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РОЗДІЛ **5** МИСТЕЦТВО ТА ОСВІТА:  
НОВАЦІЇ  
ТА ПЕРСПЕКТИВИ

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**PROSPECTS IN WELLBEING APPROACH  
FOR ENSURING LEARNING ECO ENVIRONMENT**

*A comprehensive analysis of the existing scientific literature that reflects certain views with reference to the conceptualization and promotion of well-being highlights significant inconsistencies from various perspectives. These inconsistencies are evident in the various approaches, interpretations of ensuring and promoting well-being. The analysis of multiple scientific opinions reflects discrepancies in the use of terminology, instability in the presentation of structural components and omission of the crucial role of this dimension in maintaining psychological balance. It is important the coordinated transposition from the cognitive, affective and conative perspectives of past experiences in the contexts of the present and their consolidation in the design of the future. We find the consequences of a failure in ignoring, disregarding the essential value of well-being in promoting personal and professional progress within the contemporary educational system which also contributes to the creation of a positive social environment.*

*Addressing these discrepancies is crucial, especially for the educational environment. Ensuring well-being for and by teaching staff can contribute to the establishment of a supportive and cohesive ecosystem within educational institutions, a fact that led us to the holistic conceptualization of well-being with the inclusion of internal and external defining contents for establishing, ensuring and promoting well-being for all educational actors. When teachers feel valued, motivated, and empowered, they are better equipped to create optimal learning experiences for their subjects. This, in turn, improves the sustainability and effectiveness of the learning environment, ensuring that subjects receive high-quality education tailored to their diverse needs. By encouraging the holistic development of both teachers and subjects, educational institutions can cultivate a culture of well-being that promotes growth and success for all stakeholders.*

**Keywords:** *wellbeing, welfare, wellness, education system, learning ecosystem, insurance, pedagogical staff.*

**1. Introduction.** In recent years, there has been a growing recognition of the importance of well-being in educational settings, not only for the individuals involved but also for the overall quality and sustainability of the learning environment. As educators and policymakers increasingly acknowledge the interdependence between well-being and learning outcomes, there is a pressing need to explore new approaches and strategies for fostering a positive and supportive eco-environment conducive to learning. This paper aims to examine the prospects in well-being approaches for ensuring a thriving learning eco-environment. By delving into the intersection of well-being and education, we seek to uncover innovative practices and initiatives that promote the holistic development of students and educators alike, ultimately contributing to the creation of a healthier, more inclusive, and resilient learning ecosystem.

**2. Theoretical approaches regarding well-being and reflections about learning ecosystem.** In developing theoretical frameworks for addressing well-being within the modern educational system, it is crucial to adopt a holistic and inclusive approach that considers diverse perspectives and disciplines. The well-being of teaching staff plays a pivotal role in fostering a supportive and productive educational environment for all stakeholders involved. An in-depth understanding of the concept of well-being contributes to the identification of strategies and the development of specific interventions with impact aimed not only at the psycho-emotional states of the subjects, but also at the optimization of working conditions and, therefore, reflects on the educational results.

In the literature across diverse fields such as psychology, pedagogy, sociology, and others, we often encounter the use of terms like well-being, wellness, and welfare. These terms are employed to describe different facets of human well-being and welfare from varying perspectives.

The term «wellbeing» is more psychological and refers to a general state of mental health, happiness and satisfaction with life. This includes aspects such as positive emotional state, life satisfaction, favorable interpersonal relationships, sense of purpose and personal accomplishment. Well-being is a holistic approach at its core, involving balance between different aspects of a person's life, including physical, emotional, social and spiritual aspects.

The notion of «wellness» means «health» and refers to a person's health, physical and mental well-being. This concept can be characterized by habits and behaviors that promote health and lead to improved quality of life, such as adequate nutrition, regular physical activity, stress management, adequate rest, and emotional management. Wellness focuses on preventing disease and promoting a healthy and active life.

The term «welfare» refers to the general state of social and economic well-being of a person or group and includes aspects such as access to material resources, economic security, social services and the level of social support and protection provided by society. Welfare focuses on providing the basic needs of an individual or a community and reducing social and economic inequalities.

