Ensuring psychological comfort as a condition for the comprehensive development of children

Asegurar el confort psicológico como condición para el desarrollo integral de los niños

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Abstract

The fundamental reform of the education system globally involves strengthening the humanistic orientation of the educational process, focusing on the active role of children in their development. The importance of caring, attentive, patient, and tactful attitudes from adults, as well as meaningful and emotionally warm communication from the early stages of life, is emphasized. The main objective of the study is to determine the role and features of achieving psychological comfort to ensure effective and comprehensive development during the educational process. The methodology employed an analytical and bibliographic approach to review scientific literature on the psychological comfort of children's development. Induction, deduction, analysis, synthesis, system-structural analysis, comparative analysis, logical-linguistic methods, abstraction, and idealization were applied to study and process the data. Additionally, an online questionnaire was conducted to gain practical insights into the issues related to psychological support during children's development. Based on the research results, the primary and most significant theoretical aspects of psychological comfort as a significant prerequisite for multifaceted child development were

established. This study provides valuable perspectives on the role of psychological comfort in educational practices, laying the groundwork for future research in this area.

Keywords: psychological conditions of development, psychoanalysis, psychological comfort, mental health promotion, psychological and educational tools.

Resumen

La reforma fundamental del sistema educativo a nivel mundial busca fortalecer la orientación humanista en el proceso educativo, enfocándose en el desarrollo activo de los niños. Se destaca la importancia de una actitud afectuosa, atenta, paciente y delicada por parte de los adultos, así como una comunicación significativa y cálida desde temprana edad. El objetivo principal del estudio es determinar el papel y las características del logro del confort psicológico para asegurar un desarrollo integral y efectivo durante el proceso educativo. Se utilizó una metodología basada en análisis bibliográfico para revisar la literatura científica sobre el confort psicológico en el desarrollo infantil. Se aplicaron métodos de procesamiento de datos como inducción, deducción, análisis y síntesis de información. Además, se realizó un cuestionario en línea para obtener información práctica sobre el apoyo psicológico durante el desarrollo de los niños. Los resultados del estudio establecieron los aspectos teóricos más relevantes relacionados con el confort psicológico como requisito esencial para el desarrollo integral de los niños. Este estudio proporciona valiosas perspectivas sobre el papel del confort psicológico en el proceso educativo, sentando las bases para futuras investigaciones en este campo.

Palabras clave: condiciones psicológicas del desarrollo, psicoanálisis, confort psicológico, promoción de la salud mental, herramientas psicológicas y educativas.

1. Introduction

The primary tasks of the teacher, the solution of which requires knowledge of the children's psychology, are the recognition and support of pedagogically significant manifestations of the children's activity with the aim of directing them in the relevant direction, taking into account the students' wishes and interests when forming initial ideas and increasingly complex knowledge about the surrounding world, equipping their communication skills and effective, psychologically comfortable communicative activity.

The theoretical part of the present research substantiates the importance, factors and components of psychological comfort as a significant condition for the child's development.

The practical part of the research includes assessing the most important tasks of the educational process from the perspective of the necessity to ensure the psychological comfort of the education seeker. It determines prospective directions of developing the pedagogical science to stimulate children's effective psychological development. Along with this, it identifies the most effective psychological and pedagogical prerequisites for cultivating a child's personality and ways of solving the current problems of developing the psychological service of the education system, as well as establishing the most effective measures to increase the students' psychological comfort during their educational activities.

Based on the research results, conclusions were made regarding the issues raised. In particular, it has been established that the primary tasks of the educational process in terms of the necessity to ensure the psychological comfort of the education seeker are the protection and strengthening of the physical and mental health of children and the formation of a social-cultural environment that would meet the age, individual, psychological and physiological features of children. Considering the foregoing, the most promising directions for developing pedagogical science to stimulate the effective psychological development of children are establishing the role of a psychologist as an executor, creating a situation for

the teacher to reflectively analyze his experience, and also as a partner in pedagogical action, participating in the formation of the educational process. At the same time, the most significant prerequisites for the development of children's personalities are the restructuring of the educational space according to the personality-oriented educational model, the transition from the frontal to the individualized style of communication of the teacher with children, and the improvement of the teachers' psycho-pedagogical competence. The questionnaire made it possible to outline the most decisive ways of solving the current problems of developing the psychological service of the education system, in particular, the preparation and implementation of educational and preventive programs on overcoming aggressiveness, and cruelty among and towards students, development of an algorithm for the interaction of a school psychologist with representatives of other institutions and family services. An essential result of the survey is the identification of the main types of measures to improve the students' psychological comfort in the course of their learning activities, namely, using the latest educational technologies, psychological and pedagogical support measures, and the development of harmonious and friendly interpersonal relationships.

