Positive learning environment in educational sphere

Ambiente de aprendizaje positivo en el ámbito educativo

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Abstract

The practical implementation of a positive learning environment in school education needs detailed research. Its effects can be achieved by creating appropriate learning environments and technological support to provide a high-quality education for students. Schools must be purposefully designed to inspire creativity, independence, and a love for learning to provide students with an exceptional education. Great school environments must be prepared to support students' intellectual, physical, social, and emotional development. Schools must also

continually improve their campuses in response to students' needs. In terms of positive environment theory, a positive environment can contribute to students' successful academic adjustment. The student's academic success is a result of academic adjustment accordingly and can be assessed through intellectual engagement and self-managed learning. This research aims to establish regularity, promote the implementation of a positive learning environment in school education by surveying schools, establish the ability of educational institutions to provide a positive learning environment in school education, and determine the attitude of students and schoolmasters towards a positive learning environment. Research methods: comparative analysis; survey; systematization, and generalization. Results. As a result of the survey, it was found that students understood a positive learning environment in school education as a fun environment (235 students), a quiet environment (214 students), an environment where schoolteachers are not discouraged (208 students), a background with values (171 students), a place as home (174 students), an environment where ideas are respected (163 students), an environment where there is no fighting (186 students), an environment with rules (185 students), an environment where games are allowed (179 students), an environment where no one is afraid of the schoolmaster (181 students), an environment where responsibilities are performed (172 students), etc. The schoolmasters were found to understand a positive environment in school education as a quiet environment (6 schoolmasters); an environment where everyone feels valued (28 schoolmasters); an environment that focuses on unique and inclusive education (4 schoolmasters); a fair environment for all (16 schoolmasters); an environment where people trust each other (13 schoolmasters); an environment where everyone is at peace (10 schoolmasters); an environment where everyone finds something for themselves (17 schoolmasters); an environment where there is no repression (21 schoolmasters). Based on the research conducted, we found that the existing proposals of schoolteachers and students for the positive learning environment implementation in school education contribute to the solution of the current problems through further educational process improvement. It will ensure a positive learning environment implementation in school education. It was defined that the importance is acquired by the school management and administration tasks for the positive learning environment implementation, which fulfillment will allow fully implement a particular school management and administration target. Ensuring a positive learning environment in school education has been found to contribute to implementing 10 critical competencies according to the New Ukrainian School Concept.

Keywords: Positive learning environment, school education, students, schoolteachers.

Resumen

La implementación práctica de un ambiente de aprendizaje positivo en la educación escolar necesita una investigación detallada. Sus efectos se pueden lograr mediante la creación de entornos de aprendizaje apropiados y soporte tecnológico para brindar una educación de alta calidad a los estudiantes. Las escuelas deben estar diseñadas a propósito para inspirar la creatividad, la independencia y el amor por el aprendizaje para brindar a los estudiantes una educación excepcional. Los entornos escolares excelentes deben estar preparados para apoyar el desarrollo intelectual, físico, social y emocional de los estudiantes. Las escuelas también deben mejorar continuamente sus campus en respuesta a las necesidades de los

Olena Stepanenko, Zorina Ohrimenko, Yuliia Shaforost, Liubov Pasichnyk, Yevheniia Pochynok

