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RESEARCH OF THE FEATURES OF THE SOCIAL AND PSYCHOLOGICAL CLIMATE IN A SCHOOL COLLECTIVE

The article presents the the essence and main results of the latest research on the problems of the social and psychological climate of the the collective. The need to use the socio-psychological potential of the collective has been emphasized, the needs of practice regarding the use of psychological knowledge and skills in the sphere of education to optimize socio-psychological relations in the school collective have been indicated. Psychological knowledge and ideas about the essence of the socio-psychological climate, its types, structure, forms of manifestation and factors affecting the process of formation of the socio-psychological climate have been deepened and clarified. The essence of the socio-psychological climate of the collective has been revealed as a relatively stable mental state of the collective, which reflects the peculiarities of its life activities. The structural elements of the socio-psychological climate have been defined according to the main criteria. The types of psychological climate have been characterized: a climate with a positive orientation (favorable or healthy; a climate with a negative orientation (unfavorable or unhealthy); a neutral climate (with an unexpressed orientation). The main features of the social and psychological climate in the school collective have been revealed: the collective is a moderately cohesive community according to the level of development of value-orientational unity; the class is characterized by an average level of student's cohesion. When determining the educational motivation and educational interests of students, it has been found that the motive of communication with friends, the motive of learning and getting pleasure from the learning process itself have been represented in equal measure; the psychological atmosphere in the collective is favorable for the development of interpersonal relations, mutual assistance, joint work. It has been confirmed by the obtained positive correlations that the improvement of such factors of the social and psychological climate as conflict resistance, satisfaction with learning and a creative climate will contribute to the development of class. Further development of knowledge on the optimization of the socio-psychological climate in the group of high school students has been developed.

Key words: socio-psychological climate, psychological atmosphere, collective, cohesiveness, communication.

Introduction. In the current socio-political and cultural-historical situation in Ukraine, education should become one of the conditions for the revival and development of the state itself. The process of humanization of education determines the main direction of education development in modern society. In the process of solving a number of problems related to the development of the education system on the basis of humanization, the problem of the social and psychological climate acquires exceptional importance, because it is the content of education and the peculiarities of the relationship between the participants of the educational process that determine the possibility of achieving the strategic purpose of education, and therefore the perspective of personality formation as a self-worth, capable of self-

development and self-improvement. The creation of a favorable atmosphere in the school collective is a very important factor for the harmonious development of the collective and the establishment of good relations.

The main task of studying the socio-psychological climate in the collective is to identify factors that can be used to manage the climate and act on it in order to create positive trends in the collective. The research of the socio-psychological climate is a complex process. This is due to the fact that the socio-psychological climate manifests itself integrally, as a general positive or negative psychological background of internal collective relations.

Thus, the relevance of this problem is determined primarily by the task of reforming education in Ukraine, as well as the insufficient development of the problems

of the social and psychological climate, the need to systematize the existing experience of applying the achievements of psychological science when using the social and psychological potential of the collective, the needs of practice regarding the use of psychological knowledge and skills in the field of education to optimize socio-psychological relations in the school collective.

Analysis of latest research and publications. In domestic psychology, there are basic approaches to understanding the nature of the socio-psychological climate. The authors analyze the socio-psychological climate through the style of relationships of people who are in direct contact with each other. In the process of climate formation, a system of interpersonal relations is formed, which determine the social and psychological well-being of each member of the group. The meaningful characteristic of the socio-psychological climate reflects the relations between team members. In turn, these relationships are reflected in a person's consciousness and become a source of his mood and well-being.

S. O. Karpluk, N. P. Volkova emphasize that the essential characteristic of the social and psychological climate is the general emotional and psychological mood. Climate is understood as the mood of a group [1, p. 120; 4, p. 423].

O. E. Humenyuk, A. Yu. Khmelevska consider the socio-psychological climate as a social-psychological phenomenon, as a state of collective consciousness. Climate is understood as a reflection in people's minds of a complex of phenomena related to their relationships, working conditions, and methods of its stimulation [2, p. 167; 5, p. 124; 6, p. 109].

L. M. Karamushka defines the climate in terms of social and psychological compatibility of group members, their moral and psychological unity, cohesion, the presence of common opinions, customs and traditions [3, p. 147].

