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## **CREATION OF A FAVORABLE EDUCATIONAL ENVIRONMENT FOR THE DEVELOPMENT OF HIGHER EDUCATION ACQUIRES**

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*Abstract. Modern conditions of social and economic development of Ukraine introduce changes in the conditions of functioning of the higher school. Higher education institutions must fulfill their social mission, the goal of which should be to significantly improve the quality of higher education; creation of new intellectual or knowledge-intensive educational technologies; textbooks and educational equipment; on the development of new sources of financing; improvement of labor motivations; creation of a favorable educational environment for learning. In the article, the theoretical and methodical foundations have been comprehensively researched and substantiated, and the structure of creating a favorable educational environment for the professional training of future teachers of vocational training has been developed. From the listed generally accepted elements of a favorable educational environment, we singled out: a favorable psychological climate; the content of education, learning technologies; spatial environment; development opportunities. After summarizing the results of the questionnaire, we came to the conclusion about the need to create a favorable educational environment as an important component of the professional training of future teachers of vocational training.*

The beginning of the new millennium is aimed at the implementation of a wave of reforms in the system of higher pedagogical education both in Ukraine and in European countries, which is caused by the creation of a single educational space of higher professional education, the development of the information society and the need to form the readiness of future teachers of professional education to accelerate the informatization of education, to ensure formation of a favorable educational environment for student learning [1].

According to S. Melikova, the tasks facing higher education in the 21st century are to train highly qualified personnel capable of competing on the labor market, possessing knowledge, skills, and abilities in their field, capable of independently obtaining the necessary information, replenishing knowledge and applying it to practice [4].

The formation of the educational environment in higher education is actively discussed in the scientific literature by a wide range of researchers (V. A. Adolf, N. O. Aristova, N. P. Anikieva, B. F. Baev, G. Becker, A. L. Biryukov, E. Brooking, M. V. Volynska, L. V. Dolynska, L. M. Dunets, I. A. Zyazyun, N. F. Ilyin, J. Coleman, L. V. Kramushchenko, I. F. Krivonos, N. V. Kuzmina, N. S. Ladyzhets, B. S. Lazarev, N. I. Lapin, M. V. Levchenko, G. V. Lokareva, O. V. Malikhin, B. P. Martirosyan, L. I. Mishchyk, O. G. Moroz, V. D. Nechaev, D. F. Nikolenko, O. V. Petrovskyi, O. O. Pocherina, L. O. Savenkova, Z. I. Slepkan, N. V. Chepeleva, T. Ya Yashchenko, etc.). In their works, the problems of creating a favorable educational environment in higher education are revealed, the conditions for their effective functioning are analyzed, teaching methods are developed, and pedagogical technologies are designed for teachers and students [2].

The experience of researching the phenomenon of «educational environment» in the scientific literature has created a situation in the pedagogical science of the emergence of a plurality of approaches to the disclosure of its essence. In modern psychological and pedagogical literature, the actualization of research on the phenomenon of «educational environment» is consistent with the search for new sociocultural and educational paradigms and is presented as an educational factor [4].

We support the views of scientists who consider the educational environment to be the natural or artificially created environment of a person, which includes the content and various types of educational means capable of ensuring the productive activity of an individual, his educational development by creating favorable conditions for this.

In pedagogical literature, the definition of «educational space» is close to, but not synonymous with, the concept of «educational environment». These concepts are interpreted differently in the works of scientists.

The concepts of «environment» and «space» are related as species and generic «part» and «whole». Environment can be contained in space because «space» is multidimensional and «environment» is only one of its dimensions. Space contains the past, present, and future times at the same time, and the environment is the imagination of events each time in the present time [3]. A favorable educational environment is such an environment in which the result of the interaction of all subjects of the pedagogical process is their spiritual, intellectual, moral, aesthetic, physical mutual enrichment. This environment promotes the development of creative potential, self-realization of the individual, forms readiness for personal self-improvement, ensures the realization of co-creation within the limits of the humanistic paradigm [4]. The effectiveness and stability of such an environment increases if it forms a single integrative space consisting of various microenvironments over a long period. The atmosphere in the class depends not only on the teacher, his behavior, organization, diligence and humanity [1].

