

METHODS FOR DIAGNOSING THE SOCIAL-PSYCHOLOGICAL ENVIRONMENT IN THE CLASSROOM

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Abstract: This article scientifically analyzes the theoretical, methodological, and practical foundations of diagnosing the socio-psychological environment in the classroom. The classroom community is considered an important pedagogical and psychological space that shapes students' socialization, emotional stability, communicative activity, learning motivation, and interpersonal relationships. The article extensively examines aspects of the classroom environment related to students' psychological state, the culture of mutual cooperation, leadership relations, the level of trust within the group, conflicts, and psychological safety. Based on the views of foreign and national scholars, the study substantiates that evaluating the classroom environment requires a comprehensive analysis not only of external relationships, but also of students' internal psychological condition, their social status within the group, and their attitude toward the educational process.

Keywords: classroom community, socio-psychological environment, diagnostics, psychological climate, sociometry, pedagogical observation, communicative relations, emotional stability, pedagogical monitoring, psychological safety

INTRODUCTION. In the modern education system, the personal development, intellectual potential, social activity and spiritual and moral maturity of a student are directly related not only to curricula, textbooks or teaching technologies, but also to the socio-psychological environment in which he is studying. The classroom is not only a place for a child to gain knowledge, but also an important environment where he communicates, expresses himself, establishes relationships with peers, understands his personal position and accumulates social experience. Therefore, the scientific study and diagnosis of the socio-psychological environment in the classroom is one of the urgent issues of pedagogy and psychology. If there is an atmosphere of trust, cooperation, mutual respect, emotional support and psychological safety among students in the classroom, the educational process is effective, the cognitive activity of students increases, and they strive to express their opinions freely. On the contrary, if there is tension, mutual distrust, groupism, humiliation, social exclusion, or bullying in the classroom, the student's attitude towards education decreases, psychological stress increases, and various problems arise in the process of personal development.

The concept of socio-psychological environment expresses interpersonal relationships in the team, emotional state, team mood, communication culture, common values, the attitude of group members towards each other and the level of psychological safety. In the classroom environment, this concept acquires a more complex meaning, since the class team is a socio-psychological system where age characteristics, individual psychological differences, family upbringing experience, pedagogical influence and peer relationships intersect. In this sense, it is not enough to assess the classroom environment by simple external discipline or student activity in the lesson. To determine its true state, it is necessary to comprehensively analyze aspects such as the relationship of students to each other, hidden social roles in the team, leadership and isolation situations, emotional background, causes of conflicts, the level of trust between the teacher and the student, and how the student feels in the classroom.

METHODOLOGY. This research was conducted based on modern theoretical and methodological principles of pedagogy, social psychology, and youth psychology. During the research, scientific sources related to the diagnosis of the socio-psychological environment in the classroom were studied based on systematic, comparative, and analytical approaches.

The research was based on a comprehensive approach, and the classroom environment was analyzed as a holistic socio-psychological system that encompasses students’ interpersonal relationships, emotional state, communicative activity, position in the team, and psychological safety. For this purpose, the scientific and methodological possibilities of theoretical analysis, comparative-analytical approach, pedagogical observation, sociometric analysis, questionnaire, interview, and psychological diagnostic methods were studied. In the research process, the principle of systematic analysis was used to assess the system of relationships, leadership characteristics, social integration, emotional stability, and psychological climate in the classroom. Also, logical analysis and synthesis methods were used to summarize the diagnostic results and formulate scientific conclusions.

The research methodology served to comprehensively study the socio-psychological environment in the classroom, determine its impact on students’ personal development and educational effectiveness, and organize the pedagogical process on a scientific basis.

MAIN PART. In psychology, the issue of the interaction between the individual and the environment has been studied by many scientists. Lev Vygotsky, emphasizing that the main source of a child’s mental development is the social environment, justified the decisive role in the formation of the personality by the process of education and communication [1]. According to him, the child acquires knowledge not in isolation, but in cooperation with adults and peers. This view serves as an important theoretical basis for diagnosing the classroom environment, since the cognitive activity and personal development of the student are closely related to the quality of relationships in the team. Jean Piaget showed that communication and mutual exchange of ideas with peers are of great importance in the cognitive development of a child [2]. According to his approach, when a child encounters different points of view, he revises his thinking system, which gives impetus to intellectual development. Therefore, the socio-psychological environment in the classroom is not only emotional comfort, but also an important factor influencing the student’s thinking, analysis, and social experience.

