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The Effect of the Educational Environment on the Mental, Intellectual, Psychological and Social Development of English Language Teaching Students

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Abstract

Based on monitoring data, the article discusses how satisfied English language learners are with the university's communication-rich learning environment in relation to security. An examination of the university's understanding of the safe communication educational environment has been carried out. The findings of the observation of the university's secure communication and information environment were given. The problem of monitoring the quality and efficacy of the comfortable and safe environments created for the normative social and psychological development of English language teaching students in the university's information and communication environment is discussed in the article. The article aims to investigate the peculiarities of the influence of psychological parameters of the educational environment on the mental, intellectual, and psychoemotional, social development of English language teaching students, as well as to provide a theoretical foundation for the characteristics of the expression of the indicators of the psychological safety of the university environment. The most crucial prerequisite for developing an educational environment at a university is thought to be the psychological safety of the setting. Due to this social trend, it is now necessary to investigate the phenomenon of psychological security in the information and communication environment used for teaching at the university and to assess its effectiveness using organizational, psychodidactic, and sociopsychological frameworks.

Keywords: Educational Environment; Psychological Security; Communication; English Language Teaching Student.

1. Introduction

The article's relevance stems from the fact that the standard of the psychological support system for education has a significant impact on how well tasks assigned to higher education work. This is regarded as a crucial part of putting into practice the social and psychological design of a secure learning environment for communication and information, as well as the evaluation and supervision of the circumstances necessary for the complete intellectual, social, and personal growth of students learning English. Numerous domestic and international studies have focused on the phenomenon of psychological security in the educational setting and its social, psychological, cultural, and educational manifestations (Shmeleva et al., 2015). The scientific concept and technological model of the psychological security of the educational environment, which the authors of the article take as their scientific and methodological basis, means that there are no signs of psychological violence in the interactions between the actors; it also means that the educational environment is a reference value for its participants and that the need for personal communication, which guarantees mental health for all participants, is satisfied (Gabdulbarovna et al., 2021).

The authors suggest using the method of monitoring the educational environment because the psychological indicators of the university's current educational environment are dynamic and fluid. as a useful method for tracking the progress of environmental safety indicators on a regular basis, determining whether adjustments are necessary, and predicting how environmental indicators will evolve. According to Sokolova & Sokolova (2020), under the circumstances

of contemporary information and communication systems, the category of safe educational environment in higher education is an integrative feature that determines the quality of education, the mental health of students and teachers, as well as the success of the professional activities of the entire teaching staff of the university. The security of this process, which aims to minimize the risk of harm to the health, honor, and dignity of the subjects of education professional activity, is one of the important criteria for the quality of education in higher education, according to an analysis of the work of contemporary researchers. Consequently, one of the most crucial responsibilities of a modern university is to establish a secure atmosphere that will enable students studying English to learn the language and succeed in the classroom. The university hasn't finished creating diagnostic criteria or models of safe learning environments, though.

The educational organization is a social system with established social links and relations, whereas the education system is a socio-cultural phenomenon and a social institution. According to Shutikova & Beshenkov (2020), contemporary vocational and pedagogical knowledge includes information on school safety (Fakhrutdinov et al., 2021). According to these authors, a safe learning environment consists of a number of elements that are integrated into an educational organization's overall administration (ibid.). They list the following as elements of a safe learning environment in an educational setting: procedural and technological; emotional; cultural and social; health-preserving and protective; cognitive, creative, and developmental; and regulatory (ibid.). Baeva (2002) defines psychological security as the condition of the educational environment, free from manifestations of psychological violence in interaction, helping to satisfy the needs of individuals for private and confidential communication, establishing a benchmark for the environment, and guaranteeing the mental health of those who participate in it. Psychological security is given particular importance among the components of environmental security.

The psychological security of the learning environment is divided into several categories, which Baeva (2002) has identified. These categories are connected to the ideas of the psychological culture of the learning environment's subjects, which are integrative features that affect both the mental health of the teacher and the student. These qualities ought to provide practical psychology in education with a strategic direction. A preventive measure that impacts the security and culture of society at large is the enhancement of psychological security and culture in the educational setting. Gayazova (2012) looks at the theoretical requirements for creating a safety model for a school's learning environment. The same author noted psychological justifications for keeping an eye on the school's security.

The monitoring project's potential application in universities' instructional information and communication environments is the article's practical significance. The article is intended for professionals who are interested in finding solutions to issues related to the social and psychological changes that are occurring in educational settings and how these changes affect how people form their own identities and cultures. In this regard, the article discusses how to create educational environments that are effective for English language learners in terms of their education and development, enhancing their quality of life, and protecting the mental health of today's youth.

