

TO THE QUESTION OF PSYCHOLOGICAL CLIMATE IN THE STUDENT GROUP

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Today, the problem of the psychological climate in student groups is very relevant, since for a high-quality education, a healthy psychological climate in the group is one of the necessary conditions for the training of future specialists. The student group is a socio-psychological environment for the creation of future specialists, since it is here that a certain attitude to professional activity, moral qualities and communication skills are formed. The urgency of this problem is dictated, first of all, by the more increased requirements for the level of psychological involvement of the individual in his work and the complication of the mental life of people, the constant increase in their personal requirements.

The problem of climate in general and psychological, in particular, is quite comprehensively covered in the literature and is considered as one of the most significant aspects of the team, which characterizes its motivational sphere in educational and professional activities. Psychological and pedagogical knowledge and students' awareness of their role in professional development play a significant role in the formation of this structural component of the collective. Based on this position, the psychological climate can be considered as such a dynamic psychological atmosphere that provides students with the effectiveness of solving educational, educational and developmental tasks in their future professional activities.

In psychological and pedagogical science, similar categories are often used: "moral and psychological climate", "psychological atmosphere of the collective", "psychological climate", but the most common concept is "psychological climate". The psychological climate is an objectively existing phenomenon. It is a complex psychological characteristic that reflects the state of relationships and the degree of satisfaction of all participants in the pedagogical process with various factors of the life activity of the academic group team and is influenced by two important factors:

- 1) the psychological atmosphere of society as a whole;
- 2) microsocial conditions - the specifics of this team.

The psychological climate of the student group collective is a generalizing characteristic of its internal environment, which is manifested in the behavior and interpersonal relations between the main subjects of the pedagogical process [1, p. 25].

The encyclopedic dictionary gives the following definition of the concept of "psychological climate": "Psychological climate (from Greek. klima-slope) — the qualitative side of interpersonal relations, which manifests itself in the form of a set of psychological conditions that promote or hinder joint activity and the comprehensive development of the individual in the group" [2].

The main indicator of the psychological climate is the nature of the relations between students, teachers and students, students and the management of the university. It manifests itself at the level of cohesion and conflict and has its own specifics. A. S. Makarenko paid

much attention to the issues of the psychological climate. He did not use the concept of psychological climate, but substituted others - the style of relationships in the team, the tone of relationships. N. S. Makarenko considered only the "Major tone" in the team to be a normal relationship, the signs of which were:

- the manifestation of everyone's confidence, calmness, cheerfulness, readiness to act;
- unity of the team members;
- security of their team members;
- smart and useful activity;
- the ability to be restrained in actions and words.

In observations and studies, the influence of the psychological climate on the effectiveness of educational activities, the motivation of learning and the mental state of participants in the entire educational process is noted, which allows us to identify five main groups of factors that determine the state of the psychological climate and, ultimately, the success and desire for learning of the student academic group:

Functional factors (conditions of training; provision of training with all necessary means; mode of training and leisure, clarity of the distribution of functions among students; functional definiteness of the structure of each participant's activities, clarity of his duties, rights and responsibilities; attitude of teachers to the organization of students' educational activities, etc.).

Economic factors (the system of remuneration and training; timely receipt of monetary incentives; bonuses, allowances, etc.).

Management factors (the style and methods of team management, the attitude of teachers to students; the cohesion of the teaching staff; consistency in the assessment and methods of influence on students; the distance between teachers and students; the ethics of interaction between the teaching and teaching staff, etc.).

Psychological factors (characteristics of the style of interpersonal relations between students, the degree of psychological compatibility; the level of conflict; the level of cohesion, the state of interaction between divisions; group point of view, norms and traditions of behavior; orientation to common goals of work, the nature of students' perception and evaluation of each other, etc.). According to P. Janet, the behavioral structure of the individual "... includes not only the activity of the individual, observed from the outside, but also internal mental growth, becomes an integral part of behavior, its regulatory link" [3, p. 84]. Thus, from an internal personal point of view, the stages of the goal of creating a psychological climate are as follows: awareness of the need for psychological knowledge in the work; the need for self-knowledge and self-development; the emergence of interest in psychological knowledge, self-knowledge and self-development; the manifestation of activity in the acquisition of psychological knowledge, self-knowledge and self-development.

Factors of success characteristics of the group (the number of the academic group, the provision of adaptation and entry into the team; the prospect of improving academic performance in various subjects; the validity of the selection of groups in universities, etc.).

Learning in a group can significantly increase the effectiveness of the individual process of learning knowledge, and also has an impact on the process of socialization and the formation of a person as a person, but only if the student team becomes a team where mutual understanding, mutual assistance, interaction is accepted, that is, a favorable socio-psychological climate is established. Thus, the psychological climate is a qualitative aspect

of interpersonal relations and can promote or hinder productive joint activities and the comprehensive development of the individual in the group.

The correct psychological climate in the group is achieved by the cooperation of the team. The educational process in higher education is aimed at improving the dynamics of student groups, so the teaching staff of the university should pay attention to the effective cooperation in student groups.

Cooperation is usually contrasted with rivalry, competition for the best performance in studies and social work between student groups. The concept of "competition" in the scientific literature is considered as a positive phenomenon that gives an incentive, an impetus for the comprehensive development of the individual. From a pragmatic point of view, the result depends on winning the competition. However, from the point of view of interpersonal interaction of students, cooperation is often unjustifiably sacrificed to rivalry. In our opinion, the task of any teacher should be aimed at organizing preventive work among young people. The following arguments can be made in favor of cooperation in student groups:

1. The condition for success in group educational and professional activities is an effective distribution of responsibilities, which is almost impossible if students act against each other. Cooperation takes full advantage of the synergy effect, when the result of the work exceeds just the amount of effort spent by each member of the group. Rivalry always creates mutual suspicion and hostility in people, destroying the synergistic effect.

2. Focusing only on competition between student groups rarely results in a high quality of study and work, since achieving it and trying to get ahead of competitors are different things [4].

The question of the components of the psychological climate is important. Indeed, different variables with different characteristics can determine the nature of the psychological climate in a student group. In practice, it has been studied that among these variables, the most important are the following: attitude to the task being solved, attitude to reward and punishment, attitude to decision-making methods, attitude to feedback methods, group structure, group size.

An unfavorable psychological atmosphere and interference in communication "turn on" the protective reactions of the psyche, and the primary emotional manifestations in this case are most often interpersonal aggression and hostility.

Thus, the analysis made on the problem under consideration makes it possible to draw the following conclusion: the creation of a favorable climate in the student group is achieved by the cooperation of the team, self-respect, respect for their classmates and a benevolent emotional background.

Literature:

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