2. Literature Review

Child development is a process of irreversible, positively directed and natural changes leading to qualitative and structural transformations at all levels of the child's integral personality. The development of a child from early childhood is characterized by high dynamics and intense pace. Enrichment or deepening of the developmental process necessary for the life of a child of a certain age requires comfortable conditions for his education and upbringing (Kesavelu, Sheela & Abraham, 2021).

The most effective psychological and educational means directly influencing the cultivation of the personality is saturating children's lives with learning situations that positively affect their development. An important condition for a child's participation in such situations is his physical and psychological comfort (Kong & Yasmin, 2022).

The development of personality lies in organizing and integrating the inner world of a person. It is a path to oneself, a process of self-affirmation and self-discovery. Intellectual development becomes personal only when it begins to reflect one's own experience. From this moment, an individual determines, controls, and accepts responsibility for the course of his own development (Colliver et al., 2022; Mertala, 2019).

If the issue of the primary driving forces behind this process, namely, the fundamentals of the child's psychological comfort, is not resolved, studying the self-development of a personality as a unique multifaceted person will not be sufficient (Eijgermans et al., 2022; Lindeman, Svensson & Enochsson, 2021).

Support for psychological development during studies at general educational institutions aims to help each student socialize and adapt in the social environment, optimally developing his potential. Psychological support is focused on the optimistic perspective of each student. It is aimed at supporting the optimal development of each child: his cognitive activity, assimilation of professional knowledge and social values, norms of interpersonal interaction and communication, and formation of an independent type of behavior for positive psychological well-being. The tools of implementing this systematically organized activity are the student's spiritual development and the observance of comfortable conditions for his education and upbringing, the influence on the social and educational environment with the aim of creating conditions for development corresponding to the child's features, corrective and developmental work of the psychologist with the child in individual and group form (Liu, Zhao & Su, 2022; Forsling, 2021).

3. Aims

The purpose of the research is to determine the standpoint of scientists and practical psychologists regarding key practical issues related to ensuring psychological comfort as an important prerequisite for the comprehensive development of children.

4. Materials and Methods

A practical study of modern tendencies in using the tools to ensure psychological comfort as an important prerequisite for children's effective development was conducted by surveying 231 scientists and 191 practical psychologists working in Odesa, Mykolaiv, Lviv, Cherkasy and Ivano-Frankivsk regions of Ukraine. The research was conducted using the Google Forms service.

