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## The environmental approach to the problem of psychological safety in education

*Traditional contradictions between requirements of the educational environment and real psychological opportunities and features of pupils can be resolved at a local level through creation of safe educational environment of concrete educational establishment, as creation of educational space of this educational establishment, giving to pupils and teachers an opportunity of choice of various educational technologies, forms of activity and other conditions providing satisfaction of need of society and pupils in their harmonious education, development and age socialization.*

**Key words:** *psychological safety, safe educational environment, approach ecopsychological, ecological psychology.*

In modern psychological science there are examined various models, conceptualizing the interrelation of the subject and his space of growing-up and socialization. In such understanding the definition of space of educational environment has been given by G.A. Kovalev who emphasizes, that into the sphere of the psychological analysis of school environment there enter more often three basic interconnected parameters: physical environment, human factors and programs of training. The contents of physical parameter there form features of architecture of a school building, degree of openness – closeness of school design, size and spatial structure of class and other rooms of school building, ease of their spatial transformation at arising necessity, etc.

In conformity with the analysis of the spatial component of educational environment this (ecopsychological) approach is realized through registration of representation model of the spatial and subject environment of ordinary life. In a basis of this model there is an idea about environment's presentation in the mental contents having complex multilevel hierarchical structure with a set of properties, inherent in each level. The structural contents, thus, is determined by existence of sensual level caused by laws of internal organization of perception and having a base character, and a level of sense constructs (which in turn has sublevels from situational – personal senses, motives, sense attitudes – up to a system of the steadiest senses – integrated sense regulation of personality), actualizing a value component of perception, moral and aesthetic and spiritual components. "These levels of representation (sensual and value-sense) have hierarchical structure: sensual level is defined as fundamental and it is considered as a basis for formation and functioning of the level of senses" [3, p. 300].

Empirical validation of the model presented above was spent by Panyukova U.G. and has allowed to reveal parameters or properties of sensual and substantial levels of representation of the spatial-subject ordinary life environment. So, the contents of the sensual level of representation is shown in such environment's properties as its openness-closeness, structure-randomness, complexity-simplicity, size, etc. The level of senses in representation of the spatial-subject environment is differentiated on ethi-

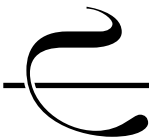


cal, pragmatical and aesthetic components, accordingly, presented by such properties, as, for example, proximity-alienation, assimilation-unassimilation, attractiveness-unattractiveness. In result of the comparative analysis of representation of various loci of school space (school court yard, educational rooms, rooms of directors and directors of studies, corridors, recreational rooms, dining-hall, sport halls and so forth) there were distinguished various parities of formal and substantial components, and within the limits of the value-semantic component, various parity of pragmatical, ethical and aesthetic parameters in representation of space of the educational environment.

Within the limits of the ecopsychological approach it is emphasized a necessity of consideration of the personality in a system "Person – Social environment" where changes which have happened in parameters of one system, conduct to change in parameters of another. Ecological compatibility of educational environment provides preservation of health of all its participants due to optimality of interaction. In opinion of Panov V.I. "the person and environment are the cumulative subject of development where the system "individual-environment" acts as the complete subject realizing in its formation general natural principles of development and by that capable to self-development" [17, p. 308]. More often the ecological psychology is considered as the basic native approach to research of psychological safety of educational environment and factors of pupils' health saving. Among approaches to a problem of educational environment understanding it is possible to distinguish base models of educational environment: ecological and personal (Deryabko S.D., Lebedeva V.P., Yavsin V.A.), psychological (safety, developing effect, etc.) (Baeva I.A., Rubtsov V.V.), anthropological and psychological model (Slobodchikov V.I.), and also ecopsychological model (Vinichesnko M.A).

It is especially important the social component of environment assuming experience of social attitudes which pupils can get during interaction with other pupils, teachers, representatives of school psychological service. Dialogic nature of relations is examined as the important characteristic of this component as it is the factor of humanization of all educational process, the basis of the positive experience of joint activity gaining, solution of problems connected with psychological discomfort. Within the limits of such approach the system "individual-environment" as the special case of the system "person-environment" provides a set of opportunities of concrete person's finding of individuality of the mental processes, states and consciousnesses.