Thus, the difference between wellbeing, wellness and welfare from the perspective of the psychological approach lies in the different focus of each concept: wellbeing focuses on the general state of well-being and satisfaction with life, wellness on physical and mental health, and welfare on social and economic well-being. All of these aspects are important in understanding and promoting a healthy and psychologically fulfilling life.

In this paper, our primary focus will be on exploring the concept of well-being, primarily approached from a psychological standpoint, within the context of the whole learning ecosystem and the teaching-learning-evaluation process. We will examine various theoretical approaches to well-being, each offering unique insights into its understanding. From a psychological perspective, well-being can be conceptualized as a state of equilibrium involving emotional, cognitive, and behavioral dimensions of an individual. This interpretation emphasizes the interplay between subjective feelings, cognitive processes, and behavioral patterns in defining and experiencing well-being. Theories such as self-determination theory emphasize the importance of satisfying basic psychological needs in promoting well-being. On the other hand, from a sociological perspective, well-being can be analyzed in the context of social relations and community structures. Theories such as social capital theory highlight the role of social networks and community support in ensuring lasting well-being for the subject. Ecological approaches consider the physical and social environment as key factors in determining the well-being of the subject. Housing conditions, access to resources and community characteristics can significantly influence the level of comfort and satisfaction of teaching staff.

Summing up the perspectives reflected above and associating them with well-being we can introduce the concept of a learning ecosystem in which the central place is assigned to well-being. The concept of the *Learning Ecosystem* approaches education as a complex and interconnected system, in which the interactions between the various elements – including children, teachers, parents, school administration, the community and the environment – directly and indirectly influence the learning process and the well-being of to all education actors. In this context, well-being in the education ecosystem refers to a healthy and harmonious environment in which all involved – students, teachers, support staff and parents – feel safe, supported and motivated to reach their full potential and to contribute to the overall success of the education system.

The perspective of well-being within the *Learning Ecosystem* implies more than just the absence of problems or conflicts. It refers to the promotion of a positive and inclusive atmosphere in educational institutions that facilitates the physical, emotional, social and academic development of all students and school staff. In this

sense, well-being can be seen in the quality of interpersonal relationships, the level of satisfaction and involvement of students and staff in school activities, the degree of support and collaboration between all members of the school community, as well as the existence of policies and practices that promote respect, diversity and equity.

In addition, the well-being within the *Learning Ecosystem* approach recognizes the importance of external factors in influencing the school environment and individual experiences. Thus, it involves collaboration with the local community, partnerships between schools and other institutions and the use of available resources to create a safe, stimulating learning environment adapted to the needs of all education actors. Thus, the concept of the *Learning Ecosystem* viewed from the perspective of well-being aims to create a holistic and inclusive framework in which all actors involved in the educational process feel supported, respected and encouraged to reach their maximum potential and contribute to the overall success of the education system.

The concept of a learning ecosystem suggests that the environment in which learning occurs is multifaceted and dynamic, involving various factors that influence the learning process. One critical element within this ecosystem is the psychological capital of personality. It serves as a foundation upon which learning experiences are built and navigated. When persons possess high levels of psychological capital, they are more likely to approach learning with confidence, optimism, and resilience.

The concept of psychological capital (PsyCap) was introduced by Luthans et al. (2012) which was initially examined in work settings, and simultaneously encompasses efficacy, optimism, hope, and resilience (with later acronymic as HERO) that play an important role in facilitating desirable student outcomes (Luthans et al, 2012). Consider hope, efficacy, and the optimistic perspective as proactive tendencies, while resilience and the explanatory style associated with optimism typically react to situations after they occur. Notably, hope uniquely incorporates pathways or «waypower». Furthermore, hope and efficacy predominantly focus inwardly, whereas optimism and resilience are more outwardly oriented, relying on external attributions and social resources, respectively.

