

# Factors Ensuring the Stability of The Psychological Environment in Higher Education

 Khusanbayeva Ziyoda Makhmutdjonovna

Tashkent University of Applied Sciences, Teacher of the Department of Psychology, Uzbekistan

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**Abstract:** In this article, the factors of formation of psychological environment among employees in higher educational institutions are analyzed from a scientific and theoretical point of view. It is determined by the need to effectively operate in educational organizations, to ensure a healthy social and psychological climate, and to improve the professional well-being of employees.

The article reveals the meaning of the concept of psychological environment, and the main factors that form it - interpersonal relations, communicative culture, management style, internal climate of the organization, working conditions and individual psychological characteristics of employees are systematically covered.

Creating a healthy psychological environment among employees in higher education institutions is important in increasing labor productivity, preventing professional burnout, and ensuring organizational efficiency.

**Keywords:** Psychological environment, higher education, employees, communicative culture, management style, professional burnout, socio-psychological climate.

**Introduction:** Today, one of the main tasks of higher education institutions in the world education system is not only to train highly qualified specialists, but also to create a healthy educational environment aimed at maintaining and strengthening the psychological health of students and teaching staff.

In the context of the comprehensive educational reforms being implemented in Uzbekistan, in particular, the digitalization of the Higher Education system and its integration into international standards, the issues of psychological well-being, stress resistance and positive psychological climate of students are gaining special relevance.

The concept of a healthy psychological environment includes a low level of conflict, mutual respect, psychological safety, the presence of an emotional support system and favorable conditions for the full development of a person.

Factors affecting the formation of this environment can be divided into several groups: organizational-management (university policy, management's

attention to the psychological component), social-psychological (intergroup relations, teacher-student communication), personal (student motivation, stress management competence) and material-technical (educational buildings, recreation areas, psychological service rooms) factors. The purpose of this article is to determine the main factors of the formation of a healthy psychological environment in a higher educational institution and to provide a scientific and theoretical basis for the mechanism of their interaction.

The scientific novelty of the research consists in improving the typology of factors in connection with the components of the environment (academic, social, emotional, management) and developing practical recommendations.

A healthy psychological environment is formed on the basis of mutual respect, support, open communication, and a positive emotional climate.

. Providing a healthy psychological environment in higher education institutions is one of the urgent

problems today. Because a negative psychological climate can cause students to experience stress, anxiety, decreased motivation, and professional burnout. Therefore, it is of great scientific and practical importance to establish the correct relationship between pedagogues, leaders and students in the educational process, to determine the factors of forming a positive psychological environment and to put them into practice.

The purpose of this article is to analyze the main factors affecting the formation of a healthy psychological environment in higher education institutions and to develop scientifically based recommendations for their improvement.

## **LITERATURE REVIEW**

The issue of creating a healthy psychological environment in the higher education system is one of the most relevant areas widely studied in the fields of pedagogy and psychology. This problem was studied in relation to the socio-psychological climate, interpersonal relationships, motivation, and professional development.

From foreign scientists K. Levin, D. Mayo, as well as A. In Maslow's studies, the relationship between the social environment and personality development is substantiated. In Particular, K. According to Lewin's "field theory," an individual's behavior is shaped by their interaction with their environment. A. Maslow, in the theory of the hierarchy of needs, emphasizes the need for a favorable psychological environment for a person to express himself. Also, in F. Herzberg's two-factor theory, the psychological aspects of motivation and working conditions are of particular importance.

CIS scientists have also extensively studied the issues of social and psychological climate in educational institutions. B.G. Ananov, A.V. Petrovsky, V.N. In Myasishchev's research, the system of interpersonal relations and team psychology are considered as the main factors. A.V. Petrovsky emphasizes that mutual cooperation, social roles and values are important in forming a positive psychological climate in the team.

Uzbek scientists have also conducted a number of scientific studies on this problem. For example, scientists such as N. Jorayev, B. Kadirov, M. Davletshin, E. Ghaziyev analyzed the connection between the psychological environment, pedagogical communication and personality development in the educational

process. In their research, a relationship based on mutual respect and cooperation between a student and a teacher is noted as an important factor of a healthy psychological environment.

In modern studies, it is emphasized that the following factors are important in the formation of a healthy psychological environment in higher education institutions: humanism of the educational process, communicative competence of pedagogues, student motivation, academic freedom, as well as the availability of psychological services aimed at preventing stress and professional burnout.

