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## ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

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### CREATING A FAVORABLE ATMOSPHERE IN THE TEAM

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#### ANNOTATION

This article deals with the explanation of the ways of establishing favorable atmosphere in the classroom. Besides, some tips are mentioned in the article which may help a teacher to motivate his or her learners.

**Key words:** "Discovery" of the child, "elevation" of the child, encouragement, motivation, favorable climate.

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### СОЗДАНИЕ БЛАГОПРИЯТНОЙ СРЕДЫ В КОМАНДЕ

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#### АННОТАЦИЯ

Эта статья посвящена объяснению способов создания благоприятной атмосферы в классе. Кроме того, в статье упоминаются некоторые советы, которые могут помочь учителю мотивировать своих учеников.

**Ключевые слова:** "Открытие" ребенка, "возвышение" ребенка, поощрение, мотивация, благоприятный климат.

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### ЖАМОАДА ҚУЛАЙ МУҲИТНИ ЯРАТИШ

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#### АННОТАТСИЯ

Ushbu maqolada sinfda qulay muhit yaratish yo'llari haqida gap boradi. Bundan tashqari, maqolada o'qituvchiga o'quvchilarni rag'batlantirishga yordam beradigan ba'zi maslahatlar keltirilgan.

**Kalit so'zlar:** Bolaning "kashf etilishi", bolaning "ko'tarilishi", rag'bat, motivatsiya, qulay iqlim.

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**C**reating a psychological climate in a group is one of the most important and most difficult tasks in the work of a teacher with children. The climate is a kind of condition that ensures the development of the individual: against his background, the child either opens up, manifests his talents, actively interacts with the teacher and other members of the group, or, on the contrary, becomes passive, closed, and detached.

**To create a favorable climate, we must fulfill three functions.**

The first function is the "discovery" of the child for communication, which is designed to create comfortable conditions for him in the classroom, in the classroom, and at the school.

**Pedagogical operations:**

1. The choice of plastic posture.

The pose that a person takes contains a large amount of information that does not require special decryption, it is easily readable even by a child. Scientists have found that 55% to 80% of information is transmitted by non-verbal language (the language of plastics, facial expressions, gestures).

Translating information with the help of a plastic image affects mood and well-being; therefore, the posture of a teacher in a lesson contributes to or hinders their "discovery" of communication.

Suppose the teacher is in the so-called posture of a lion (arms spread wide apart on the edge of the table). How does this affect children? They internally "shrink", lower their eyes, fear the look of the teacher, and it is clear that there will be no confidential communication between them.

**2. Submission of information from the position of "WE".**

The implementation of this operation becomes possible with the elimination of three barriers: physical, social and terminological.

The physical barrier to communication arises when the boundaries of personal space are violated, the size of which is approximately 60 centimeters. Each person selectively regulates the presence of other people in this space and does this on the basis of personal sympathies and affections (unless he has no choice).

**A social barrier arises when a teacher takes a position expressed by the words:**

"I know only 5" or "do not interfere with my work", then his role becomes an insurmountable barrier in communicating with students.

The terminological barrier is the reason for the teacher's excessive use of all sorts of special scientific terms and words of foreign origin. This creates an obstacle for children to communicate, as they spontaneously compare their vocabulary with the teacher's vocabulary.

**Removing these barriers, the teacher really gets the opportunity to build communication from the position of "WE".**

3. Establish personal contact.

**Personal contact can be established in various ways:**

verbally, visually, tactile.

Verbal contact is done through words.

This may be an appeal to the student by name. (Agree that we often call the student's last name only).

**Visual is eye contact.**

A person gazes out his mood, his sympathy and his demand. It is no coincidence that at the beginning of the lesson the teacher asks the children to rise to greet. At this point, the eyes are approximately at the same level, which contributes to visual communication.

Tactile contact is made through touch and is the most subtle and even intimate form of communication.

To this kind of connection, children of preschool and primary school age, as well as adults, called kinesthetics, are to a greater degree. Kinesthetics are detected very early in school: with a call for a break, they try to come as close as possible to their beloved teacher, in order to sense closeness as a result of direct touching her, to touch her desk or things.

### **The second function of "complicity."**

#### 1. Demonstration of location.

This is the so-called mirror image. Demonstrating his feelings of sincere joy, benevolence, disposition, a person thereby influences the improvement of the health of the people around him, the person in response receives the same reaction, which enhances his positive emotional experiences. In the end, everyone wins.

Let us imagine for a second the state of a schoolboy looking at an enraged, screaming teacher. But he is in the classroom for 40 minutes, during which he will not have the opportunity to "discharge", to relieve his mental stress. Such an opportunity to appear only at the break, and that if the teacher on duty does not observe. And here the change ends, and the next lesson begins. And if everything happens again? Then the child will leave the school completely sick, and tomorrow the psychotherapist will work with him, not the teacher.

2. The manifestation of interest this operation is manifested in two skills - the ability to hear and the ability to ask questions.

For a teacher to hear a child is not only and not so much to perceive information as to hear his pain, to penetrate his experiences, to understand the causes of his anxiety and despair, as well as joy, delight and admiration.

3. Assisting this operation fully implements the function to which it relates. The operation is considered to be carried out only when the assistance is really rendered. Otherwise, it is replaced by tips and recommendations that should be present in working with children, but without real, tangible help, students will feel deceived.

The third function is the "elevation" of the child"

#### 1. A request for help

In order to create a positive reputation for the student, to increase his self-esteem, when the child believes in himself, his strength, his abilities, the teacher turns to him for help and thus "elevates" him. The indispensable conditions here are three points: firstly, the help that the child is asked for should be feasible for him; secondly, this assistance must really be carried out; thirdly, the form of circulation must be ethically sustained.

