

## Psychological Security of the Individual in the Educational Environment

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### ABSTRACT

*Ensuring psychological comfort and safety of the educational environment of a modern educational institution is an urgent practical task for the system of domestic education, the development of which over the past five years can be designated as a "stable period of functioning", according to some authors, is possible only conditionally enough. A higher education institution is a complex organization functioning according to clearly defined laws and rules, solving an extremely important task - the training and education of competent competitive specialists who are in demand not only in their country, but also at the level of the international community.*

**KEYWORDS:** *educational environment, psychological violence, general education.*

At the same time, most of the respondents (79.3%) have a positive attitude to the educational environment, a neutral attitude -17.1%. A pronounced negative attitude to the educational environment was found in 3.6% of the subjects who took part in psychological testing. Indeed, for students, the environment in which they study is of great importance, since their professional formation takes place here. This makes it clear that they are demanding and critical of the safety and comfort characteristics of the educational environment in which students receive professional education and spend a significant part of their time.

From the data presented, it can be seen that the indicator of positive attitude and satisfaction level is high among the students who took part in our study (7.1 and 4.0 points, respectively). Basically, the subjects are satisfied with the characteristics of the educational environment of the university (44% define it as a very high level and 44% - as high). This testifies to the successful adaptation and formation of ideas about the learning process at the university. However, 10 % of respondents are satisfied with the educational environment of the university to an average degree; some students (2%) express a negative attitude to the state of the educational environment of the university. As for the key psychological characteristic of the educational environment - protection from psychological violence, 62% (very high level) and 30% (high level) they feel protected. Some of the subjects (6%) determine the degree of their psychological security at an average level; the remaining 2% of respondents feel unprotected from psychological violence in the educational environment of a pedagogical university.

It is believed that a psychologically safe educational environment can be considered one in which the majority of participants have a positive attitude towards it, there is a high level of satisfaction with the characteristics of the educational environment and protection from psychological violence in interpersonal interaction. Hence, it is permissible to conclude that on the basis of our empirical research, we can state the presence of a psychologically comfortable and safe educational environment at the level of the research base. Future teachers-psychologists, who have formed a sample of the study, in a fairly favorable environment, gain knowledge and form professional skills and skills that they will have to apply in further practical activities.

The problem of psychological safety of the educational environment of the university is an important applied direction of the development of modern psychology. Research in this area involves the study of the influence of the psychological safety of the environment on the development of the personality of students, which is the most important condition for the formation of their readiness for implementation in further professional activities. A promising area of research on this problem is the study of the peculiarities of ideas about the psychological security of the educational environment of the university, both students and teachers.

In modern scientific literature, the most reasonable approach to the study of the psychological safety of the educational environment of primary school is an integrative approach, which includes the study of environmental factors and the study of factors of personal development.

Most studies of the psychological safety of the educational environment have been conducted among middle-aged and older schoolchildren, as well as among students, while the problem has been studied to a lesser extent among younger schoolchildren. It should be noted that children of early school-age children are subject to many psychological threats: restriction of independence, violation of the previously habitual daily routine, ignoring the needs for sensor motor activity, ignoring the peculiarities of the nervous system and emotional experiences of the child. Also, new subjects appear in the child's life - educators and teachers, inadequate emotional contact with whom is also a kind of threat to his psychological safety. Thus, the psychological safety of a younger student is conditioned by a number of special factors of the external environment and internal states of the child's psyche. However, in modern psycho diagnostics there is a shortage of methods for measuring the psychological safety of the educational environment of primary school, adequate for this age.

It can be stated that the majority of the surveyed younger schoolchildren have a positive level of psychological security of the educational environment in all three indicators, most of the subjects are satisfied with the significant characteristics of the school environment, treat the school well and have a high degree of protection from psychological violence in interaction.

It is worth noting that in the responses of boys, mention of physical violence by other students is more common than in girls. Such a result can be explained by the prevailing stereotypes of solving problems of interaction between men with the help of physical force, while girls, on the contrary, more often use psychological influence with offensive phrases or simply avoiding communication with the other side of the conflict.

Thus, having received data on low protection from psychological violence in the educational environment, we can talk about the presence of general anxiety in the child, as well as problems in interacting with peers and the possible presence of difficulties in mutual understanding. In further work, we will select questionnaires with drawings of subjects who, as a result of the study, revealed a low level of protection from various forms of psychological violence, in interaction the level of anxiety is increased or is high. The purpose of the analysis of these figures will be to identify indicators indicating the existing difficulties in the interaction of the younger student with the school environment. The obtained indicators will create the basis for the development of a projective methodology for assessing the state of psychological security of the educational environment of primary school.

The requirement of humanistic pedagogy to take into account the individual and personal characteristics of students in a mass secondary school presupposes an organization that would form a psychologically comfortable and safe socio-cultural space of an educational institution, contribute to the preservation of health and personal development of schoolchildren, while general education tries primarily to provide students with more in-depth knowledge in various subjects. Increasingly, one can hear opinions that school educational programs are overloaded with educational material that

students should learn in a fairly short period.

An analytical review of the risks and threats existing in the educational environment convinces us that psychological security is the fundamental condition for ensuring positive personal development of all participants in the educational environment. Psycho prophylaxis of threats to positive development can serve as one of the significant grounds for modeling the safety of the educational environment. How to prevent emergencies, reduce their impact on the mental and physical health of a person, how to respond in certain crisis situations, how to be prepared for them? Especially often these questions arise precisely when it comes to crisis situations in educational institutions. Crises that can have a serious impact on students and their parents, teachers and the administration of educational institutions include accidents with students or teachers, gross violence, death or suicide, hostage-taking, man-made disasters (fires, accidents, explosions, etc.) and natural disasters (earthquakes, floods, avalanches, hurricanes etc.).

Consequently, the results of an empirical study showed that the majority of respondents who took part have a positive attitude to the educational environment of their school (56.9%), as well as at the same time a high level of satisfaction with the characteristics of the educational environment (63.8%) and a high level of protection from psychological violence in interaction (59.7%). Such indicators are possible due to the fact that students have the conditions for full-fledged personal development, a high level of involvement in the educational environment, show independence skills in choosing their own decisions, initiative and activity, feel secure and satisfied with basic life needs.

At the same time, it is worth noting that almost every fourth respondent notes the potential and real danger of the educational environment for themselves. The survey data indicate that secondary schools do not fully provide the necessary conditions for the formation of psychological safety and security of students. This allows us to conclude that psychological security is not only a state of freedom from psychological violence, which creates the personal significance of the environment, but also a system of practical measures to prevent threats to the positive personal development of subjects of educational activity.

Representatives of humanistic psychology are convinced that it is impossible to achieve personal self-realization without at least partial satisfaction of this need. Another world-famous scientist E. Fromm adds that humane relations between people can develop in the best way if there are appropriate prerequisites in society, namely security and security. Therefore, we can confidently assert that the concept of security is closely related to the concept of security, and safe conditions are necessary for full-fledged personal development. This issue is especially relevant in the psychological and pedagogical aspect, in relation to the conditions of a psychologically comfortable and safe educational environment.

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