estudiantes. En términos de la teoría del ambiente positivo, un ambiente positivo puede contribuir al ajuste académico exitoso de los estudiantes. El éxito académico del estudiante es el resultado del ajuste académico correspondiente y puede evaluarse a través del compromiso intelectual y el aprendizaje autogestionado. Esta investigación tiene como objetivo establecer la regularidad, promover la implementación de un ambiente de aprendizaje positivo en la educación escolar mediante encuestas a las escuelas, establecer la capacidad de las instituciones educativas para brindar un ambiente de aprendizaje positivo en la educación escolar y determinar la actitud de los estudiantes y maestros hacia un aprendizaje positivo. ambiente. Métodos de investigación: análisis comparativo; encuesta; sistematización y generalización. Resultados. Como resultado de la encuesta, se encontró que los estudiantes entendían un ambiente de aprendizaje positivo en la educación escolar como un ambiente divertido (235 estudiantes), un ambiente tranquilo (214 estudiantes), un ambiente donde los maestros no se desaniman (208 estudiantes), un antecedentes con valores (171 estudiantes), un lugar como hogar (174 estudiantes), un ambiente donde se respetan las ideas (163 estudiantes), un ambiente donde no hay peleas (186 estudiantes), un ambiente con reglas (185 estudiantes), un ambiente donde se permiten los juegos (179 estudiantes), un ambiente donde nadie le tiene miedo al maestro (181 estudiantes), un ambiente donde se cumplen las responsabilidades (172 estudiantes), etc. Se encontró que los maestros entienden un ambiente positivo en la educación escolar como ambiente tranquilo (6 maestros de escuela); un ambiente donde todos se sientan valorados (28 maestros); un entorno que apuesta por una educación única e inclusiva (4 maestros); un entorno justo para todos (16 maestros de escuela); un entorno donde las personas confían entre sí (13 maestros de escuela); un ambiente donde todos estén en paz (10 maestros de escuela); un ambiente donde cada uno encuentra algo para sí mismo (17 maestros de escuela); un ambiente donde no haya represión (21 maestros). Con base en la investigación realizada, encontramos que las propuestas existentes de docentes y estudiantes para la implementación de ambientes positivos de aprendizaje en la educación escolar contribuyen a la solución de los problemas actuales a través de una mayor mejora del proceso educativo. Garantizará la implementación de un ambiente de aprendizaje positivo en la educación escolar. Se definió que la importancia que adquieren las tareas de gestión y administración escolar para la implementación de un ambiente positivo de aprendizaje, cuyo cumplimiento permitirá implementar a cabalidad un determinado objetivo de gestión y administración escolar. Se ha descubierto que garantizar un ambiente de aprendizaje positivo en la educación escolar contribuye a implementar 10 competencias críticas de acuerdo con el Nuevo Concepto Escolar Ucraniano.

Palabras clave: Ambiente positivo de aprendizaje, educación escolar, estudiantes, docentes.

1. Introduction

Schoolmasters deal with a number of challenging student behaviors. Many schools have been found to deal with disrespect, verbal abuse, bullying and general frustration in the classroom, which occur daily or weekly (DeVoe et al., 2004; Gottfredson et al., 2005; Halstead, & Taylor, 2000; Malone & Tietjens, 2000; McGinnis et al., 1995). Schoolmasters inform that the disruptive behaviors they are forced to deal with take up a large amount

of class time daily (Sprague & Walker, 2000). These behaviors implicate simple disrespect, failure to follow simple instructions, and general failure to complete tasks. Schoolmasters consider problems associated with challenging student behavior arduous and stressful in their professional lives (Furlong, Morrison, & Dear, 1994; Safran & Safran, 1988; Scott et al., 2007).

Schools have a huge liability to provide inner peace, social peace, and a learning environment, so the importance of creating peaceful schools in the community is evident. Schools are places where students acquire academic skills and knowledge and self-control, social responsibilities, and respect for others. Every child has the right to be educated in a safe and positive school environment (Leach, 2005).

Positive schools that can support peace are essential to well-being, happiness, psychological health, and achievement. School is a significant source of human development and, as such, the primary place to ensure children's happiness. A happy school can be defined as a school where students, schoolmasters, administrators, and staff feel happy.

A place where everyone feels a sense of belonging and feels content, secure, and able to be themselves can be defined as a happy school. Therefore, the collective liability of students, schoolmasters, parents, and school administrators is to compose a loving and happy school environment (Calp, 2020).

Schoolmasters should work to create a positive learning environment and, therefore, be able to determine and remediate classroom conditions that may increase the likelihood that desired behaviors will emerge in the classroom (Hardman & Smith, 1999). When schoolmasters compose a caring environment, they create an environment where rules are set, potential problems are planned, and positive behavior is the center of support in the classroom.

Schoolmasters who compose positive classrooms pay close attention to all environmental stimuli present in their learning environment. Consequently, managing the classroom and creating a positive learning environment in school education is a multifaceted and academic process (Banks, 2014).

The aim of this research is to establish regularity for facilitating the implementation of a positive learning environment in school education by conducting a school survey to develop the ability of educational institutions to provide a positive learning environment in school education and to determine the attitudes of students and schoolmasters towards a positive learning environment.

