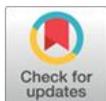# Implementation of variable technologies to improve the psychological safety of the educational environment

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Abstract
The study aims to establish the essence and structure of a psychologically safe educational environment. The authors determine the state of psychological safety as a key characteristic of the safe educational environment in higher education institutions and identify problems in its diagnostics. The paper discloses the essence of the concepts of "educational environment", "safe educational environment", and "psychological safety of the educational environment". The research reveals that while the level of psychological safety among students and teachers is generally high, there are significant differences in assessments based on psycho-emotional states and interpersonal relationships. The findings highlight the need for targeted interventions, including psychological and pedagogical training of personnel and implementation of innovative technologies to enhance safety. This study emphasizes the importance of monitoring and creating a sustainable environment to support mental health, personal growth, and professional development in higher education.

Keywords
higher education institution; teachers; educational environment; psychological safety.

Treinamento da equipe psicológica e pedagógica e implementação de tecnologias variáveis para melhorar a segurança psicológica do ambiente educacional

Resumo
O objetivo do estudo é estabelecer a essência e a estrutura de um ambiente educacional psicologicamente seguro. Os autores determinam o estado da segurança psicológica como uma característica fundamental do ambiente educacional seguro em instituições de ensino superior e identificam problemas em seu diagnóstico. O artigo

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revela a essência dos conceitos de "ambiente educacional", "ambiente educacional seguro" e "segurança psicológica do ambiente educacional". São identificados os principais critérios voltados para o estabelecimento da segurança psicológica como um componente da segurança dos ambientes educacionais universitários. Conclui-se que a segurança psicológica do ambiente educacional em instituições de ensino superior requer muita atenção. Sua realização prática exige recursos adicionais, como o treinamento psicológico e pedagógico do pessoal, o desenvolvimento e a implementação de tecnologias variantes para preservar a segurança psicológica do ambiente educacional e métodos para determinar sua eficácia.

Palavras-chave
instituição de ensino superior; professores; ambiente educacional; segurança psicológica.

Formación del personal psicológico y pedagógico e implantación de tecnologías variables para mejorar la seguridad psicológica del entorno educativo

Resumen
El estudio pretende establecer la esencia y la estructura de un entorno educativo psicológicamente seguro. Los autores determinan el estado de la seguridad psicológica como característica clave del entorno educativo seguro en las instituciones de enseñanza superior e identifican problemas en su diagnóstico. El artículo revela la esencia de los conceptos de "entorno educativo", "entorno educativo seguro" y "seguridad psicológica del entorno educativo". Se identifican los criterios clave centrados en el establecimiento de la seguridad psicológica como componente de la seguridad de los entornos educativos universitarios. Se llega a la conclusión de que la seguridad psicológica del entorno educativo en los centros de enseñanza superior requiere mucha atención. Su realización práctica exige recursos adicionales, como la formación psicológica y pedagógica del personal, el desarrollo y la aplicación de tecnologías variantes para preservar la seguridad psicológica del entorno educativo y métodos para determinar su eficacia.

Palabras clave
institución de enseñanza superior; profesores; entorno educativo; seguridad psicológica.

1 Introduction

The need for safety, including psychological safety, is a fundamental need for an individual (Suiunalieva *et al.*, 2024). Interacting in the educational process, teachers and students create an educational environment, the characteristics of which influence their development and help or impede them in adapting and functioning in higher education and realizing the objectives of the scientific and educational training program (Osmonbaeva *et al.*, 2024; Zhumukova; Osmonbaeva; Dootaliev, 2024). The educational environment in higher education institutions should create conditions for the

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psychological safety of the subjects of the educational process and their security and support their mental health and personal and professional growth (Aziyev *et al.*, 2024).

Building a safe educational environment, solving the problems of students' socio-psychological adaptation (adaptation to the group, relations in it, the formation of a personal style of behavior, a style of interaction with peers and teachers) (Babina *et al.*, 2022), and preventing and countering violence (bullying, harassment) are some of the most important tasks of modern education (Ponomarova *et al.*, 2024). Thus, the safety of the educational environment is a critical condition for any higher education institution to function effectively (García de Velazco, 2022).

Nevertheless, not all higher education institutions have created conditions for the psychological comfort of their students and the security of their teachers; the level of mutual assistance and support is not always high (Zhuzeyev *et al.*, 2024). Higher education managers do not pay enough attention to the problem of creating a psychologically safe educational and scientific environment. Most of them believe it to be the task of the dean's offices, heads of departments, and the university psychological service.

