ilmiy-amaliy jurnal · ISSN 3093-8694

UDK: 37.015.3:316.624-053.6:004

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CONFLICT BEHAVIOR AND CONFLICTUAL RELATIONSHIPS OF ADOLESCENTS AT SCHOOL IN THE CONTEXT OF DIGITAL TRANSFORMATION: PROBLEMS, OPPORTUNITIES, AND PROSPECTS FOR THE INNOVATIVE DEVELOPMENT OF THE EDUCATIONAL ENVIRONMENT

Abstract. The rapid development of digital technologies has significantly transformed communication among adolescents, creating new educational opportunities while simultaneously increasing the complexity of interpersonal relationships and school conflicts. Social media, instant messaging applications, digital learning platforms, and artificial intelligence tools have contributed to the emergence of new forms of conflict, including cyberbullying, online harassment, digital aggression, and the dissemination of harmful information. This article examines the psychological characteristics of adolescence, the main factors contributing to conflict behavior in digital educational environments, and the preventive role of teachers, parents, and school psychologists. Particular attention is paid to the development of emotional intelligence, digital literacy, school mediation, and innovative psychological support mechanisms. Based on a theoretical analysis of scientific literature and a comparative and systematic approach, the article substantiates the importance of integrating digital technologies with human-centered psychological and pedagogical strategies. The proposed approaches aim to strengthen psychological safety, promote constructive communication, and support the innovative development of an inclusive and psychologically safe educational environment.

Keywords: adolescents, conflict behavior, school, digital transformation, cyberbullying, school mediation, emotional intelligence, digital literacy, psychological safety, educational environment.

MAKTABDA RAQAMLI TRANSFORMATSIYA SHAROITIDA O‘SMIRLARNING KONFLIKT XULQ-ATVORI VA KONFLIKTLI MUNOSABATLARI: MUAMMOLAR, IMKONIYATLAR VA TA’LIM MUHITINI INNOVATSION RIVOJLANTIRISH ISTIQBOLLARI

Annotatsiya. Raqamli texnologiyalarning jadal rivojlanishi o‘smirlar o‘rtasidagi muloqotni sezilarli darajada o‘zgartirib, yangi ta’lim imkoniyatlarini yaratish bilan birga, shaxslararo munosabatlar va maktabdagi nizolarning murakkablashuviga ham sabab bo‘lmoqda. Ijtimoiy tarmoqlar, tezkor xabar almashish ilovalari, raqamli ta’lim platformalari va sun’iy intellekt vositalarining keng tarqalishi kiberbulling, onlayn ta’qib, raqamli tajovuz hamda zararli axborotlarning tarqalishi kabi nizolarning yangi shakllarini yuzaga keltirmoqda. Mazkur maqolada o‘smirlik davrining psixologik xususiyatlari, raqamli ta’lim muhitida konflikt xulq-atvorini keltirib chiqaruvchi asosiy omillar hamda profilaktik faoliyatda pedagoglar, ota-onalar va maktab psixologlarining o‘rni yoritilgan. Emotsional intellekt, raqamli savodxonlik, maktab mediatsiyasi va innovatsion psixologik yordam mexanizmlarini rivojlantirishga alohida e’tibor qaratilgan. Ilmiy adabiyotlarning nazariy tahlili, qiyosiy va tizimli yondashuvlar asosida raqamli texnologiyalarni insonga

yo‘naltirilgan psixologik-pedagogik strategiyalar bilan uyg‘unlashtirish zarurligi asoslab berilgan. Taklif etilayotgan yondashuvlar psixologik xavfsizlikni mustahkamlash, konstruktiv muloqotni rivojlantirish hamda inklyuziv va psixologik jihatdan xavfsiz ta’lim muhitini innovatsion rivojlantirishga xizmat qiladi.

Kalit so‘zlar: o‘smirlar, konflikt xulq-atvori, maktab, raqamli transformatsiya, kiberbulling, maktab mediatsiyasi, emotsional intellekt, raqamli savodxonlik, psixologik xavfsizlik, ta’lim muhiti.

