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TÍTULO: La influencia del clima psicológico positivo en la formación de los valores de los adolescentes en la escuela.

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RESUMEN: El artículo se enfoca en los factores claves para crear un clima psicológico positivo en la escuela: el carácter de la comunicación interpersonal, el estado de ánimo emocional, las características individuales de los miembros del equipo y las cualidades y habilidades personales del líder del aula y los maestros. Se descubrió que el carácter del clima psicológico en los colectivos de adolescentes depende del nivel general de desarrollo del grupo. En los grupos experimentales, a diferencia de los grupos de control, se mostraron más enfoques humanistas, comportamientos empáticos y altruistas. La investigación ha demostrado que los adolescentes siempre se sienten ansiosos en un ambiente donde el clima psicológico no es favorable, y se sienten seguros y cómodos en un ambiente donde el clima psicológico es favorable.

PALABRAS CLAVES: clima psicológico positivo, adolescentes, valores, relaciones interpersonales.

TITLE: The influence of positive psychological climate on formation of teenagers' values in the school.

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ABSTRACT: The article focuses on the key factors in creating a positive psychological climate in school - the character of interpersonal communication, emotional mood, individual characteristics of team members, and personal qualities and abilities of the classroom leader and teachers. It was found that the character of the psychological climate in teenager collectives depends on the overall level of development of the group. In experimental groups, unlike control groups, more humanistic approaches, empathic, and altruistic behaviors showed themselves. Research has shown that teenagers always feel anxious in an environment where the psychological climate is not favourable, and feel safe and comfortable in an environment where the psychological climate is favourable.

KEY WORDS: positive psychological climate, teenagers, values, interpersonal relationships.

INTRODUCTION.

The social, economic, spiritual and moral strength of each nation in the modern world depends on education. One of the main objectives of education is the formation of a person who is flexible in the process of integrating into the world and who prefers humanistic values.

In recent years, important steps have been taken towards the development of education in Azerbaijan. The development of education provides the basis for improving the welfare of the population in the country, as well as for improving the quality of life of the personality. The knowledge and skills acquired in the educational process, as well as ethical norms and values, create the necessary conditions for every student to become a worthy member of society and it turns him into a colleague, an exemplary family member and citizen, who can be exemplary through knowledge and ethical behaviour. The facts show that the formation of personality and dynamic change in values in the field of education is more rapid during the teenage period. It is precisely the

positive psychological climate created at this period that provides the foundation for the teenagers to have secular values.

It is important to remember that the issues of teenage personality formation have always been in the spotlight. And it is no coincidence that the future of society depends entirely on today's students and their level of upbringing. From this point of view, the formation of teenage personality and the study of its values are of particular relevance.

Studies show that if the psychological climate is not positive, it will have a serious impact on interpersonal relationships, and it will prepare the ground for aggression, suicide, and dropping out of school. In this regard, educational conditions, positive psychological climate, interpersonal relationships play an important role in the formation of teenagers personality and dynamic change of values. The environment plays a special role. Most of the time the character of teenagers is based on the psychological climate existing in the environment. The characteristics of the environment in which the teenagers belong are reflected in their behaviour and attitudes.

The school environment is undoubtedly crucial in shaping the personality of the teenager. In addition to being educated at school, the teenagers are also formed as a personality and they are exposed to new qualities influenced by this environment, as well as the psychological climate that prevails in this environment. That is why the school and the prevailing school-interior psychological climate where the teenagers enter daily cannot interfere with the formation of their personality.

The school-interior psychological climate plays a crucial role in establishing an effective, desirable level of educational work and the extent to which school-interior psychological climate is favourable or unfavourable depends largely on the level of interpersonal relationships. Here the teacher-teacher, teacher-student and student-student relationship have a special place. The school-interior psychological climate has a different effect on each student depending on their individual-psychological characteristics and is expressed in the appropriate response. It is not difficult to accept a favourable psychological climate, to obey the rules and laws in the environment where it

exists. But it is also true that often the psychological climate is extremely degraded. There is such a psychological climate in the collective that it is complicating for the teenager to read, develop, and establish relationships here. The appropriate psychological climate affects every teenager in a unique way.