**After the assistance is provided, you should thank the student for the participation, which he accepted, for the relief that he delivered by his own efforts.**

#### 2. Maintain an optimistic turn

Optimism is the joy of life, it is hope and faith in the future, faith based on logic, fact.

The same applies to the school, and to the interaction of the teacher with the student. A school devoid of optimism degrades and eventually dies. A teacher who does not see the perspectives of his relations with children and does not believe in their abilities will not be able to teach them even the multiplication table, since the pessimism that is born at the same time becomes an insurmountable obstacle in the way of any

activity. Maintaining an optimistic turn as a technological operation "elevates" a child over his problems, and from there, from above, they become so tiny that he himself begins to believe in himself and overcome difficulties.

Quite an important place in the creation of psychological comfort is rating. Often going to a lesson, the student is worried about what grade he will receive.

Pedagogical assessment involves assessing the quality shown, but not the child's personality as a whole.

We educators often forget about this type of evaluation as encouragement. After all, giving an assessment, first of all, you need to raise the child in his own eyes and create for him a positive reaction of the team. It is necessary that each child be on the "pedestal" of their achievements. If the child manages to do this, then perhaps he himself will not want to go down.

Sometimes haste in the assessment can negatively change the student's attitude towards the teacher and the subject as a whole and leave a deep trace of resentment and frustration in his heart for a long time.

### **So can it be better to use such a trick as a postponement of evaluation?**

And how many bans we expose our students?

It is difficult for an adult person, and especially a child, to be held in an asset of memory, and therefore it is difficult to name the rules, the number of which it is difficult to name the teacher himself. What happens at school?

A child cannot: run, make noise, talk in class, walk without interchangeable shoes, skip lessons, do not do homework and so on to infinity. But if it is possible to designate the entire set of prohibitions, then it is all the more impossible to build and implement every moment of your life on their basis. The fact of the incalculability of these rules negatively affects the attitude of the child towards them, he thinks: "all the same, I cannot remember them all". Therefore, from time to time in one way or another he begins to violate them, moreover, he sees how others do it. Based on all this, the student subjectively freely comes to the conclusion that the rules can be broken.

**We will offer students the option of two prohibitions in which all others can be accommodated:** one cannot but work and one cannot encroach on the interests of another person.

In this case, if the child is late for the lesson, he distracts the teacher and other students, which means it causes inconvenience and encroaches on their interests. If he does not prepare homework - he does not work.

It comes without a replacement shoe - it brings dirt into the room, which, drying out, turns into dust, and now everyone has to inhale it, etc.

The presence of a favorable climate in the lesson provides the child not only security and psychological comfort, but also the possibility of productive work and creativity.

The favorable climate in the classroom depends on many, many factors.

It is important for the teacher to remember that the psychological climate in the classroom begins to be created outside the classroom. The ratio of students to the teacher is the most important determinant of the psychological atmosphere of the lesson. How does the teacher relate to work, how does he talk with children, with parents, other teachers, does he rejoice at the successes of children and how does he rejoice, how does he express his emotional feelings, how does he own them - all this and much more influences the teacher to students and their attitude towards him.

**There are a number of factors contributing to a favorable psychological climate:**

The teacher must enter the classroom with a good cheerful mood and be able to set himself up on a cheerful parallel with the children. In general, the teacher should be inherent desire and desire to communicate with children, to communicate in a benevolent manner.

Any emotional state, including emotional negative modality, can be expressed in a delicate form.

The teacher should be well aware of the age-related psychological characteristics of the students, as well as develop the pedagogical observation in oneself in order to flexibly and adequately implement one or another situation in the classroom.

One of the most "explosive" stages of the lesson is the regulation and correction of student behavior, the assessment of their knowledge.

Excessive encouragement or punishment is harmful. Approval, encouragement will be perceived differently by different students. Psychologically, it is important not to capture a student who achieves a well-performing student with high self-esteem, it is important both for the student and for the students in the class (A.V. Makarenko).

Training and education should be built without punishment and shouts (V.S.Suholinsky.).

Psychological discomfort in a lesson for a teacher, and then for students, often comes from a sense of professional impotence of pedagogical activity, so it is important for a teacher to improve their professional skills.

Do not allow conflicts with the whole class, and if it arose, do not tighten it, look for reasonable ways to resolve it.

Remember the words of N.A. Dobrolyubova that a fair teacher is a teacher whose actions are justified in the eyes of students.

As mentioned above, it is important for the teacher to remember that the psychological climate in the classroom begins to be created outside the classroom. Before starting the lesson, you need to tune in to a positive attitude, relieve emotional tension, and raise your spirits. There are different ways and methods of relieving psycho-emotional stress.

**For example:**

Exercise "Conductor"

Imagine that you are the composer who created this music. By directing, you can close your eyes and hear the melody in a new way. Start moving your hands. Fine. Now move and elbows. Let the music flow through your body, feel proud because you composed such amazing music. Now open your eyes and applause thank the imaginary orchestra.

In conclusion, participants express themselves at will.

Thus, a favorable psychological climate is created by the humane attitude of the teacher to the student.

Remember and never forget !!! Before the start of the lesson it is better to "leave the door" a bad mood. The most pleasant sound for a person is his name. Remember that "bad student" does not mean "bad person." Do not compare the success of individual students.

If the child is constantly criticized, he learns to hate. If a child is ridiculed, it becomes withdrawn. If a child is praised and supported, he learns to be grateful and learns to value himself.

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