

Ensuring the safety of learning and teaching environments

Mukhamejan Tusseyev^a, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan
<https://orcid.org/0000-0002-8660-4432>

Jamilya Torybayeva^{b*}, professor of Department of Pedagogical Sciences, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan, <https://orcid.org/0000-0002-9923-5293>

Kairat Ibragim^c, Candidate of Pedagogic Sciences, JSC NCCE "Orleu", Almaty, Kazakhstan
<https://orcid.org/0000-0002-4903-8128>

Arzu Gurbanova^d, Candidate of Pedagogic Sciences, The Institute of Mardan Saparbayev, Shymkent, Kazakhstan <https://orcid.org/0000-0002-3681-3914>

Gaziza Nazarova^e, The Institute of Mardan Saparbayev, Shymkent, Kazakhstan <https://orcid.org/0000-0003-0590-8037>

Suggested Citation:

Tusseyev, M., Torybayeva, J., Ibragim, K., Gurbanova, A., & Nazarova, G., (2021). Ensuring the safety of learning and teaching environments. *World Journal on Educational Technology: Current Issues*. 13(4), 1029-1039.
<https://doi.org/10.18844/wjet.v13i4.6299>

Received from July 12, 2021; revised from August 11, 2021; accepted from October 25, 2021

Selection and peer review under responsibility of Prof. Dr. Servet Bayram, Yeditepe University, Turkey.

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Abstract

The state of health and psychological well-being of all citizens, is a determining condition for the development of the Republic of Kazakhstan. The purpose of this study was to theoretically substantiate and identify the role and place of the alienation of children from school in the issue of ensuring the psychological safety of schoolchildren. The researchers set out the content and results of an experimental study, which was aimed at identifying the real state of learning motivation, the manifestation of alienation symptoms in children, the state of their emotional resource deficiency in elementary school children. The authors present the results of a study conducted with 1st–2nd-grade pupils, as well as parents and teachers of elementary schools in the southern region of Kazakhstan in the aspect of the sought problem. The results showed that the developmental histories of children with signs of alienation, are characteristics that demonstrate a deficit of a conflict resource in the early stages of development

Keywords: alienation, schoolchild, provision, psychological safety, educational environment

*ADDRESS FOR CORRESPONDENCE: Jamilya Torybayeva, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan,
E-mail address: Zhamilyazahan@mail.ru

1. Introduction

For the modern situation in education, the growing interest in the effectiveness of educational systems is relevant. In connection with the reform of the educational system of the Republic of Kazakhstan and the creation of its national model, we note an increased interest in distinguishing the effects and results of educational practice in our country. For a long time, the effectiveness of the learning process was perceived as the effectiveness of pedagogical actions, and the pupil's actions as a consequence of this teacher's action, and in terms of academic performance - the effectiveness of the learning process (Frumin, 1999).

Meanwhile, the studies Noddings, (2003), Shamionov (2003), Daly & Wilson (2008) and Pakhalyan (2006) show that the satisfaction of the participants with the main characteristics of interaction in the educational environment acts as significant indicators of its safety. Satisfaction with environmental performance is a tool for maintaining the safety of the educational environment. Also, an important factor in assessing the quality of the educational environment is the indicator of the participants' satisfaction with its individual components (Baeva & Laktionova, 2009; Dubrovina, 2000).

As scientific analysis and real practice show, it is not yet possible to obtain the desired outcomes. The modern school does not always have effective mechanisms for ensuring the psychological comfort of pupils (Torybaeva, 2013; Shevelenkova & Fesenko, 2005). It is the school environment that is often stressful for some pupils, which in turn leads to various negative consequences, in particular, the formation of an emotional resource deficit in schoolchildren.

1.1 Related literature

The state of health and psychological well-being of all citizens, and especially of the younger generation, is a determining condition for the development of the Republic of Kazakhstan, its entry into the number of the most developed countries in the world. There is no doubt that the current conditions require the search for new approaches and solutions to the problem in the context of creating and ensuring psychological safety, well-being and support for the mental health of the individual, which serves as the basis for the health of the younger generation. However, the lack of development of the problem from the standpoint of pedagogical support, the absence of a system of organization and technology of pedagogical support in the aspect of key systemic problems of ensuring the psychological health of children and pupils indicates the relevance of a special study. Since the presence of a child in an educational institution in the absence of personal meaning (involvement in the learning process) leads to actual alienation with the preservation of surrogate methods (imitations), which can lead to a violation of the indicators of the psychological health of children and adolescents, which is already difficult to compensate (Torybayeva, Nuridinova & Suleimenova, 2017).