Studies show that a number of teenagers are overwhelmed by the influence of the weather in the collective, and their desire to read and build relationships dies. The school has become a strange and an intolerable environment for them. However, it is possible to encounter such teenagers that the unfavourable psychological climate not only discourages them, but also enhances their sense of competition and makes them better read and maintain their superiority. The main objective of this study is to investigate the psychological mechanisms of creating such a paradoxical situation, to determine in a positive psychological climate for teenagers in educational settings and the subject of reactions that occur without it.

DEVELOPMENT.

The concept of "Psychological climate" was first investigated by German psychologist Kurt Lewin, one of the founders of social psychology. Kurt Lewin has used the concept of "a social atmosphere" while researching problems of leadership in different groups (Kurt Lewin, 2000). Another researcher, Anikeeva N. (1989), shows that the psychological climate is a manifestation of objective existence. In her view, it is caused by two factors:

- The first factor is the social-psychological atmosphere of society. The atmosphere of society as a whole is directly reflected in the psychological climate of individual collectives.
- The second factor, microsocial conditions. According to the labor activity the location of the collective in society, geographical and climatic conditions, degree of isolation of the collective from the social environment, its age, gender composition and so on.

Both of these factors determine the psychological climate of the team. It reflects the emotional-psychological mood of the team (N.P. Anikeeva, 1989).

Prikhojan and Tolstykh analyzed the characteristics of socio-psychological factors in the formation of psychological climate, worked out ways and methods for improving the socio-psychological climate in the collective (A.M. Prikhojan, H.H. Tolstykh, 1990). Rogov, who examines the school's multi-disciplinary system through various methods, shows that based on the results of methodologies conducted with both students and parents, including the teaching staff, the average evaluation limit provides information about the school-interior social-psychological climate and relationships (E.I. Rogov, 1998).

V.M. Shepel (1986) claims that psychological climate consists of three components:

- The social climate is determined by the understanding of the group's overall goals and objectives.
- The moral climate is driven by the acceptance of the group's stable moral values.
- The psychological climate is the informal relationship that occurs between members of this group and significantly affects its ability to function (V.M. Shepel, 1986). The mood of a student depends on the psychological climate in most cases. Nemov shows that the basis of how a person feels in a group is the concept of psychological climate (R.S. Nemov, 2003).

The school-interior psychological climate is primarily a matter of upbringing. From this point of view, D. B. Elkonin's ideas (2007) are interesting. Thus, the educative influence can only be successful if the teacher understands the students' understanding of their inner state, their real relationships, the possibilities and prospects for developing these relationships. To follow those who are brought up, to set an example the educator must constantly improve himself as a person and be able to look at himself through the eyes of children (D.B. Elkonin, 2007).

A. A. Alizada (1998) points out that the education of schoolchildren is directly dependent on the psychological climate, and special attention should be paid to the high ideological and political

organization of children's life in the school collective, the development of their creative activity, their "normal loading with care and work", and their social activity.

Speaking about the role of school-interior psychological climate in the formation of teenagers personality, R.I. Aliyev and G. Aliyeva first of all draw attention to their learning activities, noting that the nature of learning activities in teenagers is changing. This is not just about the complexity of the learning activities, the increasing number of subjects, increase in the number of teachers, but also the teaching style and attitude of students. There are fundamental changes in teacher-student relationships (R.I. Aliyev and G. Aliyeva, 1998).

When the educational work is done properly, the implementation of the training task is also positive. However, given the fact that the issues of moral education are in the background, the psychological climate is often not at the desired level. M.H. Mustafayev shows that in modern conditions, education of the intellect is preferred in comparison with spiritual education. As a result, there is a spiritual degradation in society (M.H. Mustafayev, 2005). In this case, there is a danger that the teenagers are isolated from education and peers.

It should be noted that people generally do not want to live in isolation because of the loneliness and stress that can create by a lonely creature. In fact, isolation from friends and family is used as a punishment to prevent criminals from committing further crimes. People have a desire to develop and maintain relationships with others in order to achieve the required level of social interaction and its level (Vaughan and Hogg, 1998). Communities are groups of people forming a group who provide mutual support, because of their geographical proximity or shared interests, beliefs and goals.

