

## ANALYSIS OF THE PHENOMENON OF PSYCHOLOGICAL SAFETY IN THE EDUCATIONAL ENVIRONMENT

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### Abstract

The educational environment of an educational institution is part of a person's living environment. Educational institutions, as a social institution of society, are subjects of security, and the importance of studying the psychological safety of an individual in an educational environment lies in the fact that an educational institution (school, vocational school, technical school, university), including the younger generation, adults and family, is able to build their local (private) security system both through training and education, and through solving development problems. The purpose of the article is to study the psychological, pedagogical and methodological literature on the problem of psychological safety in the educational environment. Also, process and interpret the research results.

**Keywords:** productive forces, social relations, institutions, social consciousness, culture, environment, narrow sense, microenvironment.

### Introduction

The human environment consists of a set of natural (physical, chemical, biological) and social factors that can influence the life and activities of people directly or indirectly. A person exists simultaneously in different environments: in the world of things and objects - as a physical body, in the world of living nature - as a living being, in the world of people - as a member of society.

The concept of "security" is defined as a state of protection of the vital interests of the individual, society and state from internal and external threats. Psychological security is one of the components of national security and is included in the category of social security. Psychological safety, as a state of mental integrity, involves maintaining a certain balance between the negative impacts of the environment on a person and his stability, the ability to overcome such impacts with his own resources or with the help of protective environmental factors. Psychological safety of the individual and the environment are inseparable from each other and represent a model of sustainable development and normal functioning of a person in interaction with the environment [1].

Psychologization of the educational environment in order to preserve and strengthen the health of its participants, the creation of safe working and study conditions in an educational institution, protection from all forms of discrimination can act as an alternative to the aggressiveness of the social environment, the psycho-emotional and cultural vacuum, the

consequence of which is the growth of sociogenic diseases. An important condition for reducing the number of stressful situations in teaching practice is to ensure psychological safety during the interaction of participants in the educational environment.

The problem of human interaction with the surrounding reality has a long tradition in psychological research. A large number of publications are devoted to this topic (B.G. Ananyev, M.M. Bakhtin, L.S. Vygotsky, D.A. Leontiev, V.N. Panferov, S.L. Rubinshtein, V.I. Slobodchikov, etc.) [2].

The issues of modeling and designing an educational environment in which the individual is in demand and functions freely, and its participants feel security and satisfaction of basic needs, were dealt with by Y.A. Komensky, I.A. Baeva, M.R. Bityanova, N.V. Gruzdeva, G.A. Mkrtychan, V.I. Panov and others.

The term “environment” is widely used, however, it does not have a clear and unambiguous definition in the world of science as a concept. In the most general sense, “environment” is understood as the environment. Moreover, along with this, a number of terms are actively used: “human environment”, “people’s environment”, “human environment”, “environment”, “living environment”, “human environment”, etc. [3].

The human environment covers a set of natural (physical, chemical, biological, spatial-objective) and social (educational, informational, interpersonal, architectural) factors that can influence directly or indirectly, instantly or long-term, on the life and activities of people. G.P. Shchedrovitsky notes that in the relationship of an organism with the environment, “the two members of the relationship are no longer equal”; the subject is primary and initial, the environment is set in relation to it, as something that has one or another significance [4].

Numerous environmental studies have consistently emphasized that environment influences human behavior and development. However, in personality studies, the principle of taking into account the environment is often only declared. B. G. Ananyev, analyzing the social situations of personality development and its status, wrote: “Personality... is not only a product of history, but also a participant in its living movement, an object and subject of modernity. Perhaps the most sensitive indicator of a person’s social connections is its connection with modernity, with the main social movement of its time. But this connection is closely linked with a more private type of social connections, with people of their class, social stratum, profession, etc., who are peers with whom this personality was formed together...”. The problem of “man and environment” acquires a fundamentally new content in modern conditions. Its actualization is determined by “the level of development of the modern subject, adapting, organizing, reproducing different levels and spheres of their habitat” [1]. Despite the unusually widespread use of the concept “environment”, it does not have a single meaning. The authors use a number of terms: “human environment”, “people's environment”, “human environment”, “habitat” [3].

The psychological dictionary gives the following definition: “the environment is the social material and spiritual conditions of his existence and activity surrounding a person. The environment in the broad sense (macro environment) covers the socio-economic system as a whole - productive forces, social relations and institutions, social consciousness and

culture. The environment in the narrow sense (microenvironment) includes the immediate environment of a person" [5].

The human environment consists of a set of natural (physical, chemical, biological) and social factors that can influence the life and activities of people directly or indirectly. A person exists simultaneously in different environments: in the world of things and objects - as a physical body, in the world of living nature - as a living being, in the world of people - as a member of society. A person is exposed to the influence of the environment every moment. Light, sound, warmth, food, medicine, anger, kindness, severity—all of these and much more “can serve to satisfy basic biological and psychological needs, cause serious harm, attract attention, or become components of learning” [5]. Some environmental influences are temporary, while other environmental influences may be permanent. Working in developmental psychology, G. Craig came to the conclusion that environmental influences can delay or stimulate the growth of the body, generate persistent anxiety, or contribute to the formation of complex skills. It is important that the environment contains possibilities that can become reality subject to human activity. “People are not passive beings at the mercy of incentives; they largely create the world in which they themselves live and act” [1]. The category of possibility emphasizes the active beginning of the human subject in mastering the environment.

