

## THEORETICAL AND PRACTICAL FOUNDATIONS OF IMPROVING PSYCHOLOGICAL CLIMATE IN EDUCATIONAL INSTITUTIONS

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**Annotation:** This article discusses the concept of psychological climate in educational teams, its impact on effective pedagogical activity, and the important factors in its formation. The author analyzes the conditions necessary for creating a healthy psychological environment in educational institutions, leadership approaches, interpersonal relationships among teachers, and motivation methods.

**Keywords:** psychological climate, educational team, pedagogical environment, professional mood, team cooperation, leadership, motivation.

### Introduction

In the modern education system, not only curricula and technical facilities are important, but also the psychological atmosphere within the teaching staff is a crucial factor. Psychological climate is described as the socio-psychological state of a team, the nature of interpersonal relations, and the general mood and level of trust within the team. A positive psychological climate in an educational institution improves teachers' attitudes towards work, enhances their professional motivation, and ultimately leads to higher education quality.

### Purpose of the Article

The aim of this article is to identify and scientifically analyze the factors that contribute to the creation and strengthening of a healthy psychological climate in educational institutions.

### Main Part

#### Theoretical Foundations of the Concept of Psychological Climate

The concept of psychological climate began to be actively studied in social psychology from the middle of the 20th century. The works of scholars such as K. Levin, R. Likert, J. Moreno, and D. Uznadze are considered significant in this field. Psychological climate refers to the emotional background of the system of social relations within an organization, characterized by the emotional and volitional state of interpersonal interactions among members of a team (Levin, 1948).

R. Likert (1961) identified four types of management styles for educational institutions: exploitative-authoritative, authoritative, consultative, and participative. The last one is the democratic approach that is considered the most effective style for fostering a positive psychological climate.

Similarly, the concept of emotional intelligence proposed by Goleman (1995) — the ability of leaders and teachers to understand, manage, and respond to their own emotions and those of others — has a direct impact on the psychological environment.

## **1. The Nature and Importance of Psychological Climate**

Psychological climate is a combination of the psychological and social relationships existing within a team. It influences each member's emotional attitude toward participation in the life of the team. A positive psychological climate:

- Reduces stress and fatigue among teachers;
- Increases trust among colleagues;
- Enhances job satisfaction and motivation for professional activity.

### **Factors Influencing the Formation of a Positive Psychological Climate in Educational Institutions**

#### **1. Leadership Approach**

The attitude of the leader toward the team, their communication style, assessment criteria, and how criticism is expressed — all these affect the psychological climate. A democratic and participatory approach enhances trust, motivation, initiative, and openness in the team.

#### **2. Communication and Information Flow**

A transparent and effective communication system is the foundation of a positive climate. Platforms where open feedback can be given (e.g., "open door" days, anonymous surveys, regular meetings) increase team participation.

#### **3. Stress Reduction Strategies**

Workplace stress is one of the main factors that negatively affect the climate. To combat stress in educational institutions, the following are important:

- Psychological counseling rooms;
- Fair distribution of workload;
- Rest and rehabilitation activities.

#### **4. Interpersonal Relations and Professional Culture**

Supporting each other in the team, celebrating achievements together, and resolving conflicts constructively are indicators of a healthy environment. This is especially important in helping young teachers adapt to the profession.

### **Scientific-Practical Recommendations**

- It is necessary to conduct monitoring of the psychological climate in educational institutions (through surveys, observations, and interviews).
- For teachers, it is recommended to introduce training sessions to develop emotional intelligence.
- For managers, it is essential to provide training programs in psychological leadership and conflict management.
- Team-solving skills are developed through small group case study exercises.

**Conclusion**

The psychological climate in an educational institution is not only a product of social relations, but also an integral part of pedagogical activity. A positive climate does not form by itself, but is created through the conscious actions of leaders and teachers, organizational culture, and communication strategies. Its stability allows you to improve the quality of education, reduce staff turnover, and create a positive social environment for students.

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