5. Results

From the perspective of the necessity to ensure the psychological comfort of the education seeker as an important prerequisite for the effectiveness of the child's development, the research made it possible to single out the following primary tasks of the educational process (Figure 1).
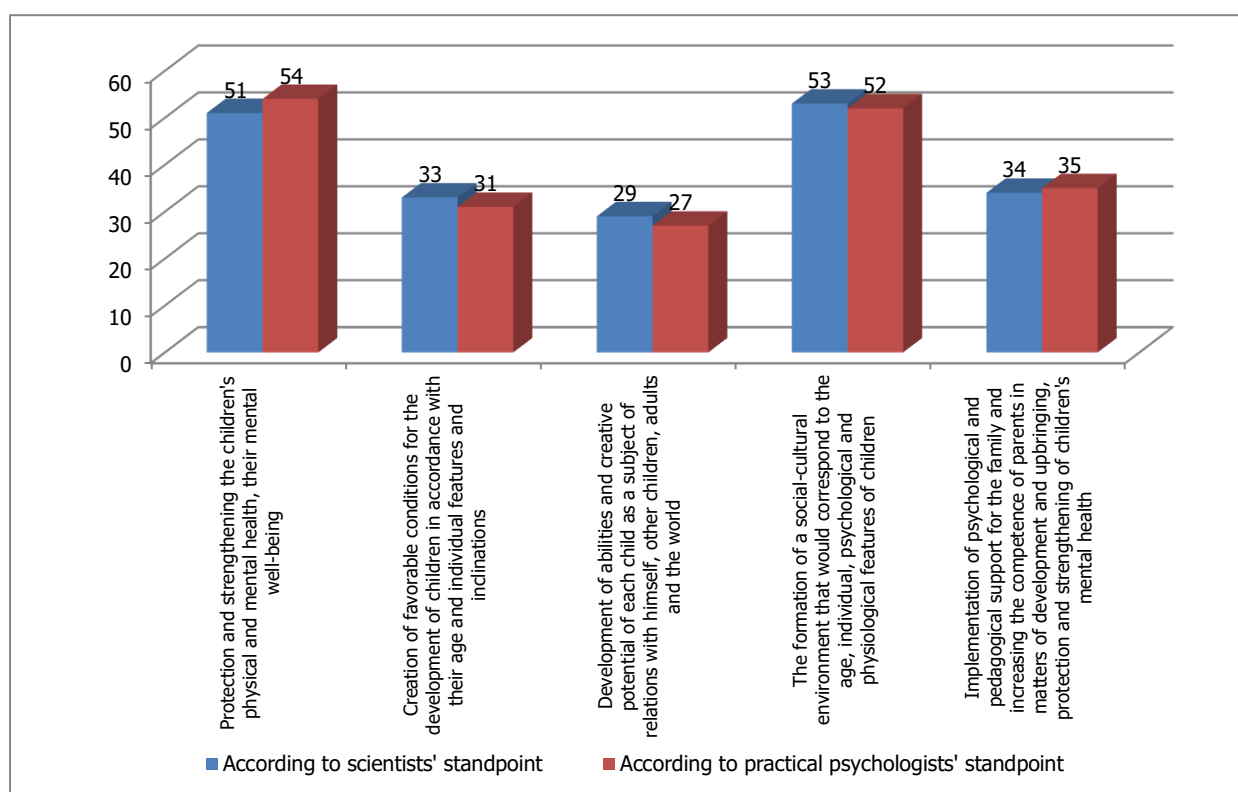

Figure 1. The tasks of the educational process from the perspective of the necessity to ensure the psychological comfort of the education seeker, %.
Source: compiled by the authors.

According to the survey participants' standpoint, currently, in the conditions of the necessity to comply with educational standards, the most significant tasks are the protection and strengthening of the children's physical and mental health and the formation of a social-cultural environment that would correspond to the children's age, individual, psychological and physiological features.

During the survey, the respondents identified the following promising directions for developing the pedagogical science in order to stimulate the children's effective psychological development (Figure 2):

- development of the psychologist's role as a performer, who creates for the teacher a situation of reflective analysis of his experience;
- development of the psychologist's role as a partner in pedagogical action, who participates in the formation of the educational process;
- drawing the attention of psychological service specialists to the new roles arising during the interaction of teachers with children, primarily the facilitator, who instills confidence in his abilities and supports being involved in psychological knowledge.
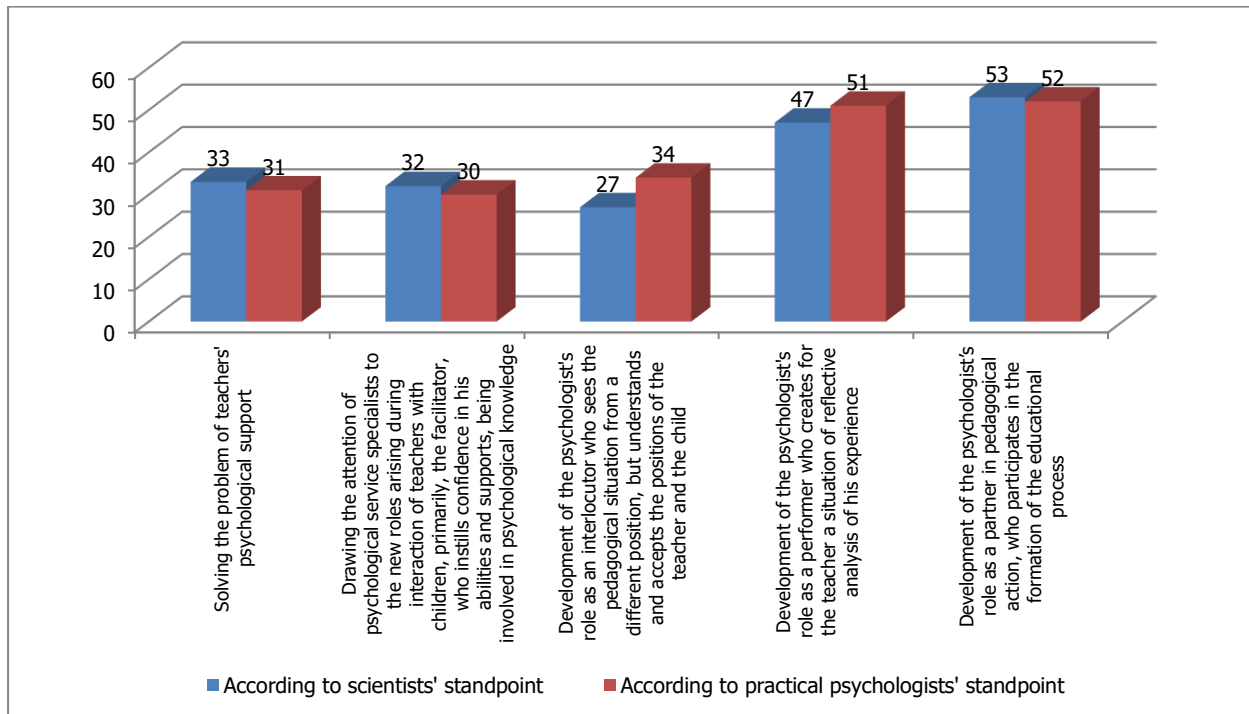

