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ECOLOGY OF ETIQUETTE AS A FACTOR IN THE FORMATION OF A HARMONIOUS EDUCATIONAL ENVIRONMENT AT SCHOOL

The ecology of etiquette in the school environment is considered a multidimensional system that includes value guidelines, communicative standards, and culturally determined behavior patterns of participants of the educational process. The introduction of etiquette practices into the structure of school life contributes to the harmonization of the educational environment, strengthens the emotional stability of students, and reduces the level of interpersonal conflict. An ecological approach allows interpreting etiquette as a holistic environment that regulates the quality of interaction and the moral and psychological climate of the school. It is shown that the development of etiquette reduces communication barriers, increases the effectiveness of pedagogical communication, and promotes the formation of a cooperative culture. Such an environment stimulates constructive dialogue, develops empathy, and creates conditions for the holistic personal development of students. This article examines the ecology of etiquette as a significant factor in the formation of a harmonious educational environment, associated with an ecocentric type of consciousness and a focus on the natural mechanisms of personal development. Etiquette practices are analyzed through three structural aspects – communicative-verbal, emotional-psychological, and ethical-behavioral – reflecting the mutual influence of teacher and student. To verify the theoretical positions, methods of analyzing scientific literature, normative sources and modern publications, as well as empirical survey of teachers and students were used. The sample consisted of 120 teachers and 120 students in grades 7–11 from Astana, Almaty, and Shymkent. The data obtained show that ecological etiquette enhances communication quality and promotes psychological well-being, however, some students report emotional stress, indicating the need to develop empathy and emotional resilience in teachers. The results confirm the connection between teacher communicative culture, emotional climate, and the ethical resilience of educational relationships.

Keywords: etiquette ecology, school environment, educational harmony, ethical communication, pedagogical interaction, emotional well-being, social cohesion.

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Этикет экологиясы мектепте үйлесімді білім беру ортасын қалыптастыру факторы ретінде

Мектептегі этикет экологиясы – білім беру процесіне қатысушылардың құндылықтық бағдарларын, мәдени қарым-қатынас нормаларын және өзара әрекеттесу тетіктерін біріктіретін күрделі әлеуметтік құбылыс. Этикет нормаларын жүйелі қолдану білім алушылардың эмоционалдық тұрақтылығын күшейтіп, жанжалдардың алдын алуға және мектептің этикалық климатын жақсартуға мүмкіндік береді. Экологиялық тұрғыдан қарағанда, этикет жеке ережелер жиынтығы емес, қарым-қатынастың сапасын реттейтін және оқу ортасының үйлесімді дамуына ықпал ететін тұтас жүйе. Зерттеу нәтижелері этикет экологиясының педагогикалық коммуникацияны тиімді ететінін, әлеуметтік байланыстарды нығайтатынын және бірлескен оқу мәдениетінің қалыптасуына жағдай жасайтынын көрсетеді. Мұндай орта эмпатияны дамытып, конструктивті өзара әрекетке бағыт береді және тұлғаның жан-жақты дамуын қолдайды. Осы мақала деңгейіндегі зерттеу жұмысы мектептегі үйлесімді білім беру ортасын қалыптастырудағы этикет экологиясының рөлін қарастырады. Экоцентрлік сананың негізінде құрылған бұл ұғым білім алушылардың табиғи өзін-өзі дамыту қабілетін сақтауға және білім беру жағдайларын адам дамуының табиғи заңдылықтарымен үйлестіруге бағытталған. Педагог пен білім алушы арасындағы экологиялық этикет үш негізгі қыр арқылы сипатталды: коммуникативтік, эмоционалдық-психологиялық және этика-

лық-мінездік. Теориялық негіздерді талдау педагогика, психология және этика салаларындағы әдебиеттерді, нормативтік құжаттарды және ғылыми базалардағы жарияланымдарды қамтыды. Эмпириялық деректер Google Forms арқылы жүргізілген сауалнама нәтижесінде жиналды, оған Астана, Алматы және Шымкент қалаларынан 120 педагог және 120 білім алушы қатысты. Нәтижелер экологиялық этикеттің коммуникация сапасын, эмоциялық қауіпсіздікті және этикалық тұрақтылықты арттыратынын көрсетті. Сонымен бірге білім алушылардың шамамен үштен бірі эмоционалдық шиеленісті сезінетінін атап өтіп, педагогтердің эмпатиясы мен эмоциялық реттелу қабілетін дамыту қажеттілігін айқындады. Зерттеу педагог – білім алушы жүйесіндегі үйлесімді қарым-қатынасты қамтамасыз етуде экологиялық тәсілдің маңыздылығын дәлелдейді.

