

THE INFLUENCE OF THE EDUCATIONAL ENVIRONMENT ON THE PSYCHOLOGICAL WELL-BEING OF STUDENT YOUTH

Abstract. *The article analyzes the features of the impact the educational environment on the psychological well-being of student youth. A psychological analysis of the content the educational environment and the essence of the phenomenon of "psychological well-being". The relationship between the psychological well-being of student youth and the psychological characteristics the educational environment is determined. It is stated that the psychological well-being of student youth largely depends on the level of development and quality of the educational environment. It is established that external objective indicators of well-being, such as criteria of success, indicators of health, material well-being, do not affect a person's experience of well-being. Psychological well-being is basically subjective, it is largely due to the special attitude of the individual to himself, the world around him and its individual parties. It is determined that a favorable psychological atmosphere in the educational environment is important for student youth. The more opportunities there are in the educational environment to seek help, the higher the protection against psychological violence, threats, ignoring and hostility from teachers and public humiliation from classmates, the higher the level of student self-acceptance. It is stated that the importance of correct and safe interaction of the subjects of the educational environment is a significant factor in maintaining a high level of psychological well-being of student youth.*

Keywords: *educational environment, subjects of educational environment, psychological well-being, student youth.*

Formulation of the problem. The problem of the influence of the educational environment on the development and formation of personality remains one of the priorities in modern psychological science. In this context, the study of the characteristics of the educational environment related to the psychological well-being of the subjects of the educational environment becomes an urgent task. The educational environment affects the psychological well-being of the individual, and psychological well-being is an indicator of the quality of the educational environment. An important influence is exerted on various parameters of the mental state of the individual and, as a consequence, on the success of behavior, productivity, effectiveness of interpersonal interaction. The development of personality in the educational environment involves its formation as a creator and designer of his life, who is able to make independent decisions, be responsible for them,

Analysis of recent research and publications. The subject of scientific discussions remains the use of related concepts of subjective and psychological well-being, as these constructions are devoted to the largest number of theoretical and practical studies in domestic psychological science, there is no consensus: (K. Riff, E. Diner), others believe that, on the contrary, psychological well-being is part of the subjective (N. Bakharev, L. Kulikov, M. Sokolov, etc.). Attempts are also made to synthesize these concepts, where subjective and psychological well-being act as synonyms (N. Bradburn, O. Panina, etc.).

Note that, despite the discussions of modern researchers, the multidimensional model of psychological well-being and methods of diagnosing its components, developed by K. Riff, are most popular in both theoretical and applied research. According to A. Baturin and colleagues, the main achievement of K. Riff is the concept of positive functioning of the individual as the main core of well-being, as a result it was found that a specific combination of personal characteristics can act as an internal factor of well-being [2]. In the development of this idea, the authors also note that the composition of qualities that determine the positive functioning of the individual is incomplete and can be expanded. Scientists distinguish cognitive and emotional components (components of psychological well-being) (L. Kulikov, I. Dzhidaryan).

Despite different approaches in research, most authors consider psychological well-being as a specific phenomenon - an integrative formation that has a complex, dynamic, multicomponent structure. The psychological well-being of student youth depends on many factors. In particular, from the educational environment as a system of specially organized conditions that have a significant impact on personal development. The educational environment is a set of opportunities not only for learning, but also for the

manifestation and development of abilities, personal potential of its subjects and affects the system of interpersonal relations, professional development. (I. Baeva, O. Laktionova, V. Panov, V. Slobidchikov, V. Yasvin, etc.) In general, it can be noted that, despite the existing difficulties of differentiation, the above phenomena unites one value vector - the search for ways to improve the quality of human life [2; 6].

Unresolved aspects of the problem. Despite the fact that recent years have been characterized by researchers' attention to the problems of the educational environment and psychological well-being, often the authors' approaches to determining the content, structure, goals are narrow, focusing on individual, important but local aspects of these phenomena. Theoretical and methodological analysis of the works showed that the problem of the impact of the educational environment on the psychological well-being of modern youth remains out of the attention of scientists.

The study of the relationship between the psychological characteristics of the educational environment with the psychological well-being of student youth concerns the improvement of the quality of life of the subjects of the educational environment.

Note that many authors point to the importance of influencing the formation of professional and personal qualities of student youth environmental factors, but they are studied to a much lesser extent than the influence of internal factors such as intelligence, creativity, motivation.

The purpose of the article - to theoretically analyze and empirically establish the relationship between the characteristics of the educational environment and indicators of psychological well-being of student youth.