2. Literature Review

Chickering (1969) goes beyond a thorough literature review to propose a general model of college impacts in his now classic analysis of how college affects student development. In order to fully comprehend the effects of college, he contends that at least three major sources of variation in students' socialization must be considered: (1) the initial or pre-enrollment characteristics of students; (2) the structural and organizational factors of the institution (e.g., enrollment, type of control, student faculty ratio, research emphasis); and (3) interactions between students and the main teachers and students on campus who serve as the primary agents of socialization. Tinto (1975) incorporates what could be a fourth source of influence into his concept of academic integration in order to create an explanatory model of the college withdrawal process.

Tinto defines academic integration as the degree to which a student interacts successfully or personally benefits from the academic system of the institution (e.g., intellectual development, stimulating courses, satisfactory academic performance). While other recent models for studying college impacts have been proposed (Parker and Schmidt, 1982), they all seem to center around the four fundamental elements listed above: student pre-enrollment characteristics, institutional structural traits, interactions with peers and faculty, and interactions with the academic system of the institution. Research in postsecondary education has increasingly focused on the effects of college on students, starting with landmark studies like Pascarella (1980).

A significant portion of this research has involved examining the impact of college structural features on different educational outcomes. Research has shown mixed results regarding the relationships between college structural features and outcomes such as standardized academic achievement (Eddy, 1959), persistence in postsecondary education (Clark, 1968), occupational choice, and educational attainment (Clark, 1959). The study's findings could lead one to believe that the organizational and structural features of the college one attended have little bearing on the impact of education. However, given the lack of focus on the numerous indirect ways that organizational or structural features of colleges may be related to learning outcomes, drawing such a conclusion might be a bit premature (Pascarella, 1985).

Studies conducted abroad have also demonstrated the critical role that safe school environments play in children's and adolescents' mental health and psychological wellbeing. According to Hilarski (2004), unfavorable school environments are linked to a number of issues, such as students' poor performance and attendance in English language classes, their involvement in school activities, their negative attitudes toward education, school-related anxieties, infractions, etc. We have also noted in several of our studies the necessity of creating a model that takes into consideration crucial elements in order to monitor the university's environment for teaching information and communication. The information-communication educational environment of the university, which included organizational-management, spatial-subject, psychodidactic, and socio-psychological components, was taken into consideration when analyzing the experimental monitoring data. The state and caliber of the educational, sociocultural, and artistic environments fostered at the university can now be thoroughly monitored thanks to this approach to environmental indicators. These conditions have a significant impact on students' mental, intellectual, and psychosocial welfare as well as their social development.

3. Methodology

Mathematical statistics, content analysis, and conceptual and terminological analysis of sources on the issue of psychological safety in the educational setting are the research methodologies employed. In order to bring the researchers' viewpoint and the current scientific foundation of the research into harmony, theoretical and methodological analysis has also been utilized. The condition of the learning environment at the Institute of International Relations FGAOU VO «Kazan (Volga) Federal University» served as an example for the study.

4. Results

Because the psychological markers of today's educational environment are dynamic and changeable, it is necessary to periodically monitor their state in order to determine whether remedial development is necessary. The best course of action is to monitor. Figure 1 displays the findings of psychological and pedagogical monitoring of the university's learning environment conducted in December 2019 at the Institute of International Relations of the FGAOU VO «Kazan (Volga) Federal University».

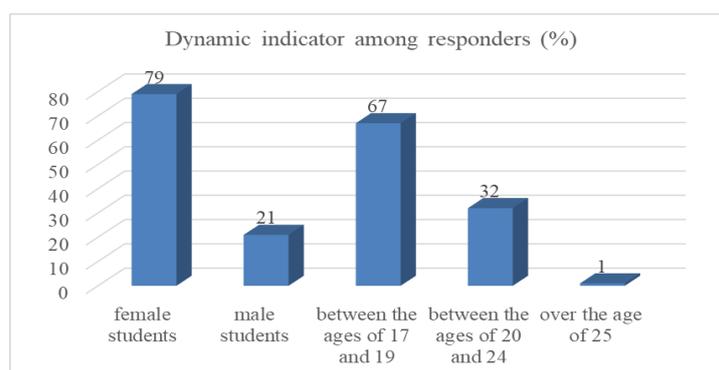


Figure 1. Dynamic indicator among responders

The IMO Higher Schools Monitoring Survey participant distribution was as follows: distribution by IMO higher schools: 27% to the Higher School of Historical Sciences and World Cultural Heritage, 35% to the Higher School of Foreign Languages and Translation, and 38% to the Higher School of International Relations and Oriental Studies. One percent was designated, sixteen percent were on a budgetary basis, and eighty-three percent were contracted trainees. Monitoring's two main objectives are to: 1) investigate how the socio-psychological and pedagogical aspects of the university's learning environment affect students' intellectual, psychological, pedagogical, and social development while

they are enrolled in classes; and 2) keep an eye on the standard of the psychological and pedagogical environments in which students are taught, educated, and developed at IMO. The practical tasks involved in developing socio-psychological support technologies for IMO first course students in the context of their adaptation to higher education—such as creating a safe learning environment and guaranteeing students' psychological well-being during their early studies—determined the relevance of monitoring.

