

SOME CONFLICTS AND CONFLICT ZONES IN THE ACTIVITY OF SCHOOL EDUCATION IN BULGARIA

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Abstract: The actuality of the problem is determined by the fact that inevitable composite features of social development are disharmony, contradictions, problems and conflicts. Conflict management is a purposeful activity that involves studying, forecasting, warning, controlling, and preventing conflicting prerequisites and behaviors in a way that makes them less destructive and more stimulating the development of society as a whole. The research in the presented report is aimed at the study of conflicts and conflict zones in the school education following the example of the Sports School in Varna

Keywords: conflicts, conflict zones, school education, conflict management

The conflict phenomenon is a fact in our lives. The conflict between man and society, between privileged and unprivileged, between rulers and governors, between people with different ideological values is a phenomenon that, in democratic societies, does not surprise anyone, although it may be a challenge to the government, its institutions, and the traditional values. The existence of multiple conflicts and their peaceful and out-of-court settlement is a guarantee that society will not be the victim of a devastating social blast. That is why we do not have to strive for eliminating conflicts, but for their successful management and resolution. If a conflict is the provoking power of society, there is no reason to prevent it at all costs with the sole intention of

preserving the temporary status quo. We do not need to quell it by fear or resolve it on the basis of old norms and laws that most people regard as unfair and therefore illegitimate. The purpose of managing and resolving the conflict is to satisfy the needs of most participants.¹

Subject of research in the present report are conflict prerequisites and conflict zones in school education.

Subject of research are the challenges before the "Georgi Benkovski" Sports School - Varna for the successful management of the conflicts.

The aim of the research is based on the research and analysis, to identify the main causes of conflict and to identify specific conflict zones related to the educational activities of the Sports School in Varna and on this basis to offer opportunities for their successful management and resolution.

Conflict Analysis of the Environment of the "Georgi Benkovski" Sports School – Varna

The Sports School is an education and training institution for training talented sports students, for achieving high sports results and successful social realization. The school is a leading institution with more than 45 years of history and is an integral part of the national system of physical education and sports in the Republic of Bulgaria.

The training process is a major activity in the Sports School of Varna. An important factor in its activity is the planning and conducting of training and competition activities of the students in order to participate in national teams and take part in Balkan, European, World Championships and Olympic games. This is achieved through an adequate system of training highly motivated athletes in accordance with the

¹ „... 2007”. , 2016, . 5

trends in the development of European and world sport. The sports school is developing 17 Olympic sports and is among the leading sports schools in the Republic of Bulgaria.²

As a result of the Conflict survey conducted in the period April 2016 - November 2017, involving 285 students and 67 teachers and coaches); the following conflict zones can be identified in the activity of the "Georgi Benkovski" Sports School - Varna:

Insufficiency of qualified specialists.

Actions have been taken to overcome the impact of this problem, as in 2016 and 2017 further training of staff was carried out in training courses and seminars on the following topics:

2016 2017 .

: "New moments in the management of the educational institutions - requirements of the Preschool and School Education Act"; "Teacher Portfolio in Electronic Format"; "Virtual Classroom with Google"; "Creating and sharing online interactive presentations"; "Summer Pedagogical Academy 2016/2017"; "Safe working conditions"; "Interactive Methods in teaching History and Civil Society"; "Practical projections of new curricula in Bulgarian language and literature in lower secondary education"; "Solving Problems and Conflicts in School Education Through Mediation", etc.

An imbalance in the goal - education and reality - implementation:

In order to overcome the imbalance between the educational goals set by the educational institution and the realities of modern times, in 2017 emphasis was placed on activities related to the civic education of students. 30% of the hours which makes 71 additional hours of the National program "At school without absences", measure

² „ . “ – . <http://www.sportno-varna.com> (15 2018)

"Without a free hour", were appointed for civic education and were conducted with the students at the Sports School - Varna. In this respect, active work is also being done with parents of students who are involved in various activities of the groups by interests and to overcome learning difficulties.

Increasing destructive behavior by determining average assessment for the risk impact.

In order to prevent and overcome the negative consequences of this risk in the Sports School, work is undergoing on the prepared and adopted internal programs:

- Mechanism for co-operation and co-ordination of work in cases of children and students who are victims or at risk of violence and during crisis intervention;
- Mechanism for counteracting school bullying between children and schoolchildren;
- Action procedure of the Sports School - Varna staff in the presence of problems of violent situations on the territory of the school;
- A Disclosure Scheme in the event of an accident, children-victims or at risk of violence and at crisis situation;
- A plan to counteract school bullying among students in the school.