Figure 2. Promising directions for developing the pedagogical science in order to stimulate the children's effective psychological development, %.
Source: compiled by the authors.

The survey made it possible to establish effective psychological and pedagogical prerequisites for developing the child's personality (Figure 3).

It can be observed from Figure 3 that the most significant prerequisites for developing the child's personality are restructuring the educational space according to the personality-oriented educational model, transiting from the frontal to the individualized style of communication of the teacher with children, and improving the teachers' psycho-pedagogical competence.
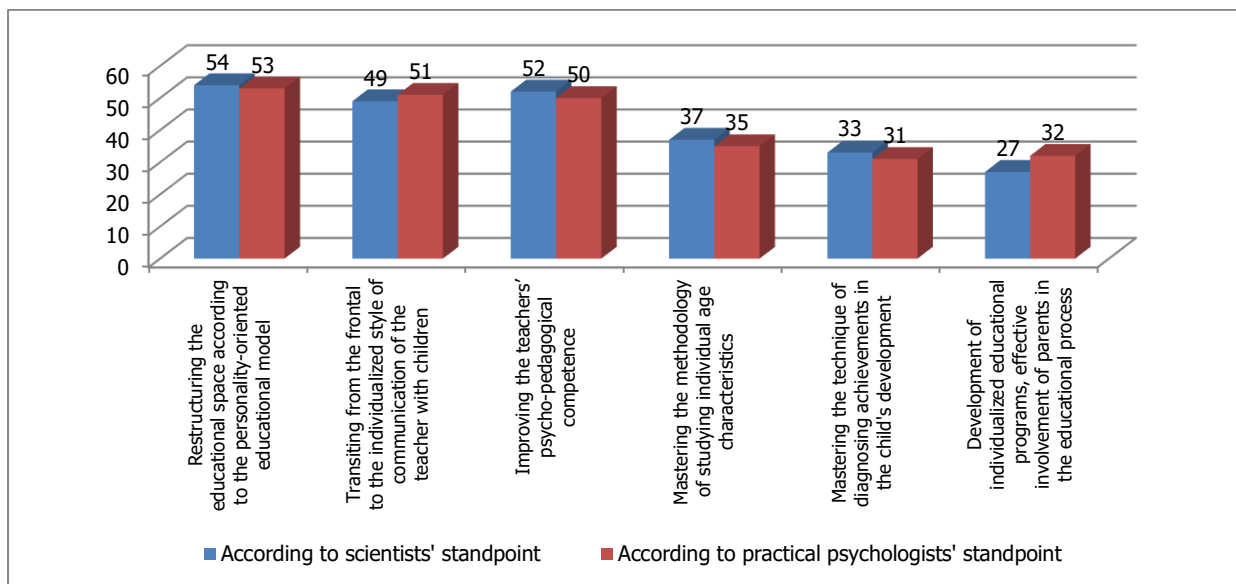
Figure 3. Effective psychological and pedagogical prerequisites for developing the child's personality, %.
Source: compiled by the authors.

