

## Content and Characteristics of the Educational Environment and its Creation

Salimova Shahlo Sayfulloevna

Researcher of the Karshi Engineering Economics Institute

**Annotation:** The problem of preparing future teachers for school practice and preparing a safe learning environment for design technology is characterized by its relevance - the lack of theoretical and practical work in this area. This shows the importance of our research at the interdisciplinary, methodological and particular methodological levels.

**Keywords:** security, education, environment, school, education, upbringing, methodology.

### Introduction

Today, the question of the responsibility of the teacher for the development of the child in the educational process is becoming increasingly relevant and acquiring a new meaning. In the modern information space, there are many examples of the manifestation of negative forms of behavior of the subjects of the educational environment in relation to each other.

Reducing the level of psychological and physical violence, creating a comfortable psychologically safe learning environment is becoming one of the main priorities today. Creating a safe learning environment provides the teacher with a favorable environment for the development of the child's personality, helping him to experience positive emotions, build self-confidence, and activate reserve opportunities.

### Methods

In the process of working on the research problem, we came to the conclusion that the main features of the idea of a safe learning environment in pedagogy, a general idea of the readiness of future teachers to design it, have not been formed. In this regard, we came to the conclusion that the phenomenon of the educational environment and the methods of its creation must be analyzed from a historical-pedagogical and theoretical-psychological point of view in order to highlight the conceptual ideas and approaches that are important to clarify this idea.

### Main part

In the context of philosophical and pedagogical ideas, since ancient times, the educational environment has been considered as a specific space that has an objective and subjective impact on the child's personality. An analysis of the history of pedagogical thought made it possible to highlight the dynamics of the main approaches to the problem of the educational environment, the path of development of the child's personality:

- pedagogical environment as a factor of socialization;
- psychological and pedagogical conditions for the organization of the environment;
- environment as the main factors of personality development: environment - heredity - upbringing.
- Adapt the environment with education, making it the central concept of education;
- to study the influence of the environment on the development of the child's personality;

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- to study the pedagogical features of the educational environment in various educational institutions;
- use of the environment for education;
- The environment is a set of conditions affecting a person from external forces and stimuli, the psychological safety of which is important [2].

Since we are studying the problem of designing the creation of a safe educational environment from the historical point of view of its important features, technologies, methods and techniques used by teachers, we considered it appropriate to dwell on the above approaches in more detail.

At the beginning of the last century, researchers studied the environment in terms of improving the educational process. In particular, the educational environment is analyzed as a pedagogical factor and the following characteristics are singled out: national language, way of life, views, family, collective, state way of life, history of the people, peculiarities of thinking, the state of folk culture, the school system and religion [1, 223-p.].

The interaction of the school and the family in the educational environment is defined as an important element of the effectiveness of education: the family, the school, the existence of the corresponding society [8]. The process of interaction between the school and the environment is based on three aspects:

- 1) complete independence of the school in matters of education;
- 2) the inseparable connection between the school and the environment;
- 3) consider the role of the environment, the need to take into account the interaction between the school and the environment in the education of the individual [8, 180-p.].

The formation of a child depends on two factors: the internal desire for development and the influence of the environment. The main task of the teacher is to contribute to the favorable adaptation of these conditions, as well as to study the individual characteristics of the child. In the structure of the educational environment, such important elements as the personal example of the teacher and the corresponding personal qualities inherent in him are distinguished [4].

In the first half of the last century, the emergence of environmental pedagogy in science was one of the important aspects. The pedagogy of the environment is understood as a change in its impact on a pedagogically expedient factor - purposeful, organized, controlled, in order to create the most favorable educational impact on the development of the child [8]. It is recognized that it is necessary to change the environment in accordance with the goals of pedagogical influence, as well as to use its educational potential, organize observations, conduct research using design methods, various excursions, involve children in interactive groups and direct them to socially useful work. [8]. The strategy for creating an educational environment provides for the following areas of pedagogical activity:

- get information about the educational opportunities of the environment;
- study of children's education;
- selection and use of methodological tools;
- Orientation to the profession, taking into account the environment itself.

These directions reflected the process of integrated learning of students through the communication system of the school and the interacting environment.

Thus, the environment was considered in two aspects of the school education system: first, the personality adapted to the environment; in the second, the subject changed the environment, became its creator.

The theoretical analysis of the study shows that in modern science the concept of "environment" has many interpretations and different meanings. From the point of view of the functional approach, the environment is a subject between something or someone, and with its help a way of life is formed [5].

This approach is expressed at the conceptual level, in the context of which in modern pedagogy the environment is used in the following definitions: "learning environment", "developing learning environment", "psychologically safe learning environment" - the concept of "learning environment". "family environment" and "comfortable environment" allows us to consider it as related.

The concept of the environment is considered as a closed dynamic space, the components of which necessarily, but not always clearly, interact with other components and exist within the framework of the interaction of a particular object or event under study [6, 110-p.].

An analysis of psychological, pedagogical and similar literature made it possible to identify a number of features of the environment:

1. Temporal space, realized by the interaction and interaction of all its components;
2. Popularity;
3. Systematic;
4. Dependence on the event constituting the environment.

On the basis of such an understanding of the environment, one can single out the social environment as a specific interaction for a particular group of individuals in the dynamics of space and time.

Until the middle of the last century, in pedagogy, much attention was paid to the influence of the environment on the formation and development of the individual characteristics of the child. The central idea of this approach is the educational properties of the environment, which are the effects of integration occurring in the "environment-subject" system. Integral effects, in turn, determine the emergence of new adaptive psycho physiological qualities of a person [7].

Emphasizing that the learning environment is one of the key issues of psychology and pedagogy, it was noted that a student-centered learning environment allows children to develop and satisfy the following needs [3, 40-52-p.]: physiological need; safety requirements; the need to master group norms and ideals; the need for love, respect, recognition and social approval; the need for socially significant activities; the need for self-esteem and self-improvement; the need to know the area of interest; the need for transformational activities; the need for aesthetic design of the environment; the need for independent systematization of an individual map of the world; the need to have a high level of skill; the need of the individual for self-activation [9, 183-188-p.].

When studying the interaction of subjects with the environment, its descriptive features were identified, these include:

- 1) the environment comprehensively surrounds a person;
- 2) the environment is multifaceted;
- 3) the environment provides not only important, but also peripheral information;

- 4) the environment has a holistic impact on a person, which has an important social, psychological and aesthetic value, but is difficult to determine;
- 5) the environment is perceived in close connection with human life [6].

### **Conclusion**

Thus, the study of the problems of the educational environment in pedagogy is closely connected with the general secondary school, which serves as an artificially created educational environment with an internally complex structural structure.

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