Research tasks of the article:

1. Analyze the critical tasks of school management and administration to implement a positive learning environment.
2. Analyze the 10 critical competencies of the New Ukrainian School Concept that can be effectively implemented in a positive learning environment.
3. Survey students and schoolteachers to determine their perceptions of a positive learning environment in school education and analyze their attitudes toward learning in a positive learning environment.
4. Determine student and schoolmaster recommendations for implementing a positive learning environment in school education.

2. Literature review

In recent years, the educational environment has predisposed increasing attention from researchers, especially concerning how it is measured (Genn & Harden 1986; Genn, 2001a, b; Gudrun et al., 2010).

The first step in building the foundation, creating an educational environment in which all students feel supported, safe, and valued, is to make the trust that leads to authentic participation and engagement in learning. Composing a positive learning environment begins with schoolmaster self-reflection, continues with planning, then is an ongoing and dynamic process when implementing the curriculum. Maintaining a positive learning environment is a work in progress – the schoolmaster must always think about how to support a positive learning environment and be attentive to how students perceive the learning environment. The main characteristics of a positive learning environment include:

1. Students feel physically and emotionally safe. They see the classroom as a place where they can be themselves and express themselves and their ideas without judgment.
2. Students know they are valued and respected regardless of other factors such as ability, gender, sexuality, race, ethnicity, or religion.
3. Students have ownership and input related to classroom structure and expectations, from creating a unique space for students to class discussions to establishing norms and expectations.
4. All students got a task to achieve high expectations, and all students receive the support necessary to meet those expectations.
5. Established standards of behavior are enforced consistently and fairly for all students.
6. The classroom structure provides students with multiple and varied opportunities for success.
7. The schoolmaster gets to know all students and uses that knowledge to create meaningful experiences.
8. There is a positive relationship between schoolmasters and students and between students in the classroom (Human Kinetics, 2022).

In the world of education, there is a realization that children need to be taught the art of peace. As a result, more and more concepts of peace, attitudes, values, and behavioral

skills are integrated into many countries' school curricula. There is also a growing interest in developing peace-related disciplines such as values education, global education, and moral education. Peace education encourages skills, knowledge, and attitudes that promote peaceful prevention, conflict resolution, or mild social conditions. Values of nonviolence and social justice are the foundation of peace education (Lubelska, 2018).

School climate is an essential variable for a safe school environment. It refers to the quality and character of school life and includes unwritten beliefs, values, and attitudes that become the style of interaction between students, schoolmasters, and school administrators. School climate defines acceptable behavior parameters for all school participants and ascribes individual and institutional liability for school safety (Welsh, 2000).

The quality of school relationships, is a multidimensional concept that includes interpersonal, organizational, and instructional dimensions and can be defined as school climate (Loukas et al., 2006). School climate evolves from the general perception of people in the school, affects all people, and is influenced by their behavior (Hoy, 2003). A peaceful school is where friendly individuals, casual relationships, a quiet school community, and peacemaking activities grow and are maintained.

A positive school climate is a vital component of successful schools and therefore is often the goal of school-wide initiatives (Brand et al., 2003; Koth et al., 2008). Through the application of peace education and the creation of a culture of peace, schools can have the following significant benefits:

1. Schools can create a more humanistic approach to governance.
2. Schools can improve schoolteacher-parent, schoolteacher-student, schoolteacher-schoolteacher, and student-student relationships, improving the quality of teaching and learning.
3. Schools can develop good attitudes among students and schoolteachers, such as cooperation and mutual respect, and improve students' moral behavior.
4. Schools can help students' healthy emotional development.
5. Schools can promote socialization by participating in interactive and cooperative educational activities.
6. Schools can develop the creativity of students and schoolteachers (Balasooriya, 2001).

There has been a significant amount of research on school climate. (Banks, 2014; Brand et al., 2003; Cohen et al., 2009; Egeberg et al., 2016; Gage et al., 2014; Koth et al., 2008; Thapa et al., 2013; Turner et al., 2014). These studies concluded that children could experience the concept of peace from an early age concerning personal cognitive development, and a positive school climate implied many variables such as self-esteem, academic achievement, and well-being (Calp, 2020).