КОНФЛИКТНОЕ ПОВЕДЕНИЕ И КОНФЛИКТНЫЕ ОТНОШЕНИЯ ПОДРОСТКОВ В ШКОЛЕ В УСЛОВИЯХ ЦИФРОВОЙ ТРАНСФОРМАЦИИ: ПРОБЛЕМЫ, ВОЗМОЖНОСТИ И ПЕРСПЕКТИВЫ ИННОВАЦИОННОГО РАЗВИТИЯ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

Аннотация. Стремительное развитие цифровых технологий существенно изменило характер общения подростков, открыв новые образовательные возможности и одновременно усложнив межличностные отношения и конфликтные ситуации в школе. Распространение социальных сетей, приложений для обмена мгновенными сообщениями, цифровых образовательных платформ и инструментов искусственного интеллекта способствует возникновению новых форм конфликтов, включая кибербуллинг, онлайн-преследование, цифровую агрессию и распространение вредоносной информации. В статье рассматриваются психологические особенности подросткового возраста, основные факторы, способствующие формированию конфликтного поведения в цифровой образовательной среде, а также профилактическая роль педагогов, родителей и школьных психологов. Особое внимание уделяется развитию эмоционального интеллекта, цифровой грамотности, школьной медиации и инновационных механизмов психологической поддержки. На основе теоретического анализа научной литературы, сравнительного и системного подходов обосновывается необходимость интеграции цифровых технологий с гуманистически ориентированными психолого-педагогическими стратегиями. Предлагаемые подходы направлены на укрепление психологической безопасности, развитие конструктивного общения и инновационное совершенствование инклюзивной и психологически безопасной образовательной среды.

Ключевые слова: подростки, конфликтное поведение, школа, цифровая трансформация, кибербуллинг, школьная медиация, эмоциональный интеллект, цифровая грамотность, психологическая безопасность, образовательная среда.

INTRODUCTION

The development of the digital economy and the widespread adoption of advanced technologies have significantly influenced contemporary education systems. Electronic gradebooks, online learning platforms, digital communication channels, and artificial intelligence tools have become increasingly integrated into everyday school life. These developments have expanded access to educational resources, facilitated communication, and created new opportunities for collaboration. At the same time, they have transformed the ways adolescents establish relationships, express emotions, resolve disagreements, and participate in social interactions.

Adolescence is a critical stage of psychological and social development characterized by the formation of personal identity, an increased need for peer acceptance, emotional sensitivity, and the gradual development of self-regulation. During this period, disagreements and interpersonal tensions may arise from differences in values, interests, social status, communication styles, and individual expectations. When adolescents lack sufficient emotional regulation and conflict-resolution skills, ordinary disagreements may develop into persistent interpersonal conflicts or aggressive behavior.

Digital transformation has introduced additional dimensions to these relationships. Conflicts that previously occurred primarily within the physical boundaries of the school can now continue through social networks, messaging applications, online games, and digital learning platforms. The rapid dissemination of information, the possibility of anonymous communication, and the persistent availability of online content can intensify interpersonal tensions and extend their consequences beyond school hours.

UNESCO has identified school violence and bullying as significant international educational and social challenges. Its report *Behind the Numbers: Ending School Violence and Bullying* emphasizes the importance of coordinated efforts to prevent violence and establish safe learning environments. Digital communication further complicates this issue because online aggression may reach students outside school and involve wider audiences.

However, digital technologies should not be regarded as the sole cause of adolescent conflict. Their influence depends on how they are used, the quality of interpersonal relationships, adolescents' psychological characteristics, family support, school climate, and the availability of effective preventive measures. Therefore, understanding conflict behavior requires an integrated approach that considers psychological, pedagogical, social, and technological factors.

The purpose of this article is to examine the influence of digital transformation on adolescent conflict behavior in schools, identify the major factors contributing to conflictual relationships, and propose preventive approaches that can support the innovative development of a psychologically safe educational environment.