Scientists note that well-being is a generalized concept, a multifactorial construct that includes categories from different spheres of life [3; 7]. The meaning of the concept of "well-being" largely coincide in scientific interpretations and in everyday consciousness. It should be noted that external objective indicators of well-being, such as success criteria, indicators of health, material well-being, do not affect a person's experience of well-being. The experience of well-being is basically subjective, it is largely due to the special attitude of the individual to himself, the world around him and its individual parties. personal growth (effective use of personality traits, talent development); self-acceptance (self-recognition, positive attitude to their personality traits).

The initial basis for understanding the meaning of the term "educational environment" is that the mental development of man in the learning process should be considered in the context of "man - the environment". Education, upbringing and development are significantly determined by socio-cultural conditions, subject-spatial environment, the nature of interpersonal interaction and other environmental factors. Analysis of the educational environment in terms of the nature of environmental influences as they have a developmental effect, take into account the different needs and interests of the individual, promote its vital self-determination and self-realization allows us to talk about developmental, personality-oriented environment. The educational environment of the university is a set of material factors of the educational process and human relations, which establish the subjects of education in the process of their interaction. Depending on the combination of components of the educational environment, the level of their development and coherence, we can assume different options for the realization of personal potential. That is why one of the most important tasks of higher education institutions is the organization of such links between students and the educational environment, which optimally influence individual development, promote professional development. In this sense, we emphasize the importance of creating a variety of opportunities in the educational environment for student youth. It is the proposed opportunities that emphasize the active beginning of the subject who is mastering the educational environment. Opportunity is a "bridge" between the subject and the environment and is defined as a property of the environment, and the property of the subject. Studying and modeling the educational environment of the university, it is necessary to pay attention to the following fundamental points: the interaction and interaction of the social environment and the university educational environment; subjects of the educational environment of the university: the system-creating role of the teacher, the active position of the student. A. Yasvin paid special attention to the interaction and interaction of the social environment and the educational environment [10.p.186]. He emphasizes the role of teachers in creating an educational environment not only inside the school but also outside. In this sense, the educational environment of the university has a special mission. A special environment of partnership between educational institutions in the region is created, a single educational space is formed, in which the degree of coordination of relations depends on the successful social mobility of teachers and students, residents of the region in general.

It is no longer a debatable issue that the educational environment is a very capacious and systematic concept. Due to this, the phenomenon of the psychological component of the educational environment is

ambiguous and has a multifactorial conditionality. The weight of all factors that in one way or another affect the psychological quality of the educational environment, it is difficult to take into account, but to identify some system-forming is quite possible [4]. The psychological component of the educational environment can be described through the following characteristics: attitude to the educational environment, satisfaction with the main characteristics of interaction and protection from psychological violence [1].

In our study to determine the level of psychological well-being and its components used the method of "Scale of psychological well-being K. Riff" (adapted by SV Karskanova) [5]. Additionally, the "Scale of subjective well-being" (A. Perrudet-Badoux, G. Mendelssohn and J. Chiche, adapted by MV Sokolova) was used [9], which allows to identify the level of emotional comfort. The methodology contains six clusters, the content of which is related to emotional state, social behavior and physical symptoms, which allow to assess the quality of emotional experiences of subjects ranging from optimism, cheerfulness and self-confidence to depression, irritability and loneliness. together with the six components of the methodology to. This will allow Riff to expand his understanding of the peculiarities of the psychological well-being of student youth.

The method allows to assess the educational environment of the institution by three main characteristics:

- 1) attitude to the educational environment (reference);
- 2) satisfaction with the significant characteristics of the educational environment of the school;
- 3) protection from psychological violence in interpersonal interaction.

The research was conducted on the basis of Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynsky; sample description: 132 students majoring in 053 Psychology (97 girls and 35 boys) took part in the study.

To achieve this goal, we carried out: analysis of empirical data: description of the psychological characteristics of the educational environment in the assessments of students; identified differences between students with different levels of psychological well-being; analysis of the results of correlation psychological characteristics of the educational environment and indicators of psychological well-being of student youth.

Students rated their attitude to the educational environment as positive, the average score of the answers - high. This indicates a high reference value of the educational environment for students, mutual understanding and friendly relations between the subjects of the educational environment (classmates, teachers, administration), student involvement and positive attitude to the learning process as a whole.

The degree of satisfaction with the significant characteristics of the educational environment, the level of protection from psychological violence in interpersonal interaction are also high. a low level of standard deviation confirms sufficient homogeneity of the group. The results indicate a high level of psychological safety and comfort of the educational environment, which gives reason to believe that the psychological component of the educational environment of the university is sufficiently unified, and this allows further analysis to consider the data as a whole. We studied the level of psychological and subjective well-being of student youth. for further analysis, the sample was divided into 2 groups:

The data presented in Table 1 show that our selected groups showed significantly significant differences in Student's t-test for all indicators of psychological well-being.

