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SAFE EDUCATIONAL ENVIRONMENT AS A PRIORITY OF PERSONALITY SOCIALIZATION IN MODERN REALITIES

Abstract. *The article highlights the key challenges facing contemporary Ukrainian society, underscoring the need to ensure a safe educational environment. The role and significance of such an environment are emphasized as strategic priorities for socializing individuals, fostering civic responsibility, and maintaining learners' psychosocial well-being. An analysis of regulatory documents governing the creation and functioning of a safe environment in educational institutions is conducted, with particular attention to their substantive focus and practical orientation.*

The aim of the article is to investigate the theoretical foundations and practical aspects of forming a safe educational environment as a key factor in the development of modern educational institutions. The study employs methods of theoretical analysis of national and international scholarly works, examination of regulatory documents, analysis, synthesis, generalization, systematization, and the method of scientific transfer – applying theoretical provisions to educational practice.

The approaches of foreign and domestic researchers who conceptualize the educational environment as a crucial component in shaping an individual's educational trajectory and developing learners' personal potential are examined. It is established that the structure and quality of the educational environment are determined by the interaction of external (social, informational, and security-related) and internal (organizational, pedagogical, and psychological) factors. The key conditions for the formation and development of a safe educational environment are outlined, and the principles underlying its functioning amid contemporary socialization challenges are identified.

The provisions of the Concept of a Safe Educational Environment and the Code of a Safe Educational Environment – which constitute the regulatory basis for safety assurance in education—are analyzed. An authorial interpretation of the term “safe educational environment” is proposed, taking into account contemporary approaches to pedagogical, social, informational, and physical safety. The ecological dimension of safety and the informational components of the educational space are considered, with emphasis on their impact on the quality of the educational process and participants' psychological comfort during educational interaction.

Keywords: *adaptation, safe educational environment, humanization, environmental friendliness, factors, interpersonal communication, principles.*

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Introduction. Modern socialization challenges, war, and crisis phenomena bring significant changes to the life and self-realization of the personality. The mass movement of the Ukrainian population leads to profound social changes in communities, in the lives and professional activities of different social groups. The issues of safety, safe space, and safe educational environment are currently essential and a priority in Ukrainian society. Among the priority tasks today is the provision of safe conditions in the educational process, so that every Ukrainian education, teacher, tutor, and pedagogue has the opportunity to obtain and ensure appropriate conditions for study and work, despite any obstacles, difficulties, and challenges of time.

The study of the theoretical aspects of creating, forming, and developing a safe educational environment is currently extremely relevant and in demand. Accordingly, the scientific transfer of theory into practice, the isolation and further application of effective conditions and mechanisms of functioning of a safe educational environment, as a priority for the socialization of personality in modern realities, have become important.

Aim and tasks. The purpose of the article is to examine the theoretical and practical dimensions of a safe educational environment as a key vector of personality socialization in contemporary conditions. The tasks of the study are the theoretical analysis, synthesis, and generalization of relevant normative documents and scholarly works, as well as the identification of effective conditions and mechanisms for the functioning of a safe educational environment.

Research methods. The study uses methods of theoretical analysis of normative documents and scientific works, analysis, synthesis, generalization, systematization, and the method of scientific transfers of theory into practice.

Research results. In the context of modern realities, the overcoming stage of educational transformation is the creation of a safe educational environment. According to Article 1 of the Law of Ukraine “On Complete General Secondary Education”, a safe educational environment is a set of conditions in the educational institution that make it impossible for participants to the educational process of physical, property or moral harm, in particular, as a result of failure to comply with the requirements of sanitary, fire-fighting and building norms, as well as psychological violence, humiliation, etc. [8].

It should be borne in mind that the formation of a safe educational environment is based on international and national legal acts that define standards and recommendations for the protection of the rights of the child, ensuring the health and safety of participants in the educational process, as well as creating conditions for inclusive education, building a barrier-free society in Ukraine.

International documents outline the basic principles, in particular, the child's rights and safety standards in the educational process. These include the UN Convention on the Rights of the Child (1989), which guarantees each child the right to life, development, protection against violence and discrimination, and is the foundation for creating a safe educational environment. UNESCO and UNICEF recommendations on education and inclusivity guide practical approaches to preventing violence in schools, providing psychosocial support, and facilitating Rivne's access to education for all categories of students. The provisions are essential for modern Ukrainian society, which, as a result of the military aggression of the Russian Federation, is in a state of exacerbation of social challenges, inter-ethnic stresses both in communities and at the local level. In modern realities in Ukrainian society, providing a safe educational environment is regulated by several legislative acts that detail the rights of the subjects of the educational process and the

responsibilities of educational institutions: the Law of Ukraine “On Education” (2017) enshrines the basics of education as a safe, inclusive and qualitative process, determines the rights and responsibilities of students; The Law of Ukraine “On Complete General Secondary Education” (2020) specifies the requirements for the organization of the educational environment, including safety standards, prevention of violence, bullying and discrimination; The Law of Ukraine “On Childhood Protection” defines state guarantees of protection of the rights of children, the responsibilities of the authorities and educational institutions for the protection, health and development of children, which is key in shaping the safe educational space in the present.

