

A COMPLEX APPROACH TO THE FORMATION OF A SAFE DEVELOPMENTAL ENVIRONMENT IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

Of particular relevance today there is a problem of creating a safe developmental environment in a preschool organization that would contribute to the strengthening of physical health, psychological, emotional well-being and the comprehensive development of preschoolers. Variable forms, individualization of educational routes, creation of a psychologically safe and comfortable educational environment occupy an important place in the upbringing and educational process in the work of preschool educational institutions. Ensuring and managing a safe and psychologically comfortable developmental environment requires preschool specialists and teachers to have a high level of competence and impose requirements on the conditions for children to stay in preschools. We would like to emphasize the priority of this problem in the framework of preschool education. That is why at the present stage of development of the system of preschool education there is a need to organize an integrated complex approach and pedagogical and psychological support for the implementation of State Educational Standards both at the regional level and at the level of each educational institution. For this reason, in this study, we have tried to define the main aspects and components of a model for creating and managing a safe and psychologically comfortable developing environment in PEI; to consider the major facets of work aimed at ensuring integrated safety; to discuss the issues and peculiarities of increasing the level of psychological safety and physical development of preschoolers. As a result, we have highlighted methodological and practical recommendations for specialists responsible for complex safety and management of a safe developing environment in a preschool educational organization.

Keywords: Complex approach, ensuring integrated safety, a safe developmental environment, management, organizational and pedagogical conditions.

INTRODUCTION

Comprehensive safety of an educational organization includes: preserving the life and health of children, teachers and employees, as well as material assets of the educational organization from possible accidents, fires, dangers and other emergencies.

The modernization of the education system has served as a new round of renewal and development of preschool education. Nowadays the educational process in a preschool organization is viewed not as a preliminary stage before studying at school, but as an independent important period in a child's development, as an important milestone on the path of lifelong education in a person's life (M. Black, S. Walker, L. Fernald, 2017). It becomes obvious that the main issue of the strategy for the development of education is the achievement

of a new quality of education, the creation of a modern model of preschool educational institution (PEI).

LITERATURE REVIEW

In the psychological and pedagogical literature, the educational environment is considered as a subsystem of the sociocultural environment, as a set of circumstances, factors, situations that have been developed historically, and as the integrity of specially organized conditions for the development of the child's personality (L. Vygotsky (1929), K. Lewin (1935), U. Bronfenbrenner (1975), C. Rogers, H. Lyon, R. Tausch (2013), and so on).

Ideas for the development of a socio-cultural educational environment are being thoroughly developed both in the studies of domestic psychologists and educators, and in foreign psychology and pedagogy. "In modern research, the educational environment is considered as a category that characterizes the development of the child, which determines its purposeful significance and functional purpose in the context of the objectivity of the culture of society" (V. Yasvin, 1997: 15-16); the conceptual aspects of the educational environment selected for research have been analyzed (by V. Khudik (2006), M. Bakin (2014), S. Filippova, A. Mitina, T. Rogacheva (2015)); the educational environment of a preschool organization have been assessed in terms of its effectiveness as a social system (by A. Bandura & R. Walters (1963), U. Bronfenbrenner (1979), S. Berlinski & N. Schady (2015), M. Connors (2016), I. Apleeva, V. Dolgova (2017) and etc.).

Since the educational environment has become the subject of psychological and pedagogical research, its levels have been studied (by Z. Krasnoshlyk (2013), E. Ravich, H. Wood, etc.); the structure has been analyzed (by V. Yasvin (2001), D. Stokols, R. Lejano, & J. Hipp (2013) and others); types have been identified (by N. Catsambis (1998), M. Raudsepp, M. Heidmets (2022), etc.); approaches to its diagnosis and appraisal have been outlined (by E. Rigby, R. Ryan, J. Brooks-Gunn (2007), N. Bond, (2019)). However, the components of the integrative security of the developing educational environment have remained insufficiently explored (S. Chirkina, R. Akhmerov, K. Bazhin, E. Tsareva, 2015).

