

Study of the Emotional Well-Being of Students in the Process of Education in the Modern School

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Abstract: The article is devoted to the current problem of the modern school - the emotional well-being of students in the learning process. The study analyzes the role of the emotional component in students' learning activities, the impact of emotions on learning outcomes, and the importance of emotional well-being in maintaining and strengthening their health. The purpose of the study was to identify the causes of emotional discomfort of students in the learning process, the ways to ensure the emotional well-being of students, the implementation of which will improve learning success, maintain and strengthen students' health. The following methods were used to study the state of the emotional well-being of the students: 1) a questionnaire developed by the authors of the research to study the emotional well-being of students at school; 2) the method of assessment of mental activation, interest, emotional tone, tension and comfort, created by L. Kurganskyi and his colleagues; 3) a card to identify factors of learning success. The results of the study showed a low level of the emotional well-being of students in modern schools. Based on the analysis of the study outcomes, the causes of emotional discomfort of students in the learning process are identified. The possibility of improving the effectiveness of learning, educational achievements of students by ensuring their emotional well-being in the learning process is described. Practical ways to improve the emotional well-being of students in the modern school and the formation of their emotional health are outlined and substantiated.

Keywords: Emotional well-being, emotional health, emotional comfort, emotionality of learning, students.

INTRODUCTION

One of the priorities of modern schools is to preserve and strengthen the child's physical and mental health and promote the harmonization of his/her personality. This problem is especially relevant in modern conditions, situations of uncertainty, increased anxiety, and danger caused by coronavirus infection. Psychologists have established the importance of positive emotions for both mental and physical health. The dominance of positive emotions gives the child a sense of happiness, the integrity of his/her nature. Positive emotions charge the body with energy, create well-being; while negative emotions suppress, all organs and systems work worse under their influence [1].

Personally-oriented pedagogy recognizes that there is a direct relationship between children's health and emotional well-being and the nature of teacher-student interaction. The constant stresses that accompany the educational process leading to the so-called emotional intoxication, which negatively affects the quality of

students' intellectual performance and health. Disruption of the "teacher-student" relationship may cause the didactogeny of students. Didactogenic diseases occur due to incorrect statements or actions of the teacher that injure the student's psyche.

The child's need for positive emotions and comfort is one of the important conditions for forming his/her full personality. This is the orientation of the teacher, which should determine his/her professional position in interaction with students. Not all educational institutions are dominated by an atmosphere of emotional comfort, developing students' emotional health, measured by the level and balance of positive emotions. Insufficient attention to students' emotional sphere and emotional well-being is the reason for the deterioration of their health, failure in learning.

The emotional well-being of a student is a multidimensional phenomenon that determines his emotional well-being. Emotional well-being is characterized as a stable-positive, comfortable-emotional state, which is the basis of human attitude to the world and affects the characteristics of experiences, cognitive, emotional, relations with people around [2]. In some studies, emotional well-being is considered to be synonymous with the concept of

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emotional health and is characterized as an integral part of human psychological health [3, 4]. Emotional well-being is an integral part of a person's psychological well-being.

The key to ensuring the well-being of students in the learning process is the emotional climate of the lesson. It is shaped by the modality of emotions that accompany learning activities. The emotional climate, which is formed during the learning activity, determines its result. Positive emotions are most influential in learning, but negative emotions that motivate the individual to improve are also important. Emotions significantly influence the motivation of learning. The emotional sphere of the student activates his/her cognitive activity, generates interest in learning.

The cognitive processes that unfold in the learning process are almost always accompanied by positive and negative emotional experiences, which act as significant determinants determining its success. This is because emotional states can regulate processes of perception, memory, thinking, imagination, as well as interests, needs, and motives. Scientists have found that emotions determine the dynamic characteristics of cognitive processes (tone, pace of activity, adjustment to one or another level of activity) and induce appropriate action [5-7]. Positive emotions reinforce and emotionally color the most successful and productive actions that occur in the course of learning. A sense of joy is especially important for the very process of cognition, interest in learning something new [8]. The emotional climate of a lesson always includes a certain amount of emotions that have a negative modality. They are necessary as well as positive. It has been determined that mental health requires the optimal correlation of positive to negative emotions as 7:1 [9]. Therefore, it is important to create conditions that would provide emotional well-being for students, which will inevitably improve their educational achievement and psychological well-being.

