

FORMATION OF A FAVORABLE SOCIO-PSYCHOLOGICAL CLIMATE IN THE CLASSROOM

Tilavkulova Gulnoza Sharafovna

Master's degree of "Educational Management" in Oriental University

Abstract: The article deals with formation of a favorable socio-psychological climate in the classroom. Studying at school takes a good share of a person's lifetime, during which there is an active development of the personality. According to experts, and practice testifies, an important condition for the successful development of the personality of schoolchildren is the presence in the school and class of a favorable socio-psychological climate (SPC).

Key words: psychological side, relationships between people, climatic zone, social climate, socio-psychological climate, favorable climate.

In psychology, the concept of "climate" came from meteorology and geography. Now it is an established concept that characterizes the invisible, subtle, delicate, psychological side of relationships between people. One of the first to reveal the content of the socio-psychological climate V.M. Shepel. The psychological climate is the emotional coloring of the psychological ties of the members of the team, arising on the basis of their closeness, sympathy, coincidence of characters, interests, and inclinations. This is a stable state of the class as a group, a relatively stable and typical emotional mood for it, which reflects the real situation of intra-group interaction and interpersonal relations.

In the concept of socio-psychological climate, three "climatic zones" are distinguished:

- The first climatic zone is the social climate, which is determined by the extent to which the goals and objectives of the activity are realized in a given team, how much the observance of all rights and obligations of its members is guaranteed here.
- The second climatic zone is the moral climate, which is determined by what moral values are accepted in a given team.
- The third climate zone is the psychological climate, those informal relationships that develop between people who are in direct contact with each other. That is, the psychological climate is a microclimate, the zone of action of which is much more local than the moral and social one.

The formation and improvement of the socio-psychological climate is a constant practical task of class teachers, subject teachers, school psychologist and administration. Creating a favorable climate is not only a responsible, but also a creative matter, requiring knowledge of its nature and means of regulation, the ability to foresee probable situations in the relationship between members of the children's team. The formation of a good socio-psychological climate requires an understanding of the psychology of schoolchildren, their emotional state, mood, emotional experiences, worries, relationships with each other.

In order to study the socio-psychological climate in the classroom, teachers must know the characteristics that form it.

Characteristics of a favorable socio-psychological climate:

1. The classroom is dominated by a cheerful, cheerful tone of relationships between the people, optimism in the mood; relations are based on the principles of cooperation, mutual assistance, goodwill; children like to participate in joint activities, spend their free time together; approval and support prevail in relations, criticism is expressed with good wishes.
2. In the class there are norms of a fair and respectful attitude towards all its members, here they always support the weak, advocate for them, help beginners.
3. In the class, such personality traits as responsibility, honesty, diligence and disinterestedness are highly valued.
4. Members of the class are active, full of energy, they quickly respond if it is necessary to do something useful for everyone, and achieve high performance in educational and leisure activities.
5. The successes or failures of individual students in the class cause empathy and sincere participation of all members of the team.
6. In relations between groupings within a class, there is mutual disposition, understanding, and cooperation.

Characteristics of an unfavorable socio-psychological climate:

1. Depressed mood, pessimism prevail in the class, conflicts, aggressiveness, antipathy of children to each other are observed, there is rivalry; members of the team show a negative attitude towards a closer relationship with each other; critical remarks are in the nature of explicit or hidden attacks, the guys allow themselves to belittle the personality of the other, each considers his point of view to be the main one and is intolerant of the opinions of others.
2. There are no norms of justice and equality in relationships in the class, it is noticeably divided into "privileged" and "neglected", here the weak are contemptuously treated, they are often ridiculed, newcomers feel superfluous, strangers, they are often shown hostility.
3. Such personality traits as responsibility, honesty, diligence, selflessness, are not held in high esteem.
4. Members of the collective are inert, passive, some tend to isolate themselves from the rest, it is impossible to raise the class to a common cause.
5. The successes or failures of one leave the other members of the team indifferent, and sometimes cause unhealthy envy or gloating.
6. Conflicting groupings arise in the class, refusing to participate in joint activities.
7. In difficult cases, the class is not able to unite, confusion, quarrels, mutual accusations arise; the collective is closed and does not seek to cooperate with other collectives.
8. To study and form the socio-psychological climate in the classroom, various psychological and pedagogical techniques are used, aimed at:
 - determination of the informal structure of the class, identification of the leader and his role in the group;
 - correction of formal and informal class structure (for example, through re-election of a formal leader);
 - determination of the level of cohesion of the class and its psychological atmosphere;
 - the use of games aimed at team building;

- determination of the causes of conflicts in the classroom and the use of socio-psychological methods of their constructive resolution;
- study of the individual characteristics of schoolchildren;
- development of communication skills;
- determination of the influence of the personality of teachers and the class teacher, their pedagogical styles on interaction with schoolchildren;
- socio-psychological correction of relationships in the team (conducting socio-psychological trainings and psychological consultations).

