

THE IMPACT OF THE SCHOOL'S SOCIO-PSYCHOLOGICAL ENVIRONMENT
ON PRIMARY SCHOOL STUDENTS' LEARNING

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Abstract: This article comprehensively examines the impact of the socio-psychological environment on the learning process of primary school students. In particular, it analyzes how students' relationships with classmates, communication with teachers, family environment, and the overall psychological atmosphere at school influence their development. The paper also explores ways to enhance student engagement and positive attitudes toward education through the creation of a healthy social environment.

Keywords: primary education, psychological environment, learning, motivation, communication, social psychology.

The primary education stage is not only a period for imparting basic knowledge to students but also a crucial phase for shaping their personality, moral norms, and social behavior. A child's ability to absorb knowledge during this period depends on numerous factors, one of the most important being the **socio-psychological environment**.

The socio-psychological environment refers to the system of relationships, emotional states, and communication processes that surround the student. The school environment plays a vital role in shaping a child's attitude toward learning. A warm relationship with the teacher, friendly ties with classmates, and a sense of safety at school all increase a student's interest in knowledge.

Research shows that primary school students who study in a positive social environment are more active in class and demonstrate higher academic achievement. Conversely, pressure, neglect, rejection by peers, or a cold relationship with teachers can lead to stress, fear, and apathy in students.

The teacher's pedagogical skills and emotional intelligence play a decisive role in this process. Each student must be treated as an individual, with attention paid to their emotions. A teacher should be kind, attentive, fair, and always open to communication. Students often see the teacher not only as a source of knowledge but also as a source of emotional support.

The family is also an integral part of this environment. Parental involvement in the learning process, cooperation with the school, and attention to the child's emotional needs positively influence academic performance. Healthy communication among the school, family, and child helps form a positive attitude toward learning.

In addition, the overall psychological environment in the classroom requires special attention. During lessons, children should support each other, feel free to express opinions, and not fear giving incorrect answers. The teacher must constantly work to create a positive and healthy psychological atmosphere in the class. Activities such as group games, role-playing, working in teams, and social projects contribute significantly to this goal.

To improve the socio-psychological environment, the following measures are recommended:

- Giving individual attention to each student.
- Promoting values of "friendship," "mutual respect," and "helpfulness" in the classroom.
- Discussing conflict situations and developing class rules to resolve them.

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-7

- Publicly acknowledging and rewarding student achievements.
- Establishing continuous cooperation with families.

The social environment is one of the most invisible yet powerful factors affecting academic achievement. Therefore, attention must be paid not only to lesson content but also to the emotional atmosphere in the classroom, student relationships, and the teacher's communication approach. These elements should be regularly analyzed and improved.

For primary school students, the socio-psychological environment at school is one of the key factors determining the effectiveness of the educational process. Their level of academic achievement, interest in learning, and classroom engagement depend on how they feel in their environment. That is why in modern primary education, not only the quality of teaching but also the creation of a healthy, positive social environment in the classroom remains a top priority. This requires effective cooperation among teachers, families, and school administration.

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