Kurt Lewin’s “Field Theory” is also methodologically important in the analysis of the classroom environment. He emphasized that human behavior arises as a result of the dynamic relationship between the individual and the environment [3]. According to this approach, the student’s activity in the lesson, his position in the team, or his emotional state are determined not only by his personal characteristics, but also by the psychological situation in the classroom, the teacher’s attitude, and the influence of peers. Therefore, explaining problems in the classroom only through the behavior of an individual student would be a one-sided approach. For example, a student’s passivity may not be due to his low knowledge or lack of interest, but rather to the fact that his opinion is not taken into account in the classroom, he is not supported by his peers, or he has not formed a trusting relationship with the teacher. In this regard, it is important not to blame the student in the diagnostic process, but to identify the socio-psychological factors that cause his behavior.

Diagnostics of the socio-psychological environment in the classroom is an important condition for effective management of the pedagogical process. Because diagnostics allows the teacher to understand the real situation in the classroom, identify hidden problems, regulate relations between students, and organize an individual approach. In educational practice, in many

cases, although discipline is maintained externally in the classroom, there may be serious problems in the system of internal relations. For example, some students may seem active in the team, but they may suppress the opinions of other students, and some students may constantly remain on the sidelines. If the teacher does not identify such processes in a timely manner, psychological imbalance in the classroom will increase, which will negatively affect the educational process.

One of the most important methods for diagnosing the socio-psychological environment is sociometry. The sociometry method was developed by Jacob Moreno and serves to study interpersonal relationships in a team [4]. This method determines who is in a leading position in the class, which students are more likely to be selected, who is socially excluded, what small groups are formed in the team, and what direction the relationships between students are taking. The advantage of sociometry is that it also reveals hidden relationships that are not visible through simple observation. For example, a teacher may assess an active student as a class leader during the lesson, but the results of a sociometric study may indicate that there is another student who has real influence among the students. Also, a student who seems calm from the outside may be isolated in the team. Identifying such situations is very important for pedagogical prevention.

The scientific significance of the sociometric method is that it allows you to analyze the class not as a mechanical aggregate, but as a system of mutual relations. Each student in the class team has a certain social position. Someone is recognized as a leader, someone is an active participant, and someone remains outside the group. These positions affect the student’s self-esteem, attitude to education, and psychological state. Therefore, the teacher should use sociometric results not only as statistical information, but also as the main source for planning educational work with the class team. If isolated students are identified in the class, it is necessary to carry out targeted work to involve them in collective activities, create positive communicative situations, and strengthen cooperation with peers.

The observation method also plays an important role in diagnosing the socio-psychological environment in the classroom. Observation allows you to obtain direct information about the behavior of students in natural conditions, their activity in the lesson, communication with peers, attitude to the teacher, emotional reactions and participation in the team. During the observation process, the teacher or psychologist analyzes in which groups students unite, who shows more initiative, who does not participate in discussions, in which situations conflicts arise, and what is the nature of communication between students. However, the observation method also has certain limitations. If the observer draws subjective conclusions or evaluates only external behavior, the results may not be completely reliable. Therefore, it is advisable to combine the results of observation with methods such as sociometry, questionnaires and interviews.

The questionnaire method is important in studying the subjective aspects of the classroom environment. Because each student perceives the classroom situation through his own experience, feelings, and personal attitude. For one student, the classroom environment may be comfortable and friendly, while another student may feel alone or misunderstood in this environment. An anonymous questionnaire allows students to freely express their opinions. The questionnaire determines the students’ internal experiences and attitude to the classroom environment based on questions such as “Do I feel safe in the classroom?”, “Do my classmates support me?”, “Who do I turn to when a problem arises?”, “Can I freely express my opinion in class?” This information is very important for the teacher, because it reveals psychological states that are not visible to external observation.

The interview method allows for an in-depth analysis of the classroom environment through individual conversations with students, teachers, and, if necessary, parents. The advantage of the

interview is that it allows for a more comprehensive study of the causes of the problem, the attitudes and personal experiences of the participants. For example, a student’s exclusion from the team may depend not only on his relationship with classmates, but also on his family situation, level of self-esteem, or previous negative experience. Therefore, the interview method provides an individual approach to the diagnostic process. However, when conducting an interview, the requirements of psychological ethics must be strictly observed. The effectiveness of the method is determined by the absence of pressure on the student, the absence of accusations, maintaining confidentiality, and creating a trusting communication environment.

