PROBLEMS OF OPTIMIZING THE SOCIAL ENVIRONMENT IN A TEACHING COLLECTIVE

Nazira Toshmatovna Xodjimatova
Teacher of the Department Pedagogy and Psychology

Abstract
The article focuses on the analysis of the pedagogical and psychological basis for creating a healthy environment in the community of educational institutions. Overcoming psychological tensions in the team, improving the professional skills of the head of the educational institution and subordinates, the proper organization of leisure time of employees, the opportunity to freely submit proposals for the organization of labor activities, team-friendly, as well as building partnerships.

Keywords: Education, educational institution, teacher, pedagogical, psychological, psychocorrection, correctional pedagogy.

PEDAGOGIK JAMOADAGI IJTIMOIY MUHITNI OPTIMALLASHTIRISH MUAMMOLAR

Nazira Toshmatovna Xodjimatova
"Pedagogika va psixologiya" kafedrasi o'qituvchisi

Annotatsiya:
Maqolada ta'lim muassasalari jamoasida sog'lom muhitni yaratishning pedagogik-psixologik asoslarini tahliliga e'tibor qaratilgan. Jamoadagi psixologik zo'riqishlarni bartaraf etish, ta'lim muassasasi rahbari va bo'ysunuvchilarning kasbiy mahoratini oshirish, xodimlarning bo'sh vaqtlarini to'g'ri tashkillashtirish, mehnat faoliyatini tashkil etishga takliflarni erkin kiritish imkoniyatini yaratish, jamoada do'stona, shuningdek faoliyatda hamkorlik munosabatlarini yaratish.

Kalit so'zlar: ta'lim, ta'lim muassasasi, o'qituvchi, pedagogik, psixologik, psixokorreksiya, korreksion pedagogika

Introduction

The socio-psychological environment of the team is the most integral psychological characteristic of the group, it is a social process associated with the specific characteristics of the reflection of individual objects (events, processes) directly related to the joint cooperative activity of the group.
The effectiveness of group activity depends on the state of the social and psychological environment of the team.

Social and psychological environment in the team

The most important signs of a healthy social and psychological climate:

• mutual trust and high demands of group members;

• mutually friendly and constructive criticism;

• to freely express one's opinion when discussing issues related to the whole team;

• absence of pressure from managers on subordinates and recognition of their right to make decisions important for the group;

• sufficient awareness of team members about their tasks and the status of their implementation;

• team members feel satisfied with belonging to the team;

• a high level of emotional involvement and mutual support in situations that cause disappointment in any member of the team (deception, disappointment, disruption of plans);

• taking responsibility for the state of affairs by each member of the group, etc.

In the implementation of this program, it is necessary to implement the following additional measures:

1) study of literature, methods and methods of organizational and educational work on improving the professional skills of leaders, managing the work team and normalizing the state of the psychological environment;

2) development of personnel development programs that provide personnel training, professional training, career planning opportunities for employees;

3) identifying successes and failures in joint experiments with the team;

4) if necessary, further improvement of a healthy social and psychological environment in the organization by changing the leadership style;

5) forming a team based on psychological compatibility;

6) using the potential of employees in the process of making management decisions;

7) to support the increase in the frequency of official and informal contacts between employees, to show their advantages and to support their professional growth;

8) joint organization and spending of free time of the team:

- conducting sports competitions;

- organization of joint visits to theaters, movies, concerts;

- organization of parties for special occasions, dates and ceremonies;

9) participation in amateur performances of team members;

10) creating a psychological relief room for the team;

11) create a "suggestions and wishes box" to improve group work where employees can submit their suggestions;

12) periodical and continuous psychological training by the organizational psychologist

Eliminating psychological stress in the team, improving the professional skills of the head of the educational institution and subordinates, properly organizing the free time of employees, creating the opportunity to freely introduce suggestions to the organization of labor activities, creating a friendly atmosphere in the team, as well as in activities create cooperative relationships.