Therefore, the issue of forming a psychologically safe educational environment in the university is highly relevant (Zambrano Loor *et al.*, 2024). An important role in this is played by the administration, the university psychological service, the organization of service activities, and the work of all academic staff and each faculty member, who should be able to model and design an educational environment where the student's personality can function freely, all educational process participants experience safety and comfort and have their basic needs met, and mental health is protected and improved (Belousova *et al.*, 2023).

The problem of psychological safety is also topical because it serves as a component of national security (Anyushina *et al.*, 2021; Duissenbayeva *et al.*, 2024). Psychological safety provides for the model of sustainable development and the normal functioning of the individual in interaction with the environment. Thus, the psychological safety of the educational environment in higher education institutions is the leading component that affects the mental health and psychological well-being of subjects in the educational process.

In scientific literature, the educational environment is understood as a specially created object-oriented sociocultural environment that contains various conditions and

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means of learning and ways to ensure productive activity. An educational environment is a complex system that combines intellectual, cultural, methodological, organizational, and technical resources and constitutes a set of material, spatial, object-spatial, and interpersonal relations (Shabelnik, 2013). Sulima (2010) notes that these factors are interconnected and complement each other, affecting each subject. D.A. Romanov considers the educational environment a factor in personality development, combining natural, physical, and social objects and subjects. They influence the development of the student and their creative, professional, and personal development and contribute to the formation of inter-subject interactions and personality-oriented communications in the educational process, providing for comfortable living in the educational institution and outside of it (Romanov; Kiseleva; Teryukha, 2015).

Jasvin (2018) defines "educational environment" as a system of influences and conditions for the formation of personality and opportunities for its development in the social and spatial-object environment. Baeva (2011) notes that the educational environment is a subsystem of the sociocultural environment and considers it a complex of specially created psychological and pedagogical conditions, interaction with which leads to the formation and development of personality. Iakimovich defines the term "educational environment of a higher education institution" as a set of spiritual and material conditions of the institution's functioning, which ensures the self-development of a free and active personality of the student and the realization of its creative potential. The educational environment acts as a functional and spatial association of subjects in education, between which close multidimensional group interrelations are established. It can be considered a model of sociocultural space in which personality forms (Iakimovich; Surzhik; Doronina, 2018).

Zvereva (2017) views the safety of the educational environment as a state of the organizational, spatial, object-spatial, and social aspects of the educational environment that, in addition to providing for the life and health of subjects in education, serves as a necessary precondition for the formation and development of personality. It provides the legal, social, psychological, and informational protection of students, research and pedagogical staff, and parents.

An interesting approach is presented by Rassudova, Manapova and Fedorova (2021), who emphasize the following components of a safe educational environment:

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- material-technical conditions of work and education (architectural and aesthetic organization of the living space of subjects in the educational process);
- content-methodological conditions (the concept of university activity; the system of educational work; educational programs; the technologies, forms, and methods of organizing university operation);
- "teacher-teacher", teacher-student, and student-student relations;
- a safe personality (awareness of the existence of various sources of hazards; understanding that there are prerequisites for the emergence of hazards and overcoming them; the person acts as an active subject capable of preventing dangerous situations or escaping them without harming themselves or others).

Thus, having summarized previous research on the studied topic, we conclude that for this study, the safety of the educational environment is understood as a state of protection of this environment, characterized by safe learning and working conditions, favorable psychological atmosphere and the absence of any manifestations of violence, and safe information space and sufficient availability of resources (quality higher education, qualified personnel, a transparent mechanism for the distribution of budgetary funds, compliance of educational programs for specialist training with the current and future needs of economic security, etc.) to prevent, weaken, or protect against threats.

According to researchers, the leading structural component of the educational environment is the psychological component (Kostetskaia, 2014). The psychological component of the educational environment is the nature of communication between the subjects of the educational process. This component bears the main burden of providing opportunities to meet and develop the needs of subjects in the educational process in the sense of safety. Therefore, scholars (Efimova, 2011; Gaiazova, 2011) define psychological safety as the key characteristic of a safe educational environment and view a psychologically safe educational environment as a prerequisite for the personal growth of its participants (Sokolskaia; Bogomolova, 2020).