Түйін сөздер: этикет экологиясы, мектеп ортасы, білім беру кеңістігінің үйлесімділігі, коммуникативтік мәдениет, педагогикалық өзара әрекеттесу, эмоционалдық әл-ауқат, әлеуметтік бірлік.

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Экология этикета как фактор формирования гармоничной образовательной среды в школе

Экология этикета в школьной среде рассматривается как многомерная система, включающая ценностные ориентиры, коммуникативные нормы и культурно обусловленные модели поведения участников образовательного процесса. Внедрение этикетных практик в структуру школьной жизни способствует гармонизации образовательной среды, укрепляет эмоциональную устойчивость обучающихся и снижает уровень межличностной конфликтности. Экологический подход позволяет интерпретировать этикет как целостную среду, регулирующую качество взаимодействия и морально-психологический климат школы. Показано, что развитие этикета уменьшает коммуникативные барьеры, повышает эффективность педагогического общения и способствует формированию кооперативной культуры. Такая среда стимулирует конструктивный диалог, развивает эмпатию и создает условия для целостного личностного развития школьников. В рамках исследования данной статьи рассматривается экология этикета как значимый фактор формирования гармоничной образовательной среды, связываемая с эгоцентрическим типом сознания и ориентацией на природные механизмы личностного развития. Этикетные практики анализируются через три структурных аспекта – коммуникативно-речевой, эмоционально-психологический и этически-поведенческий, отражающие взаимность влияния педагога и обучающегося. Для проверки теоретических положений использовались методы анализа научной литературы, нормативных источников и современных публикаций, а также эмпирическое анкетирование педагогов и обучающихся. Выборку составили 120 педагогов и 120 школьников 7–11 классов из городов Астана, Алматы и Шымкент. Полученные данные показывают, что экологичный этикет укрепляет качеством коммуникации и способствует психологическому благополучию, однако часть обучающихся отмечает эмоциональное напряжение, что указывает на необходимость развития эмпатии и эмоциональной устойчивости педагогов. Результаты подтверждают связь между коммуникативной культурой педагога, эмоциональным климатом и этической устойчивостью образовательных отношений.

Ключевые слова: экология этикета, школьная среда, гармонизация образовательного пространства, коммуникативная культура, педагогическое взаимодействие, эмоциональное благополучие, социальная связанность.

Introduction

The modern school is a complex socio-pedagogical system in which the educational process is not limited to the transfer of knowledge but is aimed at developing personality, values, and norms of behavior. The harmonious development of the school environment is largely determined by the quality of relationships between all participants in the educa-

tional process – students, teachers, and parents. In this context, ecology of etiquette is particularly important, implying respectful, friendly, and conscious interactions that exclude aggression, humiliation, and disregard for the individual.

In the context of increasing digitalization, the transformation of social roles, and shifting values, the problem of declining respect for teachers as individuals is becoming increasingly acute. Teachers,

as not only holders of knowledge but also moral compass, cultural mediators, and the emotional center of the school community, often face a lack of recognition of their authority among students. This leads to a violation of ethical standards of interaction, decreased motivation, increased conflict, and a weakening of the school's educational potential.

The results of modern pedagogical and psychological research show that a high level of mutual respect between teachers and students promotes academic motivation, discipline, and psychological well-being. Conversely, a lack of respect for teaching creates a negative emotional climate and reduces the quality of education. Therefore, there is a need to study the ecology of etiquette as an important condition for harmonizing the school environment and strengthening a culture of respect for teachers.

The purpose of this study is to expand and deepen our understanding of the conditions that determine the development of ecological behavior in the «Teacher-Student» system, taking into account communicative-verbal, emotional-psychological, and ethical-behavioral aspects. To this end, the following research questions were formulated:

1. What are the legal frameworks governing the ethical aspects of interaction between participants in the educational process?
2. What are the characteristics of communicative and verbal interaction between teachers and students in the educational environment?
3. What emotional and psychological factors influence the nature of their interaction?
4. To what extent does adherence to ethical standards contribute to the development of ecological behavior in the «Teacher-Student» system?