As evidenced by analyzing the research participants' answers, the current problems of the developing the psychological service of the education system can be solved by as follows (Figure 4):

– preparation and implementation of educational and preventive programs on overcoming aggressiveness, and cruelty among and towards students;
– development of an algorithm for the interaction of a school psychologist with representatives of other institutions and family services.
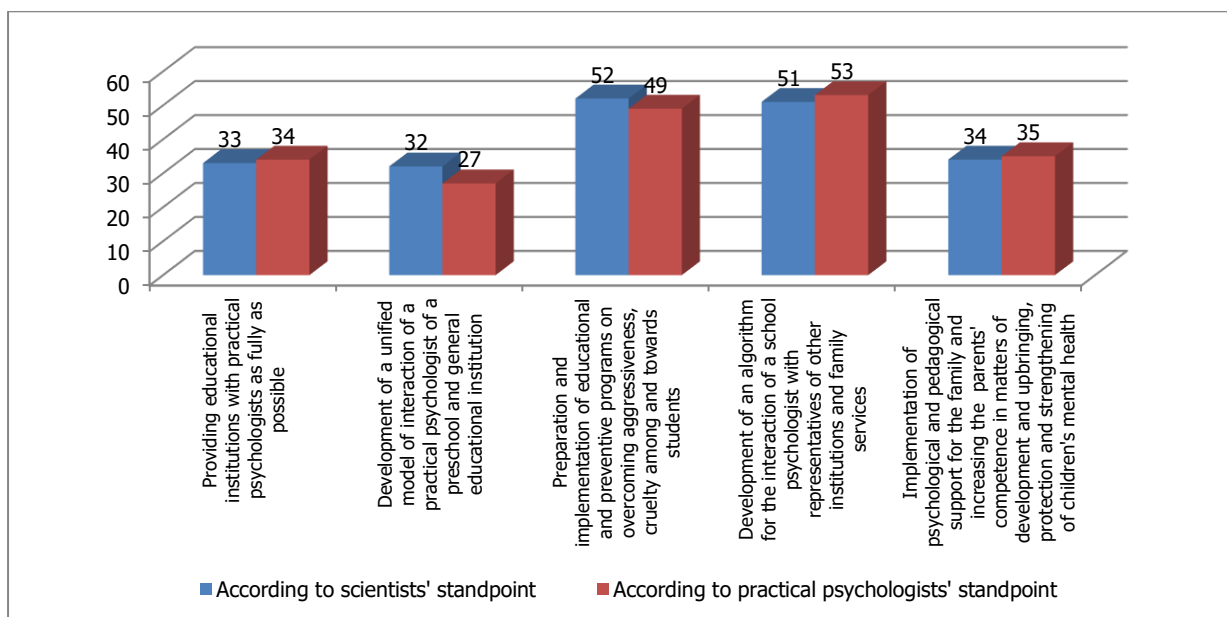

Figure 4. Ways to solve the current problems of developing the psychological service of the education system, %.
Source: compiled by the authors.

The survey made it possible to establish the primary types of measures to increase the students' psychological comfort during educational activities for their development (Figure 5).
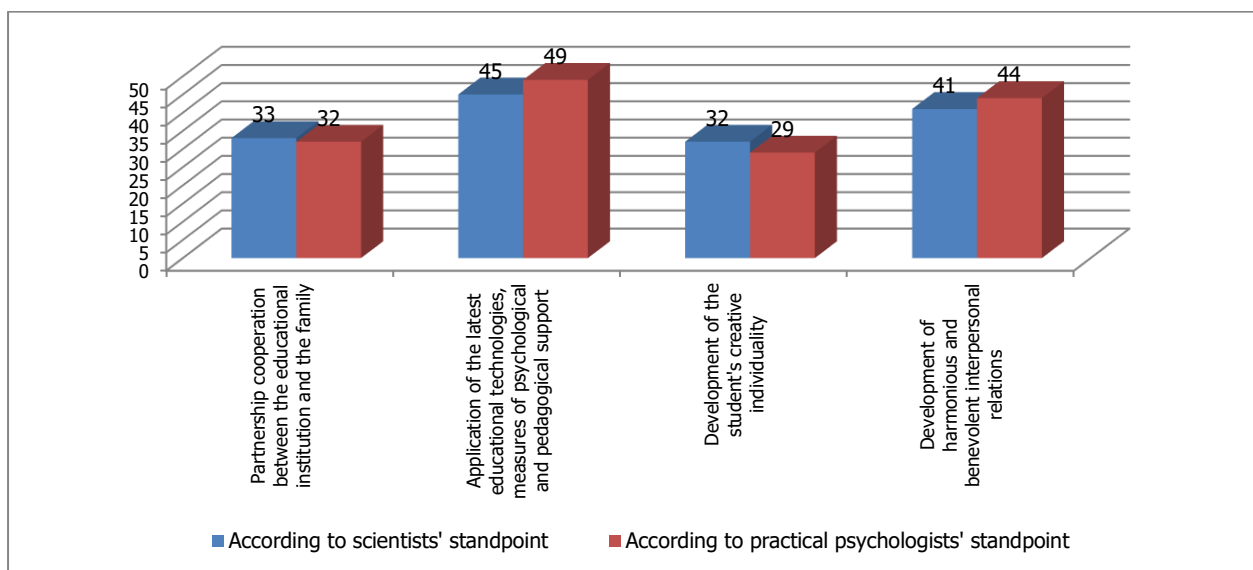

