

APPLICATION OF THE "SPIRAL OF SILENCE" THEORY IN STRESS AND CONFLICT MANAGEMENT IN GENERAL EDUCATIONAL INSTITUTIONS

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Annotation: The article proposes the implementation of an innovative system based on the "spiral of silence" theory — one of the communicative approaches in the process of managing stress and conflicts in general education institutions. It reveals mechanisms for identifying and preventing hidden conflicts through the creation of a psychologically safe environment, anonymous exchange of opinions, and opportunities for open dialogue.

Keywords: Stress, conflict, conflict management, spiral of silence, communication, psychological safety, educational institution.

Annotatsiya: Maqolada umumta'lim muassasalarida stress va nizolarni boshqarish jarayonida kommunikativ yondashuvlardan biri – "sukut spirali" nazariyasi asosida innovatsion tizim joriy etish taklif qilinadi. Psixologik xavfsizlik muhiti, anonim fikr almashinuvi va ochiq muloqot imkoniyatlarini shakllantirish orqali yashirin ziddiyatlarni aniqlash hamda oldini olish mexanizmlari yoritib beriladi.

Kalit soʻzlar: stress, ziddiyat, nizolarni boshqarish, sukut spirali, kommunikatsiya, psixologik xavfsizlik, ta'lim muassasasi.

Аннотация: В статье предлагается внедрение инновационной системы на основе теории «спирали молчания» — одного из коммуникативных подходов в процессе управления стрессом и конфликтами в общеобразовательных учреждениях. Раскрываются механизмы выявления и предотвращения скрытых конфликтов через формирование психологически безопасной среды, анонимного обмена мнениями и возможностей открытого диалога.

Ключевые слова: Стресс, противоречие, управление конфликтами, спираль молчания, коммуникация, психологическая безопасность, образовательное учреждение.

Introduction. Stress and conflict in modern educational institutions directly affect the quality of relationships between school leaders, teachers, students, and parents. Mismanagement, communication breakdowns, and the disregard for informal opinions create psychological stress in the environment. Such situations often manifest themselves not as open conflict, but in the form of internal resistance or silence [1]. The Decree of the President of the Republic of Uzbekistan No. PF-51 dated March 19, 2025 "On additional measures to improve the efficiency of the management system in the field of preschool and school education" reflects the tasks and objectives on the issues of "attracting highly qualified personnel to the management system in the field of preschool and school education, ensuring that the reforms being implemented reach the lowest level, providing appropriate incentives to system employees, and achieving quality

education by improving the efficiency of the vertical management system.” This decree proves that one of the most pressing issues today is the problems of education, especially those in education management. In education management, it is not enough to manage conflicts only openly. On the contrary, getting to the root of hidden conflicts and identifying them early is an important task of modern management. In this regard, the theory of the “spiral of silence” from communicative psychology can serve as an important theoretical basis.

Analysis of the literature on the topic. The term “spiral of silence” (German: Schweigespirale) was proposed by the German scientist Elisabeth Noelle-Neumann in 1974, explaining the tendency of individuals to hide their views due to the pressure of public opinion [2]. According to her, people, fearing social rejection, remain silent without disclosing their views that contradict the opinion of society. This in turn increases the discontent in silence and, over time, covers up real problems in society [3]. In a school environment, teachers, students, or parents withdraw from open communication and refrain from expressing their opinions lead to this spiral of behavior. Such situations increase stress, intensify internal contradictions, and disrupt the internal healthy environment in the institution.

Research methodology. Stress and conflict management in secondary education institutions is being implemented through various successful experiences abroad. These experiences will help to successfully implement the process of stress and conflict management and improve the quality of the educational process. Each educational institution can apply these experiences in accordance with its own conditions.

Analysis and results. As part of the study, we propose the following new management mechanism for the “spiral of silence” in the educational system (institution) (Figure 1):

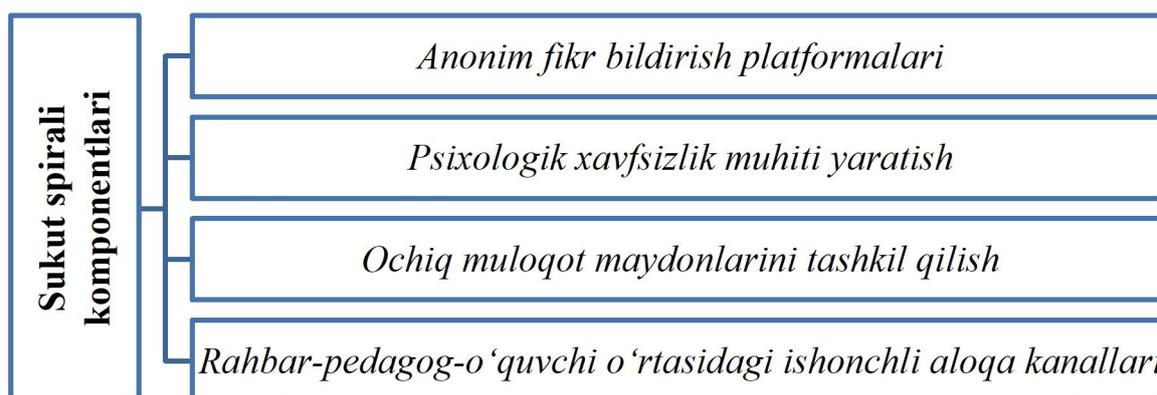


Figure 1. Components of the “Spiral of Silence”.

1. Anonymous feedback platforms:

– Schools will introduce anonymous surveys via Google Forms, Telegram and other social networks, “feedback boxes” created based on innovative approaches to freely express opinions, for example, a device with a good and bad button. This device will be installed in a place where

everyone can see it. Real daily surveys will be conducted on it. The results will be analyzed based on the level of positive or negative. This will reveal the hidden opinions of teachers, parents and students.

2. Creating an environment of psychological safety:

- Motivational programs that allow teachers to freely express their opinions (for example, a program called “Green Light”. The essence of this is that you can talk about anything you want, criticize, express your opinion freely and you will not be punished for it);
- Organizing special psychological trainings with students (inviting qualified psychologists to the educational institution, helping to remove psychological barriers in students, developing their ability to freely express their opinions).

3. Organizing open communication spaces:

- Communication based on the principle of “We listen and we solve”; – A “free podium” pedagogical council at the end of each month (expanding the powers of the pedagogical council, prohibiting the power of school directors to be chairmen of the council for pedagogical councils, as well as making the implementation of the decisions of the pedagogical council mandatory for school leaders).

4. Reliable communication channels between the leader-pedagogue-student:

- The presence of an advisor at each level (leader, deputy leaders, class teacher, psychologist) and the establishment of continuous communication through them;
- Creating an environment of live communication (Head – deputy head – teacher – student, head – student, head – teacher, etc.);
- Helping to demonstrate abilities (providing a leadership course for schoolchildren, teachers so that they can experience real leadership for a day).

Conclusion. This system leads to the following results:

- Latent stress and conflicts are identified at an early stage;
- Mutual trust is strengthened;
- An environment is formed where teachers and students can freely express their opinions;
- A culture of healthy communication is developed in the school environment.

This system serves to strengthen modern, communicative and humane approaches to educational management.

The application of the theory of the “spiral of silence” in managing stress and conflicts in secondary educational institutions is not only innovative, but also a complex approach aimed at

understanding the internal state of a person. A management system built on the principles of open communication, psychological safety and freedom of thought ensures stability and positive changes in the school environment.

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