In scientific literature, a psychologically safe educational environment is interpreted as an interaction environment that is free from manifestations of psychological violence, which has reference significance for the subjects of the educational process (in the aspect of a positive attitude to it), is characterized by the prevalence of a humanistic focus (i.e., focus on the interests, the essence, and the core of other people), and is

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reflected in the emotional, personal, and communicative characteristics of its subjects (Bessonov; Diachenko, 2014).

Kobazova (2022) and Zakotnova and Korytova (2016) consider psychological safety a result of the interaction of the internal (personal) and external (educational) environment. The student's comfort is determined by their personal characteristics and is contingent on several factors: the ability to build emotionally close relationships in the team; the degree of social adaptation; psycho-emotional stability and comfort; communicativeness, etc. (Shagivaleeva, 2018).

The educational environment in higher education institutions has peculiarities. A department is a basic unit of the educational environment to fulfill the main social mission of higher education institutions – to train specialists (Lutsenko *et al.*, 2023). Teachers, embedded in the department team, act as subjects of interaction with the head and colleagues. The psychological safety of the educational environment is determined by the department team and individual teachers, who bear the values, norms, and rules of conduct that constitute the organizational culture of departments and universities (Korytova; Zakotnova, 2015).

Thus, we reached conclusions that allow us to determine what problems need to be solved to improve the psychological safety of the educational environment.

1. The main threat to the interaction between the participants in the educational environment (students, teachers, and administration) is psychological trauma. Pedagogical factors that negatively affect the development and health of students (i.e., contribute to psychological trauma) and the psychological safety of the educational environment, include the intensification of the educational process, pedagogical tactics that provoke emotional stress in students, and inconsistency of teaching methods and technologies with the age and functional capabilities of students (Mosina; Ustenko, 2016). Teachers' ignorance of health issues and the lack of a system of work to develop an understanding of the value of health and a healthy lifestyle, including the prevention of bad habits and addictions, are also identified among the negative factors. As a result, positive development and mental health are compromised and basic needs are not met, meaning that there is an obstacle to self-actualization (Baeva *et al.*, 2020);

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2. Danger can also stem from an unfavorable psychological and pedagogical climate, including conflicts, inadequate behavior on the part of subjects in education (public humiliation, insults, ridicule, ignoring, disrespectful and unkind attitude), and ineffective organization of the educational process (Lialiuk, 2019). In such conditions the level of psychological safety in the educational environment needs to be increased, i.e., there is a need to create an atmosphere of psychological safety by joint efforts of all participants in the educational process.

3. The problems of a lack of psychological safety and the emergence of psychologically traumatizing situations in the educational process affect the physical and psychological health of the individual. Such factors include conflicts in teacher-student, student-student, and student-parent relations, etc.; the problem of adaptation in the educational environment; the atmosphere of competition between peers; excessive strictness and demandingness of teachers, etc (Arendachuk, 2014).

In this aspect, it is essential to form a psychologically safe environment and create conditions for trusting relationships between all participants of the educational process.

In today's Russia, a lot of attention is being paid to the issues of education and upbringing, and yet there are not enough studies devoted directly to the problems of psychological safety of the educational environment of universities and its diagnostics.

Thus, the study aims to determine the essence and structure of a psychologically safe scientific and educational environment, identify the state of psychological safety as a key psychological characteristic of a psychologically safe educational environment, and determine the problems faced in its diagnostics.

2 Methods

To achieve the research goal, we employed several methods, the most important being the analysis of psychological, pedagogical, scientific, and methodological literature and a questionnaire survey.

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The primary research method was a questionnaire survey, conducted during the second semester of the 2023-2024 academic year based on three departments: linguistics, pedagogy, and cultural studies. The questionnaire was developed through a rigorous process, beginning with a review of existing instruments related to psychological safety in educational environments. Statements were adapted to ensure relevance to the higher education context, focusing on aspects such as interpersonal relationships, emotional safety, and protection against psychological violence.

The study was conducted during the second semester of the 2023–2024 academic year. Data were collected from three departments – Linguistics, Pedagogy, and Cultural Studies. The survey involved 174 3rd and 4th-year students, representing 88.2% of the student population in these departments. Participants were aged 20–24, with a gender distribution of approximately 60% female and 40% male. Students were randomly invited to participate, ensuring representation across academic disciplines.

In the survey, students were asked to anonymously evaluate the given statements on a 10-point scale (with 10 points reflecting full compliance with the current methods of educational process implementation and 1 point, respectively, full disagreement).