Schoolmasters must learn to distinguish between problem behaviors that are best addressed by emergency management and those that are better handled by other approaches designed to change behavior. Easy but potentially disruptive behavior problems can often be linked to poor classroom structure. The structure of the classroom environment can influence student behavior in ways that do not always require schoolmaster intervention but require consideration of how the environment is organized (Smith & Misra, 1992). Preventing problem behavior is an integral part of classroom behavior management (Banks, 2014).

A growing base of research supports the use of reinforcing positive behavior to improve students' social behavior (Biglan, 1995; Horner et al., 2005; Lewis & Sugai, 1999; Sugai et al., 2005; Olweus, 2002; Olweus, 2003; Slaughter-Defoe, Carlson, 1996; Oppenheimer & Kuipers, 2003; Hakvoort, 1996; Levin, 2003). The whole-school idea of positive behavior support addresses the behavioral issues that hinder student learning from promoting positive, safe, and productive learning to support academic outcomes. The idea of positive behavior support at the classroom level is based on the exact expectations that have been set throughout the school but includes individualization to meet the unique needs of that class (Scott, 2001). In the classroom, universal prevention components of the whole-class idea of positive behavior support include an effective classroom management structure (physical environment and rules), effective instructional practices, a system for confirming that students are following the rules, and classroom discipline practices (Hieneman et al., 2005).

A positive learning environment in school education should prepare children to participate effectively in a free society in a spirit of tolerance, gender equality, understanding, and friendship. In the classroom, students improve communication skills because communication is the key to conflict resolution. Therefore, students learn at school to respect their schoolmasters and friends. They are taught how to deal with stress, let others speak and express their opinions, and behave in a group. In this way, education spreads knowledge, values, skills, and attitudes that are important to countries' economic, political, and social development. Peace education is a process that involves the acquisition of values, knowledge, and the development of skills, attitudes, and behaviors so that one can live in harmony with oneself, others, and the environment (Salomon, 2002).

Consequently, the problem of forming a positive learning environment in school education and the study of obstacles and prospects for its implementation is widely reflected in scientific publications through theoretical research and practical examinations. However, the issue of forming a positive learning environment in school education remains relevant and open for further study.

3. Methods and Materials

The implementation of the goal of this exploration involves the use of research methods such as:

- systematization of the main tasks of management and school management for the implementation of a positive environment;
- systematic and logical analysis, the method of synthesis of information;
- generalizing the latest scientific publications and normative legal acts on providing a positive learning environment in school education for implementing 10 key competencies according to the New Ukrainian School Concept.

To determine individual attributes of a positive learning environment in school education was carried out using descriptive statistics, which was provided by a survey using MS Forms Pro. The survey was conducted to determine students' and schoolmasters' perceptions of a positive learning environment in school education and to analyze their attitudes toward learning in a positive learning environment. An online survey was conducted from December 12 through April 10, 2022, that collected information from 600 students and 75 schoolteachers. These participants responded to questions about what they understand as a positive learning environment in school education, expectations, and general attitudes toward a positive learning environment. The following questions were addressed in this survey:

1. What do you understand by a positive learning environment in school education?
2. What steps need to be taken to implement a positive learning environment in school education?
3. What do you recommend for implementing a positive learning environment in school education?

4. Results

The students and schoolteachers of I–III grade specialized school № 112 named after T. Shevchenko in Kyiv, Secondary General Education School № 27 named after the hero of the Heavenly Hundred Yuri Verbitsky in Lviv, and School of I–III grade № 78 Pechersk district of Kyiv took a survey. They were offered to give their definition of a positive learning environment in school education. We collected responses from all 300 students in 13 categories. As reflected in Table 1, students mainly used "fun" and "quiet" to describe a positive learning environment in school education. The fun concept ranked first among the responses provided when defining a positive learning environment. Sometimes silence can be essential for adults to feel calm. But they are asking for silence as a child is a situation at odds with the developmental goals of children. It is not like children to learn silence, but to communicate, move, be active, and act out loud to understand and explore the world.

Some students considered games an essential tool for providing a positive learning environment in school education. Students talked about performance; some spoke about values such as love, helpfulness, solidarity, and empathy, while others spoke about respect for different ideas. An important finding is that respect for thoughts or different

ideas is valuable to the child and is seen as the key to peace. Students' perceptions that universal values will provide stability are also fundamental.