The social and psychological climate is determined by the following indicators: satisfaction with one's relationships and joint activities; frequency of conflict situations; cohesion, level of value-motivational unity, and motives of educational activity; feeling of well-being; satisfaction; team management style and students' attitude towards it.

Socio-psychological climate acts as a qualitative aspect of interpersonal relations, which is manifested in a set of psychological conditions that contribute to or hinder the productive activity of the collective and comprehensive development of the individual in the group. Such a climate can be favorable, unfavorable, neutral, have a positive or negative effect on a person's well-being.

Purpose. The purpose of the research is to substantiate and empirically investigate the the social and psychological climate in the school class.

Results. The analysis of the received data according to the J. Moreno's Sociometry method makes it possible to state that 8.57% of respondents are the "Stars" of the class according to the criterion of sympathy (in the leisure sphere); 54.29% of students are accepted by the class and 34.28% of surveyed – unaccepted, that is, these persons have zero psychological status (ignored). In addition, an isolated student has been found in the researched class (2.86%) – a person with a negative psychological status who has no choice.

Very similar data have been obtained in a sociometric research when determining the sympathy criterion in educational activity. 8.57% were found to be the "sociometric stars" of the class. 42.86% of students are accepted in the class. It was established that 40% of students are rejected (ignored) and have zero psychological status. 8.57% turned out to be persons with a negative psychological status, that is, students who have no choice (isolated).

This method for measuring social relationships made it possible to calculate the overall index of group cohesion $C_n=0.04$. This indicates the average level of cohesion of students in the class. According to sociometric research, there is no clear division into two groups, although the class was formed from two full-fledged classes. Based on the research data, the following conclusions can be drawn: it was found that in the sociometric structure of the class there are 9% leaders, 51% – not accepted, 34% are ignored, and 6% are isolated. LWR (Level of well-being of relationships) is high.

Based on the data obtained using the method of L. M. Friedman's "What we are interested in", students' educational motivation and educational interests, cognitive needs and teacher rating have been determined. On the basis of the obtained results, we can state that among the motivations for learning, the following prevail: the motive of communicating with friends 33.33%; the motive of learning something new 33.33% and getting satisfaction from the learning process itself 33.33%. As you can see, they are expressed in the same way.

The obtained data made it possible to determine the rating of teachers (by a positive indicator). The following teachers received the largest number of votes: PE teacher – 67.74%; teacher of English – 61.29%; teacher of algebra – 58.06%; teacher of chemistry – 38.70%; teacher of foreign literature – 35.48%. 19.35% of students chose geometry as one

of the most difficult subjects. Among the subjects in which innovative and interactive teaching methods are used, the following were identified: English – 35.48%; foreign literature – 22.58% and Ukrainian language – 16.12%. Students of the researched group most want to imitate the physical culture teacher – 51.61% and the foreign literature teacher – 35.48%.

Evaluating the psychological atmosphere in the class according to A. F. Fiedler method, individual profiles have been determined, which became the basis for creating an averaged one. Since the indicators of the average profile are in the range from 3 to 5 and the final indicator is 39, it can be concluded that the psychological atmosphere in the team is favorable for the development of interpersonal relations, mutual assistance, joint work.

Studying the factors related to the formation of general group motivation according to the method of I. D. Ladanova for the diagnosis of group motivation, came to the conclusion that the motivation of the group is insufficient: as the total indicator is only 49. We determined the average indicators according to 12 criteria: level of cohesion – 5; activity of group members – 4; interpersonal relations – 4; conflicts in the group – 4; compatibility level – 4; understanding of organizational goals – 4; leader's authority – 5; manager's competence – 4; leadership qualities of the manager – 4; trusting relationship – 4; participation in decision-making – 3; expression of creative potential – 4.

The level of group cohesion was determined by H. Sishore's method. It was found that 32% of students are confident in the high cohesion of the class; 58% – in average class cohesion; and 10% – in low class cohesion. The average group indicator shows that the collective is characterized by an average level of cohesion.

The next level of comparative analysis is connected with the use of Spearman's rank correlation coefficient, which made it possible to identify relationships between the main criteria of the socio-psychological climate. As a result of the correlation analysis, a strong inverse relationship was found between the indicator of conflict in the class and: friendliness ($r=0.8$), understanding ($r=1.27$), satisfaction with the class ($r=0.87$), the level of cohesion ($r=0.59$ at $p\leq 0.05$). These data indicate that the lower the level of conflicts in the class, the more students are friendly, understanding, and satisfied with the class, and vice versa.

