



## Creating a Psychologically Safe Learning Environment in Schools

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**Abstract:** *In article explores the significance of creating a psychologically safe learning environment in schools. It examines the impact of psychological safety on students' well-being, academic performance, and overall learning experience. The study delves into the various factors that contribute to a safe environment, including supportive teaching practices, positive teacher-student relationships, effective classroom management strategies, and the role of school culture. The findings shed light on the importance of nurturing emotional and social growth alongside academic development to foster a conducive learning atmosphere in educational institutions.*

**Keywords:** *learning environment, school culture, educational institutions, psychological safety, schools, academic performance, social development, teaching practices, emotional growth, classroom management, well-being.*

### Introduction

In the realm of education, fostering an optimal learning environment goes beyond the conventional focus on academic achievements. The emotional and psychological well-being of students plays a pivotal role in shaping their overall learning experience and academic success. Thus, the concept of a psychologically safe learning environment in schools has emerged as a crucial aspect of educational research and practice.

A psychologically safe learning environment refers to a setting where students feel secure, supported, and valued, allowing them to freely express themselves, take intellectual risks, and engage in learning without fear of judgment or criticism. It encompasses a range of factors, including positive teacher-student relationships, effective classroom management strategies, and a nurturing school culture that prioritizes emotional and social growth alongside academic development.

This research work aims to delve into the significance of creating a psychologically safe learning environment in schools. It seeks to explore the multifaceted impacts of psychological safety on students' well-being and academic performance. By investigating various aspects of this subject, such as the role of supportive teaching practices and the influence of school culture, this study aims to shed light on the underlying dynamics that contribute to a conducive learning atmosphere.

The importance of a psychologically safe learning environment cannot be overstated. As students spend a significant portion of their formative years within the school environment, it becomes the breeding ground for their intellectual, emotional, and social growth. Creating an atmosphere that encourages students to embrace their curiosity, take risks, and express themselves authentically fosters a love for learning and personal development.

In the following sections, this research will examine the current state of psychological safety in schools, exploring the impact of various elements on students' perceptions and experiences. Furthermore, it will present strategies and recommendations for educators, policymakers, and school

administrators to cultivate and sustain a psychologically safe learning environment that nurtures students' holistic growth and unleashes their full potential.

Through this research, we hope to contribute to the ongoing conversation surrounding the optimization of learning environments in educational institutions. By understanding the significance of psychological safety in schools, we aspire to promote student well-being, boost academic achievements, and create a positive, transformative learning experience for every student.

## Methods

Analysis of statistics on violence and other violations, student and staff surveys, safety observations, interviews with stakeholders were used to study the design of a psychologically safe educational environment in schools.

## Results and Discussion

In pedagogical science, a model can simultaneously act as a project of the educational process, as well as the laws and principles that make it up, as a style of the process and as a form of organization of the process, as well as in the form of a system, methods, means, operations, a part related to the educational process, in addition, it can manifest itself in the form of micro- and macrostructures in the educational process and other features of this process.

A model is a standard in the form of a simplified scheme that reveals reality as a structural-functional system and, accordingly, repeating some similarities of this system. With the help of modeling, the correct connection between theory and practice is carried out, existing objects appear in their natural and essential features. Based on this definition, we can say that the model is the most important part of the structure of the scientific view of existence and works as a kind of perfect state of a simplified existing reality.

Some of the considered pedagogical models reflect important content and technological components: the object in its original state; result ; description of the content of the stages of implementation of the tasks and features of the implementation of practical processes; methods and technologies for analyzing the state of the object at the stages of determining the pedagogical experiment and the formation and control of the experiment in question; important conditions for the effective implementation of this experiment; feedback mechanisms that ensure interaction. As important features of the pedagogical model, the following can be indicated: proportionality; purposefulness; neutrality in relation to subjective assessments and opinions; abstraction of details and parameters.

At the next stage of the study, modeling of an effective pedagogical process of preparing students for the design of a psychologically safe educational environment will be carried out, highlighting the theoretical foundations of the study.

Under the model of the process of preparing future technology teachers for modeling a psychologically safe educational environment, we understand a certain ideal educational basis that is achieved by this process to bring their professional knowledge and skills, personal qualities, and skills to the required level. The model makes it possible to determine the characteristic relationships between the structural elements of the phenomenon under study, to analyze and identify the most important aspects of the process of preparing future teachers for the design of a psychologically safe educational environment.

The model of preparing future technology teachers for designing a psychologically safe learning environment includes the following four interrelated components: target, content-procedural, technological, and evaluative-reflexive.

Target component. It is determined by the social order of the society, the requirements of the State Educational Standards, professional standards and is presented in order to improve the quality of training future technology teachers for the design of a psychologically safe educational environment.

The purpose of the model is to improve the quality of training of a future technology teacher to design a psychologically safe educational environment in a modern school. The main tasks of

training future teachers of technology include: the formation of a holistic view of the structure and conditions for the design of a psychologically safe educational environment among students; deepening knowledge about the subjects of the educational process as individuals and their age-related psychological characteristics; to develop professional and personal qualities of students that will help them to successfully design a psychologically safe educational environment; Develop a sustainable need to master a psychologically safe educational environment design methods and technologies.

This set of tasks is characterized by a significant impact on all aspects of students' activities with long-term results. The tasks set are of a subordinate nature and can be effectively solved if organizational, scientific and methodological support is provided.