The list of statements presented for evaluation is as follows:

1. As a student, I am satisfied with the ability to express my own opinion.

2. As a student, I am satisfied with the degree of protection against being forced to do something against my will.

3. As a student, I am satisfied with the opportunity to ask for help.

4. As a student, I am satisfied with the opportunity to show initiative.

5. As a student, I am satisfied with the degree of protection against public humiliation by students.

6. As a student, I am satisfied with the degree of protection against public humiliation by teachers.

7. As a student, I am satisfied with the degree of protection against threats from students.

8. As a student, I am satisfied with the degree of protection against threats from teachers.

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9. As a student, I am satisfied with the degree of protection against hostile attitudes on the part of students.

10. As a student, I am satisfied with the degree of protection against hostile attitudes on the part of teachers.

11. As a student, I am satisfied with the respectful attitude of students towards me.

To thoroughly analyze the results of the survey, we categorized the statements into three blocks:

1. statements disclosing the state of the student as a person: their ability to communicate, express themselves, defend their point of view, etc.;

2. student-teacher relationship issues;

3. student-student relationships.

Table 1 – The list of statements

Block	Student satisfaction with
the student's state as a person	the ability to express one's own opinion
	the degree of protection against being forced to do something against one's will
	the opportunity to ask for help
	the opportunity to show initiative
student-teacher relationships	the degree of protection against public humiliation by teachers
	the degree of protection against threats from teachers
	the degree of protection against hostile attitudes on the part of teachers
student-student relationships	the degree of protection against public humiliation by students
	the degree of protection against threats from students
	the degree of protection against hostile attitudes on the part of students
	respectful attitude of students towards oneself

Source: Own preparation (2024).

In the mathematical processing of the survey results, we distinguished three levels of students' evaluation of the psychological safety of the educational environment: a high level (8-10 points), an average level (4-7 points), and a low level (1-3 points).

Subsequent processing of the results was carried out using mathematical statistics methods. The objective was to identify differences in the distribution of an attribute (psychological safety of the educational environment) when comparing three empirical distributions (the student's psychoemotional state, relationships with teachers, and relationships with students). For this purpose, we employed Pearson's χ^2 test. The results were categorized into high (8–10 points), average (4–7 points), and low (1–3 points) levels. The statistical significance of differences across the three categories was tested, with a significance level of $\alpha = 0.05$, hence the number of degrees of freedom $v = 2$.

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Null hypothesis H0: in the studied sample of students, there are no differences in the assessment of psychological safety of the educational environment by the criteria of the student's psychoemotional state, student-teacher relationships, and student-student relationships.

Alternative hypothesis H1: there are significant differences between the control and experimental groups in the assessment of psychological safety of the educational environment according to the criteria of the student's psychoemotional state, student-teacher relationships, and student-student relationships.

3 Results

The survey results are summarized in Tables 2, 3, and 4. Based on the percentage distributions of the scores received by the first block statements (Table 2), the overwhelming majority of respondents were satisfied with the opportunity they have to express their point of view, ask for help, and show initiative and with the degree of protection against being forced to do something against their will.

Table 2 – Percentage distribution of the scores of statements in the first block

Item No.	Distribution of statement scores, %		
	High level	Average level	Low level
1	64.3	29.4	6.3
2	70.4	22.5	7.1
3	69.9	24.3	5.8
4	67.8	26.1	6.1
Mean	68.1	25.6	6.3

Source: Own preparation (2024).

Questions in the second block (Table 3) shed light on the student's relationships with teachers, the organization of the educational process given the rights and freedoms of each student, and the mechanisms of protection against psychological violence and bullying.

Table 3 – Percentage distribution of the scores of statements in the second block

Item No.	Distribution of statement scores, %		
	High level	Average level	Low level
1	62.1	30.3	7.6
2	68.9	24.2	6.9
3	70.4	25.1	4.5
Mean	67.1	26.5	6.3

Source: Own preparation (2024).

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Psychological aspects of the safety of an educational environment include not only teacher-student relationships but to some extent govern the issues of relationships in the student-student system. The data obtained on the third block of statements show a picture of the relationships between students both during school hours and outside the classroom (Table 4).

Table 4 – Percentage distribution of the scores of statements in the third block

Item No.	Distribution of statement scores, %		
	High level	Average level	Low level
1	60.1	31.3	8.6
2	65.7	25.4	8.9
3	64.3	26.2	9.5
4	67.2	23.7	9.1
Mean	64.3	26.7	9.0

Source: Own preparation (2024).

