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Educational midst as a condition of the development a system of relations “subject-midst”

Humanistic psychology, which is a base of a conversion education in developing a personality system, says that basic source of person's development, motive power is in the person. But we must have determined terms to include an inside mechanisms of personal growth. At the beginning of the development, basic place among the terms takes social terms, which are in the interaction between the participants of the educational midst. Psychological safety of the educational midst we examine as a most important term, which is allowed to give to the educational midst a developing character.

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There is definite domination of the anthropocentric approach in the psychology of the traditional, which is supposed that all person's behavior depends on inside reasons. In the humanistic psychology central role in forming the most important personal manifestations, including psychological safety of the personality, is in the motives, which doesn't provide an adaptation to the midst and comfortable behavior, but it provides growth of structural beginning of human “I”; its integrity and power of the experience initiates psychological health of the person. But centering only on the inside component evidently couldn't explain a specificity of such components of the problem of the psychological safety, which defines by the peculiarities of the external influences and terms of the external midst.

Psychologists studied the midst as a reality, where person lives and forms it in a considerable extent occasionally. Only in the second half of the 60 years in last century professional-psychological interest to the midst appeared and it allowed to look at the problems of the theoretic psychology, processes of the perception, mechanisms, which “unites behavior of the real person in the real world” (by the definition of H. E. Shteinbah, V. I. Elenskaia). Investigators of the midst contend that person is always in the midst and this factor of the contact with the midst is very important, because the quality of the midst defines him as a person in this case. Investigators in midst psychology are consistent with different looks on reason-investigation relations “subject-midst”. R. Barker, founder of the school of ecologic psychology keeps to the looks of strict determinism. Ch. Merker says: “Behavior can't be determined outside the context of the midst”. Cognitivists prefer to pay attention to the inside conditions or to the last experience of the person (Uno Naisser), which defines a way of response. We don't have this virtual reality evidently, that's why surrounding people can think that person's behavior is accidental. In most contemporary works the relations “subject-midst” defines as mutually



caused, because a person is always in the interaction with the stimulus of the midst. From a position of the midst psychology person is in the constant field of interaction with the surroundings and it excites in him definite emotional background thanks to generalized reactions of the organism. In experimental investigation by A. G. Maslow and N. L. Minc there were 3 groups of probationers in different midsts, (from the point of view of aesthetic quality), which valued gratefulness and energy of people from the photos they had. First midst was a comfortably appointed room, second – an ordinary classroom and third was homely technical room, where inventory for harvesting was. It had been shown that aesthetic quality of the midst considerably influences on emotional estimation. In a pleasant midst faces from the photos estimated higher.

To determine the criterions of the quality of educational midst it is necessary to define with an essence of understanding a conception “the midst” in the terms of psychological treatments. There is big quantity of them now. N. Teimur adduces about 40 definitions of the conception of the midst, where an aspects of the problem are accentuate. Mostly integral and generalized definitions presented by Shteinbah X. E. and Elenskoi V. I.:

- midst – is we, in this definition authors accentuate that investigators study midst factors, which are made by the person and on which person could influence. Typical for this group of the definitions is definition by R. Sommer: “All people build, make and model forms of the midst: we are the midst”;
- midst – is all, what surrounds us, terms, which influences on us. Definitions of this type are closer to the biologic understanding of the forming role of the midst;
- midst – is an element of supersystem. Vilden formed that approach in such way: “Midst is – open system, it is connected with supersystem. There is a change of the matter, energy and information among them.”;
- midst – is some correlation between us and surroundings. An example of such understanding is definition by B. Hiller: “A term “midst” includes 2 moments: at first it is composition of the phenomenon, facts and things and second it is all, what we experience. The midst is physical facts from one side and from another it is a system of human's experience”.

We regarded the last definition as an initial by the treatment of the base structures of the problem of forming an educational midst - educational midst, safe midst, psychological-safe midst. A priority of this direction stipulates also for such thing that in Russian psychology a connection between person and social midst regards as a compulsory and basic factor of the formation a man as a personality (L. S. Vigotskii, D. A. Brudnii, D. A. Leontiev, V. A. Petrovskii, S. L. Rubinshtein). It corresponds to the approach by I. A. Baevoi, she says: “Humanistic psychology, which is a base of a conversion education in developing a personality system, says that basic source of person's development, motive power is in the person. But we must have determined terms to include an inside mechanisms of personal growth. At the beginning of the development, basic place among the terms takes social terms, which are in the interaction between the participants of the educational midst. Psychological safety of the educational midst we examine as a most important term, which is allowed to give to the educational midst



a developing character". As far as a person is social creature, just the terms of external social midst form the qualities of the personality of a crescent man.

Person assumes behavior of surround social midst, culture, he grows in it – the development of a child goes by means of assimilation of the culture. But with the process of assimilation, very important is an opposite process – individualization. Person is not only an object of different influences, he is also a subject, which creatively changes external midst and shows his unique individuality, change his personality by means of it.