The creation of a positive psychological climate, according to Macmillan and Chavis (1986), consists of four elements: membership, impact, reinforcement and a common emotional connection. Membership is based on a sense of belonging to the group due to the sense of security within the

group boundaries and the individual's investment in the group (Macmillan and Chavis, 1986).

Integration and meeting the needs involves the formation of a group of values.

Studies show that during a positive psychological climate, a common emotional connection is created for group members over a common story. From this description of the structure of society, it is clear that belonging to a society must, in fact, meet the needs of people in social relations. It is emphasized that the desire to belong to the group and peers is fundamental human motivation (Baumeister and Leary, 1995).

The effects of positive of school climate on teenagers personality are noted in most studies. However, it is not enough to know that the psychological climate is related to teenagers activities, and it is important to know why. What generalizations and mechanisms explain a higher result? These are questions that allow us to better understand the dynamics of organizational life in schools and offer more effective and lasting solutions to practical problems; for example, a school climate with open, healthy and collaborative professional communication and a strong academic focus develops teachers and creates collective efficacy standards that shape the normative environment of schools and influence teacher behavior.

When teachers are able to organize their work to help students learn successfully, and when the school climate supports them, teachers make more plans, take personal responsibility for student performance, avoid shortcomings, and strive to improve student learning. The school should try to understand how specific psychological climate influences teachers' critical behavior, and how they develop classroom teaching and learning. In this regard, the topic is quite relevant.

Research Aim.

The study cites the hypothesis that personality formation during teenager may depend on the characteristics of the school-interior psychological climate influencing the formation of teenager personality.

Management of the school, the psychological climate of the teaching team, the classroom team can have a positive or negative impact on the mental development and personality formation of teenagers.

Research methods.

The research was conducted among teenagers studying in secondary schools No.18, 31, 53 in Baku.

The research was conducted among 12, 13, 14, 15-year-old, including early teenagers, middle and senior teenagers. Using the experimental method, the school-interior psychological climate and its role in the formation of teenagers personality were studied.

Texts of experimental character were prepared to carry out the experiment. The texts reflected teenagers' perceptions of the school-interior psychological climate.

The experiments were carried out in experimental and control groups, taking into account the age characteristics of teenagers. 160 teenagers participated in the first part of the experiment: 40 persons sixth grade student (12 years old), 40 persons seventh grade student (13 years old), 40 persons eighth grade student (14 years old), 40 persons ninth grade student (15 years old) were involved in the first phase of the experiment.

During the experiment, two groups were selected: experimental and control groups, each with the same number (80 persons) of teenagers. More detailed information was provided to the teenagers in the experimental group about school-interior psychological climate, its essence, characteristics, the impact of favourable and unfavourable psychological climate on student identity, important conditions for favorable psychological climate, interpersonal relationships with the driving force of psychological climate. The control group members were not informed of the school-interior psychological climate.

Our goal was to explore teenagers' perceptions of the school-interior psychological climate. The teenagers were then read the text of the task reflecting the relevant situation and the questions about text were asked to both experimental and control group members.

Discussion.

In the first part of the experiment, as a result of the study of teenagers' perceptions of the school-interior psychological climate, teenagers became familiar with the following text.

Text 1. Malik was in the seventh grade. He was excellent student. He went to school every day enthusiastically, took special interest in lessons and worked hard. Malik, who meet the director of school when he was running at the corridor one day, heard the words he didn't deserve: "You are not a child, why do you run away so. Had they brought you up in this manner?". The deputy director, who also heard the noise, approached Malik with a series of unpleasant sentences. Classmates were also watching what was happening beyond. Malik was bent his head and said nothing. Since then, Malik has been reluctant to attend school and was not interested in classes as before. He even often said he wanted to study at another school.

Question: 1. How would you behave if you were Malik?

After the questions were asked both the experimental and control group members, the verbal and written responses were analyzed. An analysis of the responses to the text of the task reveals that informing the experimental group members also influenced the results. Members of the experimental group differed in more logical responses according to the level of awareness. Unlike their peers in the control group, they tried to assess the situation calmly and chose more appropriate behavioral models. Of course, the results were influenced by age differences between teenagers and the individual characteristics of each.