There is a need to maintain a certain emotional balance in the learning process. The student needs to be dominated by positive emotions in the learning process. However, the too high emotional level of cognition becomes a barrier to a successful learning process [10]. Therefore, teachers should intuitively strive to reduce emotional levels to balance.

Verbal and non-verbal material perception depends on the initial level of a student's emotional state. It was noticed that students' perception also significantly

depends on the emotional content of stimuli influencing them. Emotional learning appears more effective than unemotional. Emotional background is an important condition affecting the gauge of positive or indifferent facial expressions [11:161].

The emotional well-being of a child is related to both the nature of the emotions experienced and the skills and abilities to express these emotions. The child needs to understand, accept and openly express feelings. This is a necessary precondition for mutual understanding, an important factor in psychological health. Conversely, the avoidance of awareness, the suppression of emotions causes psychological distress, intrapersonal and interpersonal conflicts, impairs interaction with others [1]. If students' emotions are restrained, or if they cannot express them freely, it will cause problems in the understanding and interaction of the teacher and students. Emotional freedom helps the child be him/herself, be natural, and be congruent with others. Younger children find it easier to express their emotions, both positive and negative. Older children are more likely to hide and not show their experiences. Doctors of the past have argued that emotional tension, not eliminated by tears, makes the internal organs «cry». Therefore, students need the constant support of the learning process with positive emotional experiences.

Our study aimed to identify the causes of emotional discomfort of students at school to identify ways to ensure the emotional well-being of students, the implementation of which will improve learning performance, maintain and strengthen their health.

METHODOLOGY OF RESEARCH

Within the framework of an empirical study on student's emotional well-being at school, a special poll was conducted. Works that reveal the essence of emotional and psychological well-being of a child, the essence and factors of emotional learning, served as the basis for determining the appropriate diagnostic tools.

A child's psychological well-being can be estimated depending on his/her understanding of what he/she wants or aspires; whether he/she can predict the desired result, as well as possible ways to achieve it; can independently evaluate the effectiveness of his/her activities and correct their possible defects; enjoys both the learning process itself and its consequences [12]. The subjective sense of well-being is defined as a

function that depends on the feelings of joy-happiness or sadness-fear that a student experiences.

They distinguish another component of subjective well-being – life satisfaction, which R. Emmons and E. Diener define as “a cognitive process of evaluation – a global assessment of one’s life in general” [13:91]. K. Ryff and K. Keyes proposed an alternative model of well-being, considering that its components are other parameters, including autonomy, ability to interact with the environment, personal growth, positive relationships with others, having a purpose in life, and adequate self-esteem [14].

G. Feist and his colleagues state that a subjective sense of well-being can be both a cause and a consequence of everyday troubles and physical health. Subjective well-being is associated with personal factors such as positive self-esteem, internal locus of control, and extraversion. Indicators of life-meaning orientations, and especially the vitality of the individual, are closely related to indicators of psychological well-being, according to a study by L. Serdyuk [15]. Negative affect is associated with the components of anxiety, namely susceptibility to the influence of other people, the tendency to feel guilty, and tension [16].

The atmosphere of emotional comfort in the learning process includes the following components: positive emotions associated with a stay in school; positive emotions caused by the equal business relations of the student with the teachers, absence of conflicts; emotions related to students’ understanding of their learning success; positive emotions associated with learning new educational material; emotions that arise when students learn how to acquire knowledge independently [6, 7, 11]. Therefore, the proposed research methods were aimed at identifying these aspects.