The obtained data allowed us to conclude that academic groups have a stable psychologically safe educational environment that creates conditions for the student's personal development and the development of their competencies important for successful personal socialization.

Comparing the data in Tables 3 and 4, the scores indicate that relationships in the student collective are less positive than relationships with teachers. In this connection, we conducted further statistical processing of the survey results.

From the table of values of χ2 for the significance level of α = 0.05 and two degrees of freedom, the critical value of the statistical test χ2crit = 5.991.

Results for the first and second blocks of the survey show that χ2 > χ2crit (3.384 < 5.991). Next, χ2 for the first and third blocks indicates that χ2 > χ2crit (13.754 > 5.991). Finally, calculations of χ2 for the second and third blocks of the survey show that χ2 > χ2crit (11.312 > 5.991).

This provides the reason to partially reject the null hypothesis H0. The adoption of the alternative hypothesis H1 allows asserting that there are significant differences in the assessment of the psychological safety of the educational environment based on the criteria of the student's psycho-emotional state and their relationships with students. There are also significant differences in the assessment of the psychological safety of the educational environment based on the criteria of the student's relationships with teachers and with students.

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4 Discussion

The survey results suggest that the level of students' psychological safety and comfort in the educational environment is high. This is evidenced by the predominance of high scores across the presented statements (Tables 2, 3, and 4). Unlike previous studies, which often focus solely on academic outcomes or external environmental factors (Musa Kyzy *et al.*, 2024), this study integrates psychological well-being with institutional practices, offering a holistic approach to educational safety.

Notably, students' need to express their personal opinions (Table 2) can be satisfied by joining student self-government bodies, which contributes to the development of a harmonious personality and organizational and leadership skills. University sports clubs also offer the opportunity to show initiative through the work of sports sections, the organization of mass sporting events, etc.

The respondents' high satisfaction with the degree of protection against being forced to do things against their will gives evidence of a positive psychological climate in the team both in the educational process and as part of the organization of department and university cultural events. This positive outlook indicates a high quality of teaching and upbringing work considering the aspects of psychological safety of the educational environment.

Particular attention is given by university faculty to maintaining a favorable microclimate in academic groups and supporting students' mental health. A curator's hour is held every Wednesday, focusing on issues topical to young people. Curator's hours are organized as briefings, psychological training sessions, and meetings with the university psychologist. Curators incorporate the psychological aspect of supporting friendly relations in the student academic group to avoid bullying, delinquency, the formation of microgroups, and conflict situations. The facilitation approach is used to resolve conflict situations in the group.

Scientific and pedagogical workers adhere to the principle of partnership-based implementation of the educational process, ensuring the absence of psychological pressure on students, as evidenced by the survey data (Table 3). The results obtained in the block demonstrate the lack of malicious, conflicting, or aggressive behavior on the part of faculty members engaged in teaching students. These findings also indicate the teachers' ability to prevent and resolve conflicts in the group, achieve compromise, use a

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systemic approach in preventive work, and counter negative phenomena in the educational environment.

In analyzing the obtained data, we should also account for the specifics of interpersonal interaction between students and their sympathy and antipathy at the level of acceptance or rejection (Table 4). The issues of gender differences, religious preferences, ethnic differences, respect for each person, etc. can become sensitive. The aspects of student-student interaction are influenced by family upbringing and traditions, the culture of behavior, and tolerance towards each person.

Our results show that psychological safety is a state characterizing the educational environment of an educational institution that can be established through the relations of its participants. Furthermore, the introduction of a comprehensive program, including health-preserving technologies and tailored psychological training, positions this research as a pioneering effort in bridging theory and practice. These innovations directly respond to the demands of modern educational settings, where mental health is increasingly recognized as essential to student success and institutional effectiveness.

For teachers as subjects of psychological and pedagogical interaction with students, diagnosing psychological safety is important, since it influences the performance of the teacher and the department (Zakotnova; Korytova, 2016).

Proceeding from practical experience obtained in the preparation of this article, we should note that the diagnostics of psychological safety of a university educational environment can face three groups of problems:

1. Underestimation of the significance of psychological safety of the educational environment by its subjects – students, teachers, and university administration. For example, during a conversation with a psychologist, a student says: "It is not interesting when everyone is well-mannered, polite, and calm. There should be a struggle! The need to defend yourself keeps you on your toes and does not allow you to relax". Teachers express the following opinion: "Is it necessary to create 'greenhouse' conditions in an educational institution? All the same, students will face danger at home or on the street. It is better to learn to resist negative influences in educational institutions".