Luthans et al (2012) in their work mentioned a Positive Organizational Scholarship (POS) introduced by Cameron & Caza (2004). That represents a movement within organizational science that centers on the dynamics fostering exceptional individual and organizational performance. This includes the development of human strengths, the cultivation of resilience and restoration, and the promotion of vitality (Cameron & Caza, 2004, p. 731). POS serves as an overarching concept that amalgamates various positive scientific perspectives, encompassing positive traits, states, processes, dynamics, and outcomes, all pertinent to organizational contexts. It's important to note that POS does not negate the significance of negativity and negative constructs. Rather, akin to positive psychology and other positive perspectives, it recognizes that positivity and negativity fulfill distinct functions. They are separate constructs and processes, rather than opposing ends of the same spectrum. For instance, as observed by Cameron et al (2004), while humans are naturally drawn to what is positive and pleasant, there exists a prevalent bias towards negativity.

The psychological capital of personality within the learning ecosystem influences various aspects of the learning process. It affects motivation, as persons with higher psychological capital are more driven to engage in learning activities and persist in the face of obstacles. It also impacts cognitive processes, such as information processing and problem-solving, as persons with greater psychological capital may approach learning tasks with a more positive mindset and a greater willingness to explore new ideas and perspectives.

Furthermore, the psychological capital of personality contributes to the socio-emotional aspects in frame of learning ecosystem. It influences how students interact with others, collaborate, and communicate effectively. Additionally, it affects how students manage stress and maintain well-being while engaging in learning activities.

Positive emotions are the basis for well-being and learning ecosystem, a fact that has led researchers to develop various theories that interpret scientific visions of the concept of well-being. In this context we can mention Fredrikson's (1998) broaden-and-build theory B&B and Hobfoll's (2002) conservation of resources theory (COR). These theories explore how positive emotions contribute to the accumulation of resources, which in turn, bolster various positive outcomes in academic settings.

Fredrikson (2013) developed his theory and a little later noted that persons who regularly experience and express positive emotions tend to see a rise in their personal resources, leading to enhanced functioning and higher performance levels.

Hobfoll (1989) emphasized that in line with the Conservation of Resources (COR) theory, resources are not solitary entities; persons actively seek to amass a multitude of resources. Per the conservation of resources theory, persons strive to accumulate numerous resources as they possess the capability to navigate challenges that may arise in stressful circumstances, thus sustaining engagement in pursuing their goals (Hobfoll, 2002).

An illustration of a cluster of personal assets, often referred to as «resource caravans», is the PsyCap framework. Prior studies have demonstrated its substantial contribution to favorable psychological outcomes in professional environments, including job satisfaction, organizational commitment, and citizenship behaviors. A comprehensive meta-analysis concerning psychological capital of personality was conducted by Avey et al. (2011). The researchers concluded that Psychological Capital can be evaluated from four perspectives:

- a) *efficacy* – assesses an personality’s confidence in their abilities, such as feeling assured when discussing their studies with others;
- b) *hope* – evaluates the degree of optimism personalities have about their academic success, reflected in statements like «Currently, I envision myself achieving significant progress in my studies»;
- c) *optimism* – examines personalities’ positive outlook regarding their academic pursuits, as seen in statements like «Regarding my studies, I maintain an optimistic perspective about future opportunities»;
- d) *resilience* – measures personalities’ ability to bounce back from adversity, exemplified by statements such as «I typically handle stressful situations in my studies effectively».

Concerned with determining the role of academic psychological capital and academic engagement in linking positive emotions and academic performance in the teaching-learning-evaluation process, M. Carmona-Halty, M. Salanova, S. Llorens, W. B. Schaufeli (2021) highlighted the strengths of the current study: first, it successfully integrates the B&B theory and the COR theory, in that positive emotions lead to personal resources (academic PsyCap), which in turn lead to academic well-being.

In a longitudinal study conducted by T.J. Bostic, J.T. Ptacek (2001), they explored the subjective fluctuations in well-being. The researchers discovered statistically significant predictors indicating that variations in subjective well-being were independent of personality traits such as conscientiousness and the chance aspect of locus of control. Specifically, students exhibiting high levels of conscientiousness and an external locus of control tended to experience greater fluctuations in subjective well-being over the study duration.