A strong direct relationship was also found between such factors of the socio-psychological climate as the level of compatibility and: warmth in

the class ($r=0.71$); friendliness ($r=0.8$); satisfaction with the class ($r=1.38$); understanding with classmates ($r=0.78$) (at $p\leq 0.01$). That is, the optimal combination of students' qualities in the process of learning and interaction, which contributes to the successful performance of joint activities, is caused by warmth, friendliness in the class.

A moderate relationship with the level of compatibility is revealed by such indicators as interest ($r=0.5$ at $p\leq 0.01$) and success ($r=0.58$ at $p\leq 0.01$). This relationship is inevitable, since the ability of team members to work together, their interest in it, determines its success to some extent.

A strong positive correlation has been found between the manager's competence indicator and the level of cooperation in the class ($r=0.58$ at $p\leq 0.01$). This indicates that the higher the level of the manager's internal resources, necessary for effective actions in the sphere of education, the higher the level of cooperation in the class.

A direct correlation with the manager's competence indicator reveals such characteristics of the social and psychological climate as interpersonal relations ($r=0.71$ at $p\leq 0.05$), interest ($r=0.56$ at $p\leq 0.01$), friendliness ($r=0.6$ at $p\leq 0.01$), satisfaction ($r=0.59$ at $p\leq 0.01$). Accordingly, the greater the personal capabilities of the teacher, which allow him to independently and effectively implement the goals of the pedagogical process, the higher the level of interest and students' satisfaction with the class.

Similar results have been obtained when analyzing the correlation of indicators of the leader's authority and friendliness ($r=0.65$ at $p\leq 0.01$), understanding ($r=0.51$ at $p\leq 0.01$), satisfaction ($r=0.68$ at $p\leq 0.01$), warmth in the class ($r=1.29$ at $p\leq 0.01$). A strong direct correlation between the leader's authority and the class productivity ($r=0.72$ at $p\leq 0.01$) indicates that the more authority a teacher has among students, the more productive the students are in their educational activities and interest in the results.

A moderate direct correlation with the productivity of activity has been revealed with indicator of the leader's leadership qualities ($r=0.5$ at $p\leq 0.01$), that is, the leader's leadership qualities as an educator and organizer of learning determine the success of his organizational abilities, and therefore increase the productivity of students' activities.

The correlation between the understanding of organizational goals and productivity ($r=0.5$ at $p\leq 0.05$), friendliness ($r=0.81$ at $p\leq 0.05$), warmth ($r=0.71$ at $p\leq 0.05$), friendliness ($r=0.5$ at $p\leq 0.05$), satisfaction with the team ($r=0.68$ at $p\leq 0.05$). In this way, understanding the essence of organizational goals

and their awareness, the need for their implementation contribute to increasing the level of productivity of educational activities, as well as friendliness, warmth, benevolence within student's class and satisfaction with it. The understanding of organizational goals has a strong direct relationship with the indicator of the leader's leadership qualities ($r=0.5$ at $p\leq 0.05$) and his authority ($r=0.72$ at $p\leq 0.05$). That is, the higher the level of understanding of organizational goals, the more authoritative is the leader of this class and the higher leadership qualities.

During the correlation analysis, a strong direct relationship has been revealed between the participation of classmates in decision-making and interest ($r=1.32$ at $p\leq 0.05$) and satisfaction with the class ($r=0.6$ at $p\leq 0.05$), cooperation of its members ($r=0.56$ at $p\leq 0.05$). This correlation shows that the more interested and satisfied students are with their class and cooperation in it, the more readily and willingly they participate in collective decision-making. Also, participation in decision-making is influenced by the leader's competence ($r=0.56$ at $p\leq 0.05$): the more the leader demonstrates his competence in joint activities, the more students are involved in the process of discussion and collective decision-making.