The main objectives of the study are to analyze the psychological characteristics associated with adolescent conflict behavior, identify the influence of digital communication on the development and escalation of conflicts, examine contemporary approaches to school conflict prevention, and formulate practical recommendations for teachers, parents, and school psychologists.

The research object is the interpersonal relationships and conflict behavior of adolescents in the school environment.

The research subject is the psychological, pedagogical, and digital factors influencing adolescent conflict behavior and the preventive mechanisms that can be implemented in digitally transforming educational environments.

The practical significance of the article lies in its recommendations for developing emotional intelligence, improving digital safety skills, implementing school mediation, and strengthening cooperation among students, families, teachers, and psychological support specialists.

LITERATURE REVIEW

The psychological foundations of adolescent behavior have been examined in the works of prominent researchers in developmental psychology and educational theory. The ideas of L. S. Vygotsky emphasize the importance of social interaction, cultural context, and the development of higher psychological functions. From this perspective, adolescent behavior should be understood in relation to the social environment in which communication, emotional development, and interpersonal relationships take place.

L. I. Bozhovich's research on personality development highlights the importance of motives, personal needs, self-awareness, and social relationships in the formation of individual behavior. These ideas are relevant to the study of adolescent conflicts because interpersonal disagreements may be associated with the need for recognition, independence, acceptance, and personal identity.

I. S. Kon's studies of adolescence provide a theoretical basis for understanding the psychological characteristics of this developmental period, including identity formation, peer relationships, and the increasing importance of social recognition. Such characteristics may influence how adolescents interpret criticism, respond to disagreement, and manage emotionally difficult situations.

International research has also examined school violence and bullying as issues affecting students' safety, well-being, and educational participation. UNESCO's publication *Behind the Numbers: Ending School Violence and Bullying* provides an international overview of the prevalence and consequences of violence and bullying in educational settings. The report supports the need for comprehensive prevention strategies involving school leadership, teachers, students, families, and relevant specialists.

The World Health Organization's report on adolescent peer violence and bullying, based on the 2021/2022 Health Behaviour in School-aged Children survey, contributes to the understanding of peer aggression and its implications for adolescent health and well-being. These findings emphasize the importance of examining bullying not merely as an individual behavioral problem but also as a phenomenon influenced by social relationships and the broader educational environment.

Digital transformation has further expanded the scope of research on adolescent well-being. Online communication provides opportunities for learning, participation, and social support, but it may also facilitate cyberbullying, exclusion, harassment, and the rapid spread of harmful content. Unlike many face-to-face conflicts, online incidents can be repeatedly viewed, shared, or commented on, potentially increasing their psychological impact.

The OECD's work on digital environments and mental health provides a broader framework for considering the relationship between technology use, social interaction, and psychological well-being. Nevertheless, the relationship between digital technology and conflict behavior should not be interpreted as purely negative. Digital platforms can also support psychological education, facilitate access to counseling, provide reporting channels, and promote constructive communication when used responsibly.

An important direction in contemporary conflict prevention is the development of social and emotional competencies. Emotional intelligence enables adolescents to recognize and regulate their emotions, understand the perspectives of others, and respond to disagreements constructively. These competencies may reduce the likelihood that interpersonal misunderstandings will escalate into aggressive interactions.

School mediation represents another promising approach. Through structured dialogue and the involvement of an appropriately trained neutral mediator, students may learn to express their concerns, identify the causes of disagreements, and develop mutually acceptable solutions. However, mediation is not appropriate for every situation. Where serious bullying, intimidation, abuse, or a substantial power imbalance exists, the safety and protection of the affected student must take priority.

The literature reviewed indicates that adolescent conflict behavior is best understood through an integrated psychological, social, pedagogical, and technological perspective. At the same time, there is a continuing need to develop school-based preventive models that combine digital literacy, emotional development, psychological support, and appropriate institutional responses to online and offline conflicts.

