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BRINGING CONFLICT TO LIFE IN SPOKEN INTERACTION

Summary. The paper addresses the problem of involving conflict as an important intellectual tool into class spoken interaction as it is important to students learning and developing their conversation skills. An overview of research findings on the subject of classroom discussions taking advantage of conflict and controversy has been made. Conflict was defined as an experience of incompatible activities occurring in all relationships from time to time, whenever two people interact: to the extent people are incompatible, conflict is inevitable, and people are incompatible, they differ in their needs, beliefs, goals, and behaviors, people see things in different ways and from different perspectives. It was claimed that understanding of conflict in interaction and the skills for its effective management are essential to all forms of communication. It was theoretically proved that it can give students immense practice with persuasion, argumentation and resolution of issues. Keeping in mind that conflict is inescapable and natural part of living and communicating, it has been highlighted that the process of negotiating conflicts with others will prove useful in learners' social, academic, professional and personal lives. The concept of verbal aggressiveness was touched upon in the context of conflict interaction. It was found out that bringing conflict topics into classes will motivate students to learn more about the topic, focus, think and do more. Students' knowledge of the nature and management of conflicts will facilitate their understanding of how to negotiate meaning and dig into a topic and its different sides. The material demonstrated that students' discussions on conflict concepts are helpful to fully explore different ideas, solutions and perspectives as well as the reasons that support them. Though the article provides a formulation of a problem rather than its solution, some practical implications concerning skills relevant for conversation are outlined. It is claimed that conflict issues in classroom discussions are undoubtedly a very interesting field of research in future, as it is believed that these challenges not only create dialogue, but give much practice with persuasion, argumentation and resolution of issues. The author comes to the conclusion that a special course to give teachers theoretical insights and training to help them develop students' oral interaction skills, taking advantage of conflict and controversy, should be offered at universities.

Key words: communicative competence, oral interaction, conflict, verbal aggressiveness, persuasion, argumentation, resolution, controversy.

Introduction. In the scope of communication studies, as well as in the teaching of speaking in language pedagogy, there has been a tendency either to treat this skill as discrete from teaching of conversational skills, as talking activities are used in limited ways, often just to check learning of facts and procedures rather

than to teach or deepen understandings, or to focus on oral production rather than interaction in the classroom. Scientists claim that conversation for a long time has been neglected in the majority of classrooms [1; 2; 3, 4], but we may assume that conversational skills are of growing importance today and many researchers consider it to be central to student developing, as nowadays it is what learners do with the knowledge that counts. An educated and productive person in today's world must be able, beyond just finding and memorizing the facts, to have a sustained conversation with controversy and conflict, so exploiting conflict issues can enrich students' practice with resolution of issues, argumentation and persuasion, evaluation of the facts and meaningful problem solving. Future specialists need to know how to use a variety of conflict strategies to build complex ideas and solve problems with others, so this paper highlights some incredibly vital aspects of teaching of conversational skills through conflict in student's classroom talk, in which it plays an important role.

Recent academic publications [3; 4, etc.] are focused on controversies and conflict as features of effective conversation tasks that have to be taken advantage of, as they help in the ongoing refinement and improvement of conversations, so the purpose of the article is to propose an overview of some approaches to spoken interaction research and to explore the contributions that may be made by highlighting the possibilities of integrating controversies and conflict into teaching students to converse, as conversing with others has given insights to different perspectives, helped build ideas, and solve problems. The pedagogical implications of the study of conflict in spoken interaction, particularly classroom interaction, for second language teaching are discussed that will help students further develop their communicative competence in English. Among descriptors for spoken interaction (the overall oral interaction) as defined by the Common European Framework of Reference for senior students (Level C1 – Advanced), they have to express themselves fluently and spontaneously without much obvious searching for expressions; should be able to use the language flexibly and effectively for social and professional purpose and formulate ideas and opinions with precision and relate their contribution skillfully to those of other speakers. It presupposes that at practical English classes four qualitative aspects of spoken language (range, accuracy, fluency, coherence) [5] have to be taken into consideration by teachers: 1) range: the speaker a) shows great flexibility reformulating ideas in differing linguistic forms to convey shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity; b) also has a good command of idiomatic expressions and colloquialisms; c) has a good command of a broad range of language allowing him/her to select a for-

mulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say"; 2) accuracy: the speaker: a) maintains consistent grammatical control of complex language; b) consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur; 3) fluency: the speaker a) can express him/herself spontaneously at length with a natural colloquial flow, avoiding any difficulty so smoothly that the interlocutor is hardly aware of it; b) can express him/herself fluently and spontaneously, almost effortlessly; and 4) coherence: the speaker: a) can create coherent and cohesive discourse making full and appropriate use of a wide range of connectors and other cohesive devices: b) can produce clear, smoothly flowing, well-structured speech, showing controlled use of connectors and cohesive devices. Conflict issues prove to be helpful enhancing four qualitative aspects of spoken language, but unfortunately, very often, and it is emphasized in scientific literature [1; 2; 3; 4 etc.], English language learners are not talking much, they are not having productive conversations. They could answer questions in short think-pair-shares and use memorized sentence starters to respond to the teacher, but they seldom took turns to negotiate meaning or dig into a topic. They seldom constructed ideas, clarified thoughts for each other, or supported their opinions. In many classrooms, talking activities are used in limited ways, often just to check learning of facts and procedures rather than to teach or deepen understandings. But to converse fluently and effectively, students are expected to collaborate in teams, express their ideas, and listen to one another as they communicate with purpose. So, being interested in the topic, it is vital to improve students' oral language skills by transforming classrooms into places where students initiated and maintained conversations, creating, shaping, applying, negotiating, and sharing ideas.

Discussion. Following the ideas expressed by Jeff Zwiers & Marie Crawford [1], Johnson et al., [4], before designing effective conversation tasks, the teachers should ask themselves the following question: How do teachers know a conversation is effective? How do they create effective conversation prompts? And how can they improve the quality of conversations during each practical class throughout the year? When the following features coexist, conversation tasks become more effective. So, one of the possible solutions strongly recommended by the researchers is taking advantage of controversies and conflict to improve the quality of conversations, as by passing up conflict, teachers miss out on valuable opportunities to involve students and enhance their learning. The researchers suggest to cause conflict, if teachers want their students to get so involved in the subject they teach that students sparkled with energy, became deeply involved in the issues raised, rushed to the library to get more information and resources, continued rehearsing their arguments over lunch and at night, sought out experts in the field to consult, and impatiently waited for the next class session to begin? What if they continued that interest in what instructors are teaching in successive semesters and years? How do they get students that involved in their subject? As is claimed, an essential and often overlooked part of the answer is, "Stir up conflict" [4, 30]. So, an important strategy for all teachers, then, becomes the constructive use of controversy, and supporting this idea, consideration should be given to conflict as it has been in the focus of many research studies in the field of communication [6; 7; 8; 9; 10; 11; 12; 13; 4].

Conflict is a fact of life, it is a normal, inescapable part of daily life, occurring in all relationship from time to time, whenever two people interact. To the extent people are incompatible, conflict is inevitable, and people are incompatible – they differ in their needs, beliefs, goals, and behaviors, people see things in different ways and from different perspectives [7], thus, understanding of these issues, exploiting conflict and the skills for its effective management in oral interaction are essential to all forms of communication.

Much recent scientific research has been concerned with the nature and principles of conflict, the stages of conflict management, and the strategies for managing it effectively. Because it matters... Sometimes it is described as a volcano that is about to erupt; a hurricane; like slow-dancing barefoot on broken shards of glass; like trying to hold back the ocean with a broom; war; the plague; like being drawn and quartered. These are just a few examples of thousands of metaphors about conflict. What is conflict like for students? Their metaphors matter, because it often reflects how they think and feel about conflict; it makes sense, because if they think conflict is a plague they'd probably want to avoid that, and avoid everybody else who has it too. If it's like trying to hold back the ocean with a broom, it is possible to imagine they feel frustrating, at a loss. So, what do they do when the waves just keep coming, because conflict washes ashore in all of their relationships: at home, at work, in their neighborhoods. Conflicts are compared with icebergs: what is seen on the surface may seem small, but what underneath can send boats like the Titanic to the bottom of the ocean [10].

Conflict is rooted in human nature since prehistoric times, and since then it continues to gain attention and maintain interest, all drama hinges on conflict; when playwrights want to gain an audience's attention, stir their interest and emotional involvement, they create conflict; a general rule for television shows is that if a conflict doesn't emerge in the first 30 seconds, viewers will change the channel; if in modern novels conflict is not created within the first three pages of the book, the book will not be successful [4, 29].