Examination of scientific research in the field underscores numerous accounts of well-being, comprising both individual factors like intrapersonal dynamics and interpersonal relationships, as well as past experiences and the current social environment. These elements, stemming from both the historical and contemporary aspects of personality, significantly influence the formation and maintenance of their well-being. Thus, in initiating theoretical approaches to well-being within the contemporary educational system, it is important to explore and integrate different perspectives, thus providing a more comprehensive and deeper understanding of this concept and the factors that influence it. This understanding can serve as a solid foundation for developing effective strategies and interventions designed to ensure optimal well-being for teaching staff and, by implication, a more positive and productive educational experience for all involved.

To establish a flourishing learning ecosystem and promote well-being, it’s imperative to delve deeply into the foundational elements that contribute to the holistic well-being of students, faculty, and all other stakeholders within the education community. This entails a comprehensive understanding of the structural aspects of well-being, encompassing physical, mental, emotional, and other pertinent dimensions. In this context, we come up with a Structural Framework of Well-being leading to Learning Ecosystem (Fig. 1).

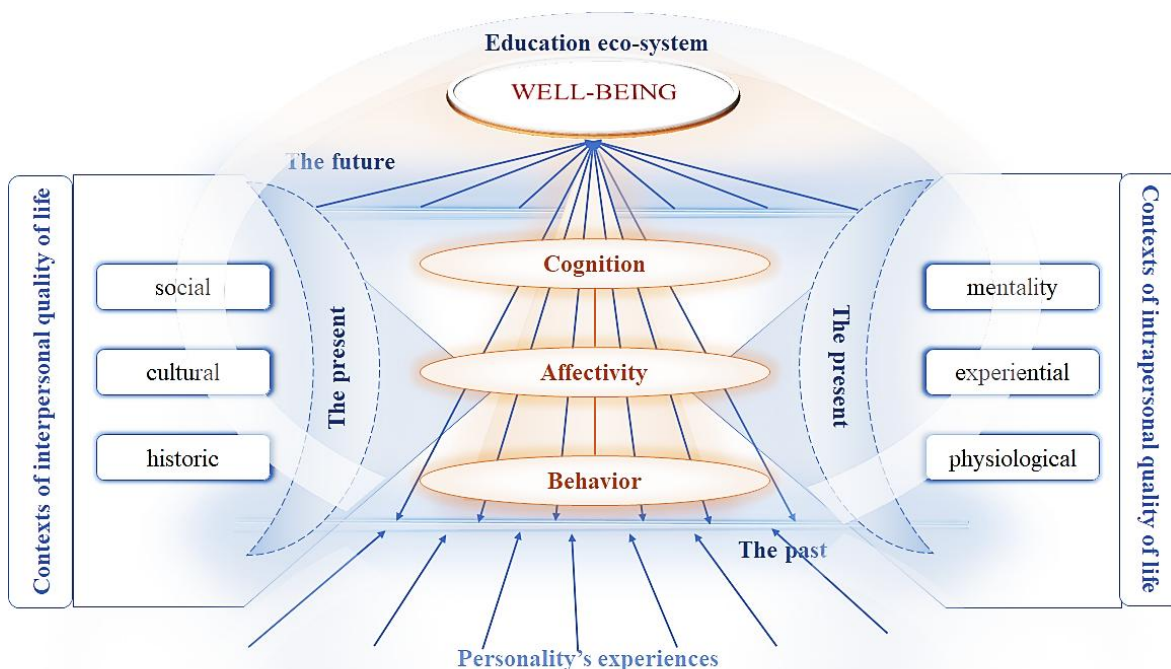


Figure 1. The Structural Framework of Wellbeing Leading to Learning Ecosystem (Antoci & Mislit̃chi, 2024)

The term «structural framework of wellbeing» denotes the organized and interconnected elements forming the basic structure of well-being. This framework serves as a backbone for the development and arrangement of key components and specific contents within the given entity. It plays a pivotal role in providing direction and coherence to the overall approach of the integrative and dynamic process aimed at ensuring well-being, with implications extending to both intra- and interpersonal contexts (Antoci & Mîsliṭchi, 2024).