RESEARCH METHODOLOGY

This article is based on a theoretical and analytical approach to the study of adolescent conflict behavior in the context of digital transformation. The methodological framework combines literature analysis, comparative analysis, systematic examination, and theoretical generalization.

The analysis of scientific literature is used to identify the psychological characteristics of adolescence, the main factors associated with interpersonal conflict, and contemporary approaches to school violence and cyberbullying prevention.

Comparative analysis is applied to examine the differences between traditional face-to-face conflicts and conflicts occurring in digital environments. Particular attention is paid to the duration of conflicts, the potential anonymity of participants, the speed of information dissemination, and the involvement of wider social groups.

The systematic approach considers adolescent conflict behavior as the result of interactions among individual psychological characteristics, peer relationships, family influences, school climate, and digital communication practices. This perspective makes it possible to avoid explanations that attribute conflicts exclusively to adolescents' personalities or the use of technology.

Theoretical generalization is used to formulate recommendations for preventive interventions involving students, teachers, parents, school psychologists, and educational administrators.

The main research tasks include:

Identifying psychological and social factors associated with adolescent conflict behavior.

Examining the ways digital communication can influence the emergence and escalation of interpersonal conflicts.

Analyzing the preventive potential of emotional intelligence, digital literacy, and school mediation.

Identifying opportunities for integrating digital tools into psychological support and school safety practices.

Formulating practical recommendations for creating a psychologically safe educational environment.

The theoretical basis of the study includes the works of Vygotsky, Bozhovich, and Kon, together with publications and reports from UNESCO, the OECD, and the World Health Organization.

Since the article is based on a theoretical analysis rather than a newly conducted empirical investigation, it does not claim experimentally verified changes in the frequency of conflicts or the effectiveness of specific interventions. The proposed approaches should be examined in future school-based research using appropriate assessment instruments and empirical data.

RESULTS

The theoretical analysis indicates that adolescent conflict behavior in digitally transforming educational environments is influenced by several interconnected factors. These factors should be considered together when developing preventive strategies.

1. Psychological characteristics of adolescence

Adolescence is associated with important changes in emotional development, self-awareness, social identity, and relationships with peers. The need for recognition and acceptance may increase sensitivity to criticism, exclusion, and perceived disrespect.

When adolescents have limited experience in emotional regulation or constructive disagreement, they may respond impulsively to frustrating situations. Such responses can contribute to verbal aggression, social exclusion, or the escalation of interpersonal misunderstandings.

However, emotional sensitivity and the desire for independence are normal aspects of development and should not automatically be interpreted as indicators of problematic behavior. Preventive measures should focus on strengthening psychological competencies rather than labeling students as conflict-prone.

2. The influence of digital communication

Digital communication has changed the conditions under which adolescent conflicts emerge and develop. Messaging applications, social networks, online games, and educational platforms allow students to communicate continuously, including outside school hours.

This continuity may make it more difficult for adolescents to distance themselves from stressful situations. Messages can be forwarded, screenshots can be distributed, and comments can remain accessible after the original disagreement has occurred.

Digital communication may also increase the risk of misunderstandings because written messages often lack facial expressions, tone of voice, and other contextual signals. A message intended as a joke may be interpreted as an insult, while an impulsive response may be rapidly shared with a wider audience.

Consequently, digital communication does not necessarily generate conflict, but it can change its intensity, visibility, duration, and potential consequences.

3. Cyberbullying and digital aggression

Cyberbullying is a particularly important concern in contemporary educational environments. It may involve repeated insulting messages, humiliating posts, threats, the distribution of private information, impersonation, or deliberate exclusion from online groups.

Several characteristics may make cyberbullying especially harmful. First, online content can reach a large audience within a short period. Second, the person responsible may conceal their identity or act through anonymous accounts. Third, digital material can remain available and be repeatedly circulated. Finally, online harassment may continue beyond school hours, limiting the victim's opportunities to feel safe.