Psychological tests serve to identify individual characteristics of students in the diagnosis of the classroom environment. Tests that study the level of empathy, communicative abilities, conflict proneness, anxiety, self-esteem, leadership qualities and emotional stability allow for a more complete understanding of the socio-psychological environment in the classroom. For example, if there are many conflicts in the classroom, this may be due not only to external disagreements between students, but also to low emotional control, insufficiently formed communication culture or a low level of empathy in students. In this regard, psychological tests serve as an important tool in determining pedagogical impact measures. However, test results should not be taken as absolute truth. They give reliable results when analyzed in comparison with other diagnostic data.

Pedagogical monitoring is of particular importance in diagnosing the socio-psychological environment in the classroom. Monitoring is not a one-time inspection, but a process of regular monitoring of changes in the classroom environment, analysis and drawing pedagogical conclusions. Because the classroom environment is constantly changing. The arrival of a new student to the classroom, a change of teacher, a feeling of injustice in the assessment process, problems with parents or external social influences can affect the psychological climate in the classroom. Therefore, it is advisable to study the classroom environment regularly, not only at the beginning of the school year or when a problem arises. Based on the results of pedagogical monitoring, the class teacher, school psychologist and subject teachers can jointly plan educational work.

Reflexive analysis is also of great methodological importance in diagnosing the socio-psychological environment. Reflection helps the student understand his own feelings, behavior, role in the team, and relationships with others. In the educational process, reflexive exercises, discussions, questions such as “How do I feel in the classroom?”, “How am I contributing to the team?”, “What should I change in my relationships with my classmates?” develop social responsibility and self-awareness in students. This process is not only diagnostic, but also a means of educational influence. Because when a student begins to understand his relationships, he is also ready to change them.

The personal and professional position of the teacher is of decisive importance in analyzing the socio-psychological environment in the classroom. The teacher is one of the main organizers of the psychological climate in the classroom. His communication style, fairness in assessment, respectful attitude towards students, emotional stability and conflict management skills directly affect the quality of the classroom environment. If the teacher listens to students, treats their opinions with respect, and perceives mistakes not as a means of punishment, but as an opportunity to learn, an atmosphere of psychological safety is formed in the classroom. On the contrary, a harsh, authoritarian, humiliating or unfair attitude of the teacher causes fear, distrust and internal resistance in students. Carl Rogers emphasized that a trusting, sincere and supportive relationship between the teacher and the student in the educational process is an important condition for

personal development [5]. This view indicates the need for the teacher to analyze his own activities when diagnosing the classroom environment.

When diagnosing the classroom environment, special attention should be paid to the problems of bullying and social exclusion. Bullying can manifest itself not only in the form of open physical or verbal violence, but also in hidden forms, such as sarcasm, mockery, exclusion from the group, discrimination on social networks, and disregard for the student’s opinion. Such situations have a serious impact on the student’s self-esteem, educational motivation, and mental health. Therefore, in the diagnostic process, it is necessary to study not only the general mood of the class, but also the level of psychological safety of individual students. Some students may appear calm and disciplined on the outside, but may be experiencing strong tension on the inside. This situation can only be identified through comprehensive diagnostics.

The importance of the class team, interpersonal relationships, and educational environment has been widely studied in national pedagogy and psychology. MG Davletshin emphasized the interdependence of the social environment and upbringing in the formation of a person and showed that collective influence is important in the development of the child’s psyche [6]. E. Gaziyeu substantiated the need to analyze the emotional state and social relations of students in the psychology of youth periods, taking into account their age characteristics [7]. These views serve as an important theoretical basis for national educational practice in diagnosing the class environment. Because each class team is formed in an environment of certain cultural, family, national, and spiritual values. Therefore, the national upbringing, family environment, neighborhood, and societal influence of students should also be taken into account in the diagnostic process.

An integrated approach to diagnosing the socio-psychological environment in the classroom is the most optimal way. Sociometry or a questionnaire alone cannot fully reveal the classroom environment. For example, sociometry shows the system of preferences among students, the questionnaire reveals their subjective experiences, and observation allows you to analyze real behavior. Psychological tests identify individual characteristics, and interviews help to understand the deep causes of the problem. Therefore, by combining various methods in the diagnostic process, an objective and reliable result can be achieved. This approach allows you to make pedagogical decisions on a scientific basis.