Therefore, integrating international standards with national laws provides a sufficiently effective legal basis for ensuring a safe educational space that protects the rights of the subjects of the educational process, supports their physical and mental development, and promotes the formation of a healthy and inclusive academic environment.

Note that at the state level, the creation of a safe educational environment is regulated not only by laws but also by specialized normative acts of the Ministry of Education and Science of Ukraine, which detail the procedures for organizing safety and preventing risks in educational institutions. These include the concept of the security of educational institutions (2023) [9], which determines the strategic directions for creating a safe educational space, establishing a risk-monitoring system, and the interaction between educational institutions and local authorities. The Code of Safe Educational Environment [11] establishes standards for a safe learning environment, covering the physical, psychological, and social aspects of the lives of students in the educational process. The provision on prevention and counteraction of bullying specifies the procedures for identifying, notifying, and responding to cases of violence among participants in the educational process. It determines the responsibility of teachers and the institution's administration.

At the regional and local levels, a safe educational environment is ensured through internal normative documents of educational institutions and regional strategies. These include internal regulations that specify the responsibilities of the subjects of the educational process, the rules of behavior in educational institutions, and security measures during the educational process. It should be noted that the safety strategies of educational institutions are determined and implemented by local education management bodies, which enables the prioritization and implementation of measures to ensure the physical and mental security of the subjects of the educational process at the regional and local levels.

It should be emphasized that systematizing international, national, and local documents creates a comprehensive regulatory framework that effectively enables you to maintain a safe educational environment in educational institutions. A safe educational environment involves proper

conditions for study and work and healthy interpersonal interaction, which contribute to strengthening the emotional state of the subjects of the educational process and their well-being.

Theoretical and practical aspects of the educational environment as an essential component of the educational process are the subject of research by both foreign (J. Gibson, U. Mace, T. Meng, M. Turvey, and others) and domestic researchers (V. Andriushchenko, G. Ball, I. Bekh, V. Kremko, M. Marushkevich, N. Nychkalo, V. Ohneviuk, V. Oliinyk, O. Pehota, O. Sukhomlynska, V. Ternopil'ska, V. Rybalka, V. Semychenko, S. Sysoieva, N. Chernukha, O. Chuiko, Y. Uudovenko, etc.).

In the context of research by domestic and foreign scientists, the educational environment is an integral part of the person's life and communication environment, directly influencing the formation of personality in the process of acquiring knowledge.

Therefore, the educational environment serves as a model of a socio-cultural space, in which the formation, determination of character traits and behavior, self-realization, self-determination, and self-affirmation of the individual take place. It is undeniable that the educational environment of any educational institution cannot exist in isolation from external and internal factors that can yield both positive outcomes and pose threats, dangers, and risks. To counteract such factors, the educational institution's environment must be protected and safe for all participants in the educational process.

For a better understanding of the term "safe educational environment, scientists have identified the four main features, which the level of security and convenience of any educational institution can characterize:

- qualitative interpersonal communication between all participants in the educational process;
- the absence of any of the types of violence in all its types, forms for all applicants;
- evaluation of the emotions, feelings, and experiences of each of the participants in the educational environment;
- ensuring the basic needs of all participants in the educational space, such as: guaranteeing assistance and support, knowledge of activities and hobbies, interest in life, and seizure of each individual [11].

Therefore, based on the above signs, you can not only determine the level of security and convenience in any educational space, but also characterize the features of the educational institution's development.

It is important to note that the lack of a single definition of the term "safe educational environment" is due to different approaches to understanding the deeper meaning of the concept. In

this context, scientists consider psychological, environmental, and information aspects of this definition.

Researchers who study a set of problems related to the psychological safety of the educational environment emphasize that psycho-traumatic situations directly or indirectly affect the physical and mental health of participants in the educational process.

In particular, psycho-traumatic situations in the educational process of any educational institution can be attributed:

- conflicts in interpersonal communication;
- the problem of adaptation in the educational space;
- excessive demand for teachers;
- rejection of the individual by the collective;
- atmospheric competitiveness between peers, etc.