The importance of both interpersonal and intrapersonal factors in shaping an individual's well-being arises from the complex interplay between external influences, such as social, cultural, and historical contexts, and internal determinants, including mindset, experiences, and physiological capabilities, which form the foundation of psychological well-being. Interpersonal quality of life, centered on relationships and social interactions, and intrapersonal quality of life, emphasizing cognitive patterns evident in mindset, self-evaluation, and emotional regulation, are interconnected dimensions that profoundly impact individual well-being.

On the flip side, intrapersonal quality of life encompasses individuals' self-perception and their management of elements like self-esteem, self-acceptance, and emotional regulation. Positive self-evaluation and emotional intelligence are central to one's overall well-being. The capacity to manage stress, improve mood, and guide personal development are essential facets in cultivating a healthy intrapersonal balance.

The formation of well-being across past, present, and future timelines involves individuals shaping and perceiving their well-being through experiences and events linked to these temporal dimensions. The foundational aspects of well-being – behaviors, affectivity, and cognition – comprehensively represent the diverse facets of human experience. Behaviors encompass actions and choices, affectivity encompasses emotional states, and cognition encompasses thoughts, perceptions, and convictions. Together, they provide a holistic comprehension of well-being, emphasizing how actions, emotions, and thoughts interact to promote individual flourishing.

Understanding these structural components allows us to pinpoint factors impacting school well-being and implement effective strategies. These components encompass the education's physical and social environment, interpersonal dynamics, resource accessibility, and emotional support for students and pedagogues. Prioritizing this understanding facilitates the creation of a favorable educational framework, encouraging academic performance and holistic development for all involved, starting from the secured learning ecosystem.

**3. Research methodology.** To delve into the details of well-being essential for addressing the challenges in ensuring the well-being of learning ecosystem beneficiaries, we conducted a study. This research specifically assessed the well-being of teaching staff from August to October 2023.

The purpose of the study carried out by us (Mîsliṭchi & Antoci, 2023) aimed to evaluate the well-being of teaching staff. For reaching the research aim, the Questionnaire «Evaluation of well-being at the school level» proposed by Tîrcă (2022, p. 87) was applied, which scored defining aspects of the well-being of teaching staff in various contexts: work as a staff member didactic; the objectives and purpose of the early childhood education institution; the relationship with the manager of the institution and colleagues; learning and development opportunities; inclusion and fair treatment in the preschool educational institution; resources and workload; pay and benefits; leadership and change management; employee involvement; organizational culture etc.

**4. Research results.** The processing and interpretation of the data allowed the establishment of the top of the constituent elements of the well-being of the teachers from preuniversity education.

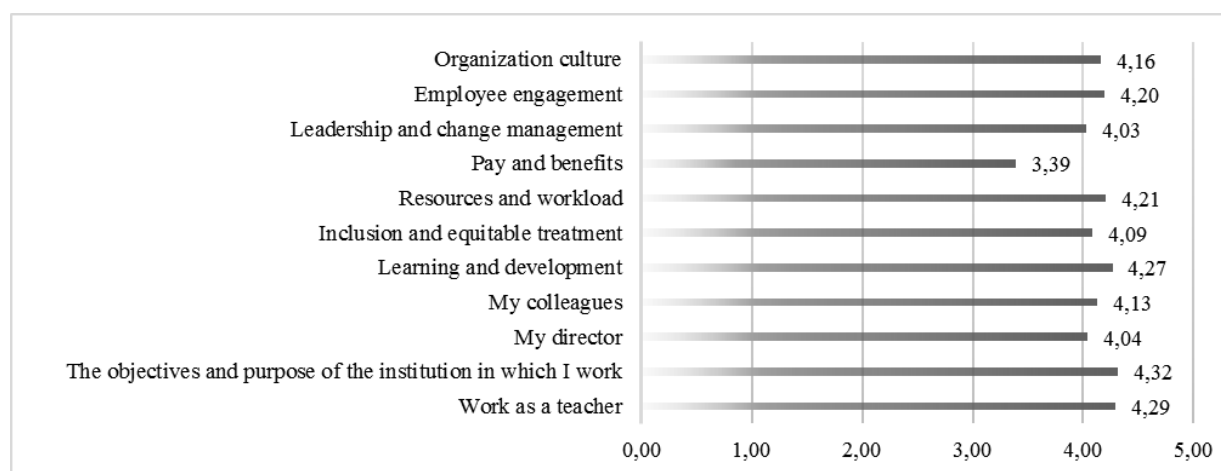


Figure 2. Average indices of the constituent elements of the well-being of preschool teachers (points)