Schedule 1. Perceptions of teenagers in the experimental group on the school-interior psychological climate.

Students' answers	Experimental group N=80	Control group N=80	Average indicators	Models of behavior
I would remain calm	32.50	13.75	23.25	manipulative
I would defend myself	38.00	19.00	28.50	aggressive
I would not care	13.00	38.00	25.50	loyal
I would change school	10.00	11.25	10.63	altruistic
I would getaway	15.00	19.00	17.00	indifferent

The differences between the results of both groups were compared and analyzed as follows. For the experimental group (80 persons) of teenagers' responses, which are reflected results of I text in the table, 32.5% answered "I would remain calm", 38% answered "I would defend myself", 13 % answered "I would not care", 10% answered "I would change school", 15 % answered "I would getaway". For the control group (80 persons) of teenagers' responses, which are reflected results of I text in the table, 13,75% answered "I would remain calm", 18,75% answered "I would defend myself", 38% answered "I would not care", 11,2% answered "I would change school", 18,75 % answered "I would getaway".

The results confirmed our hypotheses in the experimental group. While teenagers are informed about the school-interior psychological climate, the main factors and parties involved, and the ongoing work in this area can also make significant progress towards a favourable psychological climate.

The second part of the experiment was carried out among 220 teenagers studying in secondary school No.18, No.31, No. 53 in Baku. The study involved 55 persons sixth grade student (12 years old), 55 persons seventh grade student (13 years old), 55 persons eighth grade student (14 years old), 55 persons ninth grade student (15 years old) covering both early teenagers, middle and senior teenagers.

Two groups (110 persons) participated in the experiment, with an equal number of participants: an experimental and a control group. Members of the experimental group were informed about the effect of the favorable class psychological climate on each member. It was stated that the psychological climate of the class depends on each of its members. The unique psychological climate that prevails in each class directly influences the level of education, emotional and health of students. Emphasizing that personal characteristics of teenagers are a key factor affecting the psychological climate of the classroom, information on exemplary behavior and quality was provided. Our goal was to explore teenagers' perceptions of the favorable psychological climate.

The contents of the second text, intended for the study of teenagers' perceptions of the favourable psychological climate of the classroom, are as follows:

Text 2. A new student came to the sixth grade of school. On the first day of her arrival, a girl named Aygun hesitantly entered the classroom. Different thoughts bothered her, and the tension was reflected in her face: “How do students meet her?, Will she be able to adapt to a new team? etc.” But contrary to her concerns, Aygun was greeted with care and kindness by her new classmates. Thanks to her classmates, she soon adapted to the school and the collective.

Question: 1. What do you think are the characteristics of most of the sixth-graders, and what are the qualities that a team member needs to have in order to create a favorable psychological climate? Both experimental and control team members responded both verbally and in writing. Again, different responses were provided based on the age, gender and individual characteristics of the students. Some of the teenagers commented on Aygun's character traits and behavior. Most teenagers commented on the favorable psychological climate of the sixth grade, highlighting the role of various factors, and more specifically, that individual traits form a positive climate. As the members of the experimental group were informed in advance, their responses were more full and comprehensive. Thus, in their responses, they more accurately commented on the characteristics

that are important in interpersonal relationships for the creation of a favourable psychological climate.

In the course of the study, the experimental group members verbally expressed their views more clearly and differed from the other group members in their activities. The teenagers noted the important features of a favourable psychological climate in the classroom. These features were thoroughly analyzed. By summarizing the advantages of those features, we have outlined the following key qualities. The results are reflected in the following pictures. Thus, in the second text-based response to the study of teenagers' perceptions of the favorable psychological climate of the class, the following important features can be highlighted. The results of the II text for the experimental group (110 persons) as follows: kindness - 25,5 %, caring - 15,5 %, mutual respect - 20 %, solidarity - 10,9%, friendship - 18,1%, discipline - 10 %.