METHODOLOGY

After the introduction of the state educational standard for preschool education, the criterion for assessing the modern model includes the compliance of the preschool organization with the requirements for the conditions for the implementation of the main educational program.

The main resource that ensures the success of creating a new model of preschool organization is personnel.

The modern kindergarten model is, first of all, a personality-oriented model aimed at achieving high quality education.

This major issue is due to the contradiction between the "old" and "new": a low level of technological, information and communication competence of teaching staff and new qualification requirements (E. Felter & S. Baumann, 2019).

Based on a comparison of the forms of preschool education, analysis of the state of the material - technical and educational - methodological bases of preschool education, human potential, it

is necessary to consider a complex approach while developing a model for creating a safe environment in PEI.

In the framework of methodology and the possible forms of the implementation of a complex approach of preschool specialists to the formation of a safe developmental environment, we have offered a *model for creating and managing a safe and psychologically comfortable developing environment in a preschool educational institution*.

Goal of the model: creating a safe educational environment.

During the implementation of the model, the following **objectives** are solved:

1. To study and implement the main directions of the legislation of the Republic of Uzbekistan on safety issues, develop and implement regulatory, methodological and other local acts, instructions for the formation of a safe educational space.
2. To bring the material and technical base and subject-development environment in the preschool educational institution in line with the sanitary and hygienic requirements and safety requirements.
3. To increase the level of professional competence of teachers, their motivation for the systematic use of modern programs in practice, technologies on the basics of life safety.
4. To improve the quality of work on interaction with parents of children on the formation of an oriented worldview, on the priority importance of safety.
5. Preventing accidents with children and employees.
6. Compliance with fire safety rules and compliance with the fire regime.
7. Formation (in children and employees) of solid knowledge and skills of safe behavior in case of emergencies.

The conceptual basis of the model is: the organization of safety in an educational institution, which provides the ability to pre-exclude or reduce the risk of possible adverse accidents in the educational process.

The novelty of the model lies in the provision of an integrated complex and interdisciplinary approach to solving problems related to the safety of the educational environment of the kindergarten.

Integrated safety of a preschool educational institution is the readiness of employees and children to take rational actions in emergency situations with the help of measures and activities carried out in cooperation with local governments, law enforcement agencies, other support services and public organizations, ensuring its safe functionality.

The PEI safety model includes:

- Ensuring the safety of the educational organization;
- Anti-terrorist security and countering terrorism and extremism;
- Fire and electrical safety;
- Civil defense and emergencies;
- Fundamentals of the safety of preschool children;
- Visual agitation, propaganda;
- Interaction with law enforcement agencies;
- Prevention of road traffic injuries;
- Psychological safety and emotional well-being;
- Subject-developing environment.

Without an appropriate level of material and technical base, it is impossible to talk about a modern model of PEI. The material and technical base must comply with the sanitary and epidemiological rules and regulations, fire safety rules, requirements for the means of teaching, upbringing and development of children, for the material and technical support of the program.

Today, on the part of various government authorities, there is a real mechanism for supporting innovative educational organizations. The modern level of material and technical base should ensure high quality of education, guarantees the protection and strengthening of the health of children.

The material and technical base has been replenished with modern multimedia and computer equipment. The availability of musical equipment in preschool organizations meets the requirements.

The main directions of the administration's activities to ensure safety in kindergarten:

- Anti-terrorist security and countering terrorism and extremism
- Prevention and elimination of emergencies
- Fire safety
- Electrical safety
- Ensuring compliance with sanitary and hygienic requirements
- Ensuring the protection of the life and health of children
- Ensuring labor protection for PEI employees

The safety model aims to ensure safety:

- for children of a preschool educational institution;
- for a family of children attending a preschool educational institution;
- for the teaching staff of a preschool educational institution.

The main forms of work aimed at ensuring integrated safety

The main forms of work aimed at ensuring integrated safety are: organizational; educational; preventive and methodical.