Figure 5. The primary types of measures to increase the students' psychological comfort during educational activities, %.
Source: compiled by the authors.

The analysis of the responses received as a result of the questionnaire showed that such measures primarily use the latest educational technologies, measures of psychological and pedagogical support, and develop harmonious and benevolent interpersonal relations.

6. Discussion

The formation and personality development of a child of preschool and school age, which can be ensured at preschool and secondary educational institutions, requires the search for innovative content, forms and methods of working with students, fulfillment of the educator's mission as an intermediary between the child and society, solving urgent problems of personality cultivation and development (Parker et al., 2022; Walk, Evers, Quante & Hille, 2018).

Forecasting of changes and their regulation accelerate the process of updating the activities of educational institutions recognizing the need for conscious management. Therefore, the approaches to planning the educational institution's activities, updating the training base, dissemination and use of interactive forms in the educational process require significant attention. Currently, the organization of children's education should be based on methods and technologies that activate mental activity and creatively organize the educational space (Allee-Herndon & Roberts, 2020; Ernst & Reynolds, 2021).

The latest tendencies in developing the education system are dictated by the need for fundamental changes aimed at improving the quality and competitiveness of educational institutions. They are also aimed at solving strategic tasks faced by the institution's staff in the new economic and social-cultural conditions (Nilsson, Ferholt & Lecusay, 2018; Crouch et al., 2020b).

All necessary types of psychological activity, which are interconnected and complement one another, can be delegated with psychological assistance as a psychologist's working technique (van der Heijden, Beijaard, Geldens & Popeijus, 2018; Li, Tan & Yi, 2020), (Ozokcu, 2018).

The educator should focus on several crucial factors, including fostering psychological comfort in the classroom in order to ensure the child's thorough development both intellectually and morally, or in other words, as a personality (Neuman & Powers, 2021; Bryant, 2018).

Working in this direction, scientists in their studies pay attention to special changes in developing children's feelings of sympathy and antipathy. In particular, they believe that the objects causing these feelings are not only adults, but also the child's peers. Moreover, the source of such experiences is not only the satisfaction of organic needs but also the child's communication with peers, and the spiritual and moral characteristics of peers (Bruns et al., 2019; Crouch et al., 2020a).

Along with this, researchers of the child's psychological development pay attention to the fact that the degree of emotional development is not decisive for a person. People with a well-developed emotional sphere can get along better with people; they are able to manage their emotions more purposefully. Scientists-pedagogues emphasize in their studies to the fact that the emotional world of a child is formed from the first days of life, from the first smile, the first cry. It continues to be formed along with the personality formation, acquiring various positive and negative manifestations (Wolf et al., 2018; Brock & Beaman-Diglia, 2018).

7. Conclusions

Therefore, the analysis of the scientific literature on the research topic and the questionnaire results showed that forming comfortable psychological conditions for the child's development is of great importance for his future life. After all, it is positive emotions and a satisfactory psychological state that help the child develop harmoniously. Children's emotional and moral growth suffers when the intellectual domain is given precedence without consideration for the emotional component. Under such conditions, emotionally devastated individuals grow up, which eventually leads to the decline of the country's general culture. A positive psychological climate and emotional comfort of the child contribute to a freer expression of emotions and more productive learning and upbringing, which positively affects the formation of creative abilities.

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