

## Conflict Situations among Children

### Abstract

The work presented here, prepared on the basis of my own research, addresses the dynamics of the conflict process among children at an early school age. The phase of children's entry into conflict was outlined on the basis of a set of motives underlying the behaviours of 7–10-year-olds which get them to start conflicts with their contemporaries. The phase of escalation of the conflict process among children is characterized by interactions between conflict partners which are predominantly aggressive in nature. On the other hand, the phase of conflict resolution (conflict-ending methods) is distinct for a strategy of compensatory behaviours involving various forms of apology. The problem of the destructive and constructive impact of conflict situations on children's life is also addressed. A special focus is on the development potential of situations referred to above, involving the teacher performing a role that is hard to overestimate. The results of the research discussed in the paper were obtained mainly on the basis of attributive projection.

**Key words:** *interpersonal conflict, dynamics of conflict, stages of the conflict process in younger school-age children, destructive and constructive impact of conflicts on the child, activation of educational processes through conflict, attributive projection.*

### Introduction

Interpersonal conflicts are a consequence of differences existing between people; a result of these differences emerging in mutual interactions between individuals. We all differ in our habits, systems of values, needs, interests and goals we strive to achieve. Consequently, conflicts should be recognized as a natural phenomenon occurring among human beings and an integral element of our everyday