A strong positive correlation has been obtained between the expression of creative potential and the level of success ($r=1.38$ at $p\leq 0.05$) and a moderate correlation with the degree of satisfaction ($r=0.64$ at $p\leq 0.05$) and warmth in the collective ($r=0.56$ at $p\leq 0.05$). Such a relationship shows that the level of students' success is higher when they have the opportunity to creatively realize themselves and are fully satisfied with the class in which they are. Correlation analysis made it possible to find out that a higher level of cooperation contributes to the formation of better interpersonal relations in the class ($r=0.71$ at $p\leq 0.05$); friendliness ($r=0.69$ at $p\leq 0.05$) and students' satisfaction with their class ($r=0.55$ at $p\leq 0.05$) contribute to this.

Correlation analysis shows that the level of cohesion of the class depends on understanding between students ($r=0.59$ at $p\leq 0.05$), the class activity ($r=0.64$ at $p\leq 0.05$), and the level of compatibility ($r=0.67$ at $p\leq 0.05$) and the manager's competence ($r=0.63$ at $p\leq 0.05$); understanding of organizational goals ($r=0.62$ at $p\leq 0.05$) and participation in decision-making ($r=0.5$ at $p\leq 0.05$). Thus, the high competence and authority of the leader, awareness of compatible goals and collective decision-making will contribute to increasing the cohesion, strength and stability of psychological ties between classmates within educational activities.

A strong direct relationship has been observed between understanding in the class and the level of satisfaction ($r=0.62$ at $p\leq 0.05$), warmth ($r=1$ at $p\leq 0.05$) and cooperation ($r=1$ at $p\leq 0.05$). In the absence of a high level of compatibility ($r=0.78$ at $p\leq 0.05$) between class members and a competent leader ($r=0.71$ at $p\leq 0.05$) in the class, the probability of conflicts in the class increases, as evidenced by a strong inverse relationship.

A strong positive correlation has been obtained between the productivity of joint activities and warmth ($r=0.71$ at $p\leq 0.05$) and friendly relations in the class ($r=0.5$ at $p\leq 0.05$), friendliness ($r=0.81$ at $p\leq 0.05$). An increase in the level of success will depend on an increase in the level of cooperation ($r=0.56$ at $p\leq 0.05$) and warmth within the class ($r=0.56$ at $p\leq 0.05$).

As the level of understanding, satisfaction, cooperation, efficiency and productivity of social work increases, the degree of friendliness increases. This is evidenced by a strong direct relationship between friendliness and understanding ($r=0.8$ at $p\leq 0.05$), satisfaction ($r=0.89$ at $p\leq 0.05$), productivity of joint activities ($r=0.81$ at $p\leq 0.05$) and cooperation ($r=0.6$ at $p\leq 0.05$).

Students' satisfaction with their class depends on the warmth of student relationships ($r=0.72$ at $p\leq 0.05$), productivity ($r=0.68$ at $p\leq 0.05$), cooperation ($r=0.59$ at $p\leq 0.05$), interest ($r=0.6$ at $p\leq 0.05$) and success ($r=0.64$ at $p\leq 0.05$). Accordingly, in order to increase the degree of satisfaction with the class, the indicators of productivity, cooperation and success should be increased.

The obtained positive correlations indicate that the interaction of the existing factors of the social and psychological climate has a positive effect on the collective climate. Therefore, improving such factors of the social and psychological climate as conflict resistance, satisfaction with learning and creative climate will contribute to the development of the student's collective. Improving any one of the factors of the social and psychological climate will not have any effect if other factors do not contribute to the development of activity. Improvement of the socio-psychological climate will give a noticeable result only when it is carried out systematically. Therefore, it is necessary to develop a program to optimize the social and psychological climate.

Conclusions. The analysis of research on the problem of optimizing the socio-psychological climate made it possible to present it as a qualitative side of interpersonal relations that manifests itself in the form of a set of psychological conditions that promote or hinder productive joint activities

and comprehensive development of the individual in the group (depending on its orientation: positive (favorable climate), negative (unfavorable climate), unexpressed (neutral climate)).

Structurally, the socio-psychological climate is multi-level and multi-faceted: it includes the attitude of team members to the general cause, to each other, to the world as a whole, and to themselves. In the structure of the psychological climate, psychological, social and socio-psychological aspects are distinguished. The socio-psychological climate is manifested in the norms of behavior of team members, leadership style, interpersonal relations, features of the relationship of social and psychological forms of team members' interpersonal relations (cooperation, competition, cohesion, coexistence, friendship, agreement, etc.), forms of communication and collective mutual influence, self-esteem, well-being and mood of team members.

