

Physical and mental health of educational environment as a factor in providing the national security of the Russian Federation: An empirical research

VALENTINA B. SALAKHOVA¹ ✉, ELENA Y. PRYAZHNIKOVA², ALEKSANDR V. LITVINOV^{3,4}, BOGDAN S. VASYAKIN⁵, LIUBOV V. ZASOVA⁶

¹Department of the Psychology and Pedagogy, Ulyanovsk State University, Ulyanovsk, Russian Federation

²Department Personnel Management and Psychology, Financial University under the Government of the Russian Federation (Financial University), Moscow, Russian Federation

³Department of Foreign Languages, Peoples' Friendship University of Russia (RUDN University), Moscow, Russian Federation

⁴Department of Foreign and Russian Philology, Moscow State University of Psychology and Education (MSUPE), Moscow, Russian Federation

⁵Department of Psychology, Plekhanov Russian University of Economics, Moscow, Russian Federation

⁶Department Economics and Management, The Sechenov First Moscow State Medical University, Moscow, Russian Federation

ABSTRACT

At present, the problems in one way or another related to the risk of involving young people in illegal activities are recognized as the most pressing. In addition, the issues of well-being of various environments of an individual's existence are recognized by the expert community and require close consideration. The educational environment is a unity of psychological and pedagogical reality, the purpose of which is to solve educational problems in the presence of specially organized conditions; tasks aimed at socializing students; as well as tasks for the formation and development of the student's personality. The solution to the listed tasks in the educational environment, along with its psychological and pedagogical support, can act as an alternative to the aggressive social environment which results in the growth of sociogenic diseases. In this regard, this paper presents an empirical research program developed by the authors aimed at studying the psychological and pedagogical security and safety of the educational environment as a factor in providing the national security of the Russian Federation. The paper presents the results of a theoretical and methodological analysis of the main factors and risk indicators of the safety of the educational environment (school baiting (bullying), delinquent behaviour among children and youth, suicidal behaviour of children and adolescents, the problem of psychoactive substances use, the problem of Internet addictions); the research methodology has been substantiated; methodological tools (psychodiagnostics tools, sociological and pedagogical methods, methods of mathematical statistics) have been chosen. In addition, the proposed results have been identified in the framework of the research program, which are designed to contribute to the problem of ensuring the psychological and pedagogical security and safety of the educational environment in educational institutions which is being solved by the world psychological science.

Keywords: Socio-psychological safety; Socio-psychological vulnerability; Disintegration; Virtual autism; Sports and educational environment.

Cite this article as:

Salakhova, V.B., Pryazhnikova, E.Y., Litvinov, A.V., Vasyakin, B.S., & Zasova, L.V. (2021). Physical and mental health of educational environment as a factor in providing the national security of the Russian Federation: An empirical research. *Journal of Human Sport and Exercise*, 16(3proc), S1260-S1271. <https://doi.org/10.14198/jhse.2021.16.Proc3.42>

✉ **Corresponding author.** Department of the Psychology and Pedagogy, Ulyanovsk State University, Ulyanovsk, Russian Federation.

E-mail: valentina_nauka@mail.ru

Abstract submitted to: Winter Conferences of Sports Science. [Costa Blanca Sports Science Events](#), 22-23 March 2021. Alicante, Spain.

JOURNAL OF HUMAN SPORT & EXERCISE ISSN 1988-5202.

© Faculty of Education. University of Alicante.

doi:10.14198/jhse.2021.16.Proc3.42

INTRODUCTION

The leading scope of activities directed at providing state security is strengthening the role of the state as a guarantor of personal security, improving legal regulation in the prevention of crime, terrorism and extremism, developing interaction between state security and law enforcement agencies and civil society, raising trust of citizens in law enforcement and judicial systems of the Russian Federation.

The ongoing radical social, political and economic changes in the country and the world affect and complicate the living conditions of each person, change the socio-cultural situation that has influence on the formation and development of the individual. Today security criteria are put forward in the first place, both in state policy and in the system of education (Kayumova, 2016; Bayanova et al., 2020). The level of social disadaptation and various ways of deviant behaviour of children and youth is rising. The modern sociocultural situation is characterized by numerous examples of the negative influence of external conditions on the formation and development of the individual. Manifestations of violent actions in relation to another person among children and youth are quite common in the contemporary world. Psychologization of the educational environment in order to preserve and improve the health of its participants, create safe working and study conditions in educational institutions, protection from all forms of discrimination can act as an alternative to an aggressive social environment, psycho-emotional and cultural vacuum, which results in the surge of sociogenic diseases (Strelenko, 2013). An important condition is to ensure psychological security and safety in the interaction of participants in the educational environment.