According to the ecopsychological model educational environment as a condition and means of development of individuality of the schoolboy should provide creation of educational space of the given educational establishment giving to the pupil and teachers an opportunity of choice of various educational technologies, forms of activity and other conditions providing satisfaction of need of society and individual needs of pupils on the basis of their inclusion in various kinds of coinstitutional work, communicative, research, design, art, sports and other kinds of activity necessary for socialization of pupils according to their age period of development; creation of interaction situations within the limits of which there is a meeting of the pupil, the teacher and other subjects of educational process with the specified educational space; trans-



formation of teaching material into means of creation of problem-developing educational situations, and the pupil into the subject of activity of their overcoming.

Special section in the problem we are interested in is professional-significant features of managers in education as the factor of designing of the educational environment.

Psychological factors of safety of educational environment considered in modern psychological and pedagogical sciences are analyzed basically in a factor vector (importance of influence) from the point of view of such components of educational environment's safety as features of subjects of educational process, influence of their psychological features on specificity of safety of modeled space. The problem of psychological safety of environment and the personality in educational space in modern pedagogics and pedagogical psychology occupies one of the central places. Numerous concepts, models and systems of operationalization on prognosis and providing of psychological safety of schoolboys in conditions of educational space can be typologized on three levels: general (level of education system), private (level of process of education) and individual (level of a concrete discipline).

Special section in the problem of safety of educational environment, along with health and psychological state of pupils is the section devoted to studying of influence of teachers (those who are the direct organizer of structural and functional components of educational process) on features and specific displays of environment of education, development and self-development of pupils of different age groups. During the present there is rather enough researches devoted to studying of various aspects of pedagogical activity, features of personality of the teacher, anyhow influencing on safety of educational environment formation (requirement to the personality of the teacher, pedagogical abilities, individual styles of pedagogical activity, function of pedagogical activity, pedagogical tact and its structure, etc.). Quite enough works are devoted to a problem of influencing of basic components of pedagogical activity, constructive component, organizing component, communicative component, on examined features of education.

However, analyzing the pedagogical and psychological literature, it is observed an obvious deficiency of researches of how a style (or, more exact, a way) of educational establishment management influences features of safety of educational environment. Those data which are presented more often have fragmentary character and examine only separate questions of considered problem. So in the works of Anischenko T.A. (2005), Eliseeva S.A. (1982), Shelomova T.V. (1997) there are examined psychological factors of safety of work of the manager in education [26]. They reveal, that at the present stage of development of modern school organizations, to managers in education there are shown increased requirements to competence and efficiency of the person, to his physical, moral, mental qualities and abilities. Such requirements entail increase of psychological loadings which negatively affect on working capacity of the person, on his attitude to work, on social and psychological climate in collective. Within the limits of the offered by these authors approach there are examined psychophysiological (safe psychomotility, a necessary level of psychomotility development for providence of a safe level of emotional and psychological stability, ability to overcome states that



influence on psychomotility negatively) and psychological factors (mental states, individual and psychological factors, self-control, behaviour in extreme situation) of safety of work of the manager in education. It allows to study in more details the limitation of personal traumagenic factor from technical and organizational features, to correlate success and safety of work, to synthesize personal traumagenic factor in a system "person-person". Developing on a scientific basis the special preventive actions which have been included in structure of education, up-brining, professional orientation, psychological preparation in the field of management, it is necessary to be guided that success of the manager in education is influenced by following features:

- critical estimation of a parity between success and safety of work;
- ability to not risking in usual administrative activity, observing thus instructions, normative and legal acts;
- ability to run risks in extreme situation, providing thus success and safety of work;
- untraumatic and accident-free approach to work with creative contents;
- prediction of variants of action of sources of danger;
- distinction of weak signals, harbingers of danger;
- ability to the safe work organization.

The stated approach examines how the work of the manager in education structurally contains elements of danger (psychological and sociological), but basically it is focused on those aspects of safety of educational environment which are mainly connected with efficiency of prophylaxis of infringements of requirements of activity safety. However, thus there is no focus on features of the personality of the head of school which directly influence on psychological health of schoolboys and pedagogical collective providing a state of "psychological comfort" for all participants of pedagogical process.

### **The Literature**

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