Table 1

The level of psychological well-being of students

Indicator of psychological well-being	A group with a high level $\bar{x} \pm \delta$ (Bali)	Low level group $\bar{x} \pm \delta$ (Bali)
psychological well-being	267.00 \pm 25.23 ***	312.60 \pm 23.20 ***
interpersonal interaction	56.30 \pm 8.21 ***	41.67 \pm 5.72 ***
autonomy	61.91 \pm 8.87 ***	51.40 \pm 6.99 ***
environmental management	63.73 \pm 8.46 ***	35.60 \pm 6.68 ***
personal growth	64.70 \pm 6.99 ***	54.49 \pm 7.51 ***
goals in life	58.11 \pm 7.31 ***	42.36 \pm 6.97 ***
self-acceptance	53.13 \pm 7.86 ***	36.97 \pm 7.86 ***

The table shows that the highest values in both groups showed the indicator "Personal Growth", which indicates the desire of student youth for development and self-realization. Such students are open to new

experiences, trying to realize their own potential. In the group with a high level of psychological well-being, the lowest values of the indicator "Autonomy", which indicates the importance for students of the views of parents and teachers. In the group with a low level of psychological well-being, the lowest values of the indicator of "self-acceptance", which indicates the internal dissatisfaction of students with themselves.

Students with a high level of psychological well-being can be described as having positive relationships with others, capable of empathy, independent and autonomous decisions, they are able to find opportunities to meet their own needs, able to influence others. Such students strive for self-development and self-realization, have clear goals for the future and are capable of planning. in general, they evaluate themselves positively and accept their strengths and weaknesses.

Students with low levels of psychological well-being have limited contact with others, find it difficult to be open and empathetic, and rely on other people to make important decisions, but they are less dependent on others for their opinions and achievements. are able to make independent decisions, but have difficulty in organizing daily activities, do not feel the strength and ability to change the situation, show interest in the activity, but do not set a goal. not inclined to be aware of their own changes and strengths, more focused on the mistakes and failures of the past.

Analyzing the indicators of subjective well-being (emotional comfort) of student youth in the educational environment (see Table 2). The obtained data show that on all scales of subjective well-being there are significant differences between groups, which confirms the legitimacy of the division of students by level of well-being into 2 groups - psychologically well-off and psychologically disadvantaged students (standard deviation in both groups). .

The results of the study showed that students with a high level of psychological well-being in all indicators have high values, except for the indicator "tension and sensitivity", which revealed average values. This means that such students are in a good mood, do not feel tension in learning, treat it with interest and enthusiasm. Such students do not experience significant emotional problems, are optimistic, active and confident, are able to build relationships with others and manage their own behavior, they easily seek help from their social environment, satisfied with their health and daily life.

Table 2

The level of subjective well-being of students

Indicator of subjective well-being	A group with a high level $\bar{x} \pm \delta$ (Bali)	Low level group $\bar{x} \pm \delta$ (Bali)
subjective well-being	78.33 \pm 11.56 ***	42.91 \pm 12.54 ***
tension and sensitivity	10.73 \pm 3.11 ***	8.25 \pm 3.20 ***
signs that accompany the main psycho-emotional symptoms	20.37 \pm 4.52 ***	14.10 \pm 4.29 ***
mood swings	11.88 \pm 1.75 ***	8.14 \pm 2.61 ***
the importance of the social environment	15.13 \pm 3.19 ***	10.63 \pm 3.30 ***
self-assessment of health	9.52 \pm 2.84 ***	7.35 \pm 3.04 ***
degree of satisfaction with daily activities	9.69 \pm 3.34 **	8.22 \pm 3.41 ***

Students with a low level of well-being have average values for all indicators of emotional comfort, and for the indicator "signs accompanying the main psycho-emotional symptoms", high values are found, such students often experience negative feelings, may feel uncomfortable in the educational environment, have difficulty in relationships as with teachers and classmates, and with close surroundings. They experience states of misunderstanding and loneliness, need solitude, but they have no psycho-emotional symptoms. They experience boredom in everyday activities, do not see positive aspects in it, and are often in a low mood.

We used correlation analysis to identify and analyze the relationships between the psychological characteristics of the educational environment and indicators of psychological well-being of students. As a result of correlation analysis, four main system-forming components were identified: "Positive relationships with others", "Personal growth", "Degree of satisfaction with daily activities" and "Psychological well-being". The first three components are interconnected through a number of indicators of protection from psychological violence in the educational environment.

"Positive relationships with others" are related to satisfaction with the educational environment and its characteristics, such as relationships with teachers and awareness of difficulties and problems, as well as an indicator of protection from ignorance in interpersonal interaction.