The prevention of cyberbullying requires clear reporting procedures, timely intervention, student education, and cooperation between schools and families. Students should know how to preserve relevant evidence safely, block or report abusive accounts, and seek assistance from trusted adults.

Schools should also establish clear procedures for responding to digital aggression while respecting students' privacy and applicable data protection requirements.

4. Insufficient digital literacy

Digital literacy involves more than the ability to operate devices or use online platforms. It includes understanding responsible communication, privacy, digital footprints, the reliability of information, online consent, and the consequences of sharing content.

Adolescents who lack these competencies may underestimate the consequences of forwarding humiliating images, participating in hostile group discussions, spreading rumors, or publishing personal information about others.

Teachers and parents may also have difficulty recognizing digital conflict when it occurs in private messages or closed online groups. Therefore, digital safety education should be provided to students and adults alike.

5. Emotional intelligence and conflict prevention

The development of emotional intelligence is a promising approach to reducing destructive responses to interpersonal disagreements.

Students can be encouraged to identify their emotions, recognize emotional triggers, listen actively, consider alternative perspectives, and express disagreement without humiliation or aggression.

These skills can be developed through classroom discussions, role-playing exercises, reflective activities, collaborative projects, and structured conflict-resolution scenarios.

Emotional intelligence should be treated as a practical competence that can be strengthened over time, rather than as a fixed personal characteristic.

6. School mediation and psychological support

School mediation can provide students with structured opportunities to discuss disagreements and identify constructive solutions. A trained mediator helps participants communicate their concerns, clarify misunderstandings, and consider possible agreements.

Peer mediation may also contribute to a school culture in which students take greater responsibility for maintaining respectful relationships. However, participation must be appropriate to the circumstances, and students should not be pressured to participate in mediation when doing so could expose them to further harm.

School psychologists play an important role in identifying emotional distress, supporting affected students, consulting with teachers and parents, and coordinating appropriate interventions. Digital consultation services and confidential reporting channels may improve access to support, provided that they are implemented with suitable privacy safeguards.

7. Cooperation among schools, families, and specialists

Effective conflict prevention requires coordinated action. Teachers observe students' daily interactions, parents may notice changes in behavior outside school, and psychologists can provide specialized assessment and support.

Regular communication among these groups can help identify early warning signs and develop consistent responses. At the same time, information about individual students should be shared only when necessary and in accordance with appropriate confidentiality and safeguarding requirements.

The analysis suggests that a comprehensive preventive model should combine psychological education, digital safety training, accessible reporting procedures, school mediation where appropriate, and coordinated support from families and educational professionals.

DISCUSSION

The findings of the theoretical analysis suggest that digital transformation requires schools to reconsider traditional approaches to conflict prevention. Approaches that focus exclusively on incidents occurring within the school building

may be insufficient because adolescent relationships increasingly extend across physical and digital environments.

First, schools should move from a predominantly reactive approach toward a preventive model. Responding to individual incidents remains necessary, but prevention should also address the conditions that contribute to conflict escalation. These include poor communication skills, limited emotional regulation, unclear behavioral expectations, insufficient digital literacy, and weak systems of psychological support.

Second, the development of emotional intelligence should become an integral component of educational practice. Students need opportunities to learn how to recognize emotions, understand others' perspectives, manage frustration, and resolve disagreements without aggression. These competencies are relevant not only to face-to-face interactions but also to communication through digital platforms.

Third, digital literacy programs should address real-life situations rather than focus exclusively on technical skills. Students should understand the potential consequences of forwarding offensive messages, publishing embarrassing content, participating in online harassment, or sharing personal information without consent. Educational activities should also explain how to report harmful content and obtain assistance.

Fourth, school mediation and restorative approaches may support the development of constructive communication. When used appropriately, these approaches encourage students to explain their perspectives, recognize the impact of their actions, and participate in developing solutions. However, restorative dialogue should not replace protective intervention when serious bullying, abuse, threats, or substantial power imbalances are present.