The educational environment represents a psychological and pedagogical reality, in the framework of which, in specially organized conditions, both educational objectives and socialization objectives should be accomplished, as well as the psychological development of the student's personality should be realized (Gaber & Zaretsky, 2018). The educational environment of contemporary educational institutions should be directed at preserving mental and physical health, psycho-emotional well-being of students and maximal realization of their capabilities.

At the same time, the educational environment is an open system that reflects all the patterns and trends in the development of the social environment, including the problems that are characteristic of contemporary Russian society. This gives rise to situations that upset the safety of the educational environment, which leads to the restriction of the rights of students provided for by the Federal Law (2012) of December 29, 2012 No. 273-FL "On education in the Russian Federation" and the Federal Law (1998) of 24.07.1998 No. 124-FL "On basic guarantees of a child's rights in the Russian Federation". In particular, the capabilities of the educational environment to promote the physical, intellectual, mental, spiritual and moral development of children and youth are declining as well as it fails to protect their life and health, to save them from negative factors. Those factors that have a direct impact on the system of values and attitudes of children and young people to social phenomena, people around them and their own personality are particularly dangerous. However, the insignificant scientific and methodological development of the problem of ensuring the psychological security and safety of the educational environment and the lack of comprehensive empirical research on this problem have led to the fact that today deviant and asocial behaviour among children and young people are key issues, which are addressed owing to the efforts of political, scientific and social communities of the Russian Federation (Kayumova & Morozova, 2016; Gaber & Zaretsky, 2018; Bayanova et al., 2019).

Theoretical analysis

At present, the most pressing problems are those that are in one way or another related to the risk of involving young people in illegal activities. In addition, the issues of safety of various environments of an individual's existence have always attracted close attention of the scientific community. The phenomenon of school baiting (bullying) and school cruelty, which takes the form of single acts of aggression is related to the problems of the dysfunctional educational environment. The term "*single acts of aggression*" does not imply that they cannot be repeated, and even more it does not mean their lesser social danger. Simply, unlike bullying, for example, single acts of aggression can be repeated by the same doer but will be directed at different objects of aggression. Single acts of aggression also include extreme cases of armed assault, with tragic consequences with a significant number of killed and wounded. A separate problem of the current situation in Russian schools regarding the well-being of the educational environment is the manifestation of baiting teachers, which is not only widespread, but also requires immediate intervention. Many foreign studies emphasize the key point, both in prevention and in matters of intervention in a baiting situation, which is the position of the entire school community regarding the inadmissibility of baiting. This position is also associated with the operational readiness to intervene in bullying situations in accordance with the technologies established in the world educational practice. This problem is a challenge not only for educational practice, but no less for educational management and educational policy in the Russian Federation, since the identified problem shows not so much a lack of readiness (from the point of view of awareness, everything is just the opposite), but the absence of real action. The problem of single acts of aggression in educational institutions is a new challenge for the Russian system of education, the law enforcement system and the social support system in the Russian Federation. Between 2014 and 2020, more than 20 attacks were committed with the use of weapons. Two cases of assaults resulted in the death of people (including minors) - February 2014 (Moscow) and October 2018 (Kerch). The largest number of cases was reported in 2017-2018.

The problem of single acts of aggression in educational institutions is a new challenge for the Russian education system, the law enforcement system and the social support system in the Russian Federation. Between 2014 and 2020, there were more than 20 attacks with weapons. The deaths of people (including minors) were caused by two cases of attacks - February 2014 (Moscow) and October 2018 (Kerch). The largest number of cases occurs in 2017-2018.

President of the Russian Federation V.V. Putin commenting on the tragedy in Kerch as part of his speech at the Valdai Discussion Club, pointed out that "*...this, among other things, seems to be the result of globalization. It may seem odd. In social networks, we see that entire communities have been created on the Internet... Young people with an unstable psyche create some kind of false heroes for themselves. This means that all of us taken together, not only in Russia, in the world as a whole, do not react well to the changing conditions in the world. This means that we do not create the sought, interesting and useful content for young people. They grab this surrogate for heroism. This leads to tragedies of this kind*" (BBC NEWS, 2018).