We agree with the researches that there should be a general rule of teaching senior students stating that if an instructor does not create an intellectual conflict within the first few minutes of class, students won't intellectually engage with the lesson, and their attention may drift off to other things, thus, students should be well aware of situations reflecting disagreement and contradicting: words showing disagreement, structures denoting the wrongness of the speaker, as well as adjectives, which negatively evaluate the speaker, thing or the person of which the speaker approves, as a result, conversations with controversy can give students plenty of practice with persuasion, argumentation and resolution of issues. First, they should be told that a disagreement is a natural part of living and communicating with others and that the process of negotiating conflicts with others promotes a lot of learning and skills that are useful in the future [3], keeping in mind that things in opposition are usually the result of interactants' stories simply being different, with neither of them realizing it: they notice different things; they each know themselves better than anyone else does and others have access to information about themselves that they don't, but in daily interactions with others, people tend to assume that when they express particular emotions, the people with whom we are interacting will accurately pick it up. Yet, this is not the case, as the degree to which others have access to our internal states, to what is on our minds is often overestimated [12, 255].

The second important motivational thing is to learn more about the topic, focus more, retain more, think more and do more is people's different interpretations, as people are influenced by past experiences that give meaning to the present (what they have observed in their families and learned throughout lives, people simply believe that this is the way things are); past experiences often develop into 'rules' by which they live their lives telling how the world works, how people should act and how things are supposed to be, having a significant influence on what is happening between interactants in a difficult conversations, so, they get into trouble when their rules collide. As such, through conversation exploiting conflict, engagement and motivation is fostered, students will be able to see that it is interesting to learn from others, wrestle with ideas together, change minds (of others and their own), and build and apply ideas to their lives. Such interactions can motivate students to learn, as conflict gains attention, that's the way teachers can get students be involved in their subjects [4, 29] and they become energized by thinking together with others. As scholars underline, one way to think about what people do when they resolve conflict is that they solve a problem together; another way to think about it is that they make a decision – again, together [14, 197], so keeping in mind that students often prefer to talk in pairs and small groups, where it is safer to make mistakes, and where they can talk more, it would be an excellent opportunity to involve them in discussing conflict issues. In pairs, students are even more motivated to listen because they need to show their understanding in order to respond; they do not want to offend the partner by not listening [3, 23]. It means, they have to be taught to discuss the development of alternative possibilities for resolving a conflict and to consider a range of the kinds of decisions people involved have to make together. A useful device is recommended, the decisional balance sheet, a form for listing things that matter to each interactant, assigning values and valences to each, and manipulating the results when students sit together and analyze the conflict situation and different decisions, and carefully consider their own and other's concerns and points of view [14, 220]. This tool may be of great value, integrated into a problem-solving and decision-making activities, and students do need them for a successful life, to make the world a better place, to raise a family, to improve their communities, and to make positive changes in the world. But at the same time, they would probably need concern for others, patience, tolerance, and empathy. And, if these are important, there is a question if teachers are developing these in university curricula, practical classes etc. So, researchers advocate that bringing conflict to students' spoken interaction can help to develop the highly important but undertested skills and qualities just mentioned... [3; 4; 12].

The third vital point to be emphasized is the following: people's conclusions reflect self-interest, as they look for information to support their view and give that information the most favorable interpretation, feeling even more certain that their view is right [15, 31]; people often think that they control their environment, we all like to think that we have control over our environment. Theorists from several domains conclude that this sense of personal control is necessary to a healthy self-concept; without some sense of control, people would feel helpless and worthless. But we easily become so accustomed to feeling in control that we automatically assume we have influence over certain events in our environment when, in fact, we have no such influence [12, 252]. Also, too often, we have to interact with difficult people: people who are hostile, overly

aggressive, violent; people who avoid conflict, avoid discussions, or who resist by using passive-aggressive techniques; individuals who complain or blame others, but never try to do anything about the conflict situation; people who appear very agreeable, but who do not follow what they propose; negative people who sap energy from others, claiming nothing will work and that there are no solutions; "superior" people who believe they know everything; or people who cannot make decisions [16, 351], as a result, people communicate in a negative, verbally competitive, or ambiguous/avoidant manner. Such conversation with controversy can enrich students' practice with resolution of issues, argumentation and persuasion, developing a kind of mind-set that welcomes controversy and challenge, but for controversy to result in positive consequences, cooperative, not competitive context should be created by the teacher, as is claimed, in cooperative context controversy induces more complete and accurate understanding of the opponent's position [4, 36; 17, 62]. If cooperation dominates in oral interaction, students will have less reasons to be verbally aggressive and make personal attacks. At the very least, they must be able to criticize another person's ideas while confirming his or her competence and worth and to see the issue from all perspectives.