The assignment of the content of education from the outside and the absence of special actions to bring into conformity the cultural claims for the child and his/her natural forms, alienates this content from the personality, orients not to the personality of the pupil, but to achieve the outcomes required from the outside in a narrow subject framework (Fedopenko, 2000; Bagila et al., 2019). The desire of the representatives of the system to keep the child within the framework of the relationship, without changing the characteristics of the environment in the direction of their conformity, leads to the interpretation of the learning process as alien (Fedorenko, 2000).

The inability for a child to find his/her place in the space of school education, where he/she can be accepted as he/she is, while maintaining and developing his/her identity, potential and opportunities for self-realization and self-actualization, leads to the emergence of a personality-alienated nature of learning, the search for places and opportunities for self-realization and self-actualization outside the education system (Fedorenko, 2000; Yesnazar et al., 2020).

Many modern researchers consider it is important to become a pupil as a subject of educational interaction. So, in this regard, V.V. Gorshkova notes that the formation of a teacher and a pupil as subjects of the pedagogical process is possible, subject to the development of creative activity, free goal-setting and personal responsibility (Gorshkova, 1992; Karasheva et al., 2021).

Langmeyer and Mateichik emphasize that the defectiveness of communication and joint actions with adults cannot but have detrimental consequences for children's health (mental and physical) and mental development (Langmeyer J., & Mateichik Z. (1984). It is well known that anomalies and developmental delays in children who do not have any organic lesions of the nervous system are based on certain difficulties and problems in the sphere of relationships with significant adults (Zakharov, 1982; Khomentauskas, 1989).

The child is very sensitive to everything that happens around, the range of reactions is wide enough. The inconsistency of what is happening with the internal tendencies of a child leads to the appearance of protest forms of behavior, the child becomes undisciplined, this is precisely that G.A. Zuckerman considers in his studies (Zuckerman, 1993). We can talk about the appearance of hyperactivity or hypoactivity (Ross & Ross, 1982; Bryazgunov, 1996; Shevchenko, 1999)

I.V. Dubrovina notes the emergence of psychosomatic diseases of a neurogenic nature, the so-called didactogenic neuroses (Dubrovina, 1994). The percentage of morbidity among children in the learning process increases from year to year, which indicates the alienated nature of learning and personal innocence of children in the learning process (Ufimtseva, 1999; Fedorenko, 2000)

The visible symptoms of alienation are, on the one hand, the frequent appearance of defensive behavioral reactions when the child seeks to avoid tension and seeks an excuse for this avoidance; self-accusations when the child sees his/her own inconsistency and is inclined to distance him/herself from overcoming the resistance of the environment; the emergence of psychosomatics, when the cause of a somatic illness is the child's inability to cope with the situation, as well as overly demonstrative provocative, risk-taking behavior of children, as a rule, doing well in school, when the child shows suprasituational activity, searching for an obstacle or creating this obstacle for him/herself (Fedorenko, 2000; Tashkenbayevna et al., 2018).

The effective organization of the teaching-learning process involves the coordination of two types of content: learning-content and relationship content. At elementary school age, there is a certain conflict dynamic in resolving the contradictions of educational interaction (Sergomanov, 1997). "Spontaneous conflict competence, which is formed in the classroom, at elementary school age has the following dynamics: from resolving conflicts of certainty in relations with a teacher, through the formation of the conflict aspect of learning-content competence, to resolving conflicts of belonging and self-worth" (Sergomanov, 1997; Agranovich et al., 2019).

When applied to educational reality, conflict factors acquire special content. Productive movement in learning-content material is possible when overcoming gaps and solving own educational tasks. This becomes possible if, on the one hand, the task material contains a gap fixed by the child, on the other hand, if the child has enough resources to bridge this gap. The new idea of this study is the study of alienation as a general syndrome that characterizes the formation of educational self-determination, that is, the study of alienation as a system of negative effects that indicate violations of the learning process.