Diagnostic results should not be limited to collecting information alone. Their main purpose is to create a healthy environment in the classroom community, eliminate existing problems, and promote the socio-psychological development of students. If the diagnostic results are not put into practice, they will become a formal process. Therefore, the class teacher, school psychologist, subject teachers, and parents should work together based on the diagnostic results. For example, if an atmosphere of distrust is identified in the classroom, it is appropriate to organize team training, collaborative learning assignments, psychological interviews, and positive communication exercises. If some students are excluded from the community, it is necessary to purposefully involve them in group work and create a positive social experience.

It is worth noting that the socio-psychological environment in the classroom is one of the strategic pedagogical and psychological factors determining the internal effectiveness of the educational process. Because the student’s cognitive activity, personal development, emotional stability, openness to social relationships and awareness of his place in the community are largely determined by the characteristics of the psychological environment in which he operates. In a classroom community with a healthy socio-psychological environment, students develop such important personal qualities as mutual respect, trust, cooperation, social responsibility and free thinking. In such an environment, the student feels psychologically safe, strives to express his

opinion freely, actively participates in the educational process and gains social experience through collective activities. On the contrary, a negative psychological climate in the classroom, conflicts, social exclusion, bullying or distrustful relationships have a negative impact on the student's internal mental state, leading to a decrease in his educational motivation, emotional stability and social adaptation.

The analysis of the research shows that the diagnosis of the socio-psychological environment in the classroom should not be limited only to identifying external relationships between students. This process also requires a comprehensive study of the student's internal experiences, how he feels in the team, the level of emotional security, the atmosphere of mutual trust, leadership relationships, social status and the level of team integration. In this regard, the integrated use of methods such as sociometry, observation, questionnaires, interviews, psychological tests, pedagogical monitoring and reflexive analysis ensures the objectivity and effectiveness of the diagnostic process. In particular, through complex diagnostics, it becomes possible to identify hidden psychological problems that are not noticeable from the outside, internal conflicts in the team, situations of social isolation and factors of emotional stress of students.

The theoretical views and scientific approaches analyzed in the article confirm that the quality of the classroom environment is largely related to the teacher's pedagogical skills, communicative culture and psychological competence. The teacher's democratic and humane attitude, respectful approach to the opinions of students, the organization of a fair assessment system and the ability to create an emotionally supportive environment are important conditions for the formation of a positive psychological climate in the classroom community. In this sense, the process of diagnosing the socio-psychological environment requires the analysis not only of students, but also of the system of pedagogical relations. Because in some cases, psychological tension in the classroom or the passivity of students may arise not from the internal characteristics of the community, but from problems in pedagogical relations.

In the modern education system, regular monitoring of the socio-psychological environment and its dynamics are of great importance. Because the class community is a constantly developing and changing social system. The age characteristics of students, external social influences, family environment, digital information space and peer relationships constantly affect the classroom environment. Therefore, it is advisable to organize the diagnostic process not as a one-time study, but as a continuous pedagogical and psychological monitoring system. This will allow for early detection of negative trends in the class community, timely implementation of preventive measures and prevention of the deepening of psychological problems.

Also, pedagogical and psychological correctional work carried out based on the results of diagnostics of the socio-psychological environment is of great importance in increasing the effectiveness of the educational process. If the diagnostic process reveals cases of distrust, groupism, social exclusion or bullying among students, a healthy environment can be re-formed through the use of team training, psychological exercises, interactive methods based on cooperation and social adaptation programs. In this process, the cooperation of the class teacher, school psychologist, subject teachers and parents is of great importance. Because the psychological state of the student and his position in the team are inextricably linked not only with the school environment, but also with his family and social environment.

Conclusion. In other words, diagnosing the socio-psychological environment in the classroom is an important component of person-oriented pedagogy in the modern education system. Through this process, it is possible to ensure the psychological safety of students in educational institutions, develop their social and emotional competencies, form an environment of healthy relationships in

the team, and increase educational efficiency. In this regard, diagnosing the classroom environment and analyzing it on a scientific basis is one of the important pedagogical conditions for raising a well-rounded, socially active, emotionally stable, and independent-thinking individual in the future.

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