Considering the ecological aspect of the safety of the educational environment, it is worth paying attention to the study of S. Sovgira, which, under the environmentally safe educational environment, understands the system of psychological and pedagogical conditions, influences, and opportunities that ensure the protection of the individual from the negative impact of environmental factors that determine the optimality of interactions with the world.

Equally important for characterizing the concept of “safe educational environment” is the information component of the educational space, which, through the use of information and communication technologies in education, has a significant impact on personality formation. It should also be noted that among the negative effects of information on the modern educational environment are: a lack of proper mechanisms for controlling information quality, leading to the infiltration of a large volume of unverified and harmful information into the educational space. The rapid dominance of doubtful data over participants in the educational process can lead to the emergence of cyberbullying or any violence in the educational space.

It is important to note that the concept of the security of educational institutions is an integral part of creating a safe educational environment [9].

According to the Ministry of Education and Science of Ukraine, the concept of the safety of the educational space provides a strategic vision for creating a safe educational environment in educational institutions and for organizing equal, proper, and safe conditions for education and teaching [9].

The basic principles of the concept of safe educational environment include:

- the principle of dominance of human life as a significant value that determines the model of minimal (necessary) safety, maximizes the risks that threaten the life of both children and adults;

- the principle of regional specificity, which involves taking into account the dangers and possible emergencies of a particular region (city, region, district) during the development of a plan for the creation of a training space;
- the principle of mini-maximum, which determines the maximum security effect in the presence of a minimum of resource support;
- the principle of comprehensive assessment of dangers that establishes a method of evaluation of different pedagogical risks (external and internal) based on a comprehensive approach;
- the principle of maximum efficiency of management of the system of measures and comfortable conditions aimed at ensuring the maximum safety of the educational environment and school as a social institute of qualitative interpersonal communication [9].

It is undeniable that compliance with the above principles of the concept of a safe educational environment guarantees the provision of proper educational space for education.

It should be emphasized that the safety of the educational environment is aimed at preserving the integrity of the education system, ensuring its effective functioning and sustainable development. Socio-psychological safety is part of the educational space system and involves satisfying the needs, interests, and goals of each subject in the educational process. It should be noted that any educational space is a component of society that directly provides the opportunity to build its own local security system.

Let us note that, in modern scientific discourse, the concepts of “psychological safety” and “socio-psychological safety” belong to the category of integrative, insufficiently developed concepts. The integrativeness of these concepts, according to several researchers, is that psychological, socio-psychological safety of safety, like any other psychological and social phenomenon, can be considered in the system of adjacent planes, namely: as a process (each time is created in a new way), as a state (providing a state). destructive influences.

We update the position of scientists, theorists, and practitioners that safety in the educational space is a state of educational environment, free from manifestations of psychological violence, which helps to meet the needs of interpersonal communication. From this statement, it follows that the main task of safety, as an essential component of the concept of safety in the educational environment, is to ensure quality communication and the mental health of all participants in the educational process. Given transformations and socialization changes in society, these concepts are constantly in a state of integration, modeling, and acquiring new meanings, content, structures, etc.

The educational institution, as a social institution in modern society, prioritizes the formation of a successful person capable of self-reflection and introspection. For this purpose, it is essential to provide stable conditions for its self-improvement and self-development, and to

effectively introduce technology into the educational process, with minimal risk to the process of personality development, the construction of an individual trajectory of development, and further personal and professional self-realization.

In the context of the theory and practice of the formation and development of a safe educational environment as a priority vector of personality socialization in modern realities, the accentualization of the humanization of modern education is communication, as an essential aspect of the formation of a safe environment, which is primarily focused on the introduction of technologies. Using appropriate methods of the educational process, the teacher communicates with education applicants not only at the level of social roles but, first of all, at the level of personal interaction, using their individuality, personal resources, and professional qualities as tools for personality development. Therefore, ensuring the safety of the educational environment and, consequently, the protection and maintenance of the mental health of the subjects of the educational process is a priority for providing quality education in modern realities.

At the present stage of development of the education system, in discussions among scientists and practitioners, it is possible to distinguish two main points of view, both focused on the issues of efficiency and quality of the educational process. The first of these is the persistent embodiment of the ideas of humanism into the educational process (relations of cooperation, safe environment, ensuring freedom and independence of the individual, respecting the rights of interpersonal communication, moral education in the conditions of martial law, formation of outlook, personality, ability to think and make decisions, etc.), the second.

The problems of security protection during the educational process and the observance of the rights of each subject of the educational environment are currently addressed, directly or indirectly, in most scientific works on the humanization of education. According to the generally recognized scientific conception of one of the founders of humanistic psychology, A. Maslow, the need for safety, along with physiological needs, forms the basis of a person's hierarchy of needs.