Academician of the Russian Academy of Education, Head of the Department of Personality Psychology, Faculty of Psychology, Lomonosov Moscow State University A.G. Asmolov: "*The tragedy in Kerch is a drama of a risk society and society of a loss of the life meaning. According to sociological studies, in civilized countries, the fear of the meaninglessness of life came out on top and outstripped the fear of death. I am saying that it is not accidental in this situation. We turned out to be a country losing the meaning of existence. And these reactions of adolescents, people of middle age, which is called the "age of storm and onslaught," of the search for their "I," clearly show how much hatred and dislike have grown in society. They give rise to aggressive ways of resolving conflicts*"...(Krym reality, 2018). However, it should be noted that whatever the

reason for single acts of aggression in educational institutions: either the result of the globalization of society, or the consequence of the loss of the meaning of life of the whole society, a solution to this problem has not been found to date. And the phenomenon of single acts of aggression in educational institutions of the Russian Federation continues to be an absolutely unexpected challenge for our country, and at present there is no scientific evidence that reveals the specifics of such actions.

The next global problem in the Russian Federation is the problem of crime among children and youth. The statistics of the Ministry of Internal Affairs of the Russian Federation indicate that every 25 crimes are committed by minors, and more than 11 thousand children are in temporary detention centres for juvenile offenders. In addition, it should be noted that 70% of juvenile offenders are adolescents between the ages of 11 and 15.

For example, at the moment the most dangerous adolescent and youth delinquent community in Russia is the AUE group. The AUE subculture has become popular, first of all, on the Internet. Inspired by the romantic appeal of thuggery, teenagers who are not part of the criminal world, on their pages of social networks and in groups of “*like-minded people*”, make law enforcement officers an object of ridicule, honour crime lords and disseminate the values of the criminal subculture on their personal social media accounts.

Realizing the scale of the problem, the refinement of the methods used to promote the subculture and the rapidity of its spread, society is consolidated in the issue of the need to combat youth social ailment, but at the level of civil society, government agencies, scientific and educational institutions and the media there is no common vision of the effectiveness of the measures used. A high number of children and youth with deviant behaviour determines the need to change the system of pedagogical and psychological support of students in educational institutions. The problem of suicide among young people is no less acute on the agenda. Suicide is a special type of destructive behaviour, which is based on auto-aggression, self-destructive behaviour. The topicality of this problem over the past years indicates that despite all the efforts of state agencies and public institutions aimed at preventing suicidal behaviour among young people, the number of suicides aged 14 to 35 is still not decreasing. It should be pointed out that at the moment in educational institutions of the Russian Federation there is no single strategy that unites and coordinates the efforts of various actors in the prevention of suicidal behaviour among young people. This problem has repeatedly been raised in the political discourse in the Russian Federation. For example, on July 6, 2018, the Prime Minister of the Russian Federation Dmitry Medvedev “*instructed a number of departments to develop and implement a set of measures to improve the system for the prevention of suicide among minors, this is stated in the approved plan of key measures for 2018–2020 in the framework of the Childhood Decade. ...The deadline for the implementation of the order is 2019-2020*” (RIA NEWS, 2018). Nevertheless, the problem has not been resolved to this day.

The use of psychoactive substances (drugs, alcohol) also has been a long-standing problem. The problem of the use of psychoactive substances among young people in the Russian Federation has been discussed widely for many years. However, in the last decade, there has been a tendency towards an increase in the number of crimes committed by minors and young people while intoxicated. According to the statistical data of the Ministry of Internal Affairs of Russia, criminal activity in the youth milieu associated with drug trafficking occurs in various ways, from taking drugs “*for company*” to complicity in the organization of criminal activity and independent commission of offences related to drug trafficking, which in practice causes difficulties in bringing the organizers of such offences to criminal responsibility. The dynamics of crime statistics related to the illicit trafficking of narcotic drugs, psychotropic substances or their analogues in the Russian Federation in 2015-2020 is unstable. However, according to official statistics, about 600 thousand people regularly use

drugs in Russia, according to unofficial statistics, more than 7 million people. According to statistical data, 20% of the total number of drug addicts in Russia are schoolchildren, 60% are young people aged 16-30, 20% are older people (Masalimova et al., 2019; Kayumova et al., 2020; Deberdeeva et al., 2017; Salakhova et al., 2016; Pronina et al., 2018).

To solve this problem in educational institutions of the Russian Federation, the Conception for the Prevention of the Use of Psychoactive Substances (PAS) in the educational environment has been implemented since 2011. The conception is a system of principles, organizational approaches and measures aimed at eliminating the causes and conditions that contribute to the spread and use of psychoactive substances in the educational environment, with the ultimate goal of maximizing the exclusion of psychoactive substances from the life of minors (Martynenko & Zakharov, 2014).