1.2 Purpose of study

The purpose of our study was to theoretically base the psychological mechanisms of the child's alienation from the learning process, to identify the resources of the learning environment from the

point of view of preventing alienation, to develop and practically implement mechanisms to ensure the safety of the educational environment and the psychological health of schoolchildren.

Thus, the relevance of this study is due to the need for a comprehensive systemic analysis of all factors affecting the child's alienation from the learning process; studies of psychological mechanisms of alienation; development of diagnostic procedures that allow you to monitor the effectiveness of the learning process and highlight the prerequisites for ensuring psychological safety in subjects of educational interaction at different stages of training, to help ensure the psychological well-being of the pupil.

2. Methodology

The methodological basis of the study is made up of: systemic-integral and interdisciplinary approaches, theories and concepts of personality, theories of the integral pedagogical process, personality-activity, environmental, theories of psychological and pedagogical support; theory of age-related development of personality; idea of the structure of the learning process by V.V. Davydov, I.I. Ilyasov, I. Lingart; ideas of the content of education and the tasks of psychodiagnostics at elementary school age (V.I.Slobodchikova, G.A.Tsukerman, D.B. Elkonina); theory of conflict interaction by B.I. Hasan; developments in the field of neuropsychological diagnostics (A.R. Luria, L.S.Tsvetkova), theory of joint-dialogical productive activity (S.M. Dzhakupov).

To solve the objectives set in the study, we used a **set of methods**: theoretical research methods: theoretical analysis of scientific, pedagogical and methodological research, study of the dynamics of learning motivation of pupils on the basis of technique by Nezhnova (1991), criterion-oriented observation of signs of alienation in the classroom and during extracurricular hours, methods of clinical neuropsychological research of functional deficits of a child, study of the prerequisites for the emergence of a child's alienation from school, assessment methodology, the effectiveness of the learning process in terms of the child's well-being at school.

2.1. Participants

It was important for us to see the difference in cognitive deficits in children from different learning systems and the nature of the impact of the impairment on learning efficiency. The survey covered a number of areas, the deficiencies of which, according to our many years of research, are most often found in elementary school. Thus, 46 children from two grades were examined.

2.2. Data collection procedure

To study the issue state in schoolchildren as one of the important indicators of the psychological safety of the educational environment, we conducted an experimental work.

At the first stage, the study of the dynamics of learning motivation as one of the factors causing the state of alienation in the 1st–3^d grade children was carried out. The children, who showed signs of decreased learning motivation in the second half of the second grade, which is an indicator of a loss of interest in learning and a sign of alienation, were identified. The influence of different educational systems on the reduction or maintenance of learning motivation was investigated.

The study of the dynamics of learning motivation was carried out on the basis of secondary schools No. 9, 45, 15 from 2017 to 2020. The study was conducted when children entered school and at the end of the second year of study. During this period, there is a change in the material that resists the child at school (Sergomanov, 1997). Conflicts in relations with the teacher are resolved, relationship is stabilized, the child by this time completely masters the rules and norms of school life.

The total number of surveyed was 248 people. These are children who enrolled in the first grade of secondary school No. 45 in 2017, 2019.

The methodological approach of Nezhnova "Conversation about the attitude to school and learning", which allows you to see the formal and meaningful attitudes of the child at school, the formation of a new internal position of the pupil (Indenbaum et al., 1998).

At the second stage, we studied the influence of functional deficits on the appearance of signs of alienation in the form of a loss of interest in learning.

When admitting children to school, a neuropsychological examination was carried out to determine the functional deficits of children and to predict the effectiveness of learning. By functional deficits, we mean the irregularity of the formation of mental functions, uneven maturation, local organic disorders that do not lead to gross intellectual or emotional defects, delays in the development of mental functions.

The examination was carried out using the neuropsychological method of A.R. Luria, L.S. Tsvetkova, adapted for childhood, which makes it possible to detect functional deficits in a child (Wenger, 1978).

At the third stage of the study, criterion-oriented observation was organized to identify the nature of the resolution of educational conflicts and behavioral manifestations in children who showed signs of alienation in the form of a decrease in learning motivation at the first stage of the study.

According to our **hypothesis**, children who demonstrate a decrease in learning motivation will experience unproductive forms of resolving educational conflicts. That is, these children were supposed to have defensive behavior aimed at maintaining self-esteem by denying negative characteristics, discrediting the significance of the situation, or an unproductive experience of responsibility in the form of self-authorization.

