

УДК 338

DOI: 10.21209/2227-9245-2022-28-5-77-82

## STATE POLICY IN ISSUES OF PSYCHOLOGICAL SAFETY IN PRESCHOOL CHILDHOOD

### ГОСУДАРСТВЕННАЯ ПОЛИТИКА В ВОПРОСАХ ОБЕСПЕЧЕНИЯ ПСИХОЛОГИЧЕСКОЙ БЕЗОПАСНОСТИ В ДОШКОЛЬНОМ ДЕТСТВЕ

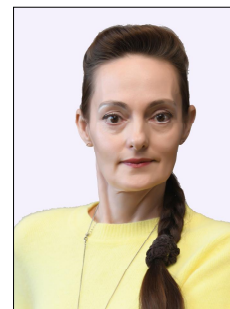
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The article is devoted to the study of psychological safety in education, which the Federal State Educational Standard of Preschool Education defines as one of the most important tasks: “protecting and strengthening the health of pupils through the integration of educational areas, creating conditions for a psychologically safe educational environment.” The article discusses in detail the issues of ways to ensure psychological security in preschool educational institutions, as well as state policy in this matter. The conception of the Russian citizen personality’s development and upbringing in the field of education was developed in accordance with the Constitution of the Russian Federation, the Federal Education Law, based on the annual messages of the President to the Federal Assembly of the Russian Federation. The conception is the methodological basis for the development and implementation of the General Education Federal State Educational Standard. Its purpose is education, socio-pedagogical support for the formation and development of a highly moral, responsible, creative, initiative, competent Russian citizen. Modernization of the education system in Russia is directly related to the introduction of new Federal State Educational Standards of the third generation, naturally brings up an issue of the factors and conditions which are necessary for the successful implementation of this goal. It is undoubted that the personality development, success of the educational process takes place in the conditions of psychological comfort and safety of the educational organization environment. The state policy in the field of preschool education is aimed at creating conditions for balanced and complete physical and mental preschool children’s development, preserving and strengthening children’s health. *The object of the study* is the subjective feeling of psychological comfort and safety which is necessary to preserve the «mental health and integrity of the individual», it is important for all participants in the educational environment. *The subject of the study* is the importance and aspects of psychological safety of the educational environment in ensuring the quality of the educational process in a preschool educational establishment. *The used methods:* analysis and generalization of scientific and methodological literature, pedagogical observation, content analysis, questionnaires, methods of mathematical statistics. The assessment of the kindergartens’ educational environment types has been carried out according to the methodology of V.A. Yasvin, who proposed to assess the quality of any educational establishment environment by modality, breadth, intensity, awareness, generality. The author has used the questionnaire «Psychological diagnostics of the educational environment safety» as the main diagnostic tools (methodology of I.A. Baev). Therefore, the article’s purpose is to create (support) a psychologically safe and comfortable educational environment of an educational establishment for the development of preschool education

**Key words:** preschool childhood, parents, psychological safety of the educational environment, the success of the educational process, the construction of individual development, state policy in the field of preschool education, the concept of development, socio-pedagogical support

Статья посвящена исследованию психологической безопасности в образовании, которую Федеральный государственный образовательный стандарт дошкольного образования определяет как одну из важнейших задач: «охрану и укрепление здоровья воспитанников через интеграцию образовательных областей, создание условий психологически безопасной образовательной среды». В статье детально рассматриваются вопросы

способов обеспечения психологической безопасности в дошкольных образовательных учреждениях, а также государственная политика в данном вопросе. Концепция развития и воспитания личности гражданина России в сфере образования разработана в соответствии с Конституцией Российской Федерации, Законом Российской Федерации «Об образовании» на основе ежегодных посланий Президента РФ Федеральному собранию Российской Федерации. Концепция является методологической основой разработки и реализации федерального государственного образовательного стандарта общего образования. Целью является социально-педагогическая поддержка становления и развития высоконравственного, ответственного, творческого, инициативного, компетентного гражданина России. Модернизация современной системы российского образования, напрямую связанная с введением новых Федеральных государственных образовательных стандартов, закономерно ставит вопрос о факторах и условиях, необходимых для успешной реализации этой цели. Неоспоримым является то, что развитие личности, успешность образовательного процесса происходит в условиях психологического комфорта и безопасности образовательной среды образовательной организации. Государственная политика в области «Дошкольного образования» направлена на создание условий для полноценного физического и психического развития детей дошкольного возраста, сохранение и укрепление здоровья детей. Поэтому *цель исследования* – создание (поддержания) психологически безопасной и комфортной образовательной среды образовательного учреждения развития дошкольного образования. *Объект исследования*: субъективное ощущение психологического комфорта и безопасности, необходимое для сохранения «психического здоровья и целостности личности», важно для всех участников образовательной среды. *Предмет исследования*: значимость и аспекты психологической безопасности образовательной среды в обеспечении качества образовательного процесса в дошкольном образовательном учреждении. *Методы исследования*: анализ и обобщение научной и научно-методической литературы, педагогическое наблюдение, контент-анализ, опросники, методы математической статистики. Оценка видов образовательной среды детских садов проводилась по методике В. А. Ясвина, который предложил оценивать качество образовательной среды любого образовательного учреждения по модальности, широте, интенсивности, осознаваемости, обобщённости. В качестве основного диагностического инструментария использовался опросник «Психологическая диагностика безопасности образовательной среды» (методика И. А. Баева)