Table 1.

Students' understanding of a positive learning environment in school education

№	What do you understand by a positive learning environment in school education?	Parameters that guided students in assessing a positive learning environment in school education	Overall
1	It's a amusement environment	cheerfully, funny	235
2	It's a quiet environment	silently, quietly	214
3	It's an environment where schoolmasters don't get discouraged	happy schoolmaster, sad schoolmaster, don't upset the schoolmaster	208
4	It's an environment where everyone is decent and essential	polite, sensitive, respectful, considerate	192
5	It's an environment where there's no scuffling	quarrel	186
6	It's an environment with rules	*don't run down the hallways, don't run up and down the stairs, mess up classroom items, respect the principal, follow the rules, throw trash on the floor, use school water, don't waste it*	185
7	It's an environment where no one is afraid of the schoolmasters	afraid of the schoolmaster, fear of schoolmaster, frightened of schoolmaster, schoolmaster shouting, violence	181
8	It's an environment where games are permited	playground, the playing area, outdoor games	179
9	It's a place like home	homelike, comfortable, quiet, a place with a kitchen	174
10	It's an environment where we meet responsibilities	prepare your school bag, speak with permission, listen to the lesson, do your homework	172
11	It's an environment with values	love, helpfulness, ability to share, respect, compassion, honesty, kindness	171
12	It's an environment where ideas are respected	reference for various thoughts, respect for thoughts	163
13	It is an environment where everyone is happy	inner happiness	101

Source: Compiled by the authors.

Schoolmasters also defined a positive learning environment in school education. We collected responses in nine categories. As shown in Table 2, schoolteachers mainly emphasized that everyone felt valued when defining the concept of a positive learning environment in school education. All schoolmasters want to see the value and an environment where they feel their value is peaceful and happy for them.

Table 2.

Schoolteachers' understanding of a positive learning environment in school education

№	What do you understand by a positive learning environment in school education?	Parameters that guided schoolteachers in assessing a positive learning environment in school education	Overall
1	It is an environment where everyone feels valued	value, gratitude, precious	28
2	It is an environment where there is no repression	pressure on someone, violence	21
3	It is an environment where everyone finds something for themselves	favorite things, unique objects, pleasure	17
4	It is an environment where everyone is fair	equal rights, equality, discrimination	16
5	It is an environment where people trust each other	doing things behind someone else's back, trust each other, confidence, trust	13
6.	It is an environment where everyone is at peace	inner peace, all in peace	10
7	It's an environment with effective communication	cooperation with parents, dialogue, good communication, dialogue with the schoolmaster	10
8	It's an environment that is quiet	silent, calm, quiet	6
9	It's an environment that focuses on unique and inclusive education	inclusive education, exceptional education, individual differences, people with disabilities, autism	4

Source: Compiled by the authors.

Both students and schoolmasters were asked what they would recommend for implementing a positive learning environment in school education. These suggestions are presented in Tables 3 and 4. As Table 3 shows, schoolmasters focused predominantly on the concept of identity ("myself"). Thirty-one schoolmasters noted the importance of self-esteem, identity creation, and value. According to these schoolmasters, it is vital to compose a classroom identity for students. Twenty-five schoolteachers emphasized the importance of universal values such as tolerance, love, respect, and justice. Some schoolmasters noted that the physical characteristics of a positive environment need to be improved. Nine schoolmasters suggested turning learning into a fun form of peaceful education. Some schoolmasters noted about the necessity to prevent bullying and violence, while others made suggestions to government officials.

Table 3.