The conception rests on the formation of a culture and values of a healthy and safe lifestyle in society. The prevention goal in the educational environment is to develop the infrastructure on a permanent basis and content of preventive activities aimed at minimizing the level of involvement of students of educational institutions in the use of psychoactive substances. The target groups for the prevention of the use of psychoactive substances in the educational environment are: students, foster children, as well as their parents (legal representatives), specialists of educational institutions (teachers, medical workers, psychologists, social workers), employees of internal affairs bodies, representatives of public associations and organizations capable of influencing the formation of a healthy lifestyle among minors and young people (Babieva et al., 2019; Goloshumova et al., 2019; Kovardakova & Poselenova, 2019; Mitin & Sedova, 2019).

However, statistical data on the number of drug addicts in the youth milieu indicate that additional measures are needed to address this problem in educational institutions in territorial entities of the Russian Federation. The problem of Internet addictions. The social situation in the development of the younger generation in Russia assumes the active use of the Internet by young people. In this regard, many of the risks that existed before are acquiring new forms, becoming much more hidden and often unidentifiable by adults engaged in morale building and educational activities. The types and forms of deviance outlined above are acute social problems and are actual challenges for the system of education in particular and the state policy of the Russian Federation in general.

Thus, providing the psychological and pedagogical security and safety of the educational environment in educational institutions should comprise the solution to the following problems:

- 1) The state is building the security conception today, relying on the protection of the national interests of the country, the protection of the rights of its citizens. The concrete filling of the conception of national security is possible through microlevels, in particular, through the creation of the psychological security of the educational environment, which is the most important condition for the socialization of the younger generation. The problem of psychological security and the conception of its creation in the educational environment was not practically tackled in the Russian system of education. The support service is not armed with technologies for creating the psychological security and safety of the educational environment, as one of the most important conditions maintaining the mental health of its participants.

All this dictates the need to develop a comprehensive model of psychological and pedagogical security and safety of the educational environment;

2) Numerous studies of the environment invariably emphasize that the environment has an effect on the development and behaviour of a person, however, in the majority of works, the principle of taking account of the environment is only declared.

This factor determines the necessity for a comprehensive theoretical, methodological and empirical study of the educational environment itself;

3) The current state of the psychological parameters of the educational environment, which determine its developmental potential, testifies to the fact that today no criteria and indicators have been identified that determine the process of socialization and development of students in the educational space of educational institutions (Kamneva et al., 2019; Dolzhenkova, Polevaya and Rudenko, 2019; Koretskaya et al., 2017).

This explains the need to identify the psychological parameters of the educational environment of educational institutions, their assessment from the point of view of maintaining the full mental health of students; mechanisms for designing the psychological security of the environment, ensuring the positive development of its subjects; development of technologies for psychological support of participants in the educational process, contributing to the creation of psychological safety in the environment of educational institutions and maintaining their mental health (Dashkova, 2005; Salakhova et al., 2015; Mitin, 2017; Shukshina, Mizonova and Katainen, 2017; Krushelnitskaya & Polevaya, 2018).

MATERIALS AND METHODS

General scientific ideas of holistic and systematic approaches to research should serve as the methodological basis of the study which will allow us to assess the totality of a set of interrelated and interacting elements that form a certain integrity. The use of these approaches will provide a comprehensive analysis and formulation of the research problem, as well as determine the strategy for its study. The main principles of studying the stated problem are the following: the principle of ascent from the abstract to the concrete; the principle of the unity of analysis and synthesis; the principle of the logical and the historical; the principle of identifying different quality connections in the object and their interaction; the principle of synthesis of structural, functional and genetic representations of an object.

In a comprehensive theoretical, methodological and empirical study, both theoretical and empirical methods of studying the indicated problem will be used: the method of comparison, which will make it possible to compare the elements of the studied object, identify features of similarity and differences in its interpretation in different sciences; we used abstraction as a research method to identify only signs, properties, characteristics in the concept of a forest complex, but not generic or specific concepts regarding the object under study; content analysis as a method of qualitative and quantitative analysis of the content of documents in order to identify or measure social facts and trends reflected by these documents; discourse analysis of the text, which allows us to carry out a qualitative and meaningful analysis of the object of research and to reveal not only clearly present and clearly recorded text data, but also hidden, latent meanings of messages; theoretical analysis of domestic and foreign literature on the stated problem; empirical description - analysis of large text data - allowing us to obtain information about the studied object of research.

