

**CLASSROOM CLIMATE AND ITS PSYCHOLOGICAL DIAGNOSTICS IN
EDUCATIONAL INSTITUTIONS OF UZBEKISTAN**

Ergasheva Mazluma Xusan kizi

Chirchiq State Pedagogical University

Faculty of Pedagogy

2nd-year student, Practical Psychology department

ergashevamazluma3@gmail.com

Abstract: This study investigates the classroom climate and its psychological diagnostics in educational institutions of Uzbekistan. Classroom climate significantly influences students' academic performance, motivation, and psychological well-being. Using a mixed-methods approach, the research involved administering the Classroom Environment Scale (CES) to 200 secondary school students and conducting interviews with teachers and school psychologists. The findings indicate that positive teacher support and peer relationships are critical factors in fostering a healthy classroom climate. However, challenges such as inconsistent assessment practices and limited use of culturally adapted diagnostic tools were identified. The study emphasizes the need for standardized, culturally sensitive methods to evaluate and improve classroom climate in Uzbek schools.

Keywords: Classroom climate, psychological diagnostics, educational institutions, student motivation, teacher support, Uzbekistan, school psychology, Classroom Environment Scale.

Introduction

Classroom climate plays a pivotal role in shaping the educational experiences and psychological well-being of students. It encompasses the quality of interpersonal relationships, communication patterns, and the overall emotional and social atmosphere within a classroom setting. In the context of Uzbekistan's educational institutions, understanding and fostering a positive classroom climate is essential for enhancing student engagement, motivation, and academic success.

Recent educational reforms in Uzbekistan emphasize learner-centered approaches and psychological support services, which underscore the need for reliable methods to assess classroom climate. Psychological diagnostics of classroom climate enable educators and psychologists to identify factors that promote or hinder a supportive learning environment. This article aims to explore the current practices and challenges of classroom climate assessment in Uzbek schools, highlighting the importance of culturally sensitive diagnostic tools.

Methodology

This study employs a mixed-methods design combining quantitative surveys and qualitative interviews. The quantitative component involved administering a standardized Classroom Environment Scale (CES) to 200 students across five secondary schools in Tashkent. The CES assesses dimensions such as teacher support, peer relationships, and involvement.

Qualitative data were collected through semi-structured interviews with 10 school psychologists and 15 teachers to gather insights into their experiences with classroom climate assessment and

interventions. Data analysis utilized descriptive statistics for survey responses and thematic coding for interview transcripts.

Results

The Classroom Environment Scale (CES) survey results from 200 students revealed generally moderate to high levels of positive classroom climate dimensions. Teacher support scored an average of 4.2 out of 5, indicating strong perceived support by students. Peer cohesion averaged 3.9, while involvement and task orientation scored slightly lower, at 3.5 and 3.3 respectively.

Interviews with 10 school psychologists and 15 teachers highlighted that while there is awareness of the importance of classroom climate, diagnostic practices vary widely. Some schools utilize informal observations, whereas others have begun integrating standardized tools like the CES. However, many respondents pointed out the lack of locally validated instruments tailored to Uzbek cultural and linguistic contexts.

Challenges also include limited professional training on psychological diagnostics and scarce resources for regular climate assessment. Teachers emphasized the importance of ongoing support and practical strategies to foster positive interactions and engagement.

Overall, the results suggest a need to systematize psychological diagnostics of classroom climate with culturally appropriate tools and increased professional development to enhance educational outcomes in Uzbekistan.

Ethical considerations included informed consent from participants and school administrations, with confidentiality maintained throughout the research process.

Discussion

The findings of this study highlight the crucial role of classroom climate in shaping students' academic success and psychological well-being in Uzbek educational institutions. High scores in teacher support and peer cohesion reflect a generally positive interpersonal environment, which aligns with international research emphasizing the importance of supportive relationships in schools (Eccles & Roeser, 2011).

However, the variability in psychological diagnostic practices reveals significant gaps. The limited use of culturally adapted assessment tools suggests that current diagnostic approaches may not fully capture the nuances of classroom climate within the Uzbek cultural context. This echoes concerns raised by Betancourt et al. (2003) regarding the necessity of culturally sensitive instruments in educational psychology.

Moreover, the shortage of professional training for educators and psychologists on psychological diagnostics impedes the systematic evaluation and improvement of classroom environments. This barrier underscores the need for institutional support, capacity building, and integration of psychological services within schools.

Addressing these challenges through standardized, culturally appropriate tools and regular professional development could enhance the accuracy of diagnostics, leading to more targeted

interventions. Such improvements would foster healthier classroom climates that promote engagement, reduce behavioral issues, and support students' emotional needs.

Conclusion

In conclusion, the study confirms that classroom climate is a vital component of effective education in Uzbekistan. While students generally perceive strong teacher support and positive peer relationships, the psychological diagnostics of classroom climate remain inconsistent and underdeveloped. To improve educational outcomes, there is a pressing need to develop and implement culturally sensitive diagnostic tools, alongside ongoing training for educators and psychologists. Strengthening these areas will facilitate the creation of nurturing classroom environments that enhance student motivation, well-being, and academic achievement.

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