Literature review

The study of the problem of ensuring a harmonious educational environment through the principles of etiquette ecology began with an analysis of regulatory documents defining ethical standards and value guidelines in education. This allowed for the formation of a theoretical foundation for the subsequent consideration of scientific approaches to the problem.

The Law of the Republic of Kazakhstan «On Education» dated July 27, 2007, №319-III (as amended and supplemented), lays the foundation for building an ethical educational process: it not only defines the right to education but also demands rationality, quality, and responsibility from educational institutions. In the context of the digital transformation of

the education system, these fundamental principles are becoming the starting point for the development and implementation of a culture of digital ethics: pedagogy is no longer an offline activity alone, and teachers participate in virtual interactions that demand respect, responsibility, and professionalism (Republic of Kazakhstan, 2007).

Government Resolution №726 of the Republic of Kazakhstan dated October 12, 2021, approving the national project «Quality Education. Educated Nation», aims not only to improve the pedagogical and organizational aspects of the education system but also to shape the value-based and moral foundation of the educational process. The document emphasizes developing a culture of respect, ensuring a safe and inclusive environment, and increasing the responsibility of educational participants in the digital space. These provisions form the institutional foundation for strengthening pedagogical and digital ethics, with a particular focus on preserving human dignity, student rights, and ethical interactions within the educational environment (Government of the Republic of Kazakhstan, 2021).

Order №190 of the Ministry of Education and Science of the Republic of Kazakhstan «On Certain Issues of Pedagogical Ethics» defines the fundamental norms of professional conduct for teachers, aimed at strengthening moral foundations, enhancing professional culture, and building trust in the educational environment. The principles enshrined in it – honesty, fairness, respect for the individual, responsibility, and pedagogical tact – remain relevant in the digital space. In the digital age, teachers become role models for responsible, respectful, and safe behavior in the online environment, fostering a culture of digital ethics among participants in the educational process. Teachers' behavior on social media is particularly important: they do not disseminate unverified, inaccurate, or unethical information and contribute to strengthening the high status of teachers in society (Ministry of Education and Science of the Republic of Kazakhstan, 2020).

The Law of the Republic of Kazakhstan «On the Status of Teachers» dated December 27, 2019, №293-VI LRK, establishes a reliable legal basis for pedagogical ethics and defines its key importance in the professional activities of teachers. Article 5 of this law stipulates that pedagogical ethics is based on the principles of legality, integrity, responsibility, and respect for the honor and dignity of the individual. Violation of these standards is considered a disciplinary offense and entails liability in accordance with the labor legislation of the Republic of

Kazakhstan. Furthermore, the law specifies that the approval of pedagogical ethics standards is carried out by the authorized body in the field of education, emphasizing its official and mandatory nature for all employees of the education system (Law of the Republic of Kazakhstan, 2019).

Speaking at the Republican Congress of Teachers on October 5, 2023, Kassym-Jomart Tokayev noted that teachers are the most important link in the process of forming a new quality of the nation, emphasizing the need to comprehensively provide the education system with qualified specialists (Ak Orda, 2023).

In his address to the teaching community, former Minister of Education and Science of the Republic of Kazakhstan A. Aimagambetov emphasized the importance of maintaining teachers' professional autonomy and respecting their privacy in the context of digitalization. He noted that teachers' participation in online activities c maintaining pages, publishing materials, and communicating with parents digitally – should be entirely voluntary. A. Aimagambetov also emphasized the need to distinguish between pedagogical and non-pedagog-

ical functions, focusing on the legal protection and professional well-being of teachers. The proposed amendments to the Law «On the Status of Teachers» are aimed at reducing bureaucratic burdens and establishing clear boundaries of professional responsibility (Tengri News, 2025).

Today, the digital environment is becoming an integral part of academic activity, and the quality of interaction between teachers, students, and their parents in the virtual educational environment directly impacts the effectiveness of learning. Inadequate online communication can lead to misunderstandings, decreased mutual respect, and, consequently, to a weakening of the relationship between parents and teachers – a key factor in the success of e-learning (Tengri News, 2025).

