

SOCIAL ENVIRONMENT AND PSYCHOLOGICAL CLIMATE IN PRESCHOOL EDUCATIONAL INSTITUTION'S COLLECTIVE AS A FUNCTION OF LEADERSHIP STYLE

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Introduction. The present stage of development of preschool education in Russia witnesses the increased role of managing the teaching staff. Teachers' work is a kind of professional activity characterized by the rich positive and negative experiences, stress and high social responsibilities. In terms of health maintaining and professional longevity, teaching activities are risk factors themselves.

In this connection, increases the role of the leadership style used by the educational organization heads in creating a favorable social and psychological climate in the pedagogical collective. This problem is particularly acute in the pre-school educational institutions which together with the families are the first socialization institutions for the younger generation.

Objective. Investigation of the distinctive features of socio-psychological climate in the collectives of preschool educational institutions depending on the leadership style.

Method. The investigation was done on the sample of 74 preschool teachers from Belgorod (Russia) using *O. Mikhalyuk, A. Shalyto Socio-Psychological Climate in the Collective* express-technique, *E. Rogov Assessment of the Socio-Psychological Climate in the Collective Using Polar Profiles*, and *A. Zhuravlev Leadership Styles*.

Results. The *O. Mikhalyuk, A. Shalyto Socio-Psychological Climate in the Collective* express-technique identified three groups of pre-schools depending on the favorability of their social and psychological climate. The first group (25%) included the preschools with very favorable socio-psychological climate (favorability index 0.7 with the maximum value of 1). Analysis of the data obtained using *E. Rogov Assessment of the Socio-Psychological Climate in the Collective Using Polar Profiles* found that these preschools' socio-psychological climate was mainly characterized by the collective members' friendly, cheerful relationships, optimism, cooperation, mutual aid, benevolence, enthusiastic participation in joint activities, spending free time together. Generally, the collectives' relationships were dominated by the approval and support, and benevolent (developing, motivating).

The preschools that belonged to the second group (50%) had a generally favorable socio-psychological climate (favorability index 0.5-0.6) which was characterized by the fair and respectful treatment of all collective members, the experienced teachers' assistance and support to young professionals, and integrity, honesty, and diligence highly appreciated. However, these educational institutions were found to have some problems.

The third group (25 %) was shown to have a generally unfavorable psychological climate (favorability index 0.2). The organizations of this group were characterized by low mood, pessimism, conflicts, aggression, mutual dislike, rivalry, absence of

intimate contacts, and aggressive criticism. The collective members were inert, individualistic, egotistic, unsociable, and not good work performers.

It should be noted that the findings confirmed the results of the investigation done by L. Karamushka (Ukraine) that suggested that the educational; organization leaders' assessment of the climate was more favorable than that of the rank-and-file employees'.

The correlation analysis revealed relationships between the leadership styles used in the preschool institutions and their socio-psychological climates: the organizations whose leaders were more focused on the flexible leadership styles, according to the probabilistic model of leadership, had higher socio-psychological climate favorability indices ($p < 0.05$). The probabilistic model of leadership includes a number of variables of a psychological and non-psychological character. The psychological variables comprise the leaders' personal (or personal-stylistic) characteristics and the situation in which they work whereas the social variables are made up of the leaders' performance (productivity) indicators.

Conclusion. Use of the probabilistic model of effective leadership by the leaders of preschool educational institutions can help create a favorable social and psychological climate in the collectives. It seems urgent to train leaders' in using the probabilistic model of effective leadership in their management practice.