The following empirical research methods will be used as the main ones:

- To study adaptive abilities, factors, scenarios and personal adaptation resources of the subjects of the educational environment: the technique for diagnosing social and psychological adaptation (Rogers & Diamond, 1954); a questionnaire to determine the level of social and psychological

adaptation of a secondary school teacher (Dmitrieva, 2008); the test “*Job Satisfaction*” (Rozanova, 2008), the technique for diagnosing social frustration (Wasserman, Iovlev and Berebin, 2004); the technique for diagnosing value orientations (Leontiev and Rasskazova, 2006); the questionnaire of strategies of behaviour in significant life situations (Korzhova, 2006); methods for assessing the defence mechanisms of an individual (Plutchik and Kellerman, 1980; Plutchik et.al., 1979); the questionnaire of coping behaviours (Lazarus and Folkman, 1984); the method of multifactorial personality research (Cattell et.al., 1970); the content - analysis of life scenarios; the author’s questionnaires to identify difficult situations of adaptation in the educational environment for students and teachers, executives of educational institutions, to identify the needs of subjects of the educational environment in the context of facilitating adaptation;

- To assess the conditions and capabilities of the educational environment: the technique for assessing the psychological security and safety of the educational environment proposed by I.A. Baeva (2002); the technique for assessing the satisfaction of participants in the educational process with its various aspects (Kalinina and Lukyanova, 2004; Kalinina et.al., 2018); the technique “*Motivation for studying at the university*” by T.I. Ilyina (Ilyin, 2002); the morphological test of life values “*MTZHTS*” (tested by Sopova and Karpushina, 2002); Sh. Schwartz’s questionnaire to study an individual’s values (1996); the multilevel personality questionnaire “*Adaptability*” (MLO) proposed by Maklakov and Chernyanin (2006);
- The technique for diagnosing interpersonal relations proposed by T. Leary (2004) is to be used to identify the main methods of interpersonal communication of the subjects; to identify the subject’s reaction to a frustrating situation S. Rosenzweig’s (Tarabrina, 1984) experimental psychological technique for studying frustrating reactions will be used; the scale of subjective well-being is going to be used to identify the psychological state at the moment; it is planned to use the Dembo-Rubinstein self-assessment technique to identify the features of self-esteem in subjects in various life situations; the structure of the sociological block will be represented by a sociological survey of the subjects, which will help to identify the social characteristics of the subjects, demonstrating certain schemes of the attributive process. Owing to a sociological survey, we will be able to identify the social characteristics of an individual who can resist external pressure; the modelling method will be used to construct schemes of mechanisms of attributive processes.

The following methods are going to be used as the main mathematical research means: statistical (methods of measurement and mathematical processing of the data obtained, their system analysis, graphic interpretation). The statistical processing of materials is going to be carried out using the program “*SPSS 11.5 for Windows*” with the application of: the Mann-Whitney U-test; Student’s t-test; the Kolmogorov-Smirnov test; the Wilcoxon signed-rank test; the Criterion φ^* - angular Fisher transformation; the Pearson correlation coefficient.

RESULTS AND DISCUSSION

The goal of the scheduled study is to develop and test a model of psychological and pedagogical security and safety of the educational environment in general education institutions, professional educational institutions and educational institutions of higher education (hereinafter - educational institutions) in the context of ensuring the national security of the Russian Federation.

To achieve this goal, a large-scale psychological and pedagogical study is to be carried out at educational institutions of 85 territorial entities of the Russian Federation. Pursuing this aim, we have developed the

program of empirical research of the psychological and pedagogical security and safety of the educational environment as a factor in ensuring the national security of the Russian Federation.

The research sample is to be composed of subjects of the educational process of general educational institutions, professional educational institutions and educational institutions of higher education.

During the first stage of the study, we plan:

- To carry out the theoretical and methodological analysis of the problem of psychological and pedagogical safety of the educational environment of educational institutions in the context of national security;
- To develop methodological and theoretical approaches to the study of the psychological safety of the educational environment in educational institutions;
- To perform the monitoring of the state of activities aimed at promoting the psychological safety of the educational environment of educational institutions in the territorial entities of the Russian Federation (no fewer than 85 territorial entities of the Russian Federation);
- To determine the content and structure of psychological security and safety and prepare its model in the educational environment;
- To identify the strategic dominants of building a system of morale building activity for young people based on modern ideas of upbringing and educational policy of contemporary Russian society (Gaber & Zaretsky, 2018).

At the second stage of the study, we intend:

- To do an empirical study of the psychological security and safety of the educational environment in educational institutions;
- To develop a technique for psychological diagnostics of the security and safety of the psychological environment in educational institutions (in educational institutions of at least 8 territorial entities of the Russian Federation in federal districts);
- To test the technique for psychological diagnostics of the security and safety of the psychological environment in educational institutions (in educational institutions of at least 8 territorial entities of the Russian Federation in federal districts);
- To carry out a study of socio-psychological indicators of the subjects in the educational process in the category of ensuring and creating the psychological security and safety of the educational environment;
- To identify psychological risk factors for the psychological security and safety of the educational environment;
- To determine the indicators of the psychological security and safety of the educational environment in the assessments of all subjects of the educational process.