To study the emotional well-being of students in the learning process using the following research methods: 1) we developed a questionnaire to study the emotional well-being of students at school; 2) a method of assessing mental activation, interest, emotional tone, stress, and comfort, created by L. Kurganskyi, with colleagues [17: 190-193]; 3) a card to identify the factors that contribute to successful learning in the classroom.

The questionnaire for studying the emotional well-being of students in school, which included students’ answers to 12 questions, was aimed to find out:

whether students feel comfortable and safe in school (answer options are “yes”, “no”, “sometimes”); whether students are experiencing success situations in the classroom (answer options are “yes, often”, “sometimes”, “no”), which contributes to this; whether students are frustrated with the lessons they have and why; whether the relationships with the teacher affect the students’ well-being and namely if academic performance affects students’ emotional well-being; if students suffer from mobbing and/or bullying at school; other causes of students’ emotional discomfort at school (options for responding to poor relationships with classmates; overload of learning tasks; a large number of stressful situations; difficulties in learning, inability to overcome them, and other reasons that students had to mention on their own).

Investigating students’ emotional well-being in the classroom using the methodology of L. Kurhanskyi provided prompt assessment by students of their mental state on such indicators as mental activation, interest, emotional tone, tension, comfort. Students evaluate their mental state on each of the 20 traits indicated on the form. They circle the corresponding number from 0 to 3 on the left or right of each line, depending on the expression of the trait.

The points scored are added up on each scale. The data thus obtained are recorded in the study protocol. The numbers marked by the respondents on each line are recoded as follows: index 3, which corresponds to the poor mental state for each of the traits, is taken as 1 point; following it index 2 – for 2; index 1 – three points and so to the index three on the opposite side of the scale, which is accordingly taken for 7 points. Positive states always get high scores, and negative ones always score low. Assessment of specific mental states is carried out with the help of special “keys”. The degrees of expression of each mental state are referred to as “high”, “medium”, and “low”.

The survey also included observations of teachers teaching in the surveyed classrooms. For this purpose, the card was used to identify the factors contributing to successful learning (an atmosphere of tolerance, ensuring a tolerant attitude towards students; an atmosphere of creativity and competitiveness; the ability to create success situations for each student; personally oriented teacher-student interaction).

The study covered 256 students in 9-10 grades of Ternopil schools (Ukraine): 125 girls and 121 boys. The age of the respondents is 14-15 years.

RESULTS OF RESEARCH

The analysis of student's answers to the questionnaire aimed at emotional well-being study enables us to find out the following. Answers to the question "Do you feel comfortable and safe at school?" are distributed in the following way: 84 yes (32.8%), 56 sometimes (21.9%), 116 no (45.3%). An illustration of the distribution of students' (N=256) answers to this question is shown in Table 1. Each of the students surveyed indicated one or more subjects which they were eager to attend (this was required by the next question in the questionnaire). The student's named different reasons for this (interesting subject, the teacher explains interestingly, good teacher, fair teacher, etc.). The high success rate of students in these subjects is also characteristic (59% of the students had grades of 10-12 points, while the rest of them had grades of 8-9 points).

When answering the question "Have you experienced a success situation in the lesson?", half of the survey participants chose the "never" answer, 18.8% of those surveyed "sometimes" experience this situation, and only 31.2% of the students often experience the situation of success in the lessons. The distribution of students' answers to this question is shown in Table 1.

Survey results show that 31.8% of the students surveyed often have frustrations at the lessons, 65.1% – sometimes, 3.1% – never (Table 1). The students mentioned the following causes of disappointment: biased assessment – 40.6% of the students who participated in the survey; 9.9% of respondents indicate that a very large number of tasks cannot be completed; the others referred to some different reasons (humiliation on the part of the teacher; biased attitude towards the students; unwillingness of the teacher to understand the student; the teacher's indifference to the students' problems; the atmosphere of anxiety and tension (and sometimes dictation) in the lesson;

clumsiness of the teacher; psychological manipulation, etc.).

