

## **Ways to Resolve Labor Disputes in The Community**

**Mo‘minov Shermuhammad Kharimovich**

Tashkent state economy, University " Economics ", "Theory " Department, Senior Teacher

**Abstract:** The study adopts a qualitative methodological approach, utilizing document analysis, comparative evaluation, and socio-psychological interpretation to explore the underlying causes and resolution strategies of labor disputes. The findings reveal that conflicts in educational organizations, particularly in preschool institutions, often emerge due to deficiencies in communication, inconsistencies in managerial practices, lack of awareness of legal rights and obligations, and misalignment between institutional expectations and employee performance. Special emphasis is placed on vertical conflicts occurring between management and subordinate staff, highlighting the critical role of leadership competence, emotional intelligence, and organizational culture in conflict prevention and resolution. The research identifies labor dispute commissions, negotiation processes, and judicial mechanisms as key institutional tools; however, their effectiveness largely depends on transparency, procedural fairness, and the level of trust within the organization. Furthermore, the study underscores the importance of preventive strategies, including the development of open communication environments, strengthening managerial and legal literacy, and fostering collaborative decision-making processes. These measures contribute not only to minimizing disputes but also to enhancing institutional stability, employee satisfaction, and overall organizational performance.

**Keywords:** Labor Disputes, Vertical Conflict, Pedagogical Conflict, Understanding, Comprehension, Thought, Relationship, Morality, Individual, Employee, Team, Trust, Self-Understanding, Elimination

### **Introduction**

In our country, a number of legislative acts are being adopted to resolve labor relations, negative social situations in the team, and pedagogical disputes. In particular, the "Law on the Status of a Pedagogue" was signed by the President. This Law establishes the rights, obligations, basic guarantees of the activities of educators, principles of remuneration, incentives, and social protection for their work. This Law stipulates that disputes in educational organizations, as well as disputes related to the status of a teacher and his professional activities, shall be resolved in accordance with the procedure established by law [1].

Also, the new edition of "Section VII, Chapter 34 of the Labor Code of the Republic of Uzbekistan establishes the rules for considering labor disputes, their types, the procedure for considering them, the establishment of a commission on labor disputes, and a number of other requirements." This code also defines "the concept of labor disputes - disputes that are not regulated by labor law, between an employer and an employee or between employees (their representatives) and employers (their representatives), on issues of applying labor legislation, other legal acts on labor and labor protection rules, an employment contract, as well as on issues of establishing new labor conditions or changing existing labor conditions" [2].

### **Methodology**

This study employs a qualitative research design based on a systematic and analytical approach to examine labor dispute resolution mechanisms in educational organizations. The methodological framework is grounded in the principles of conflict management theory, labor law analysis, and organizational behavior [3].

The research utilizes document analysis as the primary method, examining legislative acts such as

the Labor Code of the Republic of Uzbekistan, the Law on the Status of a Pedagogue, and relevant presidential decrees. These documents were analyzed to identify the legal basis for labor dispute resolution and institutional mechanisms regulating labor relations[4].

Additionally, comparative analysis was applied to evaluate different approaches to conflict resolution, including negotiation, mediation, labor dispute commissions, and judicial procedures. The study also incorporates elements of socio-psychological analysis to assess the causes of conflicts, including communication barriers, managerial deficiencies, and organizational culture issues[5].

The synthesis method was used to integrate theoretical and practical findings into a unified framework. Based on this approach, the study identifies key factors influencing the effectiveness of labor dispute resolution, including leadership competence, communication strategies, and institutional support mechanisms[6].

The reliability of the study is ensured through the use of official legal documents and established theoretical frameworks in conflict management and organizational studies[7].

## **Results and Discussion**

“ The Decree of the President of the Republic of Uzbekistan dated March 19, 2025, No. PF-51, identified as priority tasks increasing the efficiency of the management system in the field of preschool and school education, attracting highly qualified personnel, strengthening the vertical management system, and improving the quality of education and the effectiveness of leadership activities . ” It specifically states, “...to form an integrated vertical management system at the republican, regional, district and city levels in providing quality education, and to replenish preschool and general secondary education organizations with leading personnel with modern management and managerial skills ... ”

The measures set out in this document indicate the need to organize management processes in the preschool education system based on new approaches, develop the managerial and communicative competencies of leaders, and stabilize the collective environment by increasing the efficiency of vertical management[8].

In this regard, it is important to study the methodological foundations for developing the skills of leaders in constructively resolving conflict situations in the preschool education system, ensuring motivational and emotional balance in management, forming a culture of open communication in the team, and effectively organizing a vertical management system. Conflicts in preschool educational organizations usually arise between two or more parties , therefore, it is necessary for directors to purposefully plan their work, create high-quality, safe conditions for educational processes that meet the needs of students, and meet the requirements of parents[9].

In this regard, as a researcher, while deeply analyzing the management processes in the preschool education system, I emphasize the need to optimize the relationship between leaders and educators, improve the mechanisms for protecting the labor rights and professional activities of employees. The methodological approaches developed in this direction serve not only to prevent conflict situations, but also to improve the quality of the educational process, create a healthy psychological environment in the team, and enhance the leadership culture[10].