A strong foundation for monitoring has been established by the developed concept and technological model of the psychological security of the learning environment. The term "psychological security" refers to the state of the educational environment being free from instances of psychological violence in interactions that support the environment's reference value creation, personal and confidential communication needs being met, and participants' mental health. Therefore, the following serve as diagnostic markers of the psychological security of the learning environment: attitude toward the learning environment; degree of satisfaction with the nature of learning environment interactions; and degree of protection against psychological violence in learning environment interactions.

The organizational and managerial structure of the educational organization; the psychodidactic structure of the educational environment are the primary elements of the educational environment that were examined during the monitoring of its psychological security. An element of the educational environment that is social and psychological. Managing educational resources is the primary way in which the organizational and managerial component mainstreams the educational environment's evolving potential. According to Kislyakov and Shmeleva (2018), this component comprises the following indicators: educational structures and technologies; spatial transformation; prediction of educational and educational outcomes; effectiveness of applied innovations and professors' and students' responses to them; ability of the educational environment to be oriented to modern social needs; mobility of teaching methods and means; class schedule; and staffing of education.

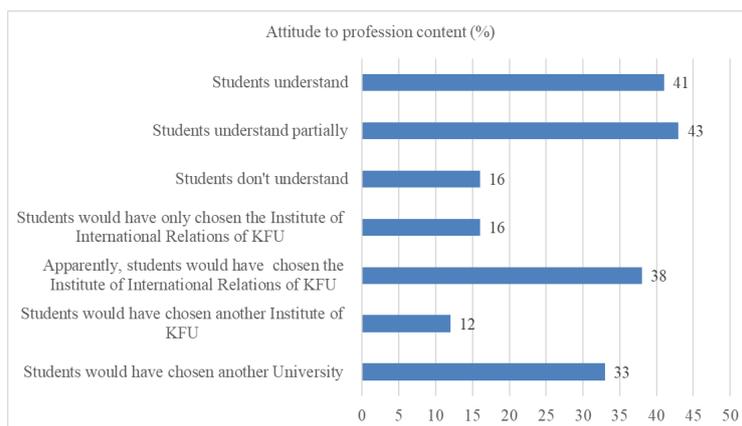


Figure 2. Attitude to profession content

In response to the survey, 47% said they were likely to work in the IMO field of study, 21% said they were unlikely to, and 32% said they had trouble answering. The following student answers demonstrate the state of this indicator: The students' opinions on how well the class schedule was planned were split about evenly: Regarding contentment with the caliber of the curriculum, pupils were dispersed approximately equally: 49% of respondents said they were happy with the class schedule, while 48% said they weren't. The others are finding it difficult to respond. Significant markers of the educational environment's mobility, the capacity to respond to contemporary social demands, and the ability to understand students' understanding of the professions they learn and develop, as well as how they plan to apply their education to their future careers, are provided. The responses were listed in Figure 2.

5. Discussion

The first course's English language teaching students' poor presentation of the structure and subject matter of studies at the Classical University, as well as their ignorance of the professional activities in the field of international relations, provide an explanation for these data. The educational program, learning strategies and technologies, a blend of contemporary and conventional psychological and pedagogical technologies, and the caliber of instruction are all part of the psychodidactic component of the learning environment. The questionnaire responses that follow provide an overview of this component's current state: In total, 28% of students said the educational program met all of their

expectations; 38% said it only met part of their expectations; 24% said they had higher expectations; and 1% said they were unsure. When it comes to psychological analysis of the environment, the socio-psychological component is the most important. Reactions from students: The survey's findings indicate that students feel strongly that they should be actively involved in IMO's activities, which include creating opportunities and favorable conditions for them to participate in events as well as getting involved in the scientific student communities (Khairutdinov et al., 2019). We think that the IMO point-rating system must take student participation in research-to-practice, competitions, and scientific conferences into account. Students are also eager to change and advance both their academic experience and way of life.

6. Conclusion

The average statistical data, which were accepted and considered for further improvement of all components, as well as the outcomes of the included monitoring of the university's educational environment, were taken into consideration in the analysis of experimental data from psychological and pedagogical monitoring. Therefore, this monitoring is a component of an integrated system designed to enhance the educational program at IMO Kazan (Volga Region) Federal University, maintain the environment's comfort and safety, and enhance the prevention of modern social threats and risks that impede the successful and long-lasting development of the personalities of students studying English as a second language.

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