G.Y. Belyaev [2], analyzing the content of definitions and descriptions of the educational environment, determines its general, typological features, identified by most researchers:

1. The educational environment at any level is a complex object of a systemic nature. The systematic nature of this pedagogical object, which transforms the totality of external conditions for teaching, upbringing and development of children (and adults!), determines the application of the principles of natural and cultural conformity in the continuous didactic “unity and struggle of opposites” of teaching and learning, formation and formation, influence and interaction, tradition and development (co-development) of co-existential community, collective and individual [7].
2. The educational environment exists as a certain social community that develops the totality of human relationships in the context of a specific socio-cultural and ideological adaptation of a person to the world, and the world to a person. Forms of adaptation historically reflect established spheres of social consciousness (religion, science, art, etc.) and are of a class, ideological, cultural, civilizational nature.
3. The educational environment has a wide range of modalities, forming a variety of types and types of local environments of varying, sometimes mutually exclusive quality.
4. The educational environment is a process of dialectical interaction of social, spatial-subject and psycho-didactic components, forming a coordinate system of leading conditions, influences and trends in the development of children, adults and child-adult communities (communities) in the parameters of a broader socio-cultural environment, correlated with the quality of life, with the quality habitats.

5. The educational environment can act not only as a condition, but also as a means of education (as a social phenomenon), training (as a subject of joint pedagogical activity) and development (of a social individual into a personality, a community into a society). In addition, G.Y. Belyaev emphasizes “that, “getting” into various educational environments, “manifesting” in these environments or shaping them, the same pedagogical and educational systems “produce” their characteristics into the pedagogical process differently and ambiguously” [4]. At the same time, the author believes that educational environments are vector by definition. And such a vector of change (spontaneous or conscious evolution, involution (“collapse”) and revolution (qualitative-leap-like transformations) most often (judging by historical and pedagogical experience) is the cultural and behavioral stereotypes of all participants in the educational process, the so-called stereotype of “reproduction of the person” [7].

Setting the goal of modeling educational environments and emphasizing the importance of searching for their essential characteristics, V.A. Yasvin notes that the most accurate, in his opinion, is the definition of the typology of educational environments. Korczak: “The degree of admissibility of simplifications depends on the corresponding hypothesis on the basis of which a given model is created” [8].

Yasvin V.A. understands the educational environment (or educational environment) as a system of influences and conditions for the formation of a personality according to a given model, as well as opportunities for its development contained in the social and spatial-subject environment [9].

Educational processes come down to the interaction of environmental subsystems through human activity and the creation in space and time of stable structures characteristic of a given educational institution that implement this activity and influence the development of the individual.

Issues of psycho-emotional perception of the educational environment resonate with the concept of the environment as a place of human existence by K. Norberg-Schulz, which is associated with the philosophical teaching of one of the founders of the philosophy of existentialism, M. Heidegger. The concept of understanding human interaction with the environment put forward by Norberg-Schultz is based on the individual’s reaction to the situation, as a product of the development of the individual’s interaction with his environment [5].

The student not only penetrates into the world around him, but comprehends different worlds that are a reflection of the present and past human experience accumulated in this particular educational institution. The integrative value of the educational environment should be a person’s perception of the educational space of the educational institution as “one’s own.” The psychological content of such perception is determined through the relationship between the truly real educational space and the unreal, imaginary, desired. Historically, it is legitimate to talk about *Genius Loci* (spirit of place). It seems justified that *Genius Loci* determines the psycho-emotional characteristics of an educational institution, evokes certain associations in a person and has an indirect influence on a person’s behavior

in accordance with the spirit of the place. Spirit of place - this concept includes the continuity and traditions of an educational institution.

The perception of the environment, including the educational one, is characterized by a supra-total effect, which consists in the following:

- "the environment does not have a definite, firmly fixed framework in time and space,
- the environment affects all senses, and we receive information about the environment from a combination of data from all organs,
- the environment provides not only main, but also peripheral information,
- the environment always contains more information than we are able to consciously register and understand,
- the environment is perceived in close connection with practical activities; perception is related to action and vice versa,
- any environment, along with physical and chemical characteristics, has psychological and symbolic meanings,
- the environment acts as a whole." (M. Chernoushek) [6].

The term "oversaturation of the environment" was first used by the sociologist G. Simmel, who, using the example of the urban environment, showed that oversaturation interferes with the perception of new impulses, scattering forces when solving private and minor problems of the environment. In such a situation, a kind of protective mechanism is activated in the perception system - habituation - which accustoms the body to the effects of identical impulses. In an oversaturated environment, as shown by the American psychologist D.D. Miller, a person does not perceive, does not concentrate, and eliminates secondary information. In this case, the possibility of losing educationally important information cannot be ruled out. On the other hand, the filling of the environment with monotonous, monotonous elements reduces the ability to determine the boundaries of perception. A poor, monotonous environment is not able to satisfy the need for variety, it follows that the environment is empty and will be the most unfavorable. The subject's decision to leave the unfavorable environment seems logical [4].

By assessing the educational environment as neutral, students mean that it does not affect them, that is, it does not cause any psychological reaction, either positive or negative. This idea seems debatable, because the symbolic and aesthetic value of the perception of the educational environment is individual, and the fast pace of life often does not allow one to perceive the impact of environmental impulses. However, it seems to us that if the impact of the educational environment is not realized by the subject of the educational process, this may indicate its rational organization, which gives scope for the creative development of the individual.

Thus, a person, being an integral component of the educational environment, is in constant interaction with its structural and psychological components. The educational environment is a developing space-time continuum that accumulates a complex of objective components (scientific and pedagogical schools, people, objects, etc. in interrelation and interactions of their general and special properties) and subjective characteristics of participants in the

educational process (methods of intersubjective interaction, choice of experiences, search for meaning). The integrative integrity of the educational environment of an educational institution is determined by a single goal, commonality of functioning, internal organization ensured by the interaction of various structural and social elements with each other and with the environment (educational environment of the region, professional environment).

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