Indicators of a favorable educational environment are: involvement in joint activities; harmony of all subjects of the pedagogical process; trust and high demands on each other; awareness of the subjects of the pedagogical process about the goals and state of affairs; a positive attitude towards the goals of joint activity; satisfaction with belonging to the team; a positive attitude towards the assessment of the results of his activity; favorable psychological microclimate; democratic management style; a state of emotional satisfaction as a result of joint activity; good material base [4].

In order to trace in which direction the «movement» should be carried out regarding the creation of a favorable educational environment in the educational process of higher education institutions, we conducted a questionnaire. 180 teachers from the following institutions of higher education were involved in the survey: Hlukhiv National Pedagogical University named after Oleksandr Dovzhenko, Khmelnytskyi National University, State Higher Educational Institution «University of Education Management». The survey was carried out according to four aspects: favorable psychological climate; the content of education, learning technologies; spatial environment; development opportunities.

In the course of conducting a survey by teachers of the country's leading higher education institutions, who have the scientific degree of Candidate of Pedagogical Sciences or Doctor of Pedagogical Sciences, an expert assessment of the indicators of the creation of a favorable educational environment was carried out at the levels of high, sufficient, average, low, very low, each of which was assigned points from 1 to 5 in accordance.

After summarizing the theoretical basis of the questionnaire, we came to the conclusion about the need to train teachers to create a favorable educational environment for the professional training of future teachers of professional education, who are its subjects. After all, in the conditions of the modernization of the higher education system in Ukraine, it is necessary for the teachers of the higher school to recognize their new role - the designer of

the educational environment, which orients them to the subject position in the educational interaction, taking into account the polysubjectivity of the environmental interaction and joining innovative activities with the aim of creating a new project educational environment of professional training [4]. To diagnose the level of creation of a favorable psychological climate in the team, we used the author's method according to V. V. Shampalivskyi and E. G. Shelest. In the course of the survey, we found out the opinion of the teachers and came to the conclusion that in the classroom during classes, students should be involved in constructive conversations, discussions during which they will have the opportunity to exchange opinions. Working in small groups will allow you to build trusting relationships in the team, rejoice in the successes of each member of the group, be friendly and welcoming, express critical remarks tactfully based on the best wishes.

In terms of improving the content of education and learning technologies, we recommend that in order to improve professional development, the level of knowledge acquisition, the acquisition of skills and abilities, the creation of online platforms with educational and methodical materials, content libraries, smart complexes, electronic textbooks, new IT technologies, multimedia learning tools, high-tech educational and practical centers and laboratories, startups, educational and production clusters. To ensure design and technological activity, equip places for storing models, the projects themselves, and unfinished works. It is necessary to increase the stimulation of the level of inclusive professional education in institutions of higher education, ensure gender equality in the acquisition of professional competences, develop special educational programs, correctional and rehabilitation measures, provide appropriate psychological and pedagogical support for students with special needs. With regard to increasing the development opportunities of students in institutions of higher education, during monitoring, we found out that higher education institutions need to update their material and technical support, create conditions for meeting personal needs: creative and scientific circles, sports sections, electives. The learning environment should be improved, namely modular environment, e-library, etc.

According to the survey results, in the spatial environment, attention should be paid to the structure of the building, which pushes the teacher to move away from the traditional model of teaching, the model of the institution as a social and cultural hub, where trainings for adults can take place, is relevant, with new equipment and furniture, the basic organization of the space will remain the same : students sit at rows of desks, the teacher explains the material at the blackboard.

In the conditions of the modernization of the higher education system in Ukraine, it is necessary for the teachers of the higher school to recognize their new role - the designer of the educational environment, which orients them to the subject position in the educational interaction, taking into account the polysubjectivity of the environmental interaction and joining innovative activities with the aim of creating a new project of educational professional training environment. We found out that a favorable educational environment is designed to provide comfort for students and teachers.

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