The three most significant components, in order of certified results, are:

1. *The objectives and purpose of the institution*: with 4.32 points, it ranks first in the ranking, indicating the importance of understanding and aligning with the institutional purpose and directions. The priority of a clear understanding by the pedagogical staff of the purpose and objectives of the institution in which they work, the highlighting of their own contribution to the achievement of the institution's objectives through active participation and the linking of interventions in the direction of their achievement, are essential aspects for ensuring the well-being of preschool teachers.

2. *Work as a teacher*: with 4.29 points, it ranks second in the hierarchy, emphasizing the relevance of professional involvement as a provider of quality services in the field of education. The attested results highlight the fact that the interest in the job, the dynamic and competent involvement specific to the teaching staff status, the feeling of professional achievement provided by work, occupy a significant place in the ranking, reflecting the impact that professional activity has on ensuring well-being.

3. *Learning and development*: with 4.27 points, it ranks third, emphasizing the importance of continuing the process of learning and personal development for the well-being of teachers. The well-being of teaching staff is supported by the commitment to a continuous process of learning and personal development, indicating the need for the constant updating of the knowledge held by pedagogues, the coherent formation of attitudes and skills. The opportunity for the continuous development of professional skills favors the establishment of the well-being of teaching staff.

Attested results regarding the top of the ranking highlight the key priorities for ensuring the well-being of teachers in the context of contemporary preschool education.

The continuation of the list of elements that contribute to the well-being of teachers is as follows:

4. *Resources and workload*: with 4.21 points, this aspect emphasizes the importance of access to adequate resources and proper management of workload.

5. *Employee involvement*: with 4.20 points, this factor indicates the level of involvement and participation of all staff within the institution in achieving the objectives of ensuring a collaborative environment, increasing the quality of the education of the young generation.

6. *Organizational culture*: with 4.16 points, it highlights the influence of the organizational environment on the well-being of teaching staff.

7. *My colleagues*: with 4.13 points, this aspect emphasizes the importance of relationships and collaboration with colleagues within the institution.

8. *Inclusion and fair treatment*: with 4.09 points, this factor indicates the importance of an organizational culture that promotes inclusion and fair treatment of all employees.

These elements add significant dimensions to the understanding of the factors that influence the well-being of teachers in the contemporary educational environment.

In the ranking developed by us, depending on the certified results, the last three places regarding the aspects that ensure the well-being of teaching staff are placed:

9. *My director* (4.04 points): the director's involvement and influence within the institution seem to occupy a lower position in the general ranking of the factors that ensure the establishment of the well-being of teaching staff.

10. *Leadership and change management* (4.03 points): the level of involvement and the efficiency of change management within the institution ensures to a lesser extent the well-being among teaching staff.

11. *Pay and benefits* (3.39 points): remuneration and financial benefits are in the last place in the ranking, indicating that these aspects have the most limited involvement in establishing the well-being of teaching staff compared to the other factors.

We specify that it is necessary to draw particular attention to the results, which provide decision-makers with useful information to identify, address and ensure the aspects that can improve the well-being of the teaching staff.

**5. Conclusions.** The analysis of scientific theories and models from the scientific literature led us to the reconceptualization of well-being, especially valuing the physiological, psychological, pedagogical, social aspects, being used for ensuring well-being and creating educational ecosystem:

**Well-being** represents a complex system of holistically organized contents from a three-dimensional cognition-affective-behavior perspective, and influenced by the intrapersonal (social, cultural, historical) and interpersonal (mentality, experiential, psychological) contexts being transposed in the present with a focus on the experiences from past and designing in the future to increase the quality of life and education ecosystem (Antoci & Mišliṭchi, 2023).