2.3. Data collection tool

The data for this research was collected using observation of the conducted experiment. As a research procedure, an observation was carried out (according to the criterion scheme of Sergomanov (1997) and Khasan (1995) in the lessons of mathematics, Russian language, natural science, literature among the second grade pupils who demonstrated signs of alienation, and in the control group of children, which included children who increased the level of learning motivation. The groups consisted of 20 people studying in 4 grades.

The speech programs of children were analyzed, since, in our opinion, this represents resolved conflicts. The object of analysis was the verbal production of pupils, and the subject of analysis was the type and nature of the resistance of the interaction material. Statements were defined according to the proposed criteria as belonging to one or another factor of conflict interaction in the five-factor model of Khasan (1995).

2.4. Data analysis

The research made use of thematic analysis and percentages in the analysis of the collected data from the experiment carried out.

3. Results

The answers to the questions were divided into two categories: answers that demonstrate a substantial attitude to the learning process, and answers that demonstrate a formal attitude towards school. For the convenience of processing and analyzing the information received, a quantitative method of data processing was proposed. Substantial answers were rated 1 point and spoke of high learning motivation, formal answers were rated 0 points and indicated low learning motivation, if the answer contained a double statement, 0.5 points were given.

As a result, depending on the number of points scored, it was possible to distinguish high, medium and low levels of learning motivation in children:

- /0 - 4/ - low level of learning motivation
- /4 - 8/ - medium level of learning motivation
- /8-12/ - high level of learning motivation

The dynamics of learning motivation at the beginning of a child's admission to school and at the end of the second year of study is presented in two summary tables 1 and 2, reflecting the results of a study carried out in two parallel grades. Table 1 presents the data on the dynamics of the learning motivation of children who enrolled in secondary school No. 45 in Shymkent in 2017 and in 2019, pupils in the second grade. Table 2 presents the data on the dynamics of the learning motivation of children who enrolled in secondary school No. 45 in 2018 and 2020 pupils in the second grade of the gymnasium. Information is presented by grade as a percentage. In the presented tables, the experimental grades enrolled in the developmental study program are highlighted.

Table 1

Study of the dynamics of learning motivation on the parallels of grades when enrolling in school (2017) and in the second half of the second grade (2019)

Grades	Motivation levels, %					
	High		Medium		Low	
	was	became	was	became	was	became
1«A»	73	44	23	37	4	14
1«B»	70	41	29	52	0	5
2«A»	52	25	33	48	11	25
2«B»	62	71	38	28	0	0

Table 2

Study of the dynamics of learning motivation on the parallels of grades when enrolling in school (2018) and in the second half of the second grade (2020)

Grades	High motivation was/became, %	Medium motivation was/became, %	Low motivation was/became, %
1«A»	46/8	54/58	0/23
1«B»	41/24	59/70	0/6
2«A»	22/19	67/56	11/26
2«B»	33/52	52/47	14/0

In the course of the study, it was discovered that there was a lack of learning motivation in children studying in experimental grades according to the developmental study program.

The data of neuropsychological research are presented in Table 3 in percentage terms according to the incidence of deficiency (in what percentage of cases from the proposed sample such deficiency occurs).

Table 3: Study of the presence of functional deficits in children from two grades when enrolling in school

Functional deficits	System of traditional learning, %	System of developmental learning, %
Deficits of voluntary movements and actions	47,6	51,2
Deficit of dynamic organization of movement	51,3	38,8
Deficit of recipient coordination of movement	42,5	36,7
Deficiency of visual-spatial organization of movements	35,7	52,6
Slowness of memorization	65,5	51,6
Reduced memory capacity	68,3	71,4
Difficulties in perceiving logical and grammatical constructions	31,3	32,5

Table 3 presents comparative data on the relationship between the presence of functional deficits in children and the dynamics of learning motivation. It is noteworthy that with approximately equal indicators for functional deficits in children from two grades, the level of learning motivation by the end of the second grade differs significantly. A decrease in learning motivation in a grade with a system of traditional learning is obvious; therefore, the child's functional deficits do not, of course, lead to a decrease in learning motivation and alienation from school. Under certain conditions, this deficit can manifest itself and manifest itself, in others, on the contrary, the deficit is not detected, compensation occurs and a high degree of involvement in the learning process remains.