The methodological basis of the study is the important approaches and didactic principles on the basis of which future technology teachers are preparing for the design of a psychologically safe educational environment.

The identified approaches complement each other, not contradict each other, and each of them is reflected in the proposed drug. A systematic approach helps to train students, systematically organize the process from setting the goal of the planned activity to achieving results in the process of studying meaningful, organizationally interconnected subjects of basic and vocational education, when performing problematic practical tasks and studying an elective course.

**Problem principle.** The principle of problemativeness, on the one hand, is expressed in the educational process, and on the other hand, in the ways of interaction between teachers and students. Problematic nature in the educational process is provided by the development of problem situations that reflect the existing contradictions in science and practice. The problematic in the methods of joint activity of the teacher and students is realized by creating problem-based learning, which shows mental and social activity among them, is interested in each other's opinion and mutually discusses the proposed solutions.

In order to control and manage the cognitive activity of students, problematic and cognitive questions prepared by the teacher or arising in the process of analyzing problem situations and searching for their solutions are used. Modeling of problem situations, creation of a problem situation when studying the chosen and developed course "Psychological safety of the educational environment"; choose possible ways to solve a problem or put forward hypotheses, justify them and choose one or more hypotheses for analysis; solve the problem situation by analyzing the materials to prove the proposed rules; it is possible to single out the main stages, such as generalization of the results obtained, the formation of effective methods of activity and their use for solving other issues, including non-standard tasks.

Thus, in problem-based learning, the activity of students is carried out through the following several stages: awareness of the problem and its formulation; analyze conditions and, as a result, separate the known from the unknown; put forward hypotheses and choose a solution plan; implement the solution plan and find ways to check the accuracy of the actions and results of the solution.

To create a problem situation, a practical or theoretical task is proposed, during which the student must create new knowledge and methods of action. The purpose of the problem task is to form the need of students for new knowledge or skills. The problem task should precede the explanation of new material. The material that is given to students when creating a problem situation is factual information, descriptions of processes, actions. The material that students must learn is general laws, general methods for solving problems, general conditions for performing actions.

The problem situation must be solved by the students. The student must use a new mode of action in solving a problem or, for example, explain the results of an experiment on a new sample. If the proposed problem task presents a great difficulty for students, it should be presented in the form of several sequentially presented problem tasks.

Table 1 shows the characteristics of the educational material by the stages of problem solving.

**Table 1. Characteristics of the educational material at different stages of the solution problem situations.**

Problem solving phase	Characteristics of educational materials
1	2
1. Creating a problematic situation	First, the problem to be solved is posed or tasks are formulated. The main component of the educational material is problematic situations that are important in the student's future professional activity.
2. Finding ways to solve a problem situation	Recommendations are given for working with educational materials aimed at finding information to solve the tasks, questions, tasks. Based on general recommendations, the student can succeed in finding a solution to an existing problem.
3. Fundamentals of choosing a method for solving a problem situation	Criteria for choosing an option (method) for solving a problem in a particular situation are clearly formulated. Different approaches to problem solving are considered
4. Solution of the problem. Formation of a general rule for choosing a solution method	Difficulties and typical errors are analyzed (problem statement, solution choice, results evaluation, calculation errors). Effective methods of work on the choice of a solution option and its implementation are highlighted.
5. Usage of new effective methods of work in other, including non-standard situations	Tasks, including non-standard ones, are offered for the use of individual effective methods of activity. Non-standard (including interdisciplinary) and still unresolved problems, tasks, questions are given. The prospects for the development of this direction were discussed.

The principle of accessibility. The principle of accessibility includes the connection of the content, methods, nature and volume of educational material with the level of professional training of students. According to this principle, it is necessary to move from the simple to the complex, from the easy to the complex, from the known to the unknown.

### Conclusion and suggestions

Based on the insights gained from this research, the following suggestions are offered to educators, policymakers, and school administrators to create and sustain a psychologically safe learning environment in schools:

1. Professional Development for Educators: implement comprehensive professional development programs that equip teachers with skills and strategies for building positive relationships with students, managing classroom dynamics, and addressing students' emotional needs effectively.
2. Social and emotional learning (SEL) curriculum: integrate SEL into the school curriculum to teach students essential emotional intelligence skills, self-awareness, empathy, and effective communication. Such initiatives can foster a culture of emotional growth and enhance students' ability to navigate social interactions.
3. Peer support programs: establish peer support programs that encourage students to mentor and support each other. These initiatives can strengthen the sense of community within the school and provide additional avenues for students to seek help and guidance.
4. Safe reporting mechanisms: create anonymous reporting systems for students to report incidents of bullying, harassment, or other safety concerns. This empowers students to speak up without fear of retaliation and ensures timely intervention.
5. Parent and community involvement: engage parents and the local community in initiatives to promote a psychologically safe learning environment. Collaborative efforts between schools, families, and community members can have a profound impact on student well-being and success.

6. Continuous evaluation and improvement: regularly assess the effectiveness of the strategies implemented to enhance psychological safety and make necessary adjustments based on feedback from students, teachers, and parents.

In conclusion, fostering a psychologically safe learning environment in schools is essential for nurturing students' holistic development, academic achievements, and overall well-being. By incorporating the suggested strategies and actively prioritizing students' emotional needs, educational institutions can create transformative and empowering learning experiences that prepare students for success in both academics and life beyond the classroom.

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