This is why it is important to understand and develop principles of etiquette in offline and online interactions, as they promote collaboration, encourage active student participation, and improve overall academic outcomes.

The term «etiquette» itself, in its original meaning, includes positive and socially acceptable forms of behavior (see table 1).

Table 1

Content analysis of the concept of «etiquette» in dictionaries

№	Dictionary names	Definition
1	Oxford English Dictionary	the customary code of polite behavior in society; good manners (Oxford English Dictionary)
2	Cambridge Dictionary	the set of rules or customs that control accepted behavior (Cambridge Dictionary)
3	Collins Dictionary	set of customs and rules for polite behavior (Collins Dictionary)
4	Wictionary	the polite ways people are expected to behave in social work (Wiktionary)
5	Pearson Longman Dictionary	the formal roles for polite behavior (Pearson Longman)

Source / Note: This table was compiled by the authors based on the analysis of materials.

According to Paternoster's(2022) classification, etiquette books appeared only three centuries later, in the 19th century. They documented the norms of high society behavior and were aimed at members of the upper middle class, who sought to emulate the aristocracy to advance socially. Simply put, etiquette manuals were intended for those with material means but lacking refined manners, helping them to approach the nobility, who, in turn, used complex etiquette rules as a means of maintaining social distance .

Researchers Scheuermann and Taylor were among the first to attempt to define common stan-

dards of netiquette, and Shea formulated early principles of digital behavior (Scheuermann & Taylor, 19). The very concept of netiquette, derived from the words «internet» and «etiquette», reflects the perception of online culture as a derivative of offline culture. Lim defines «netiquette» as a set of ethical principles, norms of politeness, and rules of conduct in the digital space. However, modern researchers, including Soler-Costa and her colleagues (2021), emphasize the need to consider netiquette as an independent cultural and social phenomenon, rather than an extension of traditional offline practices.

The adoption of netiquette as a system of digital social norms contributes to a deeper understanding of the characteristics of interaction in online spaces. As noted by Lahlou et al. (2021, 2022), user behavior in the digital environment is shaped by a multitude of external and contextual factors: the technical capabilities and limitations of specific platforms (such as Instagram, Facebook, LinkedIn, WhatsApp), the goals and nature of communication –whether professional or informal – as well as the individual competencies and cultural characteristics of participants. Digital social norms remain fluid and change over time, reflecting the dynamics of the digital environment and the evolution of communication forms (Lahlou et al., 2021, 2022).

Despite growing attention to netiquette issues in the context of online education, most research to date has focused primarily on asynchronous forms of communication – such as email, social media, and online forums. This leaves a significant gap in understanding how aware students and their parents are of netiquette principles and to what extent they adhere to them. Given the rapid growth of online learning and the emergence of numerous new challenges that can be mitigated through the conscious application of netiquette principles, this area of research appears particularly relevant and requires further scientific study.

In ecological psychology and pedagogy, the term ecology of relationship or communication eti-

quette is widely used, which is based primarily on the principles of an ecocentric type of consciousness. This type of ecological consciousness reveals the potential of the subject and the best aspects of the subject of the subjective relationship.

V.I. Panov(1997), revealing the essence of the ecological approach in the education system, points out that it should consist of the fact that «the logic of organizing educational environments and constructing teaching technologies would correspond to the general natural laws of physical, mental, social and spiritual development of students. It is precisely the correspondence of the conditions of personality development to the general natural laws of human development that should constitute the main problem of childhood ecology and developmental ecopsychology» .

The cited author clarifies that «Ecology of Childhood» should be understood as concern for preserving in children the laws of the creative nature of the individual and their natural ability for self-development. This interpretation emphasizes the importance of protecting the internal potential of the child within the educational process. In our research, when we speak about «ecological etiquette between teachers and students», we rely on this conceptual approach. We identify three key aspects of ecological relationships that contribute to the formation of a harmonious educational environment (see Table 2).