As a result of the implementation of the program, the following indicators of a positive social and psychological environment can be created:

• the team is dominated by business acumen, creative mood during the working day, cheerful tones and optimism in the relations between employees;

• relations are built on the principles of cooperation, mutual assistance, goodwill; group members like to work together and spend their free time together; approval and mutual support prevail in relations, good constructive criticism is given;

• employees of the organization are active, full of strength, respond quickly in mutual assistance, readiness of employees to "fully embrace" a colleague if mutual assistance is needed;

• achievements or failures of individual employees generate sympathy and sincere participation of all members of the organization, if success is achieved, employees feel proud of their colleagues and their organizations;

• mutual agreement, understanding and cooperation are formed in relations between structural units within the organization or micro-groups in the team;

• low staff dissatisfaction. Employees refuse to be transferred to other organizations, and sometimes to higher positions;

• in difficult times for the organization, there is cohesion and emotional unity of the team ("one for all, and all for one").

Evaluating the effectiveness of psychocorrective assistance in improving the environment is becoming more and more relevant. This is due to the specialist's ability to influence and the quality of psychocorrective work.

- It is necessary to define a specific method for evaluating the efficiency of the work. It is difficult to choose a certain method in correctional work in advance, because psychologists use different methods in their work.

- Even one method gives different results in different specialists.

- The assessment of the work should be given by an expert who is not aware of this method.

- It is necessary to take into account the educational quality of the psychologist.

- It is necessary to take into account the psychologist's interest in his profession.

- It is very important for a psychologist to be professional in group correctional work.

- In psychocorrective work, the client is evaluated according to the following after psychological impact:

- Changes in the subjective essence of inner experiences.

- Positive change of the respondent after exposure.

- Psychophysiological methods can be used to determine the effect of psychological influence. They evaluate the vegetative-somatic physiological and mental functions of a person. The criterion of the effectiveness of the psychocorrective effect is related to taking into account the fact that the negative changes in each person are unique to him and the effect of the selected psychocorrective methods is aimed at these changes.

Purpose: to develop the quality of observability by studying the psychological aspects of the formation of observability of profiling employees.

In order to achieve this goal, it is important to solve the following tasks.

• Helping to understand that the quality of observation is important.

• To teach the methods of natural observation and to form the skills of making objective conclusions.

• Formation of the ability to correct one's behavior in conflict situations.

• To acquire knowledge aimed at being able to express one's emotions correctly and to curb aggressive reactions.

•Helping other people to understand their experiences, situations and interests.

• Formation of knowledge of constructive resolution of interpersonal conflicts.

By implementing the above tasks, we can achieve the following results:

1. Increase in the level of the quality of observation displayed by the employee;

2. The employee's self-awareness and self-esteem in this place;

3. Keeping the behavior in the norm in conflict and problematic situations;

4. To compare the emotional state of oneself and others, to reduce one's emotional stress.

5. Compliance with norms of behavior.

Conditions for psychocorrection:

• Voluntary consent of the employee to receive psychological help;

• The employee's trust in the specialist;

• Employee activity during the implementation of the correctional program.

The main principles of psychocorrective group activity:

• Principle of responsibility.

• The principle of proximity.

• Principle of support.

• Here and now principle.

• Privacy principle.

• The principle of participation from the beginning to the end of the seminar.

There are 4 main strategies that reflect the process of psychocorrection:

• Change the situation.

• Change oneself to change the situation.

• Getting out of the situation.

• Paying attention to new aspects of life in this situation.

In the context of reforming all aspects of society, when the socio-economic structure of the country is radically changing, there is an urgent need to improve pre-school, school life, the entire system of pedagogical activity, to revise priorities and values.

The socio-psychological climate in a pre-school institution plays a significant role in the formation of the educational process, affects the quality of education and upbringing of the younger generation. In our opinion, the relevance of this problem is dictated by the increased requirements for the level of psychological involvement of an individual in his work activity and the complication of people's mental life, the constant growth of their claims.

