

SOCIAL AND PSYCHOLOGICAL DIMENSIONS OF INTERPERSONAL CONFLICTS AND DYSFUNCTIONAL PSYCHOLOGICAL ENVIRONMENTS IN EDUCATIONAL INSTITUTIONS

Shukurullayev Ozodbek Arzuyevich

Junior Research Fellow of the Laboratory of Personality and Interpersonal Relations Psychology, Psychology Educational and Research Center, Nizami Tashkent State Pedagogical University -
E-mail: ozodbek.shukurullayev@mail.ru

Annotation

Introduction: Modern educational institutions are not only places for knowledge transmission but also complex social systems where various social groups, interpersonal relationships, and psychological processes intersect. Interactions among teachers, students (or pupils), administration, and parents have a direct impact on the quality of education. Disruptions in these relationships can lead to conflicts and the emergence of an unhealthy psychological climate.

Conflicts arising in educational institutions are often associated with communication breakdowns, role and status mismatches, feelings of injustice, stress, competition, and emotional strain. When such conditions persist over time, they may result in distrust, indifference, aggression, and a decline in psychological safety within the collective.

The main objective of this study is to identify the socio-psychological factors underlying interpersonal conflicts and unhealthy psychological climates in educational institutions, as well as to analyze their impact on the educational process.

Methods: In the course of the study, a number of theoretical and empirical methods based on a socio-psychological approach were employed .

In particular:

- **Method of scientific literature analysis** — domestic and foreign sources related to the psychology of conflicts, educational psychology, and issues of the social environment were examined.
- **Questionnaire method** — applied to identify interpersonal relationships, stress levels, and attitudes toward conflicts among teachers and students (pupils).
- **Observation method** — used to assess real communication processes and the state of the collective environment in educational institutions.
- **Methods of comparison and generalization** — employed to systematize the obtained results and draw conclusions.

Results: The research findings indicate that conflicts and unhealthy psychological climates in educational institutions are associated with the following key socio-psychological factors:

- **Low level of communication culture**
It was identified that one-sided, authoritarian, command-based communication between teachers and students (pupils) is one of the main sources of conflicts.
- **Stress and emotional strain**
Excessive academic workload, a perceived sense of unfairness in the assessment system, and time pressure increase psychological stress among participants.

- **Role and status mismatch**

Excessive authoritarianism on the part of teachers or, conversely, insufficient level of demands leads to disorder and conflicts within the collective.

- **Lack of social support**

The weakness of psychological services and counseling mechanisms contributes to the deepening of an unhealthy psychological climate.

According to the results, an unhealthy psychological climate leads to a decline in learners' motivation, a decrease in academic performance, and professional burnout among educators.

Discussion: The obtained results indicate that conflicts in educational institutions are not merely individual problems but rather systemic socio-psychological phenomena. Attempts to eliminate conflicts through denial or punishment often lead to their persistence in latent forms.

Therefore, the constructive management of conflicts, the development of communication culture, and the creation of a psychologically safe environment are of crucial importance. The implementation of regular psychological trainings, mediation practices, and open communication platforms in educational institutions may yield positive outcomes.

In addition, enhancing educators' emotional competence and developing students' (pupils') social adaptation skills are key factors in preventing the formation of an unhealthy psychological climate.

Key words

Educational institution, psychological environment, conflict, interpersonal relationships, stress, communication culture

This article provides a scientific and theoretical analysis of the factors contributing to conflicts and the formation of an unhealthy psychological climate in educational institutions, their impact on the educational process, and the socio-psychological mechanisms for addressing these issues. Furthermore, the pedagogical and organizational significance of creating a healthy psychological environment is highlighted.

In the context of globalization and informatization, the education system is tasked not only with imparting knowledge but also with developing independent-thinking, socially active, and psychologically resilient individuals. In this process, the existing psychological environment in educational institutions plays a crucial role. While a healthy psychological climate supports the intellectual and moral development of individuals, an unhealthy environment intensifies conflicts and reduces the effectiveness of the educational process.

Conflicts among individuals in educational institutions can arise in various forms, including teacher-student, student-student, and between educators and administration. If such conflicts are not addressed in a timely manner, psychological tension within the community may increase, leading to an unhealthy environment. Therefore, studying this issue on a scientific basis is considered a pressing and important task.

In the scientific literature, conflicts are interpreted as the result of contradictions within interpersonal relationships. The main causes of conflicts in educational institutions are as follows:

First, a lack of communication culture. Improper organization of mutual exchanges of ideas, failure to listen to one another, and the predominance of emotional reactions lead to conflicts.

Second, injustice and subjective attitudes. Violations of objectivity in the evaluation process and unequal treatment of students increase distrust.

Third, stress and psychological strain. Excessive academic workload, time constraints, and high demands create emotional fatigue in both educators and students.

Fourth, personal and social factors. Differences in character, individual psychological traits, and the influence of the social environment contribute to the deepening of conflicts.