Table 2

A structured table reflecting the ecological aspects of etiquette in the relationship between the teacher and students on both sides

Aspect	From the teacher’s side	From the student’s side
Communicative-verbal	<ul style="list-style-type: none"> – Respectful tone and form of address; – Active listening; – Kind, non-pressured feedback 	<ul style="list-style-type: none"> – Polite treatment; – Ability to listen – Respectful expression of opinion
Emotional-psychological	<ul style="list-style-type: none"> – Empathy and respect; – Refusal of pressure and threats; – Positive emotional climate 	<ul style="list-style-type: none"> – Emotional restraint; – Refusal of manipulation and ultimatums; – Maintaining a warm atmosphere
Ethical-behavioral	<ul style="list-style-type: none"> – Fairness and objectivity; – Confidentiality; – Compliance with the norms of pedagogical ethics 	<ul style="list-style-type: none"> – Academic honesty; – Respect for personal boundaries; – Ethical behavior in a group

Source / Note: This table was compiled by the authors based on the analysis of materials.

Materials and methods

To empirically test the hypotheses put forward and confirm the theoretically based analysis reflecting the ecological nature of relationships in the

educational environment, the following research methods were conducted and tested: an analysis of scientific literature on pedagogy, communication psychology, ethics, and environmental behavior was conducted; the study also employed a compre-

hensive approach, including an analysis of regulatory documents, psychological and pedagogical literature, and specialized sources. Particular attention was paid to publications indexed in Web of Science and/or Scopus to ensure the relevance and scientific validity of the materials used.

The survey method was used as the empirical research method. Google Forms was applied as a tool for data collection. The questionnaire for teachers was designed to identify:

1. Features of communicative interaction;
2. The emotional and psychological climate;
3. Compliance with ethical standards in the educational process.

The questionnaire for students was aimed at determining:

1. The quality of communication with the teacher;
2. Emotional state and psychological comfort;
3. Ethical and behavioral interaction.

Results

Participants of the study. The empirical study was conducted in two stages. In the first stage, 120 teachers from six comprehensive schools in Astana, Almaty, and Shymkent (the schools are anonymized for ethical reasons) participated. The second stage involved 120 students in grades 7–11 from the same schools.

This sample made it possible to examine the relationship between teachers and students in fostering a harmonious educational environment through eco-friendly etiquette (see Table 3).

Table 3
Survey of teachers

Indicator	Always	Sometimes	Rarely	Never
1. Openness and mutual respect in communication with students	78%	20%	2%	0%
2. Maintaining a favorable emotional climate in the classroom	65%	30%	5%	0%
3. Compliance with ethical standards (tact, unacceptability of rudeness)	83%	17%	0%	0%
4. Ability to resolve conflict situations	58%	37%	5%	0%
5. Readiness for feedback from students	70%	26%	4%	0%

Source / Note: This table was compiled by the authors based on the analysis of materials.

The purpose of the survey was to identify the characteristics of communicative interaction, the emotional-psychological climate, and adherence to ethical standards in the educational environment. The results showed that most teachers demonstrate a high level of communicative culture and

adhere to ethical principles of professional communication. However, approximately 35–40% of respondents noted difficulties in emotional self-regulation and conflict resolution, indicating the need for targeted development of these competencies (table 4).

Table 4
Survey of students

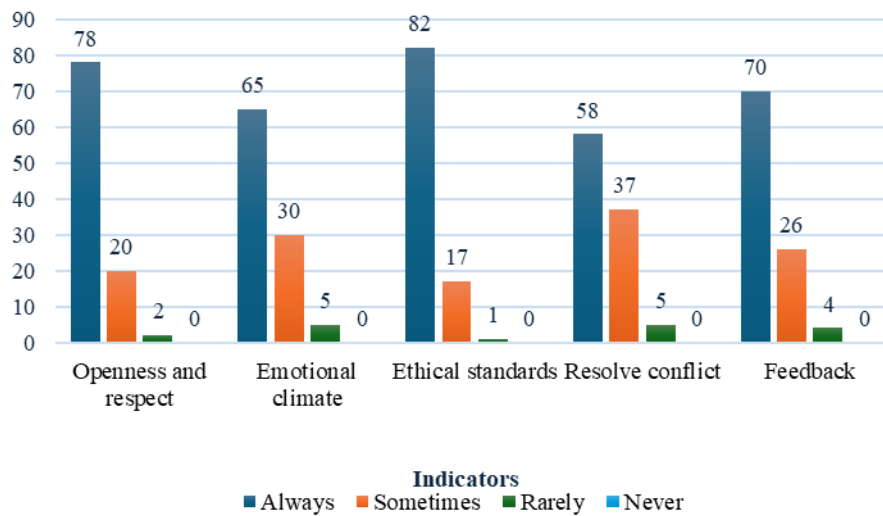
Indicator	Always	Sometimes	Rarely	Never
1. How often do you encounter violations of communication etiquette standards among students?	72%	25%	3%	0%
2. Do you feel emotional support from the teacher?	60%	32%	6%	2%
3. Does the teacher listen to your opinion?	55%	35%	8%	2%
4. Do you experience stressful situations due to communication with the teacher?	10%	22%	38%	30%
5. Does the teacher observe ethical standards (politeness, fairness)?	80%	18%	2%	0%