Schedule 2 summarizes the results of the II text for the control group (110 persons) as follows: kindness - 18%, caring - 10,9%, mutual respect - 18%, solidarity - 14,5%, friendship - 21,8 %, discipline - 16,3 %.

In the third part of the experiment, we preferred to explore teenagers' perceptions of the unfavorable psychological climate. Again, we tried to achieve our goal by using the relevant text. The experiment involved 220 teenagers.

Two groups with the same number of participants (110 persons) were involved in the experiment: the experimental and the control group. The same number of teenagers from each age group participated in the experiment. The study involved 55 persons sixth grade student (12 years old), 55 persons seventh grade student (13 years old), 55 persons eighth grade student (14 years old), 55 persons ninth grade student (15 years old) covering both early teenagers, middle and senior teenagers.

Schedule 2. Teenagers' perceptions of the qualities that prevail in collectives and relationships where there is a favourable psychological climate.

Prevailing qualities in relationships	Experimental group N=110	Control group N=80	Average indicators	Models of behavior
Kindness	25.50	18.00	21.75	altruistic
Caring	15.50	10.90	13.20	altruistic
Mutual respect	20.00	18.00	19.00	empathic
Solidarity	10.90	14.50	12.70	altruistic
Friendship	18.10	21.80	19.95	altruistic
Discipline	10.00	16.30	13.15	authoritarian

About unfavorable psychological climate, its difficulties, interpersonal relationships in the collective, behavior of people in collectives where there is an unfavorable psychological climate, etc., information was given to members of the experimental group. The control group has not been provided with any information regarding the relevant issue.

Our goal was that learning how teenagers are aware of the consequences of unfavorable psychological climate, and let them know that each of them has a role to play in creating a favorable or unfavorable psychological climate. Because, as we mentioned earlier, the psychological climate is such an important indication that every member of the collective contributes to it by their behavior. Then, the text was read to the participants of the experiment. The contents of the third text aimed at studying teenagers' imaginations about the unfavorable psychological climate were expressed as follows.

Text 3. Ninth grade students were on an excursion with the other classes of the school. Three classes of the school participated in the excursion. Pupils of the two classes were walking together, looking at the natural landscapes, laughing and having fun. However, in the ninth grade students, the collective mood was low. They did not want to walk together, they did not discuss among themselves. They all talk with each other without enthusiasm, talking in groups of two or three

persons, other groups did not stay close. Even some of the students were walking completely alone. The lack of solidarity by the collective has attracted the attention of other classes as well.

Question: 1. What characteristics are dominated by interpersonal relationships in the presence of unfavorable psychological climate?

The different answers are given to the question by the teenagers. The responses were listened both to orally and presented in writing. The teenagers noted the prevailing characteristics of interpersonal relationships in the unfavorable psychological climate. These can be grouped in accordance the responses of both experimental and control groups, as follows.

Schedule 3 summarizes the results of the III text for the experimental group (110 persons) as follows: aggressiveness - 22,7%, envy - 16,36%, the tendency to conflict - 27,2%, pessimism - 13,6%, carelessness - 10,9%, discontent - 9%. The results of III text for the control group (110 persons) are as follows: aggressiveness - 27,27%, envy -22,72%, the tendency to conflict - 13,63%, pessimism - 11,8%, carelessness - 9 %, discontent - 15,45%.

The level of awareness significantly influenced the responses of the experimental group members. Thus, the analysis of the responses revealed key features and behavioral patterns in interpersonal relationships in adverse psychological climate conditions and analyzes were conducted based on the prevailing characteristics according to the responses of both groups. The results show that prior informing of experimental group members influenced responses. Members of the experimental group were able to more adequately analyze the personal characteristics and behaviors of persons in inconvenient psychological climates. Thus, it is possible to guide the psychological climate by informing teenagers.

Schedule 3. Prevailing characteristics in interpersonal relationships in adverse psychological climate.