The Impact of an Unhealthy Psychological Environment on the Educational Process

An unhealthy psychological environment in educational institutions is manifested by persistent tension, distrust, and indifference. In such an environment, students' motivation to learn decreases, classroom engagement diminishes, and the level of knowledge acquisition is reduced.

Among educators, this environment leads to professional dissatisfaction, emotional exhaustion (burnout), and a decline in initiative. Consequently, the quality of education deteriorates, and collaborative interactions within the team are disrupted. Research indicates that if an unhealthy psychological environment persists over a long period, it negatively affects an individual's mental state and complicates the process of social adaptation.

Ways to Foster a Healthy Psychological Environment

Reducing conflicts and fostering a healthy psychological environment in educational institutions requires a comprehensive approach. Primarily, it is essential to organize pedagogical and psychological training programs aimed at developing a culture of communication.

Moreover, strengthening the activities of the psychological services within the institution, early identification of conflicts, and their constructive resolution are of critical importance. The implementation of democratic and fair management practices by the administration, as well as the promotion of mutual respect and collaboration between educators and students, ensures the maintenance of a healthy psychological environment.

Conclusion

In conclusion, conflicts among individuals and an unhealthy psychological environment in educational institutions negatively affect the effectiveness of the learning process. To address these issues, it is necessary to implement scientifically-based, systematic, and continuous measures. Creating a healthy psychological environment not only enhances the quality of education but also contributes to the development of well-rounded personalities. To effectively resolve these problems, a systematic approach, strengthening of psychological services, and the establishment of a healthy communication environment are essential. The results of this study can serve as an important scientific basis for developing practical recommendations aimed at improving the psychological environment in educational institutions.

Foydalanilgan adabiyotlar ro‘yxati

1. Abdurahmonov F. **Pedagogik psixologiya.** – Toshkent: O‘qituvchi, 2018.

2. G‘oziev E. **Umumiy psixologiya.** – Toshkent: Fan, 2019.

3.Karimova V.M. **Shaxslararo munosabatlar psixologiyasi.** – Toshkent: Universitet, 2020.

4.Mullajonova M. **Ta'lim muassasalarida psixologik xizmat.** – Toshkent: Innovatsiya, 2021.

5.Rasulova N. **Pedagogik nizolar va ularni boshqarish usullari** // Pedagogika jurnali, 2020, №3.

6.SHeraliyevna, O. X. (2024). MAKTABGACHA YOSHDAGI BOLALARNI SUHBAT QURISH O 'RGALI NUTQINI O 'STIRISH USULLARI. Лучшие интеллектуальные исследования, 17(4), 82-85.

7.Asmolov A.G. **Psixologiya shaxs rivojida.** – Moskva: Prosveshcheniye, 2017.

8.Xodjayev B. **Ta'lim muhitining psixologik asoslari.** – Toshkent: Fan va texnologiya, 2022.

9.Sheraliyevna, O. H. (2023). MAKTABGACHA YOSHDAGI BOLALAR NUTQINING GRAMMATIK TO'G'RILIGINI SHAKLLANTIRISH. Лучшие интеллектуальные исследования, 10(1), 179-185.

10.Ochilova, X. S. (2024). MAKTABGACHA YOSHDAGI BOLALARDA KITOBOXONLIK MADANIYATINI SHAKLLANTIRISH YO'LLARI. Inter education & global study, (7), 144-148.

11.Sheraliyevna, O. H. (2023). TARBIYA-IJTIMOIY HODISA. Лучшие интеллектуальные исследования, 11(1), 130-132.

12.To'lqinovna, M. S. (2023). MAKTABGACHA TA'LIM TASHKIOTLARDA NUTQ O'STIRISH JARAYONIDA BOLALARNING MUSTAQIL FIKRLASHGA O'RGATISH METODIKASINI TAKOMILLASHTIRISH. PEDAGOGS jurnali, 26(1), 163-165.

13.Musulmonova, S. T. (2022, November). BASIC PRINCIPLES OF CREATING A SUBJECT-DEVELOPING ENVIRONMENT. In INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE" THE TIME OF SCIENTIFIC PROGRESS" (Vol. 1, No. 3, pp. 140-144).

14.Musulmonova, S. T. (2023). USE OF THE METHOD OF POINT DEVELOPMENT IN TEACHING STUDENTS OF PRE-SCHOOL EDUCATIONAL ORGANIZATIONS TO THINK INDEPENDENTLY. Analysis of world scientific views International Scientific Journal, 1(4), 78-83.

15.To'lqinovna, M. S. (2023). MAKTABGACHA TA'LIMDA BOLALAR NUTQINI RIVOJLANTIRISH METODIK TAVSIYALAR ISHLAB CHIQISH. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 19(1), 57-60.

16.Ochilova, X. S. (2025). MAKTABGACHA KATTA YOSHDAGI BOLALARDA KITOBOXONLIK MADANIYATINI SHAKLLANTIRISH TEXNOLOGIYASI. Inter education & global study, (1), 319-324.