Teaching staff in pre-school institutions mainly consists of women who are often forced to perform overtime and low-paid work, limited in communicating with each other. These factors have a negative impact on the quality of work of preschool teachers, contribute to the formation of professional deformations in them, therefore the administration of the preschool educational institution together with the psychologist should pay great attention to the psychological state

of the employees within the team, as well as the coherence of their interaction, in order to effectively achieve the goals of the organization, namely the education and upbringing of the younger generation.

The socio-psychological climate acts as a multifunctional indicator of the level of psychological involvement of a person in an activity, a measure of the psychological effectiveness of this activity, the level of mental potential of the individual and the team, the scale and depth of the barriers that lie in the way of realizing the psychological reserves of the team.

In the most general form, the psychological climate of a team is defined as the relatively stable psychological attitude of its employees prevailing in the team, manifested in various forms of their activity.

The teaching staff as a professional association of people has all the general characteristics of a team, but at the same time has its own specific features, which include: polyfunctionality, self-management, collective nature of work and collective responsibility for the results of activities, no standardization of the teacher's working day, that is, the lack of time frames for the performance of certain types of pedagogical work. This has a negative impact on the life of the teaching staff, is, as a rule, the cause of overload of teachers, lack of free time for their professional growth, which, in turn, leads to stress, mainly female composition. Women's teams are more emotional, more often subject to mood swings, more conflicts than those teams in which men are largely represented. At the same time, women by their nature are more predisposed to educational activities, more flexible in the choice of techniques and methods of pedagogical influence. Analysis of scientific literature shows that there is no unified approach to understanding and studying the psychological climate of a team in psychology yet. In Russian psychology, there are four main approaches to understanding the nature of the socio-psychological climate of a team. Representatives of the first approach (P.P. Bueva, E.S. Kuzmin, N.N. Obozov, K.K. Platonov, L.K. Udelov) consider climate as a socio-psychological phenomenon, as a state of collective consciousness. It is understood as a reflection in the consciousness of people of a complex of phenomena associated with their relationships, working conditions, and methods of stimulating it [3]. Supporters of the second approach (A.L. Rusalicheva, A.I. Lutoshkin) emphasize that the essential characteristic of the socio-psychological climate is the general emotional and psychological mood. Climate is understood as the mood of a group of people. Generalizing these approaches, in our study, we will understand the socio-psychological climate of a team as a stable system of internal connections that manifests itself in the emotional mood of the team, its public opinion, and the results of its activities. It is important for a practical psychologist working in the education system to know the state of the teaching staff, the level and dynamics of its development.

Certain factors influence the formation of the socio-psychological climate. Let's consider those that can help analyze the climate of the teaching staff:

1) Socio-psychological compatibility of team members, it manifests itself in mutual understanding, sympathy, empathy with each other. The higher the compatibility, the more effectively the team works as a whole. In case of incompatibility of some employees, the desire

of team members to avoid each other is manifested, and in case of inevitability of contacts, they can lead to a negative emotional state and conflicts.

2) The style of management of the team of the administration as a whole, specifically the head of the preschool educational institution. The attitude of managers to employees, the social distance between the administration and the team

3) The system of remuneration, timely receipt of wages.

4) Successful or unsuccessful course of educational activities. Prospects for developing the creative potential of the teacher, the possibility of improving qualifications, trusting, friendly relations with pupils and parents.

5) The applied scale of rewards and punishments, adequate assessment of the teacher's work, recognition of the results of activities, not only by the administration, but also by the team as a whole.

6) Working conditions and equipment of workplaces. Provision of teaching aids and materials, as well as the availability of new educational equipment, increase the efficiency of the teacher and satisfaction with their own work.