Some students have quite interestingly formulated the reasons for their disappointments, for example: "I do not like it when people are rude to students"; "I can't stand it when teachers are irresponsible about their work and their students"; "I am allergic to teachers hypocrisy"; "Every day I am more and more frustrated with my teacher's bias and/or callousness", "Teacher forgets that I am human too", etc.

The relations with the teacher have a significant influence on the student's emotional well-being in the lesson. 67.1% of respondents of the total of 256 surveyed high school students when answering the question "Do your relations with the teacher affect your attitudes towards the school subject?" said: "Yes, they do". To the clarifying question "How exactly?" the answers were as follows: "If the relations with the teacher are bad, then the subject is not interesting to me"; "Teachers are not equal to students, many have "pets", and I do not belong to "pets" "; "It is more difficult for me to study a subject if I have bad relations with a teacher"; "If I don't like the teacher, then I cannot wait for the end of the lesson"; "If a teacher treats me badly, then I'm not eager to get ready for the lesson"; "If I like the teacher, then I like the subject" and others.

The results of the survey revealed other reasons for the emotional discomfort of the students at school (this was the last question of the questionnaire): poor relations with peers, humiliation, bullying from their peers and high school senior students (56.2% of respondents), student overload (46.8%), a large number of stressful factors (thematic assessments, self-study tests, and control work) (75%), inability to study (11.7%), domestic problems (5.4%), problems with the opposite sex (3.1%), etc. (Figure 1).

It should be mentioned that two-thirds of students (64.1%) suffered from humiliation, harassment at

Table 1: Students' Responses to their Emotional Well-Being

Questionnaire questions	Distribution of students' answers		
"Do you feel comfortable and safe at school?"	"Yes" 32.8%	"Sometimes" 21.9%	"No" 45.3%
"Have you experienced a success situation in the lesson?"	"Often" 31.2%	"Sometimes" 18.8%	"Never" 50.0%
"Do you feel any disenchantment at school?"	"Often" 31.8%	"Sometimes" 65.1%	"Never" 3.1%

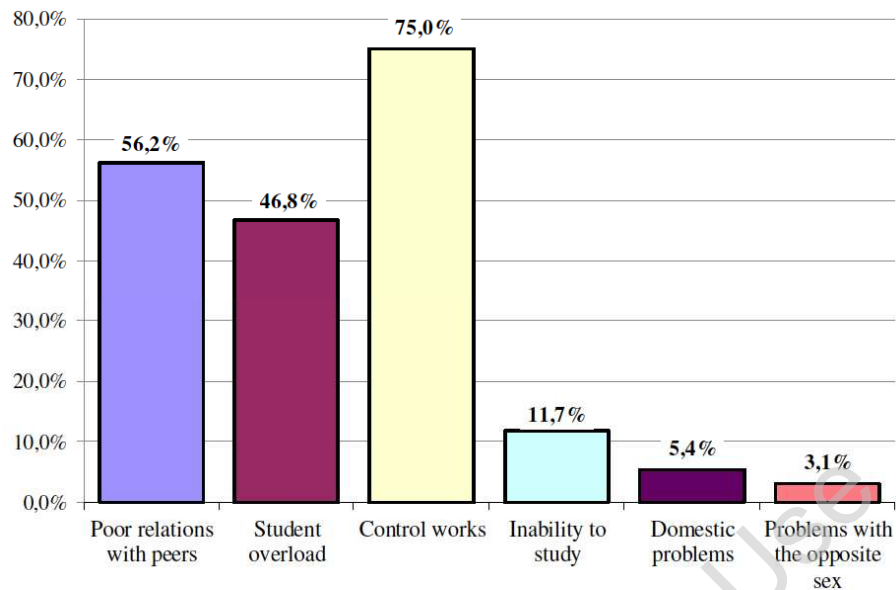


Figure 1: Causes of the poor emotional well-being of students.

school (the answers to the question “Did your schoolmates humiliate or bully you?” are proving it. In addition, students get humiliated in the informational space, in social media. 41.7% of respondents confirmed it.