At the third stage of the study, we plan:

- To determine the theoretical and methodological foundations for the development of a program of psychological support in order to create the psychological security and safety of the educational environment;
- To do a formative experiment to implement the model (testing the model) of maintaining the psychological security and safety of the educational environment in educational institutions (in educational institutions of at least 8 territorial entities of the Russian Federation in federal districts);
- To prove the effectiveness in implementing the model of psychological security and safety of the educational environment in educational institutions.

CONCLUSION

The expected results are intended to contribute to the problem of ensuring the psychological security and safety of the educational environment in educational institutions, which is being solved by the world psychological science, in conditions of intense social changes, the complication of activities and the increased requirements of the environment to the individual.

In particular, following the outcome of the program implementation, we expect to obtain the following results:

- To develop a new approach to the study of the psychological security and safety of educational institutions in the context of national security;
- To carry out the monitoring of the state of activities aimed at ensuring the psychological security and safety of the educational environment in educational institutions of territorial entities of the Russian Federation (in 85 territorial entities of the Russian Federation);
- To create a database of the state of activity aimed at ensuring the psychological security and safety of the educational environment in educational institutions of 85 territorial entities of the Russian Federation;
- To develop a trend map of the psychological security and safety of the educational environment in educational institutions of the territorial entities of the Russian Federation;
- To substantiate the definition of the concept (structure and content) of psychological security and safety of the educational environment in educational institutions in the context of national security;
- To determine the indexes of the psychological security and safety of the educational environment in educational institutions;
- To determine the indicators and determinants of the development of the psychological security and safety of the educational environment in educational institutions;
- To identify the educational environment factors: risks, threats, dangers of the external environment; ways to identify them, reduce the strength of influence and the likelihood of occurrence (prevention); ways to improve the effectiveness of protection (for example, control of the information environment and blockade of harmful content, organization of the protection of an educational institution);
- To study the resources of the educational system: the mechanisms of self-regulation of participants in educational relations, their ability to adapt to new conditions, the possibility of compensating for destabilizing stressful influences of a psychogenic nature, the culture of interaction between participants in educational relations based on personal and trusting communication and common values (Gaber & Zaretsky, 2018);
- To determine the strategic dominants of building a system of morale building activity for young people based on modern ideas of upbringing and educational policy of modern Russian society;
- To develop design principles and present technologies for creating psychological security and safety of the educational environment in educational institutions;
- To create psychodiagnostics tools for the psychological security and safety of the educational environment in educational institutions;
- To develop a set of methods, monitoring and evaluation of the effectiveness of the psychological security and safety of the educational environment in general education institutions, professional educational organizations and educational institutions of higher education in the context of ensuring the national security in territorial entities of the Russian Federation on the basis of statistical analysis and semantic analysis of large data arrays ("*Big Data*");
- To create and test the Model of psychological security and safety of the educational environment in general educational institutions, professional educational institutions and educational institutions of higher education in the context of ensuring national security;

- To substantiate the legal support of the psychological security and safety of the educational environment.