7) The nature of communications and awareness of the team. The lack of complete or inaccurate information on issues of drawing up documents, or providing documents for reports, holding competitions and conferences, the speed of its communication to the team, leads to the emergence of mistrust and a negative attitude towards the administration of the preschool educational institution.

8) The family environment, outside of work, and the conditions for spending free time.

The combination of these factors makes up the socio-psychological climate in the teaching staff. Favorable relations between employees do not arise by themselves, they need to be formed, so the administration of the preschool educational institution and the psychologist face an important task of developing and applying measures for the effective management of the socio-psychological climate

A major role in this process belongs to the timely diagnosis of the socio-psychological climate and immediate correction of emerging problems in the team. Diagnostics of the psychological climate in the team is multidisciplinary in nature. For extended diagnostics, a set of methods and procedures should be used that allow the most complete picture of the problems in the team to be formed. The arsenal of modern diagnostic methods is very wide - among them, the most popular are various questionnaires and the sociometry method.

Analyzing the results of diagnostics of the psychological climate of the preschool educational institution team, we concluded that the highest percentage of respondents (30%) indicates an initial degree of unfavorable psychological climate in the team. Analysis of the results of diagnostics of personal and group satisfaction with work showed that the percentage of those who are not completely satisfied with their work is quite high (35%).

Analyzing the results of diagnostics of the level of conflict, we came to the conclusion that in our team the level of conflict is at an average level, since the majority (45%) of teachers corresponded to the indicator of the average level of conflict. This characterizes them as people who are conflict-prone, but who resort to conflict if all other means have been exhausted.

Summarizing all of the above, we can conclude that the problem of creating a favorable socio-psychological climate is relevant for our teaching staff. Formation of a favorable psychological climate is one of the main tasks in the work of the administration and psychologist of the educational institution.

In our opinion, the most effective ways to improve the socio-psychological climate in the team of a preschool educational institution are:

1. Improving the methods and style of leadership, creating an atmosphere of goodwill, trust and respect for subordinates in the team, using collegial methods of decision-making, democratization of management;

2. Creating optimal conditions for teachers' activities;

3. Improving the structure of relationships, personal contacts during recreation evenings, excursions, etc.;

4. Staffing primary teams taking into account the psychological compatibility of people;

5. Using active socio-psychological methods that help develop the skills of effective mutual understanding and interaction among team members.

Thus, the formation of a favorable socio-psychological climate in a preschool educational institution is the result of complex and painstaking work of the head, psychologist and the entire teaching staff.

The role of a psychologist in harmonizing interpersonal relationships and organizing interaction is quite active. He creates psychological conditions for the formation of a team focused on the task and relationships, and thereby contributes to a radical improvement in the social situation of children's development.

REFERENCES

1. Badritdinova, M. B., & Rustamova, T. N. (2021). Psychological characteristics of development of thinking in students in the educational process. Science and Education, 2(2), 331-337.

2. Badritdinova, M. N., Razhabova, G. K., Akhmedova, S. M., & Akhmedova, G. I. (2020). Peculiarities of a pain in patients with ischemic heart disease in the presence of individual combines of the metabolic syndrome. International Journal of Current Research and Review, 12(24), 146-150.

3. Бадритдинова, М. Б., & Аъзамов, У. (2020). Психологические особенности развития когнитивного стиля в учебнем процессе. Ученый XXI века, (1 (60)), 74-78.

4. Бадритдинова, М. Б. (2020). Различия между базовой, дидактической и когнитивными структурами личности. Oriental Art and Culture, (II), 158-161.

5. Nodira, M. (2022). Pedagogical bases of assessment in primary education. Asian Journal of Multidimensional Research, 11(5), 197-207.

6. Alisherovna, M. N. (2021). Pedagogical and Psychological Features Of The Small School Age.

7. Alisherovna, M. N., & Tokhirjonkyzy, G. G. (2020). The professional development of teachers of primary education, improvement of the professional qualifications and skills. Asian Journal of Multidimensional Research (AJMR), 9(3), 87-91.