Source / Note: This table was compiled by the authors based on the analysis of materials.

The purpose of the survey was to determine the quality of student-teacher communication, their emotional state, and the characteristics of ethical interactions in the educational environment. A total of 120 students in grades 7–11 participated in the study. Analysis of the results revealed that students were generally satisfied with the qual-

ity of communication and noted a high level of respectful attitudes from teachers. However, approximately 30% of respondents reported experiencing emotional tension during interactions, highlighting the need for further development of empathy and emotional resilience in teachers (figure 1-3, table 5).

Figure 1
Results of the survey of teachers and students on indicators of communicative and ethical interaction



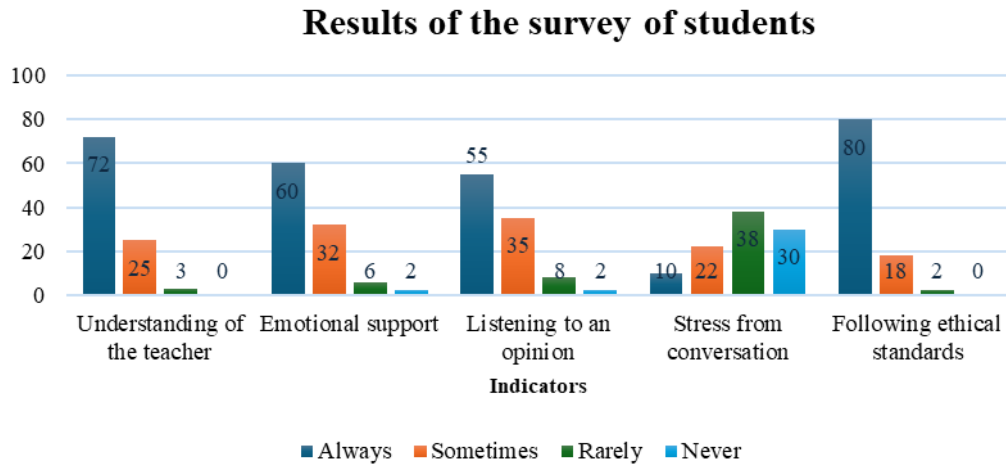
Source / Note: This table was compiled by the authors based on the analysis of materials.

Table 5
Response ratios

Indicator	Teachers (in %)	Students (in %)
Communicative interaction	78	72
Emotional climate	65	60
Ethical standards	82	80
Conflict (low level)	58	68
Feedback	70	55

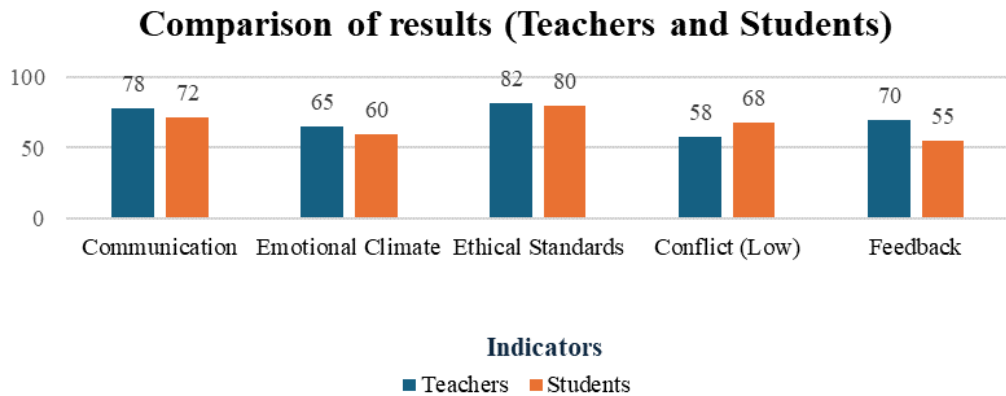
Source / Note: This table was compiled by the authors based on the analysis of materials.