REFERENCES

- Babieva, N.S., Grinenko, A.V., Shulga, T.I., Tkhuho, M.M., Zotova, L.E., Shukshina, L.V. & Ishkov, A.D. (2019). A psychological resource of personality as an integral eco-psychological characteristic (the interrelationship of personal development and quality of human life). *Ekoloji*, 28(107), 629-635.
- Baeva I.A. (2002). Psychological safety of the educational environment (theoretical basis and technologies of creation). PhD Thesis. St. Petersburg: Russian State Pedagogical University named after A.I. Gertsena.
- Bayanova, A.R., Sivova, I.V., Kamasheva, Y.L., Popova, O.V., Semyanov, E.V., Shagieva, R.V. & Yusupov, I.M. (2020). Student online services consumption: Routine practices or mistrust to digital service? *Contemporary Educational Technology*, 11(1), 47-54. <https://doi.org/10.30935/cet.641767>
- Bayanova, A.R., Vodenko, K.V., Sizova, Z.M., Chistyakov, A.A., Prokopyev, A.I. & Vasbieva, D.G. (2019.) A philosophical view of organizational culture policy in contemporary universities. *European Journal of Science and Theology*, 15(3), 121-131.
- BBC NEWS, 2018. Putin said the tragedy in Kerch the result of globalization [Electronic recourse: <https://www.bbc.com/russian/news-45902539>]
- Cattell, R.B. et al. (1970). Handbook for the 16 Personality Factor Questionnaire (16PF) in Clinical Educational Industrial and Research Psychology. Champaign, IL: IPAT.
- Dashkova, N.V. (2005). Psychological and pedagogical support of the psychological safety of the educational environment of the school: PhD Thesis. Samara: Samara State Pedagogical University.
- Deberdeeva, N.A., Polevaya, M.V., Tarasova, T.V. & Tarasov, R.S. (2017). Assessment of students' stress tolerance based on modern psychological techniques. *Theory and Practice of Physical Education*, 10, 101-102.
- Dmitriev M.G. (2008) Workshop on psychodiagnostics of deviant behavior in difficult adolescents. SPb.: ZAO "PONY".
- Dolzhenkova, Yu.V., Polevaya, M.V. & Rudenko, G.G. (2019). A new wage system in public health: an analysis of practice and implementation problems. *Problems of Social Hygiene, Healthcare and Medical History*, 27(4), 452-458.
- Federal Law. (1998). Federal Law of July 24, 1998 No. 124-FL "On basic guarantees of a child's rights in the Russian Federation". Moscow: Government.
- Federal Law. (2012). Federal Law of December 29, 2012 No. 273-FL "On education in the Russian Federation". Moscow: Government.
- Gaber I.V. & Zaretsky V.V. (2018). Ensuring the psychological security of the educational environment. Methodological recommendations for heads of educational organizations. *Prevention of Dependencies*, 3(15), 1-49.
- Goloshumova, G.S., Albakova, Za-M., Marchev, K.V., Kidinov, A.V., Gustova, E.A., Salakhova, V.B. & Krashennikova, N.A. (2019). The interrelation of environmental and social factors and man's mental health. *Ekoloji*, 28(107), 6013-6016.
- Ilyin E.P. (2002) Motivation and motives. SPb.: Peter.
- Kalinina N.V., Lukyanova M.I. (2004). Psychological and pedagogical indicators of the effectiveness of the educational process. *Pedagogical diagnostics*, 1: 7-36.
- Kalinina, N.V., Zaretskiy, V.V., Salakhova, V.B., Artamonova, E.G., Efimova, O.I. & Lekareva, E.E. (2018). Psychological and pedagogical resources of security provision and prevention of internet

- risks and life threats among children and teenagers in the educational environment. *Modern Journal of Language Teaching Methods*, 8(8), 118-129.
- Kamneva, E., Polevaya, M., Popova, A., Simonova, M. & Butyrin, G. (2019). Job satisfaction and professional burnout of high school teachers. *International Journal of Applied Exercise Physiology*, 8(2), 751-755.
- Kayumova, L.R. (2016). Formation of the noxologic educational environment in elementary school: Application of moderation technology. *Mathematics Education*, 11(4), 779-786.
- Kayumova, L.R. & Morozova, M.A. (2016). Using the technology of critical thinking development (CTD) as a means of forming competencies of students majoring in "life safety". *International Journal of Environmental and Science Education*, 11(8), 2113-2122.
- Kayumova, L.R., Zakirova, V.G., Sizova, Z.M. & Buslaev, S.I. (2020) Peculiarities of future teachers' training in professional activities in risk settings: Methods and technologies. *Talent Development and Excellence*, 12(Special Issue 3), 50-63.
- Koretskaya, I.A., Dedov, N.P., Polevoy, S.A. & Dneprovskaya, N.V. (2017). Psychological aspects of organizing a health management system in a university. *Theory and Practice of Physical Education*, 7, 23-24.
- Korzhova, E.YU. (2006). *Psychology of human life orientations*. St. Petersburg: RCAA.
- Kovardakova, M.A. & Poselenova, O.A. (2019). About technologies for the formation of skills of creative self-presentation at future specialists of mass and information activity. *Simbirsk Scientific Journal Vestnik*, 1(35), 20-25.
- Krushelnitskaya, O.I. & Polevaya, M.V. (2018). About the value of a diploma from the point of view of a bachelor student. *Higher education in Russia*, 27(12), 50-57. <https://doi.org/10.31992/0869-3617-2018-27-12-50-57>
- Krym Reality (2018) "Aggression is becoming the norm." Psychologists - about the causes of the tragedy in Kerch. [Electronic recourse: <https://ru.krymr.com/a/agressiya-stanovitsya-normoy-psihologi-o-tragedii-v-kerchi/29551429.html>]
- Lazarus, R.S., & Folkman, S. (1984). *Stress, appraisal and coping*. New York, Springer.
- Leary T. (2004). *Interpersonal Diagnosis of Personality: A Functional Theory and Methodology for Personality Evaluation* / Timothy Leary. Resource Publications.
- Leontiev D.A., Rasskazova E.I. (2006). *Viability test*. Moscow: Meaning.
- Martynenko, O. & Zakharov, Y. (2014). *Human Rights in Ukraine*. Human rights organisations report. Ukrainian Helsinki Human Rights Union. Kharkiv: LLC "Publishing Human Rights", 2015.
- Masalimova, A.R., Mikhaylovsky, M.N., Grinenko, A.V., Smirnova, M.E., Andryushchenko, L.B., Kochkina, M.A. & Kochetkov, I.G. (2019). The interrelation between cognitive styles and copying strategies among student youth. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(4), em1695. <https://doi.org/10.29333/ejmste/103565>
- Mitin, S.N. (2017). Psychosocial aspects of modern youth policy management. *Simbirsk Scientific Journal Vestnik*, 430, 41-46.
- Mitin, S.N. & Sedova, A.O. (2019). Studying differences of indicators of creative thinking and stylistic characteristics at students training in different trainings. *Simbirsk Scientific Journal Vestnik*, 4(38), 31-36.
- Multilevel personality questionnaire "Adaptability" (MLO-AM) A.G. Maklakov and S.V. Chermyanina. *Practical psychodiagnostics. Techniques and tests*. Tutorial. Ed. and comp. Raigorodsky D.Ya. Samara: Publishing House "BAHRAKH-M", 2006.
- Plutchik R., Kellerman H. (1980). A general psychoevolutionary theory of emotions. *Emotions: Theory, research and experience*, 1: 3-33. <https://doi.org/10.1016/B978-0-12-558701-3.50007-7>

