

THE EMOTIONAL SAFETY OF THE EDUCATIONAL ENVIRONMENT AND THE NECESSITY OF ITS IMPLEMENTATION

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Abstract

The article examines in detail the opinions and judgments of domestic and foreign scientists about a safe educational environment, the essence of its creation, the structure of the educational environment. The negative characteristics of a dangerous educational environment are revealed. An analysis of the interpretation of the concept of environment in different directions is given. Separately, the role of the environment in the processes of education and training is studied. The concepts of “safe educational environment” and “educational environment” are delimited, and signs and factors of a safe educational environment and the formation of a psychologically safe educational environment are given. To obtain the results of the study, separate processes of the educational system were observed, methods such as analysis, a systematic approach, induction, classification, abstraction and comparison were effectively used.

Key words: environment, educational environment, safe education, education, upbringing, reserve, psychological safety.

Introduction

In the modern educational context, the issue of a teacher's responsibility for a child's development is becoming increasingly relevant and acquiring a new conceptual meaning. Numerous examples within the modern information space demonstrate the emergence of negative behavioral patterns among participants in the educational environment. Reducing the level of psychological and physical violence and creating a psychologically safe and emotionally supportive learning environment have become some of the most critical priorities of contemporary education.

Establishing a safe educational environment enables teachers to provide favorable conditions for the holistic development of each learner, fosters the experience of positive emotions, builds self-confidence, and activates learners' internal potential.

In the context of **Uzbekistan's ongoing educational reforms**, ensuring the **emotional and psychological safety of the learning environment** has gained strategic significance. As outlined in the “Uzbekistan-2030 development strategy” and the Law on Education, one of the

key priorities of national education policy is the creation of humane, inclusive, and emotionally balanced learning conditions that nurture the individual potential of each student.

In today's rapidly changing sociocultural and digital landscape, **teachers are not only transmitters of knowledge but also architects of students' emotional and psychological well-being**. Their ability to manage stress, demonstrate empathy, and create a trusting atmosphere directly affects the effectiveness of the educational process. The absence of emotional safety, by contrast, can lead to anxiety, low academic motivation, and even social withdrawal among students.

Thus, developing **emotionally safe pedagogical environments** in Uzbekistan's schools is not merely a pedagogical recommendation, but an essential **requirement for sustainable educational development** - serving as a foundation for forming a generation of socially active, emotionally intelligent, and resilient individuals who can thrive in an era of global transformation.

In an environment lacking psychological safety, a student becomes increasingly aware of the need to protect themselves from uncomfortable or discriminatory situations, making psychological security progressively more significant in the educational process [1, p. 6].

In his research, **V.A.Yasvin** defines the concept of "environment" as the socio-natural context encompassing a set of influences and conditions that affect an individual; from pedagogical and psychological perspectives, he interprets it as a system of opportunities for personal development [2, p. 9].

When describing the structure of the educational environment, **G.A.Kovalev** identifies three interrelated dimensions: the "physical environment" (buildings, architectural design, and spatial organization), the "human factor" (social interactions among participants in the educational process, including gender and age characteristics) and the "educational program" (forms of activity, methods of instruction, and pedagogical approaches) [3, p. 20].

The role of the **information-educational environment** in teachers' professional development has been extensively studied by scholars such as **N.A.Muslimov, M.T.Mirsolieva, D.M.Sayfurov, A.Aminov, T.T.Shoimardonov, Z.A.Artikbaeva, A.D.Askarov, U.Sh.Begimkulov, B.Nuriddinov, M.Dekhkonova, N.N.Karimova, M.T.Jumanieva, Sh.K.Mardonov, M.Fayzieva, O.A.Kuysinov, R.T.Yuldashev, D.A. Khidoyatova, and M.M. Nimatullaev** [4, p. 92].

The educational environment is conceptualized as a pedagogical process that unfolds within a specific social and spatial context, integrating the educational, developmental, and communicative dimensions of learning [5, p. 63].

Main part

In the field of pedagogy, the meaning of the term “environment” has gradually expanded and been enriched with new dimensions over time. In pedagogical terminology, alongside traditional definitions such as “natural environment”, “surrounding environment” and “social environment” scholars have introduced additional concepts including “humanitarian environment”, “developing environment”, “cultural environment”, “cultural-educational environment”, “socio-cultural environment”, “cultural and historical environment”, “learning environment”, “educational environment”, “innovative environment”, “family environment”, “emotional-personal environment”, “school and educational institution environment”, “inclusive environment” and “psychologically safe educational environment”. From this perspective, systematizing the concept of the “educational environment” holds particular interest for the present research.

