. Research limitations, perhaps, can be determined by dependence of results on the mentality.

5. Conclusions

Theoretical analysis of correlation of such concepts as "discourse" and "conflict resistance" as well as the choice of the conflict behavior strategy was conducted. It was concluded that Thomas's test reflects the analyzed ways of personal development to some extent and so it can serve as a tool to determine the level of the collective conscious formation.

The experimental results showed the prevalence of choosing conflict behavior strategy of "avoidance" by schoolchildren and the strategy of "compromise" by fifth-year university students. Correction of the results and teaching university students the choice of "cooperation" strategy in conflict included training sessions to develop their ability to discourse and discursive thinking. For this purpose, the author developed the projective association cards.

Teachers of the school at all levels should change the content of the educational programs of the educational process and introduce in them special types of activities that can form through the development of discourse the collective conscious and prevalence in the choice of behavior in the conflict of the strategy of "cooperation".

The ability to discourse is a tool for the formation of a collective conscious and strategy of behavior in the conflict "cooperation" and should be used properly by governmental, legal and educational institutions; it prevails among high school students in comparison with schoolchildren when choosing the strategy of behavior in the conflict "cooperation".

Prerequisites for the development of discourse should be formed at the school level, so that the education system future graduate is ready for constructive communication in everyday life and professional activity.

The correctional development program of ability to a discourse and orientation in the conflict on cooperation between people is created taking into account the mentality.

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