The study of the emotional well-being of students at the lesson also included the use of a methodology to determine the characteristics of the mental state on the indicators of mental activation, interest, emotional tone, tension, and comfort. As noted above, the degrees of expression of each mental state were designated as "high", "average", and "low". The surveyed students could score on each scale from 3 to 21 points. The high degree of mental activation, interest, emotional tone, and comfort ranges from 3 to 8 points, the average – from 9 to 15 points, low – from 16 to 21 points. The degree of expression, on the contrary, is high when the number of points scored from 16 to 21, the average – at 9-15 points, low – at 3-8 points. The results were analyzed by comparing the five states. The generalized results of the study are presented in Table 2.

Table 2: Generalized Results of Studying the Mental State of Students are

Mental state	Mean score	Expression level
Mental activation	17	low
Interest	9	average
Emotional tone	10	average
Tension	9	average
Comfort	8	low

The analysis of the obtained data shows that the average emotional comfort of students reaches only the average level. In 74.2% of the surveyed students, the indicators of emotional comfort do not even reach the average level. A low level of mental activity and comfort characterizes the mental state of 67.1% of students. At the same time, average and high levels of expression of tension prevail (a total of 54.1% of the surveyed students).

The results of the observation of the activities of teachers and students in the lessons in the surveyed classes testified the close connection of emotional well-being of students with their activity and success in learning, the personal orientation of the teacher's interaction with students, his/her ability to create success situations for each student, atmosphere of tolerance, creativity and competitiveness at the lesson. It was found that the students' performance is significantly higher in those subjects in which they are experiencing a successful situation.

DISCUSSION

The analysis of the results of the study made it possible to isolate and summarize the factors that impair the emotional well-being of students in school:

- student overload, intensification of the educational process;
- chronic feeling of failure by the child;
- low level of professional culture of the teacher (violation of the norms of pedagogical ethics,

misuse of pedagogical influence, biased attitude towards students, biased assessment of educational achievements and behavior of students, ignorance of the individual-psychological characteristics of students, misunderstanding of their inner world);

- stressful tactics of pedagogical influences;
- psychological abuse of students, manipulation of them;
- unfavorable psychological climate in student groups, where there is envy, unhealthy competition, violence, harassment;
- irrational organization of student learning activities, inability to learn.

Concerning the above, the following ways of increasing the level of the emotional comfort of students in modern school have been outlined:

1. Putting into practice the works of the school of valeological technologies of pedagogical interaction, control over the level of emotional loads of students. General secondary education institutions should create conditions for education and upbringing that consider the age-related functional capacity of the organism of children and ensure the satisfactory nature of adaptation processes. Inconsistency of the requirements placed on students and their capabilities is the reason for school maladaptation and a sense of psychological discomfort. Increased sensitivity to intellectual, emotional stress, combined with stressful tactics of pedagogical influences, creates "ideal" conditions for the development of students' neuropsychiatric disorders. To date, thorough pedagogical and hygienic studies are needed to assess and standardize the workload in general secondary education institutions to prevent children from becoming ill, to preserve and promote their health.
2. Construction of educational process based on the pedagogy of success. Teacher-student cooperation cannot be seen as merely a joint activity or a well-developed interaction. The whole essence of cooperation is the joy it brings. Joy in learning does not arise by itself, and it requires success. Success in learning is a source of the child's inner strength, which

generates energy to overcome difficulties and the desire to learn. Therefore, creating a successful situation is the basis of pedagogical engagement. The teacher must believe in the strength of each student, be able to develop his/her hope of success. One of the most important and complex tasks for a teacher is to protect and develop in the child a sense of self-importance, competence, focus on the needs of the student, his or her self-worth, determine for each person the personal path to success, be able to start the student's "internal reactor". In addition, for a child with a negative self-image, the teacher's goal is to transform these ideas into positive ones, develop self-perception and self-improvement, using the opportunities of communication, learning, and different situations that arise in school. A student's success can be created by a teacher with adequate self-esteem, sanogenic thinking, a high level of emotional stability, productive style of pedagogical interaction.