Within the educational environment, any process that exerts direct or indirect negative influence on its participants is referred to as a hazardous educational environment. Such an environment may lead to the following consequences:

- loss of the ability to draw appropriate conclusions from life experiences;
- impairment in perceiving, retaining, and analyzing information;
- limitation in providing well-reasoned responses;
- inability to comprehend and adhere to the norms of interpersonal communication;
- underutilization of higher-order thinking skills;
- reduction in the capacity of long-term memory [6, p. 44].

The term “educational environment” began to be actively used toward the end of the last century. In the course of analyzing the concept of the “environment” the educational environment came to be understood as a system of influences and conditions designed to shape an individual in accordance with a specific model, as well as a set of developmental opportunities existing within the social and spatial-object context.

The educational environment is therefore regarded as a system of pedagogical influences and conditions that contribute to the formation of the individual according to a particular educational model, encompassing the developmental potential available in the social and physical space. Within the structural composition of the educational environment, researchers distinguish several key components, including the social, object-spatial, technological, and subjective (participants of the educational process) dimensions.

Unlike other scholars, certain researchers view the educational environment not merely as a static combination of given influences and conditions, but as a dynamic educational space that reflects the interrelations among learning management, the learner’s position within the educational process, and the outcomes of these interactions. From this standpoint, the educational environment is presented as a shared field of joint activity among its participants,

within which specific relationships begin to emerge between educational institutions and individual actors of the pedagogical process.

Our experimental work aimed at ensuring an emotionally safe educational environment was conducted among students majoring in primary education at three higher education institutions: Karshi state university (125 students), Termez state pedagogical institute (150 students), and Bukhara state university (152 students).

In total, 427 students participated in the experimental study, including 214 students in the experimental group and 213 students in the control group. The research was carried out in three stages, covering the full cycle of diagnostic, formative, and evaluative procedures.

The statistical results obtained during the experiment were analyzed separately for each higher education institution, and the generalized average indicators of these findings are presented in Table 1 below.

Table 1. GENERALIZED EXPERIMENTAL RESULTS

Indicators	Experimental Group	Control Group
Arithmetic mean of scores	4,3	4
Effectiveness coefficient	1,02	
Sample variance	0,45	0,63
Variation values (n)	214	213
Standard error of mean values	0,67	0,80
Confidence interval for X*	4,21; 4,39	3,89; 4,11
Variation coefficients	1,065 %	1,364 %
Pearson statistic	21,86	
Level of knowledge	0,32	
Criterion conclusion	The null hypothesis (Ho) is accepted	

The results of assessments conducted in the experimental and control groups were compared. Based on this comparison, it can be concluded that the **performance indicators of the experimental group increased by 9.34%** compared to those of the control group. The **effectiveness of the experimental work carried out in higher education institutions was statistically confirmed through mathematical analysis**, which validates the reliability and significance of the implemented pedagogical methodology.

Conclusion and suggestions

Based on the analysis of philosophical, sociological, and psychological literature, we attempted to systematize the accumulated research experience in understanding the phenomenon of “environment”. The findings allow us to conclude that the concept of a “safe

educational environment” is a distinct notion compared to the general term “educational environment”. Its development implies a gradual transition from perceiving education merely as an adaptive function to viewing it as a multidimensional process involving the comprehension of the educational environment itself.

In accordance with the developmental function of education, the axiological and learner-centered approach, along with the principles of humanistic pedagogy, forms the basis for integrating the “safe educational environment” into the system of concepts representing both the broad and narrow senses of the educational space. A pedagogical system that embodies the core characteristics of a safe educational environment is an open, complex and multi-layered structure, reflecting its dynamic nature. Its methodological features include spatial-temporal continuity, systemic interdependence and mutual influence among all components within the educational context.

From a psychological standpoint, a safe environment refers to an educational space that ensures a high level of emotional and psychological protection against violence, activates the learner’s personal potential, fosters mutual trust and emotional well-being, and maintains a supportive psychological climate conducive to development and cooperation.

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