The formation of a favorable socio-psychological climate in the school team depends on taking into account: the success factor (the level of teaching, the teachers' understanding of students, etc.), functional factors (uniformity of the students' workload, clarity of criteria and indicators for learning results' evaluating, etc.), management factors (clarity of the concept of the teacher in relation to students, objectivity and fairness of teachers, etc.), psychological factors (absence of contradictions and conflicts, social and psychological compatibility of students, unity in group norms, views and traditions, etc.). Team cohesion, compatibility of team members, psychological climate, collective thought and mood, team traditions are the main socio-psychological parameters of the team that can be controlled.

On the basis of the diagnostic complex of methods, the state of the social and psychological

climate in the group of high school students has been determined: the group is characterized by an average level of cohesion and value-orientational unity; in the class there are rejected and isolated students both according to the criterion of sympathy in the sphere of leisure, and according to the criterion of sympathy in the sphere of educational activity.

In accordance with the tasks defined at the beginning of the work, we have conducted an empirical psychodiagnostic research. The value-orientational unity of the team has been studied using the method of determining the value-orientational unity of the team. As a result of the study of the degree of group cohesion, the coefficient of value-orientational unity of class was obtained – $C=0.39$. It indicates that this specific functioning group is an averagely cohesive community in terms of the level of development of value-orientational unity.

When determining the educational motivation and educational interests of students; it has been found that the motive of communicating with friends, the motive of learning and getting satisfaction from the learning process itself are represented equally. The psychological atmosphere in the team is favorable for the development of interpersonal relations, mutual assistance, and joint work, but the motivation of the group to obtain results is insufficient.

Taking into account the conducted correlation analysis, a number of positive relationships have been identified, which favorably affect the development of the socio-psychological climate. In addition to positive relationships, negative ones have been identified; to prevent their development, it is necessary to create a training program to optimize the social and psychological climate.

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**Щербак Т.І., Пухно С.В. ДОСЛІДЖЕННЯ ОСОБЛИВОСТЕЙ
СОЦІАЛЬНО-ПСИХОЛОГІЧНОГО КЛІМАТУ В ШКІЛЬНОМУ КОЛЕКТИВІ**

В статті подано зміст та основні результати новітніх досліджень з проблем соціально-психологічного клімату колективу. Наголошено на необхідності використання соціально-психологічного потенціалу колективу, зазначено потреби практики щодо використання психологічних знань та вмінь в галузі освіти для оптимізації соціально-психологічних відносин у шкільному колективі. Поглиблено та уточнено психологічні знання та уявлення про сутність соціально-психологічного клімату, його види, структуру, форми прояву та фактори, що впливають на процес формування соціально-психологічного клімату. Розкрито сутність соціально-психологічного клімату колективу як відносно стійкого психічного стану колективу, який відображає особливості його життєдіяльності. Визначено структурні елементи соціально-психологічного клімату за основними критеріями. Охарактеризовано види психологічного клімату: клімат з позитивною спрямованістю (сприятливий, або здоровий; клімат з негативною спрямованістю (несприятливий, або нездоровий); нейтральний клімат (з невираженою спрямованістю). Виявлено основні особливості соціально-психологічного клімату в колективі старшокласників: колектив є середньо згуртованою спільнотою за рівнем розвитку ціннісно-орієнтаційної єдності; для колективу характерний середній рівень згуртованості учнів у класі. При визначенні учбової мотивації та навчальних інтересів учнів; виявлено що мотив спілкування з товаришами, мотив пізнання та отримання задоволення від самого процесу навчання представлені рівною мірою; психологічна атмосфера у колективі сприятлива для розвитку міжособистісних стосунків, взаємодопомоги, спільної праці. Підтверджено отриманими позитивними кореляціями, що вдосконалення таких факторів соціально-психологічного клімату, як конфліктостійкість, задоволеність навчанням і творчий клімат сприятиме розвитку учнівського колективу. Набуло подальшого розвитку знання з проблематики оптимізації соціально-психологічного клімату в колективі старшокласників.

Ключові слова: соціально-психологічний клімат, психологічна атмосфера, колектив, згуртованість, спілкування.