

**Рудомётова Лилия Тарасовна**

канд. пед. наук, доцент

ФГБОУ ВО «Северо-Восточный государственный университет»

г. Магадан, Магаданская область

DOI 10.31483/r-32348

## **ОБРАЗОВАТЕЛЬНАЯ СРЕДА: ПОНЯТИЕ И СОДЕРЖАНИЕ**

***Аннотация:** в данной статье дается анализ образовательной среды. Рассмотрены ее основные определения, дана характеристика и определены функции.*

***Ключевые слова:** социальная система, образование, образовательная среда, компенсационная функция, социальная сфера.*

## **EDUCATIONAL ENVIRONMENT: CONCEPT AND CONTENT**

***Abstract:** this article deals with the analysis of the educational environment. We considered main definitions of this term, gave its characteristic and its functions were determined.*

***Keywords:** social system, education, educational environment, compensatory function, social sphere.*

The introduction of the Russian Federal state educational standards allows determining the main results of training and education, to create a plan for the development of educational activities, the mastery of which will allow the student independently and successfully acquire certain knowledge and skills. During last years in psychological and pedagogical research, the education goals have shifted in the direction from the «knowledge» paradigm to the «competence» paradigm (so called competence approach). So, the implementation of Federal state educational standards by educational institutions of higher education requires a special educational environment aimed at the multifunctional development of the cognitive and personal sphere of students. The effectiveness of the student's personal and professional development is mainly determined by the environment in which the educational process takes place. Thus, the

social environment is the leading factor in the development of personality and an independent factor regulating human behavior.

The term «educational environment» has become firmly established in the minds of Russian teachers, and is widely used in the humanities. This is due to the fact that education is understood as the process of the action of heterogeneous factors, the multiplicity of the effects of which emphasizes the understanding that education, training and personal development occurs in the educational environment. Among the basic directions in the development strategy of higher education in the Russian Federation, the creation of a comfortable environment for students is put in the first place.

It is possible to single out the characteristics that the environment should have (technical equipment, library fund, state of buildings, aesthetics, comfort, adaptability) and its orientation (preservation and strengthening of health, providing quality education for all, development of talent, individual educational routes). With such a characteristic, the educational environment performs not only a developing, but also a compensatory function, and contributes to developing students' skills to respond adequately to learning difficulties. Questions about the significance of the creation and functioning of the educational environment, its influence on the processes and results of training and education of students and the development of their personal potential are considered in psychological and pedagogical research for quite a long time.

The educational environment is a subsystem of the socio-cultural environment. From this point of view, the socio-cultural environment acts as a complex structure of social, material and spiritual conditions, a set of historically established factors, circumstances, situations, integrity of specially organized pedagogical conditions for the development of students. Despite the fact that the very concept of «educational environment» is often used, its interpretation remains ambiguous: its definitions differ in a variety of interpretations and include a wide range of scientific areas of research. The complexity and multidimensionality of this phenomenon of the educational environment, led to the emergence of many definitions of this concept.

There are different approaches to the interpretation of the notion of «educational environment»: some scientists understand only information and technical support as

educational environment, others focus on the possibility of using this or that support for education of a person by an education subject, others consider this environment as a structure, fourth consider educational environment as a system of parameters.

Let's analyze the content and signs of the educational environment in the below tables.

Educational environment is understood as
the area of their joint activity, projected and created by the subjects of education, in which certain links and relations are built between them and the educational systems and their elements, which ensure the realization of personal and social goals of education
a set of factors formed by the way of life of the educational institution itself
part of the socio-cultural space, where the interaction of various educational processes takes place directly, where students are involved in cultural ties with society, gain experience in independent cultural activities
the system of influences and conditions for the formation of the student's personality, as well as opportunities for its development, contained in the social and spatial-objective environment
educational environment of an educational institution modeled by the activities of teachers and management personnel
in the context of «man – environment» the educational environment in pedagogy is defined as a system of pedagogical and psychological conditions and influences that create opportunities for the development of existing potencies and personal characteristics of the subjects who interact in this educational environment

*Table 1 «Content of the educational environment»*

So, the educational environment is a special area of the social sphere, within which the needs of society in education are realized through the provision of educational services.

Typological signs of the educational environment are:
a certain social community that develops the totality of human relations in the context of human adaptation to the world
synonymous with achieving a system effect, i.e. realizing the complex goal of education and upbringing at the level of continuing education
a complex object of a systemic nature
it has a wide range of modality
it acts as a condition, and as a means of training and education
the parameters of the educational environment: breadth, generalization, intensity, dominance, structure, stability, emotionality, mobility.

*Table 2 «Signs of the educational environment»*

Within the framework of the modern educational process, the basis of the process itself is the learner's purposeful, controlled, intensive and modern educational environment, which can study in a convenient place, on an individual schedule, having a set

of special educational tools and an agreed possibility of contacting the teacher by phone or fax, email or regular mail, as well as the possibility of personal contact.

Hierarchy is peculiar to the educational environment. So, for example, modern researchers distinguish the microenvironment of the study group, the faculty's meso-environment, the university's macro-environment, in other words, the educational environment of a lower level of hierarchy – a subsystem for a higher level environment of hierarchy.

The educational environment, like any social system, is stochastic and open. Achieving a high level of maturity is impossible without well-established social and pedagogical interaction, social cooperation of the educational environment with graduate employers, public and religious organizations, and other educational institutions.

From all above stated information we can draw the following conclusions:

- a well-organized educational environment will allow students to get a good education, presenting to him a fairly free choice of an individual educational trajectory;
- a developmental effect is characteristic of the educational environment, taking into account the range of opportunities for self-development of all subjects of the educational process;
- the educational environment must necessarily be specially organized, structured, socialized and perform the functions of transmitting social, individual experience in the development of culture;
- such an environment is determined by its focus on the tasks of education;
- within the educational environment, a cognitive, recreational, aesthetic, communicative, reflexive orientation of students' activities is possible;
- the educational environment carries with it great opportunities for the development of intellectual and creative abilities of students, and contributes to the improvement of their independent work, which contributes to the construction of individual trajectories for the development of students.

---

**Список литературы**

1. Vinevskaya A.V. Modern approaches to the characterization of models of educational environments / A.V. Vinevskaya // Almanac of Modern Science and Education. – 2012. – №8 (63). – С. 22–24.
2. Ilchenko O.A. Standardization of new educational technologies / O.A. Ilchenko // Higher education in Russia. – 2006. – №4. – P. 42–47.
3. Romanov D.A. Modern models of the educational environment / D.A. Romanov, E.S. Kiseleva, R.V. Teryukha // Scientific works of KubGTU. – №4. – 2015. – P. 1–15.
4. Fedorova O.A. Educational environment for the development of the personal potential of the younger generation / O.A. Fedorova // Modern high technologies. – 2017. – №9. – P. 151–155.