The concept of security is closely related to the concept of security, and safe conditions are necessary for full personal development and the formation of a comfortable educational space. This issue is especially relevant in the context of war, modern challenges, and realities.

According to modern research by domestic scientists [1;2;6;7;12], creating a safe environment in wartime Ukraine is the most sought-after and urgent priority for educational institutions. This is due to the fact that the social situation of personality development during the period of study in an educational institution is part of general and comprehensive integration into social relations. In particular, the educational and professional training of the individual is, first, the leading activity of the individual during this age period, and, second, one of the areas of the individual's socialization.

It is worth noting that achieving a favorable socio-psychological climate in educational institutions stimulates interpersonal interaction and fosters productive communication, thereby promoting a sense of protection and safety.

The implementation of the concept of a safe educational environment implies:

- carrying out control over compliance with the internal regulations and safety rules in the educational institution;
- supervision of health protection and maintaining the lives of education applicants and employees of the educational institution;
- conducting classes in the conditions of personal safety and the safety of others;
- documentation of processes concerning the crucial events of the life of an educational institution;
- implementation of control over the operation of the security and protection alarm, the state of technical means of protection of the educational space;
- organization of protection of the educational environment and order at school activities;
- familiarization of all participants in the educational process and staff of the educational institution with the rules and tactics of safe behavior in extreme and emergencies, in particular in the face of military threats;
- carrying out permanent work with education applicants, their parents, pedagogical staff, executive bodies, police, and public organizations in solving the problems of comprehensive security of the educational institution, its protection against any internal or external threats.

In view of the above, creating a safe educational environment in educational institutions requires a comprehensive, organizational, and content-based approach that covers all aspects of participants' lives in the educational process. Effective safety in the educational space involves not only physical protection but also psychological comfort, social protection, and a willingness to respond to emergencies, particularly in wartime. Organizational conditions for a safe environment are implemented through the educational and monitoring system of the educational institution, which ensures control over the observance of safety rules and a prompt response to threats. Systemic planning of civil protection measures, the development and updating of evacuation plans, and established interaction with the police, security services, and medical structures are key elements of organizational security in education.

Psychological and pedagogical conditions involve creating a system to prevent violence, bullying, and other forms of aggressive behavior. A significant role in this process is played by ensuring social and psychological support for education applicants, implementing social and psychological support programs, and fostering a culture of nonviolent communication among the

subjects of the educational process, thereby contributing to the development of constructive conflict-resolution skills.

Information and communication conditions determine the increase in the digital literacy of the subjects of the educational process and staff, ensuring safety in the Internet environment and preventing cyberbullying, as well as the use of electronic monitoring systems to ensure the safety of participants in the educational process. The logistics of a safe educational environment imply the proper condition of buildings and structures in compliance with sanitary, fire, and construction standards, shelter equipment, and safe zones for the stay of educational processes and personnel in the event of emergencies, as well as the use of modern technical means of safety, including alarm, video surveillance.

We actualize that the socio-pedagogical aspect of the security of the educational institution is manifested in the interaction of the social teacher with participants in the educational process and the coordination of preventive measures. The active involvement of parents and the community in the functioning of the educational space, as well as partnerships with NGOs, provides a comprehensive approach to protecting the subjects of the educational process and increases the effectiveness of preventive measures.

Therefore, a comprehensive combination of organizational, psychological-pedagogical, social-pedagogical, information-communication, and logistical conditions ensures the holistic functioning of a safe educational environment and creates the preconditions for the qualitative development of the personalities of education applicants, the formation of their professional competences, and preparation for active social integration.

Currently, the formation of a safe educational environment is a step-by-step process that outlines the agreed actions of the institution's administration, the pedagogical staff, students, parents, and external partners. Implementing this task requires a systematic approach that covers diagnosis, planning, practical implementation, and monitoring of security measures.

In the first stage, the analysis and assessment of risks, including the study of the levels of physical, psychological, and social protection for education applicants. This involves auditing the material and technical base, analyzing the condition of buildings and premises, and checking the availability of evacuation routes, shelters, alarm systems, and video surveillance. In parallel, the team's psychological climate, the prevalence of bullying manifestations, and the level of awareness of safety rules are investigated.

The second stage is to plan measures to form a safe environment. At this level, internal regulations, provisions, and instructions are developed that detail the mechanisms of risk prevention. An important task is to integrate the regulatory requirements of the Ministry of

Education and Science of Ukraine and the institution's local acts into a single security management system.