Conflict has been defined as the experience of incompatible activities (goals, claims, beliefs, values, wishes, actions, feelings, words, etc.), when an incompatible activity "prevents, obstructs, interferes, injures" or in some way makes less effective another activity. The students have to know that these experiences can occur: within and between people and groups of people (intrapersonal, interpersonal, intergroup conflicts, international), can be expressed or left unexpressed, and can be experienced by the parties to the conflict or by observers external to the conflict. These experiences can also differ by level of importance (from superficial to existential concerns), centrality (to one's identity, esteem, and sense of reality), pervasiveness (number of interconnections with other conflicts and experiences), and duration (short lasting, long lasting and protracted) [8, 6]. The above mentioned has to be taken into consideration, the students have to be aware that this knowledge shouldn't be avoided [18] and gives them a golden opportunity to negotiate meaning and dig into a topic and its different sides by asking questions as it generates a collective emotional perspective, foster shared contexts and joint understanding, provides a vehicle for interaction between the participants and allows an opportunity to unpack difficult concepts [17, 54]. In line with the above said, one of the most significant ways to guarantee that classroom discussion is continually occurring is to ensure to ask questions that are not only thought provoking, but that keep students interested in the topic at hand and allow for more discussion to occur. In our view, Morgan and Saxton's [17] three-part questioning taxonomy is a valuable tool to use while discussing delicate conflict issues as it combines rationality and objectivity as characteristics of higher intelligence (*What the student thinks and knows* – the Cognitive Domain) with feeling (*What the student feels about what he thinks and knows* – the Affective Domain) and action (*What the student does as a result of his knowledge, thoughts and feelings* – the Psychomotor Domain) [17, 15], so the taxonomy of knowing, the taxonomy of feeling/personal engagement and the taxonomy of doing was offered. It will come as no surprise that teachers tend to focus on two domains of the educational process: the Cognitive Domain, and the Psychomotor Domain mainly for the assessment reason, as they can measure what a student thinks and knows about a topic and what he/she

may do as a result of this knowledge, so the researchers claim that the third domain, the Affective Domain, is mostly forgotten about as this domain focuses on what the student feels about what he thinks and knows, because it is a difficult task to measure thoughts and feelings. As it should be clear from the proceeding discussion, the taxonomy of feeling and personal engagement is relevant in discussions where conflict and controversy issues are exploited as it includes questions that draw upon students' involvement and can be of the following degrees [17, 27-28]: interest (*What's that got to do with you?*), engaging, committing, internalizing (*How important is that to you?*), interpreting (*Can you...why or why not? Why do our answers vary?*) and evaluating (*What did you learn from this, what significance has.....? What new skills have you acquired? How valid are your/our conclusions?*) [17, 68]. Thus, practical tips should be given to students toward questions rooted in desire, interest and emotional connection as when tied to students' feelings and experience, they'll foster deeper involvement, but at the same time Morgan and Saxton caution that, while employing this in spoken interaction it should be kept in mind that it can be effective only if it takes into account the students' background, experience and engagement into the learning material [17, 25].

The effects of conflict have to be taken into consideration, as it has not only negative, but also positive effects, and even though conflict is inevitable, the way students deal with it, is crucial because its effects depend on how it is handled. Among negative effects the following are commonly identified: increased negative feelings; focus on hurting the other person, though, if this happens, people usually meet negative emotion with more negative emotion, and this escalating negativity leads to violent interactions; when people hide their feelings from the other, they prevent meaningful interaction, leading to further conflict, mutual hurt, and resentment. So, negative functions include prolonging and escalating conflict, inflexibility, and hostility [19, 483].

Among positive effects that have to be recognized, conflict has the power – the power to transform them, their relationships and the world around them, so that is the reason to look at conflict differently. No matter how students think about it right now, it is possible to change that, and the first step is to discover what their conflict is really about: if they don't pay attention what is underneath their conflict, their relationships may be destroyed. Conflict is about so much more: their identity, their relationships and the things that really matters to them; the second step is to recognize when they are stuck, when they believe that they are blameless: they don't need to change, somebody else needs to change. And it keeps them stuck; it keeps them doing the same conflicts over and over again without any changes. The third step is to unlock to the students the beautiful transforming power of conflict: they need to learn to speak responsively, to try to change the conversation calmly and competently, remembering that navigating conflicts is not just a work skill, it's a life skill [10]. And that's the task of the teacher, as well as the ability to examine a problem and work toward a potential solution, because even angry discussions can be beneficial, as it prevents hostilities and resentments from festering; thus, it stimulates arriving at important issues, creating new ideas, releasing tension, clarifying goals [19, 483].