In the context of well-being, the application and observance of sound principles contribute to the development of a positive outlook for ensuring the quality of life. Respecting the principles for the establishment of well-being in the educational process contributes to the orientation of the personality towards a balanced and satisfying life.

In summary, our study underscores the significance of adopting an integrated and harmonized approach to the various factors influencing the promotion of well-being among teaching staff. Decision-makers in the educational sector should prioritize these factors to enhance and support the professional journey of teachers within the modern educational framework.

A strong foundation for promoting well-being among teaching staff is built upon several key factors: a genuine interest in the pedagogical profession, a clear grasp of professional expectations, fostering environments for ongoing learning, continuous professional competences development, and personal growth. Additionally, a sense of personal accomplishment derived from work, clarity regarding the purpose and goals of the educational institution, and an understanding of one's contribution to achieving these objectives are crucial. Timely access to pertinent information essential for high-quality job performance further solidifies this framework for well-being among educators.

The well-being, satisfaction, and professional fulfillment of teaching staff hinge on several critical factors: salary and associated benefits, the correlation between salary and certified performance, achieving a balance between professional and personal life, involvement in decision-making processes, and performance-oriented strategic management. These findings underscore the necessity of allocating attention and resources towards enhancing salary conditions and associated benefits, as well as elevating the quality of educational management, to foster the well-being of teachers within the modern educational system.

In ensuring optimal well-being within the modern education ecosystem, it's vital to comprehend and effectively address the structural components of well-being: behaviors, affectivity, and cognition. These interconnected elements play a pivotal role in the overall well-being of students, teaching staff, and other members of the school community. By holistically tackling these issues, education can evolve into a healthier and more engaging environment, fostering the comprehensive development and academic success of all participants.

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### **ПЕРСПЕКТИВИ В ПІДХОДІ ДО ЗАБЕЗПЕЧЕННЯ ДОБРОБУТУ НАВЧАННЯ ЕКО СЕРЕДОВИЩА**

*Здійснено комплексний аналіз існуючої наукової літератури, яка відображає певні погляди щодо концептуалізації та сприяння добробуту, висвітлює проблематику цього питання з різних точок зору. Ці проблеми проявляються в різних підходах, інтерпретаціях забезпечення та сприяння добробуту. Аналіз численних наукових думок відображає розбіжності у використанні термінології, неточність у представленні структурних компонентів та замовчування вирішальної ролі цього виміру в підтримці психологічної рівноваги. Важливим є скоординоване перенесення минулого досвіду з когнітивної, афективної та конативної точки зору в контекст теперішнього та їх консолідація в плануванні майбутнього. Ми визначаємо наслідки ігнорування, зневаги до основної цінності благополуччя в просуванні особистого та професійного розвитку в сучасній освітній системі, яка також сприяє створенню позитивного соціального середовища.*

*Усунення цих розбіжностей має вирішальне значення, особливо для освітнього середовища. Забезпечення добробуту для педагогічного персоналу та самим педагогічним персоналом може сприяти створенню сприятливої та цілісної екосистеми в освітніх установах, факт, який привів нас до цілісної концептуалізації добробуту з включенням внутрішнього та зовнішнього визначального змісту для організації та забезпечення сприяння благополуччю для всіх учасників освітнього процесу. Коли вчителі відчують, що їх цінують, мотивують і вони мають повноваження, вони краще мотивовані до створення оптимального навчального матеріалу зі своїх предметів. Це, у свою чергу, покращує стабільність та ефективність освітнього середовища, гарантуючи, що суб'єкти отримують високоякісну освіту, адаптовану до їхніх різноманітних потреб. Заохочуючи цілісний розвиток як вчителів, так і всіх суб'єктів, освітні заклади можуть культивувати культуру благополуччя, яка сприяє зростанню та успіху для всіх зацікавлених сторін.*

**Ключові слова:** *благополуччя, добробут, здоровий спосіб життя, система освіти, екосистема навчання, страхування, педагогічний персонал.*

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