Reducing the number of students.

In 2016 and 2017, efforts were made by the school management, by general education and sport teachers to motivate and stimulate students for high sport achievements. In January and February funds were provided for the training camps of students included in the team of "Weightlifting" and "Sports Shooting" and the other students were provided with food for the purpose of conducting the camps in the sports facilities in the city. The school participates in a project to support the activities of the

Olympic Unit in the school, which provides high-performance athletes with the means to conduct a sports-training camp, nutrition and recovery.³

In order to maximize the efforts to protect the rights of students and teachers, strict observance of the Child Protection Act is ensured.⁴ In 2016, a new Code of Ethics for pedagogical and non-pedagogical staff was developed at the Sports School - Varna. In relation to the obligations to assume moral responsibilities for the child laid down in the Act, Internal Rules for the monitoring, detection and reporting of violations and for subsequent measures to implement the Code of Conduct and conflict resolution in the school have been developed. Weekly counseling was conducted with students and parents in schedules set by the principal's orders.

The School's management strives to limit and overcome the identified problems and conflicts and their negative consequences by applying control and focusing on the efficiency of the current organizational structure, ensuring compliance with the legal framework, ethical principles and compliance of the activities with the established rules, policies, procedures and agreements.⁵

Unlike 25 years ago, today we live in a society of value pluralism, which modifies the educational role of the school. Children's choices of values are made under the influence of family, street, global network, social media, and the school has little opportunity to lead this process, even less to control it. Instead of affirming values at the expense of others, it must form critical thinking and tolerance of the value choices made.

³ „ . . . “ – . . . <http://www.sportno-varna.com> (2018) 15

⁴48 13.06.2000 .,103 28.12.2017 ., 01.01.2018 . <http://www.mlsp.government.bg/ckfinder/> (10 2018)

⁵ „ . . . “ – . . . <http://www.sportno-varna.com> (2018) 15

Unfortunately, in our country the school is not in a situation of value pluralism, but in absolute value relativism, which creates a nutritious environment for conflicts of various characters.

In many countries in Europe, and not only in Europe, there is a consensus on what values public education should provide, which gives teachers, coaches, parents and children a reference, and which ones are direct responsibility of the family. In Bulgaria, such discussion has not even begun. On the other hand, in the spirit of the Charter of Fundamental Rights of the European Union, where it is particularly emphasized that "The freedom to set up educational institutions respecting democratic principles and the right of parents to provide education and training for their children in compliance with their religious, philosophical and pedagogical beliefs shall be respected in accordance with the national laws governing their exercise", schools have the right to define the set of values they educate and to inform parents and students so that they can make an informed choice of school.⁶ In Bulgaria this possibility does not exist, which is why we are witnessing sharp contradictions between the values of the family and the values of the school; contradictions that not only provoke tortuous conflicts, but confuse and disorient the children and prevent the formation of concepts for good and evil, acceptable and unacceptable, permissible and inadmissible.⁷

One of the great challenges facing the school and its ability to cope with conflicts is the information society with its massive streams of information which, unfortunately, do not necessarily lead to an increased understanding of the world we live in. In addition, the children spend much more time with the TV, computer and phone than at school or with their parents. All kinds of relationships are established and developed in the global network, which neither the school nor the parents can fully

⁶ . <https://www.cdpd.bg/?p=element&aid=437>

(11 2018 .)

⁷ . . 3, 2016. <http://www.dipku-sz.net/izdanie/283/menidzhmnt-na-konfliktite-v-uchilishchniya-klas-v-usloviyata-na-pedagogicheskoto> (7.12.2017 .)

We are usually afraid of the conflict because it can carry a strong destructive charge. Particularly, when it lasts long and intense, it can seriously damage the team spirit, the communication and the coordination of the learning process, etc., be a strong demotivator and increase the stress. But conflict is not only a destructive phenomenon, it is indispensable in attempts to break up hardened norms and frames. Searching for consensus can in itself be a precondition for a conflict. As a rule, conflict activates the energy of group members, challenges them to look for new ways of thinking and action to solve a problem and involves them in the solution found.

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