The data obtained in our research are confirmed in the studies of Indenbaum (1998), in which it is concluded that favorable environmental conditions and adequate methods of working with a child, which do not run counter to the child's capabilities, can largely smooth out and compensate for the consequences of damage to the central nervous system.

Table 4 shows the results of the study of the dependence of the negative dynamics of learning motivation on the functional deficits of the child.

Table 4: Results of the study of the dependence of the dynamics of learning motivation on the functional deficits of the child

Grades	Learning Motivation Levels at end of the second grade, %		Availability of functional deficits
	Low	High	
Traditional	26	26	in 81% of cases
Developmental	15	72	in 85% of cases

As part of the study of the influence of functional deficits of children on the effectiveness of learning in various educational practices, a study was conducted of the effectiveness of teaching children with attention deficit hyperactivity disorder. The research investigated the emotional background, which, in our opinion, is an indicator of the child's well-being at school. If the child feels comfortable, it means that there are no violations in the system of relations with the teacher, with peers, which means that the child has a positive attitude towards the school as a whole.

The study was carried out using the "Face Test" method. According to our study, in the system of developmental learning, 96% of hyperactive children have a favorable emotional background. In other

systems of learning, only 50% of hyperactive children experience positive emotions in school. The areas of relationship with the teacher and classmates are designated as problematic.

The results obtained in the course of the study suggest that the system of developmental learning has compensatory capabilities and developmental technologies that do not contradict the capabilities of hyperactive children, which allows us to keep the interests of the hyperactive child in the learning process. Based on the data presented, we can conclude that the presence of functional deficits is not a factor affecting a decrease in learning motivation and causing alienation from school, in certain learning conditions, in particular in the practice of developmental learning. While in the system of traditional learning, children with objective deficits tend to lose interest in learning within the first two years of school.

For the implementation of productive activity, the most desirable and favorable trajectory of conflict resolution, in which there is an appeal to the contradiction of the task as its basis. The observation was carried out by five experts, followed by an expert assessment of each statement. The observers had a special observation form proposed by Sergomanov (1997) to observe the conflicts of five factors.

Among the 120 recorded statements of children from the experimental group, 80% can be attributed to the defensive type and 2% to the self-authorizing type. In the control group of children (who did not show signs of alienation), 2% and 0% of statements of this type were recorded, respectively. However, out of 108 statements of children in the control group, 72% of statements related to the productive overcoming type were noted, while in the experimental group only 8% of statements of this type were noted (see Table 5).

Table 5: Study of the nature of overcoming the resistance of the learning material by children with signs of alienation (experimental group) and children without signs of alienation (control group)

	1. Direction to form status	2. Direction to search identificational signs	3. Direction to overcome resistance material	4. Direction self-shield of	5. Direction on self-sanctioning
Experimental group	7,5%	3,8%	8,7%	78,5%	3,1%
Control group	13,4%	15,2%	71,3%	12,6%	1,5%

During the observation, other forms of defensive behavior came into view: peeping into a textbook or notebook of a neighbor, looking for a ready answer in a textbook, writing a cheat sheet, etc. In these cases, we can talk about a lack of a conflict resource in overcoming the resistance of the material, which is expressed in the defensive forms of behavior. In 2% of cases, we could observe statements characteristic of the fifth factor of the model, which also demonstrated a lack of a conflict resource. These are such statements: "I knew that I would not succeed", "I never succeed." These are direct self-accusations of failure, an anticipation of failure.

4. Discussion

In the practice of a school psychologist, we, as a rule, are faced with ready-made, happened facts of alienation and are forced to carry out corrective and rehabilitation measures aimed at restoring the child and "returning him/her to duty", and in this sense, the psychologist resembles a doctor treating wounded soldiers. But this position does not imply the ability to predict trends. In addition, the

psychologist cannot guarantee the complete "return" of the child, since the learning conditions do not change, and by that time the child has certain behavioral stereotypes that work immediately upon entering a familiar environment. The psychologist can work in a different mode - forecasting, prevention, avoiding of failure and subsequent alienation from school due to early identification of risk factors for alienation from the child and the learning environment (Yesnazar et al., 2020).