*Ключевые слова*: дошкольное детство, родители, психологическая безопасность образовательной среды, успешность образовательного процесса, построение индивидуального развития, государственная политика в области дошкольного образования, концепция развития, социально-педагогическая поддержка

As you know, the state policy in the field of education is an integral part of the state educational policy, under which the functions of the state in the field of education are implemented. For this reason, measures should be implemented at the municipal level that will ensure the development of preschool education. Providing an environment for a prosperous and safe childhood is one of the main national priorities of Russia, where one of the essential conditions is the provision of psychological safety children.

The increase in the birth rate and the need for educational services for preschool children determine the importance of preschool education. Educational services at the preschool stage should be of high quality and affordable, therefore, state policy pays special attention to preschool education. V.V. Putin emphasized that “our whole education system should be based on a funda-

mental principle: every child is gifted, is able to be successful in science, art, sports, profession and life. The disclosure of his talents is our task, this is Russia's success” [8].

The main mechanisms for the implementation of state policy in the field of preschool education can be found in the Federal Education Law. Article 89 regulates that the management of the education system should include:

- formation of a system of interacting federal executive authorities, executive authorities of the constituent entities of the Russian Federation and local governments exercising management in the field of education;
- implementation of strategic planning for the development of the education system;
- adoption and implementation of state programs of the Russian Federation, federal and regional educational development programs.

All this has to do with preschool education.

In modern Russian society today there is a sharp increase in psychological tension. In this regard, there is a change in the social attitudes of society and previously relevant stereotypes of behavior. Habitual patterns of behavior and the established way of life are destroyed, which leads to an increase in destructive behavioral reactions and violence. The need for psychological security becomes the main one in the conditions of modern social changes.

For the development of any system, safety is necessary, for which such categories as stability and durability are important. This statement concerns the development of many public spheres and technical facilities.

Social security includes many aspects, one of which is psychological security. In addition, psychological security is directly related to national security. During the Decade of Childhood declared in Russia, it is especially important that the need for help and support for children includes prioritizing risks and threats to their psychological safety [6].

Nowadays the issue of the social safety of people and society has become one of the most relevant problems. Providing an environment for a prosperous and safe childhood is one of the main national priorities of Russia, where psychological safety is one of the essential conditions. An important condition is to ensure psychological safety in the interaction of the educational environment's participants [7].

Concern for psychological safety is a necessary issue in the work of each educational establishment in the context of the implementation of the Federal State Educational Standards. The health of a child can be interpreted as an integrating part of the order for high-quality modern education from the state, society, and the individual. It means that modern kindergartens should become a space for the balanced and complete development of successful, happy and healthy people, and it is possible only if the psychological safety of the educational environment in kindergarten is ensured.

Aggressive social environment should find an alternative. The same applies to the cultural and psycho-emotional vacuum. Such an alternative may be the psychologization of the educational environment. The goal of psychologization in this case will be the preservation of health and safe working and learning conditions [3].

The demand for personality, freedom of action, the safety of participants, a sense of security

and satisfaction of basic needs is possible when modeling the educational environment. The project of the educational environment modeled taking into account the above requirements can also contribute to the preservation of mental health. The main condition for maintaining mental health is psychological safety. The same applies to the educational environment. Psychological security from these positions can be understood as a state of the environment without psychological violence, ensuring the mental health of the participants included in it, contributing to the satisfaction of needs and communication.

Nowadays, the problem of psychological safety of the educational environment is at the forefront of psychological and pedagogical practice, while it is most significantly manifested in relation to preschool educational institutions. Preschool childhood is a period of high sensitivity of the child to the influences of the social environment and educational influences. Preschool age is characterized by a strong dependence on an adult, and the well-being of this stage of personality formation is largely determined by how the child's relationship with parents and kindergarten teachers develops. It is at preschool age that negative psychogenic factors associated with communication (unfavorable home environment, maladaptation to the conditions of an educational institution, traumatic events) are especially destructive for the child's personality [1].

Preschool age is a period of accelerated development of mental processes: a child actively explores a wide range of different types of activities. At the stage of preschool childhood, the emotional behavior and attitude of the child to the surrounding world are formed.

A preschooler needs not only a friendly and attentive attitude of an adult, but also he needs deep emotional communication which is characterized by mutual understanding and empathy [4].

In the field of psychology in education, there are very few studies on the comfortable development of participants in the educational process and almost no studies that are devoted to psychological safety in the educational environment of a preschool educational institution. These facts determine that this study is extremely relevant, since the personality of a preschooler is formed under the influence of several factors, one of which is psychological safety [8].

The feature of the educational process's organization in the preschool educational establishment is the consideration of the most

successful forms and methods of organizing the educational process and communication, in which children could take the initiative, consult with each other, help, satisfy the basic need for psychological security and support. It is necessary that preschoolers not only acquire and expand their knowledge and skills, but also be able to express their thoughts, listen, respect opinions, developing a successful and harmonious personality. And it depends on the adult who is next to the child.