Schoolteachers' propositions for implementing a positive learning environment

№	Schoolteachers' propositions for implementing a positive learning environment	Qty
1	Propositions for "self-sufficiency"	*31*
	Schoolmasters should feel happy	
	Schoolmasters should increase self-esteem and confidence	
	Schoolmasters should feel valued	
	A classroom identifier should be composed for each student	
2	Propositions for values of a positive learning environment	*25*
	The schoolmaster should treat students fairly, and the principal should treat schoolmasters fairly	
	Values such as respect, tolerance, and love should be emphasized	
	Universal values should be taught	
3	Recommendations for physical characteristics of a positive learning environment	*20*
	School should not be a boring place; it should be turned into a place of recreation	
	The physical environment of the school should be improved	
	The school environment should be arranged like a home	
	Different classrooms should be created to suit everyone's interests in the school	
	Schools should be turned into campuses with many social facilities	
4	Propositions for relationships in a positive learning environment	*17*
	There should be communication between student and schoolmaster, similar to family-to-child communication	
	There should be cooperation with parents	
	Schoolmasters need to build good relationships with each other	
	There should be training to build trust between people	
5	Recommendations for teaching and learning while fostering a positive learning environment	*14*
	Fun activities for schoolmasters should also be organized	
	There should be a unique or individualized environment for each child	
	Students should enjoy learning	
6	Propositions for unwanted behavior in a positive learning environment	*11*
	Workshops on bullying should be organized	
	Strategies to prevent school violence should be developed	
7	Suggestions from MES and school administration	*9*
	School principals should be changed frequently	
	Excursion activities organized at school should be increased	
	School administrators should receive regular suggestions from students and determine their needs	
	We should hire professionally trained schoolmasters	

Source: Compiled by the authors.

As Table 4 shows, students focus mainly on the physical characteristics of a positive learning environment. For example, students want more playgrounds to make them feel at ease. Moreover, some students said they wanted to feel as comfortable at home as they did at school, so they proposed comparing school to the home environment. Finally, the students noted that everyone should respect each other. According to them, the source of a positive learning environment is rewarding for students.

Table 4.
Students' suggestions for implementing a positive learning environment.

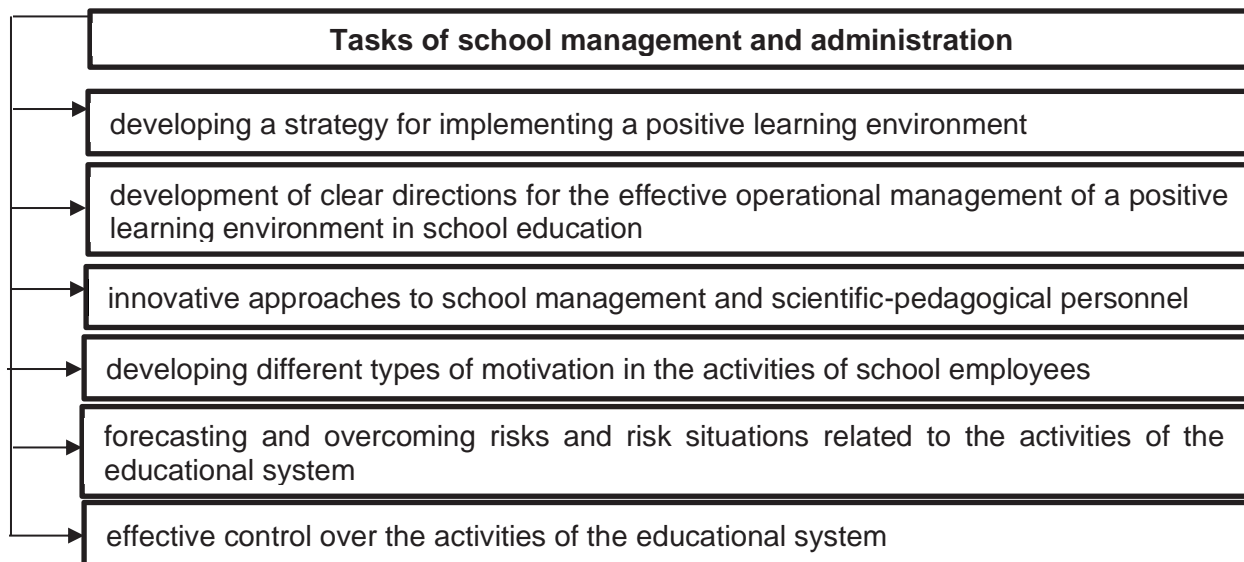| №	Students' suggestions for implementing a positive learning environment	Qty
1	Recommendations for the physical characteristics of a positive learning environment	157
	The school should have playgrounds	
	School should be amusement, not dull	
	The school environment should be arranged like a home environment	
	The most popular personal items should be brought to school and placed in the right place in the classroom	
2	Recommendations for undesirable behavior in a positive learning environment	149
	Students should not beat each other up	
	No one should swear	
3	Propositions for the values of a positive learning environment	146
	Everyone should respect each other	
4	Recommendations for learning and teaching in fostering a positive learning environment	141
	Lessons should be fun	
5	Propositions for relationships in a positive learning environment	138
	Schoolmasters should be friends with each other	
	Everyone should have good friends	
	Even if people think differently, there should be unity between them	
	The principal should not yell at students	
	Schoolmasters should not be angry with students	
	People should not be angry and rude to each other	
6	Recommendations for rules in a positive learning environment	135
	No one should move while singing the National Anthem of Ukraine	
7	Propositions for rewards in a positive learning environment	112
	The school should give students gifts for their excellent behavior	
	The principal should give a surprise to the most brilliant student every day	