Prevailing characteristics in relationships	Experimental group N=110	Control group N=80	Average indicators
Aggressiveness	22.70	27.27	24.98
Envy	16.36	22.72	19.54
The tendency to conflict	27.02	13.63	20.33
Pessimism	13.60	11.80	12.70
Carelessness	10.90	9.00	9.95
Discontent	9.00	15.45	24.45

Of course, along with the levels of awareness of teenagers, other important factors influenced the results of the experiment: peculiarities of the relevant age period, each teenager's own imagination, lack of life experience, carrying dynamic nature of development, gender of teenagers, etc. But in any case, the level of awareness influenced the results, which was an important factor in the course of the experiment. This proves once again that if the teenagers are informed about the psychological climate in the school-based, the essence is explained to them, the positive and the negative sides are commented, they are more deeply aware of the psychological climate that is an important indicator of interpersonal relationships in the team and they take a more thoughtful step, realizing that they also play a role here.

The following factors that influencing psychological climate as a result of research have been identified: macro-environmental and micro-environmental factors, personal qualities and leadership styles of collective members. The aforementioned factors are closely interconnected with each other, and the existence of one conditions the creation of another.

The life of society, the various processes that take place there definitely influencing to the psychological climate of different collectives, causes the creation of appropriate micro-environmental factors. At the same time, also the micro environment in which the collective is

present, influences to the psychological climate. When we say micro environment, we mean a school-interior psychological climate. The level of school management and leadership style cause to the formation of an appropriate psychological climate. The school-interior psychological climate is reflected in the lives of each classroom collective. At the same time, personal qualities, behaviors, outlooks and etc., of each member of the collective within the classroom influence the formation of the appropriate psychological climate.

The main signs of the favorable psychological climate of the collective are: the faith and high demand of group members against each other; benevolent and business criticism; to express his / her opinion freely during discussions relating collective; teachers' not pressure on teenagers and joint favorable decision-making for classroom; satisfaction with being part of the collective, the availability of mutual assistance and care; responsibility in all activities of classroom and responsibility in mutual relations and so on..

The nature of the psychological climate in teenager collectives depends on the overall level of development of the group. The psychological climate of the developed collective plays a very important role in the general development of each of its members. The psychological climate of the collective directly depends on the management style. In order to make the psychological climate more accessible, at any level, class leaders and teachers should recruit the influential, active, responsible members of the collective to work together.

Effective organization of pedagogical and psychological work with teenager collectives contributes to the formation of a fully developed personality with positively influencing to their mental health, emotional-volitional sphere, and learning success. Our hypothesis was confirmed during the course of the study. It turned out that the school-interior psychological climate plays an important role in the shaping of the teenager personality. In an environment where psychological climate is not favorable, teenagers always feel anxious themselves, and in an environment where psychological climate is favorable, they feel safe and comfortable. Especially when a student does not feel

comfortable in the classroom, his or her learning success is not heartwarming, or vice versa, a teenager who feels comfortable himself or herself in the classroom attracts attention by a higher level of self-confidence.

In a word, the psychological climate is, in essence, so important indication that it is impossible to talk about educational success and the harmonious development of teenager personality in the absence of favorable conditions.

CONCLUSIONS.

Our research coincides with the role of the school-interior psychological climate in the formation of the student's personality as outlined in the studies of V.T. Kondrashenko (1998), N.P. Anikeeva (1989) and S.A. Amonashvili (2012). At the same time, R.V.Jabbarov's research (2004) is in agreement with the results of our research. In addition, our research also partly agrees with researches of Battistich, V., Solomon, D., Watson, M., and Schaps, E. (1997), Bawneister, R F. and Leary, M.R (1995), Beck, M., and Malley, J. (1998), Cotton, K. (1996), Cousins, J.B., Ross, J.A., and Maynes, F.J. (1994) on the creation of a psychological climate in the school.

Our research has shown that teenagers' age characteristics change their perceptions of psychological climate and interpersonal relationships. As the teenagers get older and their personality improves, new socio-psychological ideas about different events and processes are manifesting themselves. This ultimately affects the formation of teenagers personality. Studies show that compared with younger teenagers, older teenagers' attitude to psychological climate is more distinctive, complex, and objective. Psychological climate causes various emotional reactions in teenagers, depending on age and personal characteristics. The behaviour of teenagers changes as they age. Behavioural changes that occur with the formation of ageing at teenagers, also change the psychological climate of the collective and acquires new features.

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