- Plutchik R., Kellerman, H., Conte H.R., Izard C.E. (1979) A structural theory of ego defenses and emotions. *Emotions in personality and psychopathology*. N.Y. Plenum. https://doi.org/10.1007/978-1-4613-2892-6_9
- Pronina, E.V., Khudyakova, T.L., Pozharskaya, E.E., Dedov, N.P., Zhelezniakova, M.E., Mikhalkina, S.A. & Karpova, E.E. (2018). The phenomenon of a game and its psychological and pedagogical resources. *Modern Journal of Language Teaching Methods*, 8(8), 56-63.
- Rogers, C.R., and R.F. Dymond, (1954). *Psychotherapy and Personality Change: Coordinated Research Studies in the Client-Centered Approach*. Chicago: University of Chicago Press.
- Rožanova, V.A. (2008) *Psychology of management: textbook*. allowance / VA Rožanov. - 5th ed., Rev. and add. Moscow: Alfa-Press.
- RIA NEWS (2018) Medvedev instructed to improve the system for the prevention of child suicides. [Electronic recourse: <https://ria.ru/20180706/1524133907.html>]
- Salakhova, V.B., Gnedova, S.B., Emelyanenkova, A.V., Mikhailova, I.V., Sedunova, A.S. & Enyashina, N.G. (2015). Individual characteristics of students in the course of professional development (as exemplified by the Ulyanovsk region of Russia). *Asian Social Science*, 11(3), 168-175. <https://doi.org/10.5539/ass.v11n3p168>
- Salakhova, V.B., Ovsyanik, O.A., Shmeleva, N.B., Lvova, E.N. & Shabanova, O.V. (2016). The Problem of Higher Education in the Executive System of Russian Government. *International journal of environmental & science education*, 11(4), 9883-9889.
- Schwartz S.H. (1996). Value priorities and behavior: Applying of theory of integrated value systems. In C. Seligman, J. M. Olson, & M. P. Zanna (Eds.), *The Psychology of Values: The Ontario Symposium*, Vol. 8 (pp. 1-24). Hillsdale, NJ: Erlbaum.
- Shukshina, L., Mizonova, O. & Katainen, V. (2017). The integration of the educational space in secondary schools and universities as a pre-requisite for the formation of historical thinking. *Integration of Education*, 21, 86-95. <https://doi.org/10.15507/1991-9468.086.021.201701.086-095>
- Sopov V.F., Karpushina L.V. (2002) Morphological test of life values (MTZHTs). Samara.
- Strelenko, A.A. (2013). Support of the victim personality of students in educational and extracurricular activities and prevention of child and adolescent victimity. *Socio-Psychological Problems of Modern Society and Human: Ways of Solution*. Collection of scientific articles. Under the scientific editorship of A.P. Orlova. Responsible for the release of S.A. Motors. Vitebsk, 1, 23-25.
- Tarabrina N.V. (1984) *Experimental-psychological methods of studying frustration reactions: Methodical recommendations*. Leningrad.
- Wasserman L.I., Iovlev B.V., Berebin M.A. (2004). *Methodology for psychological diagnostics of the level of social frustration and its practical application. A guide for doctors and clinical psychologists*: St. Petersburg.