Source: Compiled by the authors.

Tasks of school management and administration
developing a strategy for implementing a positive learning environment
development of clear directions for the effective operational management of a positive learning environment in school education
innovative approaches to school management and scientific-pedagogical personnel
developing different types of motivation in the activities of school employees
forecasting and overcoming risks and risk situations related to the activities of the educational system
effective control over the activities of the educational system

Figure 1. Tasks of school management and administration
Source: Compiled by the authors based on official data of Kalashnikova et al., (2020)

In this regard, the tasks of school management and administration for the implementation of a positive learning environment become necessary (see Figure 1). Fulfillment of these tasks will allow to fully implement a specific goal of school management and governance, as a consequence, to ensure the implementation of a positive learning environment in school education.

Providing a positive learning environment in school education will contribute to implementing 10 key competencies according to the New Ukrainian School Concept (see Table 5).

Table 5.
10 critical competencies according to the New Ukrainian School Concept.

№	Competences for primary school in Ukraine
1	*Communication in the national language* (and in the native language if different). Capability to express and interpret ideas, feelings, facts, thoughts, and attitudes in speech and writing: listening, speaking, reading, composing, and using multimedia
2	*Communication in foreign languages.* The capability to adequately understand concepts expressed in a foreign language, to communicate both in speech and in writing ideas, thoughts, feelings, facts, and attitudes
3	*Math competence.* A culture of logical and methodical thinking. Capability to use mathematical (numerical and geometric) methods to solve practical problems in different spheres of activity
4	*The main competencies in natural sciences and developments.* Capability to use scientific ways to observe, analyze, formulate hypotheses, collect data, conduct experiments and analyze their results

5	*Information and digital competence* involves confidence and critical appreciation in using ICT to produce, research, process, and share information in the workplace, community, and in personal communication
6	*The ability to learn throughout life.* The capability to seek and master new knowledge, acquire new skills, organize the learning process through effective management of resources and information flow, and the ability to evaluate one's learning achievements and learn throughout life
7	*Proactiveness and Entrepreneurship.* The capability to generate and implement new ideas and initiatives to enhance one's social status and well-being and the development of society and the nation
8	*Social and civic competence.* Capability to work with others to achieve results, prevent and resolve conflicts, and reach compromises
9	*Cultural awareness and expression.* The capability to appreciate art objects, form own artistic tastes, independently express ideas, and experience feelings for works of art
10	*Environmental literacy and healthy living.* The capability to use natural resources wisely and rationally within the framework of sustainable development, understanding the role of the environment in human life and health, and the knowledge and readiness to lead a healthy lifestyle

Source: Compiled by the authors based on official data of the Concept of implementation of state policy "NUS" (2016).

5. Discussion

It is clear from the results that students and schoolmasters in the schools want to unanimously improve the main issues related to implementing a positive learning environment in school education. Emotions and feelings are important to both groups. Both students and schoolmasters need to feel valued. Schoolmasters also dreamed of a school where everyone feels happy. In keeping with the study, physical safety is also an issue to consider. Children do not want schoolmasters or classmates to abuse them physically. Schoolmasters strive for a school without violence and bullying. Bully students intimidate other students with their words and actions. Bullies disenfranchise others by making other children feel unsafe and often causing them to miss school (Olweus, 2002; Olweus, 2003).