A special study of the formation of subjectivity, independence of the child in relation to environmental factors, in interaction with peers and adults at the early stages of development, is necessary for early detection of deficiencies in the child's conflict resource and anticipation of alienation (Karasheva et al., 2021). In our opinion, the procedure for detecting resource deficiencies in a child should be harmoniously integrated into the learning process, i.e. do not contradict the structure of the learning process, do not take much time to conduct and process materials and at the same time be capacious in terms of the information received.

With the help of the developed interview questionnaire, we can identify a risk group that in the future requires special attention and a specific approach in interaction with it. This, however, does not mean that children who fall into this group will necessarily demonstrate alienation from the learning process (Torybayeva, Nuridinova & Suleimenova, 2017). We are convinced that when a child enters a favorable environment for development, he/she compensates for his/her deficits and alienation will not occur. This process is always associated with the nature of the interaction between the child and the educational environment.

In the course of a preliminary study of the developmental histories of children with signs of alienation, we identified behavioral characteristics that demonstrate a deficit of a conflict resource already in the early stages of development (Agranovich et al., 2019). This fact distinguished the children of the experimental group from the control group, in which there was a timely change in the forms of activity and no conflict deficits were found.

The study of the emotional well-being of children in the classroom, at the parallel of grades, in the school as a whole is an important component in the study of the effectiveness of the learning process. The materials obtained in the course of the study are necessary for planning the learning process, as well as for the certification of teachers. They can become the basis for the joint activities of doctors, teachers and psychologists at school, aimed at creating an effective education system (Daly & Wilson, 2008). The materials can serve as a basis for effective educational planning and improving the quality of the learning process.

It is recommended to conduct a study of the well-being of children at school at least twice a year. The technique does not imply getting used to stimulus material. It is clear that the study of the deficits and resources of the educational environment may not be limited only to the study of the emotional well-being of the child at school, in our opinion, equally important components are the incidence of children, the level of fatigue in the classroom, and the dynamics of academic performance.

5. Conclusions

The analysis of the experimental data allowed us to draw the following conclusions: The study of resource deficits in the educational environment is, in our opinion, a relevant research and development direction in the education system. Until recently, it was not accepted to talk about the deficits of the educational environment, and in situations of unsuccessful children, it was, as a rule, about the deficits of the child. It is clear that this view does not imply the possibility of changes in educational practice, but is mainly aimed at correcting the child, which, of course, is not always effective.

As a rule, we discover the fact of alienation when this has already happened - and drastic measures are required to restore the situation, the objective of the teacher is to discover this before the

child loses interest in learning. In addition, the child's emotional distress at school significantly affects the formation of educational activities and the creation of motivation for learning. In this sense, emotional distress can lead to alienation from the learning process. Without taking into account the changes in the emotional state of the child, one cannot judge the effectiveness of the learning process. The presence of negative experiences leads to an increase in didactogenic morbidity, speaks of the imperfection of educational planning. Underestimation of a child's emotional well-being at school leads to a loss of interest in education and alienation from the learning process.

Information received from parents at the start of a child's education at school (data from an interview questionnaire, research on resource deficits) allows us to predict possible difficulties in educational meetings and through a special organization of the child's interaction with the requirements of the environment to ensure the effectiveness of education and compensate for existing deficiencies. Thus, emotional processes acquire a positive or negative character, depending on whether the action that a person produces and the impact to which he/she is exposed, in a positive or negative relationship to his/her needs, interests, attitudes.

The course and outcome of human activity usually evoke certain feelings in a person, on the other hand, a person's feelings, his/her emotional states affect his/her activities. For such children, the school environment acts as a deficit, poor, not containing gaps in the educational content, not ensuring the development of the child and not allowing the implementation of the available resources. The presence of functional deficits is not a factor affecting a decrease in learning motivation and causing alienation from school, in certain learning conditions, in particular, in the practice of developmental learning.

While in the system of traditional learning, children with functional deficits tend to lose interest in learning within the first two years of school. The system of developmental learning, which presupposes the construction of a productively-oriented conflict, presupposes the formation of a proactive, subjective, attitude of the child to learning and contributes to the prevention of alienation. Also allows you to compensate for the difficulties of both hyperactive and hypoactive children, while maintaining an interest in educational content. The method of systematic monitoring of the child's well-being in the learning process consists of examining the child's well-being and identifying risk zones in the technology of techniques and learning styles.

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