2. Unwillingness to disclose the presence of psychological threats at the university. The administration and teachers are not interested in revealing the

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facts of violations of psychological safety, so such information is often withheld and denied. Students treat candid responses about psychological threats in an educational institution as treason and a demonstration of weakness: "I am an adult now. I am not going to complain. I can cope on my own".

3. The presence of internal psychological defense mechanisms. Often, a violation of psychological safety can cause a student psychological trauma that triggers the intrapersonal mechanisms of displacement, replacement, rationalization, and so on. For example, a student forgets that they used to be subjected to ridicule and resentment for some time; a teacher who feels pressure from the administration relieves their psycho-emotional tension by lashing out at students.

These problems affect the outspokenness of respondents when diagnosing the level of psychological safety of the university educational environment. As a result, the reliability of psychodiagnostic tools is reduced and the study of specific psychological threats in educational institutions for their further prevention and neutralization becomes problematic.

Based on the analysis of scientific literature and the study results, a comprehensive program for forming a psychologically safe educational and scientific environment in a higher education institution was proposed. The comprehensive program for the development of a psychologically safe educational and scientific environment in higher education is aimed at creating safe conditions for the implementation of the educational program and includes the following aspects of work:

- ensuring the emotional comfort of students in the educational process;
- creating conditions for students to receive educational, informational, organizational, psychological, and advisory support;
- providing psychological and pedagogical support for students;
- prevention of psychological violence in higher education;
- continuous monitoring of psychological safety indicators in the educational environment;
- creating conditions to increase the level of comfort among academic staff, maintaining an appropriate level of their professional health;
- creating conditions to improve the quality of teachers' research activity.

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The key paths for implementing a comprehensive program to create a psychologically safe educational environment are (Kobazova, 2022):

- introduction of health-saving and wellness technologies for pedagogical interaction;
- the focus of the university's psychological service on preserving and strengthening the mental health of students and the professional health of teachers;
- efforts of the administration to optimize the socio-psychological climate and overcome anxiety in student groups;
- organizational methodological work with academic staff in the aspect of building psychological safety in the higher education institution;
- conducting psychological safety training for both teachers and students.

The findings align with established theories in the field of training, particularly those emphasizing experiential learning and socio-emotional development. For instance, Kolb's experiential learning theory posits that a safe environment is crucial for meaningful learning through experience (Kim; Park, 2023). This study builds on such theories by providing empirical evidence that psychological safety enhances key elements of training, such as problem-solving, adaptability, and teamwork.

The totality of these measures will contribute to the formation of a psychologically stable personality. The conditions of psychological safety are conducive to positive social behavior aimed at the realization of the goals of safety and welfare in life. Therefore, ensuring psychological safety at the university and, as a consequence, the acceptance and support of psychological safety by participants in educational relations should be a priority area for the psychological support service in the education system.

An important aspect of this work is preventive education to avoid violence at university, which involves various methods and forms of work that contribute to the development of a safe, psychologically healthy personality. The limitations of our study include the sample size and age of the survey respondents. A prospect for further research is the analysis of the psychological safety of the university educational environment from the standpoint of teachers.

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5 Conclusions

The psychological safety of the educational environment of universities is a complex structural formation, the components of which have their characteristics depending on the subjects of the educational process.

Based on our survey results, we can determine students' satisfaction with the level of implementation of the educational process in the context of the research problem. Most students agreed with the statements provided for evaluation, predominantly giving them high scores. The consistency of the survey with the algorithm of educational process implementation testifies to the effectiveness of its use and the advisability of maintaining the positive practice of ensuring the quality of the educational process in the corresponding humanities educational programs.

The formation of a psychologically safe educational environment in higher education acts as a complex pedagogical system, covering: the creation of conditions to ensure the psychological comfort of subjects in the educational process; diagnostics of students' mental health and teachers' professional health; examination of the psychological safety of the educational environment; Implementation of measures of a psychological and pedagogical, social, informational, and educational nature to protect individuals from physical, psychological, and social risks and threats and to prevent violence in the educational environment; the introduction of programs to preserve and strengthen the mental health of subjects in the educational process; fostering a reasonable lifestyle, raising stress tolerance, providing assistance in the harmonization of personality. The implementation of this task requires concerted action by the administration, academic staff, and various university services, including the psychological service of the educational institution.

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