3. Increasing the level of emotional culture of the teacher, his empathy. Without the emotional culture of the teacher and his/her psychological vigilance, it is impossible to create a situation of success for children. Without the ability to self-adjust to the emotional impulses emitted by students, the educator can never master the capacity for empathy. The teacher should show compassion, kindness, and care in communicating with the students. However, he/she has no right to dwell on sympathy alone. The teacher needs to know what the child is feeling when communicating with him/her, how comfortable he/she feels with the teacher. An empathic teacher seeks to achieve another humane goal: to teach the student to rejoice in his/her success. Formation of the learner's subjectivity via empathy is the essence of self-directed learning. Suppose the teacher understands and perceives the inner world of his students invaluable. In that case, he behaves naturally, following his experiences, if, finally, he is friendly to the students, thereby creating the conditions for the emotional well-being of students in the learning process. The students with such a teacher will feel cozy and comfortable.
4. Creating a psychologically safe educational environment, preventing bullying at school. A

psychologically safe educational environment is an environment in which students are positive about it, which is characterized by a high index of satisfaction with needs and protection from psychological abuse and manipulation [18]. Such an environment acts as an effective interpersonal interaction that promotes the emotional well-being of students, positive self-affirmation in significant activities, the formation of their significance, social and psychological ability, and a psychologically healthy personality. The school should be dominated by a constructive dialogue with a competent teacher with the student, a democratic style of communication, a favorable psychological climate, an atmosphere of tolerance in the student and pedagogical teams, and anti-stress management in the educational establishment. It is necessary to develop a "Code of Psychological Safety of the school", which should outline the principles and rules of functioning of a psychologically safe educational environment, determine the criteria of physical, psychological, social, information security of students and educators. It should set out guidelines for providing comfortable working conditions for both students and teachers and measures and procedures that will assist the educational process in identifying risks and threats to their health and well-being [19]. The formation of a psychologically safe environment is facilitated by pedagogical support for children in the learning process aimed at developing the capacity for self-determination, self-realization, activation of mechanisms that enable one to become the creator of one's life. Special attention should be paid to the problem of preventing bullying at school, organizing and conducting educational activities to prevent violence among the staff of the educational institution, creating an informational environment at school for counteracting bullying, developing students' skills for effective communication, and the peaceful solution to conflicts.

5. Development of students' emotional intelligence, their mastery of self-regulation techniques of emotions, and ways of "emotional fitness". Awareness of one's emotional manifestations and surrounding people can manage these manifestations provides emotional intelligence [20]. Emotional intelligence acts as the ability to

realize their feelings and the feelings of others, manage emotions both alone and in relationships with others, successfully interact with them [21, 22, 23]. Scientist M. Shpak [4:267] considers emotional intelligence as a personal resource for the mental well-being of students. Emotional intelligence acts as the ability of a child to realize their feelings and feelings of others, manage emotions both alone and in relationships with others, and successfully interact with them. Students need to develop emotional literacy, assist them in mastering techniques that will help to effectively manage their emotions, as well as their emotional state. It is important to teach students to recognize their emotional state, control emotions, or learn to transition from unwanted emotional states to acceptable ones; understand the emotions of others; be able to maintain good relationships with others.

6. Increasing the level of students' resistance to stressful situations. This involves the formation of a smart lifestyle for students; elimination of neurotic components of the personality, those traits that provoke the emergence and maintenance of emotional tension (irritability, envy, shyness, arrogance, painful self-esteem, inadequate self-esteem, vindictiveness, inability to find understanding with people); formation of their sanogenic thinking; search for resources that help to "soften" the response to psycho-emotional stress, to withstand stress; assistance to students in the acquisition of practical knowledge and skills of psychological activity and self-regulation, ways of "emotional fitness". It is important to preserve and strengthen the professional health of the teacher since the poor psychological health, personal disharmony, professional deformations of the teacher, the manifestations of emotional burnout directly affect the emotional well-being of students [24].
7. Formation of a flexible style of educational activity, the culture of students' educational work. The purpose of the teacher is to create conditions for the formation of each student's style of educational activity, which corresponds to his/her natural peculiarities. This is possible when the teacher is aware of the individual-typological manifestations of the student and takes them into account in the process of pedagogical interaction. The teacher should help