"Personal growth rate" is related to the indicators "opportunity to show initiative and activity" and "protection from ignorance and hostility" by teachers and classmates. This indicates the need for students in a safe educational environment where you can make mistakes without fear of being ridiculed - these are the conditions necessary for professional and personal development. Protection from ignorance and need on the part of teachers is interrelated with the indicator of satisfaction with daily activities, which is related to the emotional component of attitude to the educational environment and the component of emotional comfort "tension and sensitivity". Subjective well-being as an indicator of emotional comfort is also associated with protection from being ignored by peers. the results obtained indicate that

Educational institutions (colleges, universities) today are not the only source of knowledge, so it is extremely important to form positive relationships between the subjects of the educational environment. The results of the study show how important a favorable psychological atmosphere in the educational environment is for student youth. The more opportunities there are in the educational environment to seek help, the higher the protection against psychological violence, threats, ignoring and hostility, the higher the student's level of self-acceptance. The psychological well-being of student youth is positively interrelated with the preservation of personal dignity, taking into account personal problems and difficulties, protection from coercion and hostility. Emotional comfort in the educational environment associated with the preservation of personal dignity and protection from psychological violence. The obtained relationships confirm the importance for students of positive relationships between them and teachers. It can be assumed that students with a high level of psychological well-being see their social environment as one that is designed to promote their professional and personal development. The self-acceptance of student youth is largely related to the recognition of their academic achievements, an objective assessment of which can be obtained not only from teachers but also from classmates. which is designed to promote their professional and personal development. The self-acceptance of student youth is largely related to the recognition of their academic achievements, an objective assessment of which can be obtained not only from teachers but also from classmates.

Conclusions. The study shows the importance of correct and safe interaction of the subjects of the educational environment, which is a significant factor in maintaining a high level of psychological well-being of student youth. The results of empirical research confirm the existence of relationships between the psychological well-being of student youth and the psychological characteristics of the educational environment. The influence of psychological characteristics of the educational environment on the level of psychological well-being of student youth was also revealed. it was found that gifted adolescents significantly differ in the level of psychological well-being. for gifted adolescents with a high level of psychological well-being, the most important thing is protection from humiliation by teachers and classmates, it is important to recognize their academic achievements,

REFERENCES

- [1] Baeva IA, Volkova EN, Laktionova EB Psihologicheskaya bezopasnost obrazovatelnoy sredyi: razvitiye lichnosti. M. Nestor-Istoriya, 2011. 272 p.
- [2] Baturin NA, Bashkatov SA, Gafarova NV Teoreticheskaya model lichnostnogo blagopoluchiya. Journal of YuUrGU. 2013. T. 6, # 4. S. 4–13.
- [3] Gontarovska NB TeoretichnI I metodichnI zasadi stvorenniya osvItnogo seredovischa yak faktoru rozvitku osobistostI shkolyara: avtoref. dis. na zdobuttya nauk. degree of Dr. ped. science. K. 2012.
- [4] Zastelo AO EkologIzatsIya osvItnoYi vzaEmodIYi. Bulletin of the Odessa National University. Psychology. 2012. T. 17. Vip. 9. S. 90
- [5] Karskanova SV Opituvalnik «Shkali psihologIchnogo blagopoluchchya» K. Riff: protses ta rezultati adaptatsIYi. Praktichna psihologIya ta sotsIalna robota. 2011. # 1. S. 1–10.
- [6] KolesnIchenko, LA Problema osobistIsnogo I profesIynogo rozvitku v suchasnIy psihologIYi PsihologIchna teorIya I tehnologIya navchannya. Volume 8. Current problems of psychology. Issue 2. / for red. SD Maksimenko, ML Smulson. KiYiv: MilenIum, 2006. S. 102–107.
- [7] Laktionova, EB Psihologicheskaya ekspertiza obrazovatelnoy sredyi: monografiya. SPb .: Knizhnyiy Dom, 2013. 287 s

- 42 p
- [8] Moskalenko, VV Sotsializatsiya osobistostI: monografiya K.: FenIks, 2013. - 540 p.
 - [9] Sokolova MV Shkala sub'ektivnogo blagopoluchiya. Yaroslavl: NPTs «Psychodiagnostics», 1996.
 - [10] Yasvin AV Obrazovatel'naya sreda: ot modelirovaniya k proektirovaniyu. M .: Smyisl, 2001. 365p.
 - [11] Diener E. The science of well-being: the collected works. New York: Springer. 274 p.
 - [12] Ryff C. The Structure of Psychological Well-Being Revisited. Journal of Personality and Social Psychology. 1995. Vol. 69. # 4. P. 719-727.