8. Makhmudova, N. A. (2019). THE ROLE OF INNOVATION IN PRIMARY EDUCATION. Scientific Bulletin of Namangan State University, 1(11), 298-301.

9. Halimjanovna, A. M., & Baxromovna, B. M. (2023). Muammoli ta'lim mustaqil fikrlash omili sifatida. Science and innovation, 2(Special Issue 14), 266-270.

10. Xalimjanovna, A. M. (2022). Raising a Child and Preparing Him for Social Life in the Works of Our Great Scientists. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 2(5), 38-41.

11. Xalimjanovna, A. M. (2022). EDUCATION OF CHILDREN IN THE WORKS OF OUR GREAT SCIENTISTS. American Journal of Interdisciplinary Research and Development, 4, 45-49.

12. Xalimjanovna, A. M. (2022). THEORETICAL AND METHODOLOGICAL FUNDAMENTALS OF PREPARING CHILDREN FOR SOCIAL LIFE IN DISABLED FAMILIES. EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE, 2(5), 39-42.

13. Khalimjanovna, A. M. (2022). PROBLEMS OF MORAL EDUCATION IN NON-HABEL FAMILIES. NeuroQuantology, 20(21), 489.

14. Asranbayeva, M. X. (2020). NOTOLIQ OILALARDA MAKTABGACHA YOSHDAGI BOLALAR RIVOJLANISHINING OZIGA XOS XUSUSIYATLARI. Scientific Bulletin of Namangan State University, 2(4), 532-535.

15. Alimova, F. O. (2023). Medicinal plants of the lamiaceae family in folk medicine of Uzbekistan. European Journal of Interdisciplinary Research and Development, 11, 5-7.

16. Фаизова, Ф. Ш. (2022). Статейные списки российских посланников в Среднюю Азию XVII в. как лингвистический источник (Doctoral dissertation, автореф. дис.… д-ра филос.(PhD) по филол. наукам. Ташкент).

17. Фаизова, Ф. Ш. (2022). ЛИНГВИСТИЧЕСКИЕ И ЭКСТРАЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ В ТЕКСТАХ СТАТЕЙНЫХ СПИСКОВ XVII в. Ответственный редактор, 123.

18. Фаизова, Ф. Ш. (2021). Вопросы изучения статейных списков. Н34 Наука и инновации в XXI веке: Материалы Международной, 126.

19. Икромхонова, Ф. (2023). АҚШ НАСРИДА ТАРИХИЙ-БАДИИЙ АСАР ГЕНЕЗИСИ. Журнал иностранных языков и лингвистики, 5(5).

20. Alijonovna, M. M., & Ikramovna, I. F. (2021). Ketrin Mensfildning Estetik Qarashlari. IJTIMOIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 1(5), 204-207.

21. Yunusalievna, E. M., & Maxmudovna, K. M. (2023). Theoretical Foundations of Using the Possibilities of Mobile Learning in the Educational Process. Journal of Survey in Fisheries Sciences, 10(2S), 3443-3453.

22. Эшназарова, М. Ю., Ўғли, Ҳ. С. С., & Жамалов, О. О. Ў. (2020). Мобил иловалар яратиш технологиялари ва уларнинг имкониятлари. Academic research in educational sciences, (4), 548-556.

23. Эшназарова, М. Ю., & Настинов, С. Т. Ў. (2020). Мобил таьлим ва мобил платформалардан фойдаланишнинг назарий асолари. Academic research in educational sciences, (4), 513-518.

24. Akhmedov, B. A. (2023). Socratic dialogue as a response to the challenge of the Epoch. Sciental Journal of Education Humanities and Social Sciences, 1(1), 1-9.

25. Akhmedov, B. A. (2023). Physics is a Science Forming Knowledge About Health. Diversity Research: Journal of Analysis and Trends, 1(3), 350-355.