students use and develop advantages and work out through exercises compensatory mechanisms that reduce the psycho-physiological manifestations unfavorable for educational activities. The teacher should be a facilitator who emphasizes the learning process rather than teaching. The teacher should activate and stimulate the students' conscious learning process.

8. The unity of school and family efforts to create the conditions for the emotional well-being of students. Emotional well-being is formed based on the child's emotional behavior, the child's emotional attitude to the family, and the emotional acceptance of their parents [2]. In this respect, it is advisable to give lectures, make speeches, have roundtables, including the issues of formation of students' emotional health in the program of activities of the class teacher, cover the identified issues in the media, write "Memos for parents". In the process of interaction with parents, it is important to reveal the role of the psychological climate in the family for the emotional comfort of the child; the relationship between family joy and the emotional well-being of the child and health; the influence of communication style on the emotional well-being of children; inadmissibility of psychological violence and/or psychological "breaking" of children; the role of parents' awareness of children's activities and psychological well-being in social networks; ways of forming emotional culture.

CONCLUSIONS

The emotional well-being of a student is a stable positive, and comfortable emotional state, which ensures the effectiveness of the functioning of his personality in the learning process and other areas of life and activity. The emotional component is included in the educational activity as a significant component that influences both the results of educational activity and the formation of self-esteem, the level of harassment, etc. Underestimation of the emotional component causes difficulties and mistakes in the organization of the learning process, deterioration of students' psychological well-being, and the state of their health. Emotional factors serve as regulators of educational activity in younger and middle and senior school age.

Therefore, it is important to identify the causes of emotional discomfort of students in the learning process, identify ways to ensure the emotional well-being of students, the implementation of which will improve learning success, maintain and strengthen students' health.

The results of the study indicate low indicators of the emotional well-being of students in the learning process. A low degree of mental activity, comfort characterizes the mental state of 2/3 of schoolchildren. At the same time, medium and high degrees of stress expression predominate in more than half of the surveyed students.

The causes of emotional discomfort of students in the learning process are identified: student overload, intensification of the educational process; chronic feeling of failure of the child; low level of professional culture of the teacher; stressful tactics of pedagogical influences; psychological abuse of students, manipulation of them; the unfavorable psychological climate in student groups; irrational organization of student learning activities, their inability to learn.

It was found that the student's emotional well-being in the learning process depends on the nature of pedagogical interaction, the teacher's ability to create situations of success for each student, the atmosphere of tolerance and creativity in the classroom.

The study identified other factors that affect the emotional well-being of students in the learning process: low sociometric status of the student in the classroom, poor relations with peers; humiliation, psychological and physical abuse by peers and high school students; problems in the family, problems with the opposite sex.

The study obtained data on the dependence between students' learning results and their emotional states in the lesson. It can be argued that emotional well-being is a prerequisite for successful learning. Therefore, ensuring the emotional well-being of students in the classroom will contribute to the success of learning, increase the level of their academic achievements, and maintain and strengthen their health.

Practical ways, the implementation of which will promote the improvement of the emotional well-being of students in the modern school, have been outlined and substantiated. The outlined aspects of the work require the joint efforts of the school administration, the

school psychological service, the class leaders, and all the teachers. To ensure the emotional comfort of students, the psychotherapeutic orientation of the educational process and the presence of anti-stress management in the educational institution is necessary.

We see prospects for further research in studying the emotional well-being of students with special educational needs in an inclusive educational environment, studying the dependence of students' emotional well-being at school on the type of professional position of a teacher, and substantiating the technology of forming a psychologically safe educational environment.

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