At the first stage of *the organizational work*, an analysis of the state of safety is carried out and on its basis the instructions, regulations, programs are developed.

As part of *educational work* in the preschool educational institution, the following is carried out: explanatory work in groups.

For safety reasons, the kindergarten carries out: inspections of the premises; control of the technical condition of building structures and life support systems (water supply and sewerage, air ventilation, water heating, electrical networks, etc.); inspections of the territory, fences, gates and facilities; checking the condition of outdoor lighting; checking the functioning of security systems.

Methodical work provides the development of: guidance documents and programs; main local regulations; instructions on safety, labor protection and safety measures; methodological documents and recommendations; plans-schemes of evacuation of children and employees; emergency instructions.

In each PEI group, it is proposed to create and equip psychological corners that will act as territorial zones of psychological influence.

RESULTS

Systematic work to preserve and strengthen the psychological health of children in a group using materials from the corner of psychological relief leads to positive results: aggressive children quarrel and fight less; psychological corner materials help anxious and shy children open up; preschoolers learn to cooperate with each other, to participate in team games and group events.

The implementation of innovative strategies in a preschool educational organization is systemic and interdisciplinary and contributes to the formation of its own model of a modern preschool organization (H. Hollingsworth, M. Knight-McKenna, R. Bryan, 2016).

Summing up the presented model of a modern kindergarten, it becomes obvious that an innovative orientation is not just a priority in pedagogy, but an objective and natural need of society. Thus, the model of the safe educational space of the preschool educational institution integrates all elements of the security system and ensures, in our opinion, the effectiveness of solving the security and safety problems.

Recommendations for the creation of psychological comfort and management of a safe developing environment in a preschool educational organization

Summarizing the foreign experience of researchers of this problem, the basic organizational and pedagogical conditions that ensure the process of managing a safe educational environment include:

- a high level of material and technical support of the educational organization;
- the presence of an appropriate educational and methodological base, ensuring the full implementation of the goals of educational activities, its integrity and focus on the implementation of educational and developing objectives;
- the creation of comfortable social and living conditions for organizing the educational process, which motivate a teacher to be active and conscientiously perform their duties;
- proper organization of the educational process, in which the principles of teaching and upbringing, the goals, contents and objectives of education can be fully implemented;
- a high level of involvement of all participants and subjects of the educational process in the processes of improving the functioning of the preschool institution;
- a high level of psychological preparation (psychological stability) of the participants in the educational environment;
- a high level of psychological safety, free from manifestations of psychological abuse, which ensures the mental emotional health of all participants of the educational process and guarantees the creation of a favorable emotional and psychological climate in the educational environment.

The conditions for the formation and management of a safe developmental environment must be created, ensured and adhered to by all participants of the educational process, educational and psychological services, administrative apparatus:

- a positive attitude towards a safe developing environment of all its participants and satisfaction with the characteristics of this environment;
- ensuring information security of the developing environment and the formation of information culture of all participants;

- organizing and providing consultations, trainings, public meetings, scientific seminars and practical conferences on the formation and development of a safety culture for all participants of the educational process;
- compliance with the rules and norms of safe behavior by all participants;
- availability of technologies (measures, methods, approaches, forms and etc.) to ensure protection against threats of violation of all types of security (psychological, information security, life safety, and others);
- availability of methodological and practical recommendations for specialists responsible for complex safety;
- willingness to successfully overcome difficulties, challenges, problems that arise in the process of upbringing, educating and communication;
- high level of psychological and pedagogical, professional competence of teachers, psychologists, specialists, managers, etc.;
- psychological and pedagogical support to personality formation;
- a high level of protection against all types of violence in interaction;
- availability of social, legal and psychological support to activities for the formation of a developing environment;
- the implementation of effective forms of resolving conflicts between participants of the educational process in kindergarten (tolerance and readiness of participants in the educational process to constructively resolve conflicts, overcoming stressful conditions and developing partnerships);
- availability of organizational and psychological-pedagogical technologies of detection (by organizing and monitoring the safety of the developing environment), counteraction and further prevention of dangers and threats to safety.