The conditions that determine the effectiveness of the influence of teachers on the psychological climate in the children's team include the following:

- personal qualities of teachers (openness, disposition to children, sense of humor, initiative, sociability, creativity)
- professional qualities of teachers (theoretical and methodical equipment).
- orientation of teachers to the emotional comfort of schoolchildren, which is a consequence of personal and professional preparedness for actions that form a favorable psychological climate.

The diagnostic methods that we use to study SEC are given in the appendix.

In order for the study of the SEC to be more objective and reflect the real state of affairs in the class, you can use the method of observing the class in activities regulated by the teacher during lessons and in extracurricular activities (for example, when organizing and preparing a class for any leisure event in the absence of teacher). A.V. Miklyaeva and P.V. Rummyantseva proposed the method of observation described by us. The parameters of observation of the socio-psychological climate are decomposed into 3 vectors: 1) emotional background, 2) the ability to cooperate, 3) the effectiveness of interaction. The proposed referents, according to the authors A.V. Miklyaeva and P.V. Rummyantseva are not the only possible ones, and their list can be supplemented with other characteristics.

When fixing the results obtained, you can go along the path of generalizing the observed features of the class (in this case, the observed features are fixed without indicating the name of the person in whose behavior they were noticed). Such results will help to identify the most problematic components of the socio-psychological climate, which should be given special attention in corrective and developmental work with the class (although, as a rule, they are all closely related to each other). However, in most cases it is more expedient to record the results of observation by name, which will allow you to see the contribution of each student to the general psychological atmosphere of the class, his individual well-being in it.

Ways to form and maintain a favorable psychological climate in the classroom are similar to the methods of formation and management of the children's team. Any team is a community of people, characterized by the presence of socially useful goals, joint activities, personal and group interests, conscious and sustainable organization of their lives, and the psychological climate, on the one hand, reflects, and on the other hand, determines the nature of interactions between members of the team.

Knowledge about the ways of forming the psychological climate and managing the team is necessary for teachers.

The most effective ways to form and maintain a socio-psychological climate in the classroom, which can be used by both teachers and school psychologists, are the following:

- since the socio-psychological climate is the result of the joint activity of class students, their interpersonal interaction, then in order to strengthen it, it is necessary to set goals and create conditions for organizing joint activities of children, inform them about the implementation of joint tasks, encourage activity, initiative, creativity ;
- find common interests that would unite the children of the class and organize common affairs on their basis;
- form the traditions of the class, participate in school-wide traditional affairs;
- if you have free time - invite the guys to spend it together: go hiking, relax, etc.
- to create situations of collective empathy for significant events, the desire for emotional inclusion in the life of each child's class. For this, it is important to have an active position of the teacher in relation to the children and the class;
- bring universal human values into the life of the class team, encourage openness, goodwill, constructive ways to discharge negative emotions; not to impose their opinions on each other, but, listening to the interests of everyone, come to a common, compromise solution;
- create conditions for improving the comfort of children's well-being at school and maintaining stable positive relationships between teachers and students;
- develop a communicative culture, communication and cooperation skills;
- develop the empathic abilities of group members, the ability and need for knowledge of other people, a tolerant attitude towards them.

And finally, I would like to list the principles for creating a healthy work environment, proposed by David Meister in the book "Do What You Confess", which may be useful for educators:

1. Always assume that the greatest sin is the unwillingness to even try to do something.
2. The actions of the leader should indicate his interest in the personal success of each member of the team.
3. Actively help the guys to rise to a qualitatively new level.
4. Give children the opportunity to test themselves in various activities.
5. Be consistent, never break your word.
6. Maintain a firm belief in your own destiny.
7. Forget patronizing.
8. Create conditions, don't dictate them.
9. Trust the people you work with.
10. Set an example, be the way you would like to see your colleague.
11. Find an individual approach to each child, do not manage people in a way that is convenient for you. This requires ordinary human sensitivity.
12. Be enthusiastic, remember: enthusiasm is contagious.

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