An important point to make here, is creating students' awareness of communication strategies for win-win solutions, such as integrative tactics, including constructive statements/issue-oriented statements which involve: information sharing, collaboration, nego-

tiations. They are verbally positive or neutral and problem-solving in nature [13, 759]. To inspire students to be verbally positive, the results of the constructive communication approach has to be discussed and taken into consideration, where research on negative language has led Gomes de Matos [20], to make a case for intentional use of positive language as a strategy to improve communication and human relations: the right to communicative peace, the right every person should have to learn to communicate peacefully for the good of humankind. Threefold repetition of the initial letter technique (THRIL) has been introduced [20, 170], inspired by the long-cherished literary tradition of alliteration, that is still underexplored in communicatively vital contexts such as conflict resolution, the author claims that while being introduced in classes, students' ability to be concise will be challenged, thus enhancing memorability, and may prove both entertaining and provocative, being used effectively in classroom contexts, e.g., *C C C – consider conflicts constructively; G G G – generate gentleness and generosity; T T T – treat others with tact and tolerance, W W W – weigh your words wisely, etc.*

It is obvious that students should learn how to work toward logical agreement, and not just accept the view of the majority perspective. Discussions on concepts such as, for example, bullying, cyberbullying in particular, which is defined as a special type of bullying which is defined as willful (intentional) and repeated harm made by threatening messages, negative comments, revealing secrets, or lying about another person by computers, cell phones, and other electronic devices [21, 208], peer pressure, standing out, rebelling and conforming, etc., are helpful ways to begin. It is important to teach students to fully explore different ideas, solutions and perspectives as well as the reasons that support them. Scholars draw attention to training students to play devil's advocate at times and to logically disagree with counterarguments, especially when it seems that the majority are complying too quickly [3], stressing to students what things should be avoided, i.e., quickly complying, conforming and taking one side without thinking and defending one idea over others; take an active role in conflicts: i.e., be an active participant as a speaker and as a listener; voice their own feelings and listen carefully to their partner's feelings. The weakest point here is that students are not taught to take responsibility for their thoughts and feelings by verbal behavior, e.g., when someone disagrees with his/her partner, responsibility should be taken for these feelings by verbal behavior: *"I disagree with..."* or *"I don't like it when you..."*, avoiding statements that deny responsibility, such as *"Everybody thinks you're wrong about..."* or *"He thinks you shouldn't ..."*, etc.

Unfortunately, most people do not like others to disagree with them, that may result in verbal aggressiveness, which is characterized by attacking the self-concept of others [22], which is non-competent form of communication and is considered less appropriate than nonverbally aggressive messages [23; 24]. The most popular tactic of verbally aggressive interactants is character attack and the personal criticism tactic, because they are extremely effective in inflicting psychological pain; also, competence attack; background attack; physical appearance attack are distinguished [6]. Very often people who lack verbal skills to deal with an issue, resort to verbal aggressiveness thus, students must be trained to distinguish argumentativeness from aggressiveness, as it is constructive, increases the user's power of persuasion in all communication contexts and the outcomes are positive in all communication situations. If strategies for cultivating argumentativeness are imple-

mented, students learn how to compare what they are hearing from their partner with what they themselves are thinking and how to formulate their next response. They learn how to respectfully challenge others' ideas and respond to challenges to their own ideas. They practice coming to an agreement (or agreeing to disagree) and synthesizing their ideas [3]. The perspectives would be promising and far-reaching as they would avoid attacking the other person (*Center your arguments on issues, not on personalities*); treat disagreements as objectively as possible; compliment the other person as appropriate; avoid interrupting and express interest in the other person's point of view (*Tell me more about it*). In line with the above said, researchers assume reasonable to teach students to avoid presenting their arguments too emotionally, because using a loud voice or vulgar expressions, prove offensive and ineffective. Consideration should be given to allowance the other person to save face, i.e., never humiliate the other person, argue politely and respectfully, disagree without hurting feelings of your partner, because saying "No" or 'I don't see it that way' doesn't have to be angry or rude, that's what people do when caring about another person.