Figure 2
Results of the survey of students



Source / Note: This table was compiled by the authors based on the analysis of materials.

Figure 3
Comparison of results (Teachers and Students)



Source / Note: This table was compiled by the authors based on the analysis of materials.

Analysis of the obtained data allowed us to identify three key aspects – communicative-verbal, emotional-psychological, and ethical-behavioral.

In terms of communicative verbal, a high level of mutual understanding between teachers and students is noted, indicating a well-established culture of interaction and respectful communication. However, a certain deficit in active listening skills is observed, especially in situations requiring careful attention to the other person’s opinion. Developing

these skills can contribute to increased effectiveness of pedagogical interactions and a reduction in communication misunderstandings.

Emotional and psychological differences were identified between the two groups of participants. Teachers often exhibit difficulties with emotional self-regulation, which may be related to their professional workload and high level of responsibility. Students, on the other hand, report increased emotional tension and stress when faced with conflict.

These results highlight the need to develop sustainable emotional strategies in all participants in the educational process.

In terms of ethical behavior, both teachers and students demonstrate a high level of adherence to ethical standards, which creates a solid foundation for developing an ecological culture of interaction within the «Teacher-Student» system. Maintaining this balance requires constant attention to issues of mutual respect, empathy, and moral responsibility, which serve as the foundation of a harmonious educational environment.

Discussion

Thus, the study results support the hypothesis of a relationship between the level of teacher communicative culture, the emotional and psychological climate in the classroom, and the degree of ethical sustainability of educational relationships. The development of ecological behavior in the «Teacher-Student» system is determined not only by the teacher's professional qualities but also by the ability of both parties to empathize, collaborate, and accept each other. Further research should be directed towards identifying factors influencing the emotional regulation of teachers, as well as developing programs to improve communicative and ethical competence as a basis for harmonizing the educational environment.

The conducted study was aimed at identifying the features of communicative-verbal, emotional-psychological and ethical-behavioral interaction in the «Teacher-Student» system as the basis for the formation of ecological behavior in the educational environment.

The first stage involved an analysis of scientific literature on pedagogy, communication psychology, ethics, and behavioral ecology, which enabled the theoretical and methodological guidelines for the study to be defined. The study employed a comprehensive approach, including an analysis of regulatory documents, psychological-pedagogical literature, and relevant scientific sources. Attention was paid to publications indexed in Web of Science and/ or Scopus, ensuring the scientific validity and relevance of the materials used.

During the empirical phase, the primary method used was a survey conducted via Google Forms among 120 teachers and 120 students from schools

in Astana, Almaty, and Shymkent. This approach allowed for the collection of representative data on how participants perceived the nature of their interactions and the emotional and psychological climate at school.

Conclusion

The study's results revealed that the educational environment is generally characterized by a high level of mutual respect and adherence to ethical standards, however, differences were identified in the perception of the quality of communication and emotional comfort between teachers and students. This highlights the need for further development of teachers' emotional competence and the development of sustainable strategies for sustainable communication.

It should be emphasized that this study reflects results only at the level of the objectives and a limited sample, making it preliminary in nature. Nevertheless, the data obtained have significant theoretical and practical value, as they confirm the relationship between teacher communicative culture, the emotional and psychological climate, and the ethical sustainability of educational relationships. Given the relevance of the topic and its interdisciplinary potential, further research should be directed toward an in-depth analysis of the mechanisms for developing environmentally friendly interactions, expanding the empirical base, and developing practical models for developing an environmental culture of communication in the educational environment.

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Conflict of Interest

The authors declare that there is no conflict of interest.

Author Contributions

Samal Askarkyzy: Conceptualization, formal analysis, research, methodology, software, scientific supervision, and validation. Writing – initial draft.

Aziza Zhunusbekova: Conceptualization, data curation, project administration, scientific supervision, validation, and visualization. Writing – review and editing.

Bakhyt Alipova: Conceptualization, research, software, and visualization. Writing – review and editing.

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