

The Relationship of Emotional Atmospheric Climate in Junior High School Classes at School

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Abstract: *This article includes itself the relationship of psychological climate in junior groups in school.*

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Before we start talking about psychological climate, it is necessary to talk about the age group that is considered in this article. Junior school age is a difficult but productive time, when social interaction skills are most actively built, the first experience of communication with adults outside the family appears, the first friendships are established. The building of social interrelations takes place against the background of activity, this activity, for example, can be educational, or within the framework of a circle, sports section. G. A. Tsukerman believes that the educational process should begin with mastering the basics of communication, as it 'teaches to learn'. The interaction of group members with each other and with the teacher is very important for this age group. A deficit of the former hinders the development of autonomy and independence. The deficit of the latter puts the child in an object position and causes passivity.

Psychological climate is an important characteristic for any children's group. Psychological climate is an emotional colouring of psychological ties of the members of the group, arising on the basis of their closeness, sympathy, coincidence of characters, interests, inclinations. A favourable psychological climate promotes more effective psychological, physical and intellectual development of the group and its members. Unfavourable climate hinders the development of personality in the collective, causes negative emotions among the members of the group.

What indicators point to favourable or unfavourable climate? A favourable climate in a children's group can be characterised by the following indicators: 1) optimistic mood, cheerful, cheerful tone of relations prevails in the group; 2) relations are built on trust, cooperation, respect, mutual assistance; 3) members of the group like to spend time together; 4) members of such a group are active, full of energy, successful in many spheres of activity; 5) all successes and failures cause sincere emotions in other members of the group; 6) the group helps newcomers to join, protects the weak and helps them.

An unfavourable climate is characterised by the following indicators: 1) pessimistic mood, conflict, antipathy between members prevails in the group; 2) the group is divided into 'strong' and 'weak', and the 'weak' are ridiculed and despised, as well as newcomers, rivalry prevails, criticism is expressed in order to belittle the other; 3) group members are passive and cannot be organised for the common cause; 4) other people's successes and failures are perceived with envy or ridiculed; 5) honesty, responsibility and diligence are not approved characteristics.

A teacher plays an important role in building a favourable psychological climate in the group. To build a favourable psychological climate, a teacher must have knowledge of individual characteristics of students, their abilities, knowledge of communication processes, how they affect the achievement of performance results, knowledge of optimal teaching methods, the ability to professional self-

improvement, as well as possess such qualities as openness, disposition to children, sociability, be interested in each student and their emotional comfort.

It should also be pointed out that the psychological climate is formed due to the mechanisms of collective activity. Among them are adaptation, communication, identification, integration, intellectual unity of thoughts, emotional unity, volitional unity of participants of the common cause. That is why creating a favourable psychological climate is not only a responsible but also a creative task for a teacher.

Pedagogical communication is a professional communication of a teacher with students in the classroom or outside it. It consists of organising the conditions of communication, establishing communicative contact, developing mutual understanding and cooperation. Pedagogical communication is built in accordance with the general goals and objectives.

Style of activity or communication in the broad sense is a stable system of ways, techniques, manifested in different conditions of its implementation. In the narrow sense, the style of communication - 'is a stable system of ways, conditioned by typological features, which is formed in a person who strives for the best implementation of this activity, an individual-specific system of psychological means, to which consciously or spontaneously resorts a person in order to best balance his individuality with the subject external conditions of activity'. There are three styles of pedagogical communication: authoritarian, liberal and democratic.

In the authoritarian style of pedagogical communication the pupil is considered as an object of influence rather than an equal partner. The pupil's activity is strictly controlled, decisions are made only by the teacher. The main method of influencing pupils is ordering, teaching. With this style of pedagogical communication, pupils often lose their activity, show low self-esteem and aggressiveness. The accent from the assimilation of knowledge in pupils is shifted to the search for ways of psychological self-protection.

In the liberal style, the teacher moves away from decision-making, gives the initiative to pupils, colleagues, shows indecisiveness. Organisation and control of processes in the group have no system. There is an unstable microclimate in the group, conflicts have a hidden nature.

In the democratic style, the pupil is an equal participant of the learning process. The teacher involves pupils in decision-making, encourages independence and successes in different types of activities. The methods of influencing pupils are advice, request, and inducement to action. Pupils in such groups are more likely to feel satisfied, calm, and have normal self-esteem.

Conclusion: Thus, having considered the description of different styles of pedagogical communication, we can conclude that the most optimal for learning and psychological development of children, as well as creating a favourable psychological climate, is the democratic style. It forms in children independence, trust to the world, harmonious attitude to themselves, normal interaction with the group. In addition, the democratic style gives the teacher space for creativity and his/her own professional development and improvement.

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