Finally, the students should be clear what conversation is and is not, as they often think of conversation as an argument to win and their zeal to argue prevents them from going deeper and from learning. They need to realize that conversation is the process of bringing their ideas to the table, sharing them, and shaping them as they listen to the ideas of another person. All partners should walk away with new ideas. Rather than winning, the goal is learning. Even if it is a persuasive conversation, the goal should be learning through debate [25, 2], negotiating meaning through debate, as meaning-making is at the center of all human communicative events. Such challenges create dialogue, spark stronger arguments for making decisions, and often generate new ideas altogether.

Conclusion. This paper is an attempt to map out an increasingly important field of study concerning taking advantage of conflict and controversy conversations as it can give students immense practice with persuasion, argumentation and resolution of issues. Keeping in mind that conflict is inescapable and natural part of living and communicating, the process of negotiating conflicts with others will promote a lot of learning and skills that might be useful in students' social, academic, professional and personal lives in future. Bringing conflict into classes will motivate students to learn more about the topic, focus think and do more, developing a particular mind-set that welcomes controversy and challenge. Conflict is proved to be an essential component of oral interaction with the goal of helping students understand the issue, facilitating their understanding of how to negotiate meaning and dig into a topic and its different sides exploiting the use of questioning strategies involving engagement and feelings. The material clearly demonstrates that students' discussions on conflict concepts (e.g., cyberbullying, peer pressure, standing out, rebelling, conforming, etc.) are helpful to fully explore different ideas, solutions and perspectives as well as the reasons that support them. Though the article provides a formulation of a problem rather than its solution, but it's undoubtedly a very interesting field of research in future, as these challenges not only create dialogue, but give much practice with persuasion, argumentation, resolution of issues and more creative solutions to complex problems. Thus, the author comes to the conclusion that a special course, demonstrating the grow-

ing importance of teaching communication and conversation skills, should be offered at universities to give teachers theoretical insights and training to help them develop students' oral interaction skills taking advantage of conflict and controversy.

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Поліщук Г. Залучення конфлікту в процес усної взаємодії

Анотація. У статті розглянуто переваги залучення конфлікту як важливого інтелектуального ресурсу у процес усної взаємодії студентів задля розвитку конwersаційних умінь. Узагальнено наукові дані про використання суперечливих та конфліктних тем під час дискусій. Конфлікт розглядається як певний досвід несумісних видів діяльності, що відбувається під час взаємодії людей. Цей досвід неминучий, адже люди несумісні – вони мають різні потреби, цілі, вірування, поведінку, мають різні погляди на життя. Доведено, що розуміння місця конфлікту в процесі усної взаємодії та навички ефективного керування конфліктом надзвичайно важливі в комунікації. Установлено, що ці знання нададуть студентам можливість практично оволодіти навичками переконання співрозмовника, аргументації та вирішення проблемних/дискусійних питань. Зважаючи на невідворотність конфлікту у житті та спіл-

куванні людини, автором підкреслюється, що у процесі вирішення конфліктних ситуацій студенти набуватимуть важливих знань та навичок для використання у подальшій професійній, соціальній, академічній та особистій сферах життя, адже інтеграція конфлікту в практику усної взаємодії спонукатиме студентів до глибокого опрацювання теми, навичок фокусування, прийняття рішень. Розглянуто концепт вербальна агресія в контексті вербальної поведінки співрозмовників під час усної взаємодії. Ознайомлення студентів з природою конфлікту, стратегіями його керування сприятиме кращому розумінню вербальної поведінки співрозмовників у конфліктній ситуації та поглибленому опрацюванню теми. Матеріал дослідження переконливо доводить, що участь студентів у дискусіях на конфліктні теми сприяє детальному пошуку різноманітних ідей, рішень та подальших перспектив, а також причин, які призводять до виникнення конфліктних ситуацій. Запропоновано практичні рекомендації, а також висловлено надію, що дослідження цієї проблематики є цікавим у майбутніх розвідках. Автор сподівається, що цей підхід дозволить не лише покращити усну взаємодію студентів, а й слугуватиме удосконаленню навичок переконання, аргументації та вирішення проблемних питань. Як висновок, запропоновано розглянути можливість запровадження спеціального курсу для теоретичного та практичного ознайомлення учителів з можливістю залучення конфлікту в процес розвитку умінь усної взаємодії студентів.

Ключові слова: комунікативна компетентність, процес усної взаємодії, конфлікт, вербальна агресія, переконання, аргументація, вирішення конфліктної ситуації, дискусія.

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