

## Creation of a Positive Social Psychological Environment in the Management of a Professional Training Institution

*Tilavkulova Gulnoza Sharafovna*<sup>1</sup>

**Abstract:** The article considers about the analysis of the formation of a positive social psychological environment in the management of a professional educational institution. 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.

**Keywords:** social psychological environment, professional educational institution, management, social process, healthy social and psychological climate, psychological stress.

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;
- 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 participation and mutual support in situations that cause disappointment in any member of the team (deception, disappointment, breaking 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;

<sup>1</sup> Master's degree of "Educational Management" in Oriental University



- 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) creation of 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 the observability quality 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 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. An 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:
      - The principle of responsibility.
      - The principle of proximity.
      - The principle of support.
      - Here and now principle.
      - Principle of confidentiality.
      - The principle of participation from the beginning to the end of the seminar. Four main strategies 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.



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