The third stage involves implementing safety measures. It is about organizing exercises and training for the subjects of the educational process, conducting classes on the rules of civil protection, and working out algorithms of action in the event of emergencies. Particular attention is paid to preventive programs to combat bullying, information campaigns on media literacy, and the formation of a culture of safe behavior in both physical and digital spaces.

The fourth stage covers the monitoring and evaluation of the effectiveness of the implemented measures. Systematic collection and analysis of data on safety levels, psychological climate, the number of violations, and the results of cooperation with parents and external partners enable the strategy to be adjusted and measures to improve the functioning of a safe educational environment within the educational institution to be refined.

At the same time, creating a safe educational environment is dynamic and involves continuous improvement based on diagnostic and feedback results. Its successful implementation is possible only through systematic interaction among all participants in the educational process and the integration of modern approaches to safety into educational practice.

Discussion. Research of scientific sources on the phenomenon of a safe educational environment highlights the importance of a climate of trust and support within schools. For example, Nel Noddings, in her works, emphasizes that a “caring climate” is fundamental for the development of ethical and moral relationships in the educational process [4]. Her methodological approach includes modeling, dialogue, practice, and affirmation as key components for cultivating a culture of care [3].

Regarding school climate as a component of safety, research by David Osher and colleagues demonstrates that a positive school climate—including aspects of physical and emotional safety, social support, and social-emotional learning – significantly contributes to students’ psychological well-being [5]. In the study *“Lessons Learned from a Comprehensive Districtwide Approach”* Osher shows that *establishing support systems and learning conditions reduces disciplinary issues and increases overall safety* [5].

Therefore, based on these empirical studies, it can be inferred that a safe educational environment is created through purposeful pedagogical practice – grounded in the ethics of care – and the systematic provision of a positive school climate. Combining Noddings’ approach (ethics of care) with Osher’s approach (school climate policy and social-emotional learning) enables the construction of an educational space model that ensures both internal and external levels of safety and well-being for students.

Conclusion. Thus, the content and structure of the creation and functioning of a safe educational environment in the educational institution allow you to integrate all key aspects of security into the agreed system, which provides various vector protection of participants in the educational process and promotes their harmonious development.

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БЕЗПЕЧНЕ ОСВІТНЄ СЕРЕДОВИЩЕ ЯК ПРІОРИТЕТ СОЦІАЛІЗАЦІЇ ОСОБИСТОСТІ В СУЧАСНИХ РЕАЛІЯХ

Анотація. У статті актуалізовано ключові виклики, з якими стикається сучасне українське суспільство, що зумовлює підвищену увагу до проблеми забезпечення безпечного освітнього середовища. Виокремлено його роль і значущість як стратегічного пріоритету соціалізації особистості, формування громадянської відповідальності та підтримання психосоціального благополуччя здобувачів освіти. Проведено аналіз нормативно-правових документів, які регламентують створення та функціонування безпечного середовища в закладах освіти, із визначенням їх змістових акцентів і практичної спрямованості.

Метою статті є дослідження теоретичних засад і практичних аспектів формування безпечного освітнього середовища як ключового чинника розвитку сучасного закладу освіти. У процесі дослідження застосовано методи теоретичного аналізу вітчизняних і зарубіжних наукових праць, опрацювання нормативних документів, аналізу, синтезу, узагальнення й систематизації, а також метод наукового трансферту – перенесення теоретичних положень у практику освітньої діяльності.

Актуалізовано підходи зарубіжних і вітчизняних дослідників, які розглядають освітнє середовище як ключовий компонент побудови індивідуальної освітньої траєкторії та розвитку особистісного потенціалу здобувачів освіти. З'ясовано, що структура та якість освітнього середовища визначаються взаємодією зовнішніх (соціальних, інформаційних, безпекових) та внутрішніх (організаційних, педагогічних, психологічних) факторів. Окреслено основні умови формування та розвитку безпечного освітнього середовища, визначено принципи, що лежать в основі його функціонування у контексті сучасних соціалізаційних викликів.

Проаналізовано положення Концепції безпечного освітнього середовища та Кодексу безпечного освітнього середовища, що визначають нормативну основу забезпечення безпеки в освіті. Подано авторське трактування поняття «безпечне освітнє середовище» з урахуванням сучасних підходів до педагогічної, соціальної, інформаційної та фізичної безпеки. Розглянуто екологічний аспект безпеки та інформаційну складову освітнього простору, підкреслено їх вплив на якість освітнього процесу й психологічний комфорт учасників освітньої взаємодії.

Ключові слова: адаптація, безпечне освітнє середовище, гуманізація, екологічність, фактори, міжособистісне спілкування, принципи.

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