Fifth, digital technologies can support psychological services through online consultations, educational resources, confidential reporting channels, and carefully designed monitoring systems. Such tools may improve access to assistance and help schools identify patterns that require attention. Nevertheless, digital monitoring should not become indiscriminate surveillance of students. Any system involving personal information must be proportionate, transparent, secure, and consistent with applicable privacy requirements.

Artificial intelligence may offer additional opportunities for developing educational materials, supporting digital literacy, and helping school professionals organize non-sensitive information. However, AI-based systems should not be treated as reliable substitutes for professional psychological assessment or as autonomous decision-makers in disciplinary matters. Automated classifications may be inaccurate, biased, or insufficiently sensitive to the context of adolescent relationships. Human oversight and clear accountability are therefore essential.

Sixth, cooperation between families and schools should be strengthened. Parents need practical guidance on recognizing cyberbullying, discussing online behav-

ior without unnecessary confrontation, and supporting children who experience digital harassment. Teachers and school psychologists, in turn, need procedures for communicating with families while protecting students' privacy and safety.

Finally, the effectiveness of preventive approaches should be evaluated systematically. Schools may assess students' knowledge of digital safety, their confidence in reporting bullying, their perceptions of school climate, and their access to psychological support. Changes in reported incidents should be interpreted carefully because an increase in reporting may reflect greater trust in school procedures rather than an actual increase in harmful behavior.

The principal limitation of this article is its theoretical and analytical nature. No original survey, interview study, or experimental intervention was conducted as part of the present work. Therefore, the proposed measures represent theoretically grounded recommendations rather than empirically demonstrated outcomes. Future research should examine their implementation in different school settings and evaluate their effectiveness through appropriately designed longitudinal or comparative studies.

CONCLUSION

Digital transformation has significantly changed the communication patterns of adolescents and introduced new challenges for maintaining constructive interpersonal relationships in schools. Social networks, messaging applications, digital learning platforms, and online games provide valuable opportunities for communication and learning, but they may also facilitate cyberbullying, digital aggression, and the prolonged circulation of harmful content.

The analysis supports several conclusions.

First, adolescent conflict behavior should be understood as a multidimensional phenomenon influenced by psychological development, peer relationships, family circumstances, school climate, and digital communication practices. Technology alone cannot explain the emergence of conflict, and preventive strategies should consider the interaction of these factors.

Second, emotional intelligence is an important direction for conflict prevention. Developing self-awareness, emotional regulation, empathy, active listening, and constructive communication can help adolescents respond more effectively to interpersonal disagreements.

Third, digital literacy should be understood as a combination of technical competence, ethical communication, privacy awareness, responsible content sharing, and knowledge of online safety procedures. Schools should provide systematic opportunities for students, teachers, and parents to develop these skills.

Fourth, school mediation can support constructive conflict resolution when the circumstances are appropriate. In cases involving serious bullying, threats, abuse, or significant power imbalances, safeguarding and specialist intervention must take priority over mediation.

Fifth, school psychologists, teachers, parents, and educational administrators should cooperate in identifying early signs of distress, responding to harmful behavior, and establishing accessible support systems. Digital tools can complement these efforts, but they must be used responsibly and with appropriate safeguards for confidentiality and personal data.

Sixth, the innovative development of a psychologically safe educational environment requires the integration of preventive education, psychological support, digital safety, constructive communication, and clear institutional procedures. The effectiveness of these measures should be assessed through empirical research rather than assumed in advance.

In conclusion, preventing adolescent conflict behavior in the context of digital transformation requires more than the introduction of new technologies. It requires a comprehensive, human-centered approach that combines psychological and pedagogical support with responsible digital practices. By promoting emotional intelligence, strengthening digital literacy, implementing appropriate mediation procedures, and fostering cooperation among schools and families, educational institutions can create conditions that support respectful relationships, student well-being, and the sustainable development of a psychologically safe learning environment.

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