Universal human values are essential to a positive environment in school education. It is impossible to implement a positive learning environment in school education without respect, love, and tolerance. Schoolteachers and students have certain needs and expectations. The most basic need of schoolmasters is to feel valued. Students want a fun school environment. Relationships are a source of peace for both schoolmasters and students. Children wish to have good relationships with their peers, and they want to make good friends. Schoolteachers want to have good relationships with other colleagues, parents, and school administrators. In obedience to schoolmasters, people must trust each other.

Similarly, in a study by Slaughter-Defoe D. T. and Carlson K. (1996), children viewed schoolmaster-child relationships as the most critical dimension of school climate. Children

also noted schoolmasters' fairness, caring, and praise for effort and the importance of values, moral order, adherence to school rules, and good performance. Some children associated a positive learning environment with "human unity" (Oppenheimer & Kuipers, 2003).

Hakvoort (1996) emphasized the importance of positive social themes involving friendship and caring for others to understand a positive learning environment properly. In obedience to Koth C. W., Bradshaw C. P., and Leaf P. J. (2008), school size, schoolmaster characteristics, class size, and concentration of students with behavior problems are significant predictors of perceptions of a positive learning environment. These findings propose that aspects of the classroom environment are essential to consider when wanting to improve the school climate.

In obedience to the results of this study, schoolmasters and students propose that the physical school environment should be reorganized to make them feel more comfortable than they feel now. Both groups want to feel like they are in their own homes when learning at school. Children believe that extensive grounds are needed for a calm and happy school (Levin, 2003). Both schoolmasters and students believe that respect for differences and different ideas is a crucial element of a positive learning environment.

In obedience to schoolmasters and students, the academic environment is critical to creating a positive learning environment in school education. A positive educational climate is essential for peace. In obedience to schoolmasters, students should enjoy learning. Another crucial positive dimension related to school climate is rules and regulations. In obedience to the findings, adherence to regulations is necessary to support a positive learning environment in school education. In the school environment, everyone has responsibilities and liability. When these rules are violated, problems arise. Some research emphasizes the importance of school rules to combat unwanted student behavior (Gottfredson et al., 2005; Halstead, & Taylor, 2000; Malone & Tietjens, 2000; McGinnis et al., 1995).

There are many studies in the literature that support the findings of this study. Variables such as schoolteacher participation, support in classroom activities and decisions, relationships with peers, specific rules, physical classroom, and school environments that are characteristics of a positive learning environment have been identified to student and schoolmaster achievement (Brand et al., 2003).

Consequently, schoolmasters and students will face new challenges because the implementation of a positive learning environment in school education is quite a complex process, in-depth research that will lead to the increased focus on improving methods and techniques for effective implementation of the positive learning environment in school education.

6. Conclusion

As a result of the analysis of positive learning environments in school education, we found that due to the conditions of intensification of educational processes and the emergence of obstacles to the provision of traditional learning that require an urgent alternative solution, this process requires ensuring the development and implementation of a positive learning environment, where this topic is becoming increasingly relevant.

To implement a positive learning environment, schoolmasters can identify, plan, and implement preventive techniques to encourage positive student behavior and minimize disruptive classroom behavior. Schoolteachers must use effective strategies to create a positive learning environment in the classroom. For example, schoolmasters should take an active role in seating arrangements and ensure that students have an appropriate level of academic success. Class rules communicate expected classroom behavior in advance and increase the likelihood of success among students. Balancing praise with corrective feedback and understanding the impact of cultural differences to establish and maintain appropriate schoolmaster-student interactions is an important skill set for all schoolmasters. Practical strategies to compose positive school environments are vital aspects of a comprehensive classroom management program.

The practical significance of the conducted research: the conclusions and recommendations developed by the author and proposed in the article can be used to avoid obstacles in implementing a positive learning environment in school education and ensuring its future development.

Further research can improve the methods and techniques of implementing a positive learning environment in school education, which will stimulate the development of a positive learning environment and enhance the teaching activity in this learning environment, ensuring successful learning in school. Expanding the opportunities and broad application of innovative, research-based approaches to ensure the implementation of a positive learning environment in school education can become the basis for strategies for future periods.

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