The concept of continuing education determines the regularity of the fact that interest in the study of psychological resources in education is increasing. Thus, a person is involved in education not only in childhood, but also at other stages of life. Vygotsky noted how the educational environment affects the development of personality, "The influence of the environment on child development will be measured among other influences as well as the degree of understanding, awareness, and comprehension of what is happening in the environment." [2].

One of the important conditions for ensuring the safety of a preschooler in a preschool educational establishment is the emotional attitude of an adult towards him. Educators and parents should understand that the child is completely dependent on them; it is they who should be competent in matters of development and upbringing, protection and promotion of children's health, implementation of their psychological safety.

Model of psychological safety in a preschool establishment:

- Psychological environment
- Personal security drawing up individual development
- Parents' support
- Teachers' support

Psychological safety in early childhood is more important in the formation of a child's mind, therefore, the protection of children's lives and the strengthening of their health, both physical and spiritual, should be a priority in the work of kindergartens. Only correct understanding of the mental health of children can help form a correct understanding of health in general. To train teachers of psychological safety in kindergarten, it is necessary to organize special classes dedicated to this issue [5].

Teachers should look for ways to ensure the safety of the younger generation. This is dictated by social and cultural changes that have a negative impact on society and entail transformations

in the psyche of the individual. Such urgent problems and consequences require certain professionalism from teachers, which includes a willingness to provide psychological and social security, prevent risks, as well as build positive relationships between people, thereby solving socially significant problems.

#### *Working with teachers*

Children spend most of the day in kindergarten, school, college, so the preservation and strengthening of psychological health is not only a matter for the family, but also for teachers.

An important condition is to ensure psychological safety in the interaction of participants in the educational environment. Providing an environment for a prosperous and safe childhood is one of the main national priorities of Russia, where psychological safety is one of the essential conditions.

The personality of the educator is his "tool", which should always be tuned to the child. The educational position of the individual is formed as a result of the interpenetration of the professional and individual personality traits of the educator.

The authors have developed a set of activities that are designed to improve pedagogical competencies. Training is an active form of group work, in which, as a result of repeated exposure of participants to various ways of resolving problem situations, they form a new, necessary experience. Psychological safety training in the environment of children should be dynamic, include not only group, but also individual consultations, contributing to the psychological health of an individual. The task of the teacher is to increase the level of knowledge about the psychological safety of children, as well as how to recognize and prevent social risks. In addition, the teacher should know how to direct different types of educational and leisure activities to improve psychological qualities.

*Working with parents.* The purpose of this work is psychological education. The main emphasis of these meetings is placed on the parents' knowledge of the characteristics of children, adequate methods of communication with the child, overcoming undesirable forms of behavior in a child, reflection on parenting styles, and one's own parental position. Parents should be more competent in the field of psychological security. They should work to improve their psychological qualities, learn to standardize their behavior and use their knowledge of psychology to influence the child.

Educators and parents should understand that the child is completely dependent on them; it is they who should be competent in matters of development and upbringing, protection and promotion of children's health, implementation of their psychological safety [4].

Psychological culture of the teacher's personality is a dominant condition for the realization of his potential in professional activities. Work-related negative impacts have been associated with employee turnover and emotional exhaustion in professionals working with young children.

A distinctive feature of the profession of an educator is the presence of intensive interpersonal communications with high emotional involvement in them.

Psychological safety is actively used as a detailed criteria in the Federal State Educational Standard for Preschool Education "providing psychological and pedagogical support for the family, increasing competence of the family in matters of development and education, protection and promotion of children's health". That is why an

educational institution should become not only a place where they teach and educate, but also a psychologically safe, comfortable space. And also for this reason in recent years, studies have been updated to understand and measure the psychological safety of the educational environment, the conditions are designed, the criteria under which it is provided, indicators and research methods are determined.

Creating and maintaining a safe educational environment for preschool educational institutions, strengthening and maintaining their health are the main tasks of preschool teachers and development of professional potential.

The task of the preschool teacher in this case is to create conditions that favorably influence the formation of the basic characteristics of a developing personality: initiative, arbitrariness, emotionality, creative activity, independence.

Thus, the state policy in the field of preschool education is a system of state measures and activities aimed at providing opportunities and developing the element (level) of this education.

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#### Для цитирования

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*Schukina E., Kaplina S. State policy in issues of psychological safety in preschool childhood // Вестник Забайкальского государственного университета. 2022. Т. 28, № 5. С. 77–82. DOI: 10.21209/2227-9245-2022-28-5-77-82.*

*Щукина Е. Г., Каплина С. Е. Государственная политика в вопросах обеспечения психологической безопасности в дошкольном детстве // Transbaikal State University Journal, 2022, vol. 28, no. 5, pp. 77–82. DOI: 10.21209/2227-9245-2022-28-5-77-82.*

Статья поступила в редакцию: 25.04.2022 г.  
Статья принята к публикации: 06.05.2022 г.