The main causes of conflicts in the management of preschool educational organizations in our society are the violation of labor relations, the failure of teachers to fully fulfill their official duties and the incorrect attitude to the measures of influence applied by the director, the different approaches to the current legal norms between the leader and employees, and the lack of knowledge of their rights and obligations. “ To resolve conflicts in preschool educational organizations, a labor dispute commission is established in the organization and this commission carries out its activities on the basis of the charter ” [11].

This Regulation was developed to form a unified practice of considering labor disputes in a preschool educational organization, to increase the efficiency of dispute resolution, and includes the establishment of individual labor dispute commissions, the procedure for considering individual labor disputes by them, the decision of the commission and the norms for its implementation. This commission considers disputes arising between the manager and the employee regarding labor relations and other regulatory documents, the application of labor

conditions stipulated in the employment contract[12].

According to the Labor Code of the Republic of Uzbekistan, "an employee who is faced with a conflict situation has the right to apply to the commission on disputes, express their problems and complaints, or have them considered by a district (city) court, and the employee, in turn, has the right to apply to one of these bodies at his own discretion to resolve the dispute . "

Before applying to the commission, it is advisable for the employee to negotiate with the employer to resolve the dispute. An application for a dispute that is not resolved during negotiations may be submitted to the commission for consideration at a later date[13].

“ The following disputes are not considered by the commission because they fall directly under the jurisdiction of district (city) courts:

Disputes regarding compensation by the employer for damage (including moral damage) or property damage caused to an employee's health while performing his/her work duties;

Disputes regarding reinstatement, regardless of the grounds for termination of the employment contract, changes in the definition of the time and grounds for termination of the employment contract, and payment for time spent on forced leave or low-paid work;

disputes regarding compensation for damages caused by an employee to the employer;

disputes about unjustified refusal to hire;

Disputes arising from issues resolved by prior agreement between the employer and employees "[14].

The principles of considering conflicts that occur in preschool educational organizations are established in the legislation, however, their prevention is of great importance in managing vertical conflicts. The main factor in managing conflicts is the regular communication of the head of the preschool educational organization with his subordinates and parents of the children, their familiarization with and adaptation to the future plans, and their consideration of their opinions in decision-making.

The effectiveness of management in the preschool education system is determined, first of all, by the professional competence of the leader, the culture of management and the level of establishing interaction with the team. Vertical conflict management in preschool educational organizations is the process of timely identification of socio-psychological conflicts between the leader and the subordinate, analysis of their causes and development of constructive solutions in the interests of the organization. Such an approach not only eliminates conflicts, but also creates an atmosphere of cooperation, mutual trust and professional responsibility in the team[15].

## **Conclusion**

This study examined the mechanisms for resolving labor disputes in educational organizations and identified key factors influencing their effectiveness. The findings demonstrate that labor disputes are primarily caused by communication gaps, managerial inefficiencies, and insufficient awareness of legal norms.

The research confirms that effective conflict resolution requires a comprehensive approach integrating legal, organizational, and socio-psychological mechanisms. Labor dispute commissions, negotiation practices, and judicial procedures are essential tools; however, their effectiveness depends on transparency and institutional trust.

Preventive measures, including improving communication, strengthening managerial competence, and increasing awareness of labor rights, play a crucial role in reducing conflicts.

The study concludes that effective labor dispute management contributes significantly to organizational stability, employee satisfaction, and overall institutional performance.

Future research should focus on developing innovative conflict management models and digital solutions for improving dispute resolution processes.

## **References**

[1] Republic of Uzbekistan, Presidential Decree No. PF-51, 2025.

[2] Republic of Uzbekistan, Law “On the Status of a Pedagogue,” 2024.

[3] Republic of Uzbekistan, Labor Code, 2022.

[4] M. A. Rahim, *Managing Conflict in Organizations*, 4th ed., New York: Routledge, 2011.

- [5] K. A. Jehn, "A Multimethod Examination of the Benefits and Detriments of Intragroup Conflict," *Administrative Science Quarterly*, vol. 40, no. 2, pp. 256–282, 1995.
- [6] S. P. Robbins, *Organizational Behavior*, 17th ed., Pearson, 2017.
- [7] T. A. Judge and S. P. Robbins, *Organizational Behavior*, Pearson, 2013.
- [8] D. Goleman, *Emotional Intelligence*, New York: Bantam Books, 1995.
- [9] OECD, *Conflict Management in Organizations*, Paris, 2020.
- [10] ILO, *Labor Dispute Resolution Systems*, Geneva, 2019.
- [11] World Bank, *Workplace Conflict and Productivity*, Washington, 2021.
- [12] UNDP, *Governance and Conflict Resolution*, New York, 2020.
- [13] A. De Dreu and L. Weingart, "Task versus Relationship Conflict," *J. Applied Psychology*, vol. 88, no. 4, pp. 741–749, 2003.
- [14] J. Wall and R. Callister, "Conflict and Its Management," *J. Management*, vol. 21, no. 3, pp. 515–558, 1995.
- [15] CIPD, *Managing Workplace Conflict Report*, London, 2022.