At the same time, the analysis of the available literature shows that the complex formation of a healthy psychological environment in higher education institutions, especially in the conditions of modern education (digitalization, distance education, high competition), has not been studied in depth enough. This requires conducting additional scientific research in this direction.

## **METHODOLOGY**

In this study, a number of scientific methods were used based on a comprehensive approach in order to identify and analyze the factors of formation of a healthy psychological environment in higher education institutions.

The theoretical and methodological basis of the study is the theories of personality development, socio-psychological climate and pedagogical communication. In Particular, K. Levin's field theory, A. Maslow's concept of a hierarchy of needs, also known as a.V. Petrovsky's scientific views on team and interpersonal relationships were adopted as a methodological basis.

The following methods were used in the research process: Existing scientific views on the topic were studied through theoretical analysis methods (study, analysis, generalization, and systematization of scientific literature), and the essence of the concept of a healthy psychological environment was clarified.

Survey (questionnaire), interview and observation techniques were used as empirical methods. With the help of these methods, the socio-psychological climate situation between students and teachers, the level of interaction and factors affecting the environment were determined

Using psychodiagnostic methods, the respondents' stress levels, motivation, and psychological state were assessed.

The results obtained through mathematical-statistical analysis methods were processed and their reliability and interdependence were determined.

Students studying in higher education institutions and pedagogical staff were selected as the object of the study. And the subject of research is social, psychological and pedagogical factors that influence the formation of a healthy psychological environment

in higher educational institutions.

The study was carried out in several stages: first, scientific sources on the problem were studied at the theoretical analysis stage; at the next stage, empirical data were collected; and at the final stage, the results obtained were analyzed and scientific conclusions and practical recommendations were developed.

This methodology serves to ensure the scientific basis, objectivity and reliability of research results.

## RESULTS

Empirical data obtained during the research made it possible to determine and evaluate the factors influencing the formation of a healthy psychological environment in higher education institutions.

The attitudes of students and teaching staff towards the psychological environment were studied through survey, interview, and observation methods. According to the analysis results, the majority of respondents (approximately 65–70%) rated the psychological environment in the educational institution as moderately positive, while 20–25% of respondents noted the presence of certain problems in the environment. In particular, insufficient communication, the psychological distance between the teacher and the student in some cases, and stress caused by high academic workload were identified as key problems.

The results of observation and interview showed that the following factors play an important role in the formation of a healthy psychological environment:

communicative competence of pedagogues, working with students on the basis of an individual approach, the existence of an environment of mutual respect and trust in the team, as well as the basis of the educational process on humanitarian principles. In particular, the teacher's positive attitude and support towards the student's personality emerged as an important factor in increasing students' learning motivation.

Psychodiagnostic results, on the other hand, showed to some extent the presence of elements of stress and occupational burns among respondents. In particular, cases of emotional fatigue and decreased motivation were found to be more common among upper-year students and pedagogical staff.

This shows the need for further development of psychological services in higher education institutions.

The results of mathematical and statistical analysis confirmed that there is a positive correlation between a healthy psychological environment and students' learning motivation ( $p \approx 0.6$ ). This indicator means that as the psychological environment improves, students' interest and activity in studying increases

. In general, the results of the research showed that the formation of a healthy psychological environment in higher education institutions is a multifactorial process. In this process, pedagogical, psychological and social factors are interrelated and it is necessary to take them into account in a complex way.

## Summary and results

The results of this research have once again confirmed that the formation of a healthy psychological environment in higher education institutions is a complex and multifactorial process. During the research, it was found that the socio-psychological state of the educational environment has a direct impact on the effectiveness of students' educational activities, their motivation and personal development.

Based on the results of the study, the following scientific and practical conclusions were made: the formation of a positive socio-psychological climate in higher education institutions is one of the important factors in improving the quality of education; Effective communication between teacher and student is one of the main conditions for a healthy psychological environment;

Developing a system of psychological support serves as an important tool in preventing stress and professional burnout; Strengthening an individual approach to the educational process increases student activity and motivation. Based on the results of the study, the following practical recommendations were developed: Strengthen psychological services in higher education institutions and introduce a regular monitoring system; Organize training and seminars for teaching staff aimed at developing communicative competence;

development of psychological programs aimed at creating an atmosphere of positive communication and cooperation among students;

to establish preventive measures for stress management and prevention of occupational burnout.

Overall, this study enriches the theoretical and practical aspects of creating a healthy psychological environment in higher education institutions and serves as an important basis for further scientific research in this area.

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