DISCUSSION

Since the educational environment is a part of the socio-cultural space, the zone of interaction between educational systems, their elements, educational material and subjects of educational processes, there is a need for their effective organization within the framework of PEI. Moreover, it is necessary to take into account the features of creating a developing subject environment, which we understand as «a system of material objects of the child's activity, functionally modeling the content of his spiritual and physical development» [T. Volosovets, 2002:107]. At the same time, it should objectively - through its content and properties - create conditions for the creative activity of every child, serve the goals of actual physical and mental development and improvement, provide a zone of proximal development and its prospects.

In this regard, within the framework of the proposed model of a preschool organization, a system has been created to support children who show talented abilities and signs of giftedness in various areas of a particular educational field, as well as for children with special educational needs.

For example, to organize special support for additional groups such as a general developmental group for young children, a general developmental group from 3 to 4 years old, a group for children 4-5 years old with complex impairments (developmental disabilities (DD), severe speech disorders (SSD), mental retardation (MR)), a group of 5-6 years old for children with SSD, a group of 6-7 years old for children with DD, a group of 6-7 years old for children with SSD, a group of 5-6 years old for children with DD and MR, a group of 6-8 years for children with MR.

At the same time, organizational forms in PEI may vary: from general developmental to specialized, inclusive, integration, segregation (J. M. Fritz, 2002). Home education with disabled children can also be organized.

Thus, at present, the development of a preschool educational institution as an innovative resource center that ensures the interaction of infrastructures of preschool education is being traced (S. B. Rinaldo, D. F. Davis, J. Borunda, 2019).

The analysis of the activities showed that the preschool organization today is 80% compliant with the requirements of the State Educational Standard. And this means that there are some problems and unresolved objectives:

- improvement of the model of public administration of the Governing Council in the context of the transition to the preschool education standard;
- replacement of obsolete equipment of children's playgrounds;
- ensuring special training and advanced training courses for personnel;
- attraction of highly qualified personnel, as well as young specialists.

Supporting participants in the educational process, aimed at creating a safe and psychologically comfortable educational environment, will be successful if:

- it is carried out comprehensively in relation to all participants, services and facilities (P. Garner & T. Parker, 2016);
- the basis for its design and modeling are indicators of the psychological safety of the educational environment and its reflection in the characteristics of emotional well-being and mental health;
- it is based on the principles of active socio-psychological education, correlates with the problems of age and professional development of its participants;
- it includes group discussions and teaching vital skills on safe psychological interaction, non-violent communication, the consequences of psychological abuse for personal growth (M. Fenech & M. Lotz, 2018).

The main requirement for the educational activities of PEI is respect for the dignity of children, accepting them as individuals, protecting the child from any form of mental, emotional and physical abuses, supporting the independence and activity of the child in various activities - in communication, in play and in cognitive research activities, taking into account the age and individual characteristics of children, interaction with the families.

CONCLUSION

Summing up, we would like to note that the problem of the safety of the educational environment and its psychological and pedagogical support, although recognized as significant and important, nevertheless, still requires the close attention of specialists. This is due to the fact that at the moment, despite the existence of serious studies aimed at determining the theoretical and methodological foundations of ensuring security, the practical implementation of many provisions requires additional resources, such as psychological and pedagogical training, development and implementation of variable technologies of psychological and pedagogical support and formation of the psychological safety of the educational environment, as well as methods for measuring their effectiveness, identifying the characteristics of a safe developing educational environment that have the most significant impact on the development and formation of the child's personality.

Thus, we can say that only a year-round, systematic and interdisciplinary approach to organizing activities to ensure the safety of the child in a preschool educational institution will effectively contribute to the strengthening and preservation of the mental and physical health of preschoolers and will allow achieving positive results:

- increasing the level of mental health and physical development;
- an increase in the health index of children,
- a positive dynamics in the implementation of inclusive education, prevention and correction of deviations in the mental or physical development of preschoolers.

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