



## EDUCATIONAL AND COMMUNICATIVE ENVIRONMENT AS A FACTOR OF TRAINING FUTURE PHILOLOGY TEACHERS

T. Grygorenko

Pavlo Tychyna Uman State Pedagogical University  
Sadova Street, 2, Uman 20300 Ukraine  
grugorenko@meta.ua

**Abstract.** The article deals with the conceptual content of education and communicative environment. The essence of such concepts as environment, educational environment, educational and communicative environment is proved in terms of training future philology teachers. The objectives and range of the problems in contemporary university education are outlined. We define educational and communicative environment of higher education institution as multifaceted and multifunctional formation that exists and develops in real time and space. It is also liable to correction, management and coordination and the impact of external educational objective and subjective factors on educational process subjects and the process of formation, development and self-realization of student is carried out through the mentioned activities. The study stated that interest to the phenomenon of environment is largely explained due to changes of environment by human and the development of personality-oriented education.

**Key words:** environment, educational environment, educational and communicative environment, management component, structure model, individual potential, design of the educational process, education, competence model of professional education, personality-oriented education.

The civilized world of the 21st century is experiencing dramatic changes in education. The focus on human individual origin is recognized to be the leading trend in pedagogy of the third millennium. According to the paradigm of personal and developmental orientation in education the main aim and the criterion of effectiveness is to develop human individual potential. The task of primary importance in education policy of a democratic state is to provide citizens' free and equal access to quality education. It is advisable to take into account advanced international experience, in particular the introduction of innovative, humanistic type of education; multicomponent educational content that covers the knowledge and methods of practice, and the formation of individual's value orientations; creative approach to knowledge mastering, including the ability to acquire skills independently from various information sources; a competency model of vocational education.

The person's professional sphere is formed under the influence not only the purposeful educational process, but the specific professional environment during studying in higher school. Most researchers consider the environment as generalized, aggregate, unified, integral factor of personality development, which plays an important role in behavior modification and it appears as a result of "planned environmental factors" (B.F. Skinner).

The impact of the environment on human development was studied in the works of such classics of foreign education as C. A. Helvetius, J. A. Comenius, R. Owen, J. J. Rousseau and others. The problems of future teachers' training were discussed by A. Abdulina, V. Andrushchenko, O. Antonova, S. Goncharenko, M. Yevtukh, I. Ziaziun, A. Kapska, N. Nychkalo, N. Pobirchenko, O. Savchenko, O. Semenog, S. Sysoieva, L. Khomych, O. Yaroshenko and others. The peculiarities of the educational environment and various aspects of environmental issues were reflected in the works of N. D. Galskova, N. D. Koriakovtseva, E. V. Romanov, V. A. Yasvin. However, despite of the significant number of publications on some aspects of the environment educational potential, its structure and functions, many significant issues remain unresolved, including the problem of educational and communicative environment for training future philology teachers as a vocational and individual developing phenomenon. However, in the UNESCO World Education Reports the purposeful creation of educational environment was defined as a promising tendency in the education field.

The main **aim** of this article can be formulated as follows: the improvement of the system of educational and communicative environment design for training future philology teachers.

At various stages of scientific research the following methods were used: theoretical – analysis of philosophical, sociological, psychological, educational, social and educational literature; generalization teaching experience on the problem of educational environment creation that allowed to determine the current state of practice in the field of research; synthesis and comparison of different views on the subject of research, systematization and generalization of theoretical and empirical data that were used to develop educational conditions of student’s development in an educational environment; theoretical modeling were used to develop structural and functional model of educational environment creation as a factor of student’s development; method of evaluation of the effectiveness of the schoolboy’s personality development that helped to prove the effectiveness of the proposed structural and functional model of an educational environment creation as a factor of personal development of a student; system-generalized method helped to make the conclusions of the study; empirical methods – observation, survey (questionnaires, interviews, tests), interviews, and assessments were used to identify the initial state of the educational environment in the pedagogical experiment; pedagogical diagnostics were used to determine the effectiveness of educational environment influence the development of certain areas of student’s personality; generalization of teaching experience was used to create educational environment for disclosure of content and methodical procedure of the experimental educational environment functioning and to ground the acmeological basics of teachers training to the professional activity for creating educational environment; educational experiment, methods of mathematical statistics (quantitative and qualitative analysis) were used for evaluating the effectiveness of student’s personality in experimental educational environment.

Higher school of new type pays attention to the development of an individual as a subject of acquiring new knowledge, a creator of professional skills, norms and values, a cultural and spiritual person. Modern requirements of the labour market on the one hand and good possibilities inherent in the educational process of higher educational institutions on the other hand cause the growth of the scientific interest to the creation and implementation of modern educational technologies in formation of students’ communicative culture. The pedagogical designing of educational process in universities generally focuses on the development of the student’s personality, his spiritual potential, awareness of high moral ideals, formation of communicative attitudes and values, commitment to constant improvement. The content of technology in educational designing is essential for the formation of students’ communicative culture in higher educational institutions of different types, and therefore requires a detailed studying.

Analysis of the researches in Pedagogy, Psychology, Philosophy, Sociology, Culturology and Ecology proves that the environment is recognized as one of the leading factors of personality development. In historical aspect the idea of environmental factors importance for the personality development changed from the priority of the environmental determination in individual’s development (18-19 th century), according to which “we are only what the surrounding things make of us” (K. Helvetius) to domination of the concept considering education as “controlled development”, which allegedly minimized all the random factors (20th century). The impact of the environment as one of the factors of individual socialization and conditions of personality development seems to have been discussed once causes the researchers’ interest again. The renewal of such interest in the phenomenon of the environment can be explained by the fact that there were great changes in the human environment and that personality oriented education was developed. This led to the formation of the concept “situation” that denoted the set of factors determining development. The situation of the individual development is the representation of “environmental” nature of human socialization, and therefore the approach to the management of development and self-identity process is changing. The educational interaction is carried out not through substantive activities, as in the development of conceptual thinking, mental activities etc., but through creating a specific environment in which the vitally important situations and events required for the individual development are unfolding. This is due to the urgency of designing and implementing of opportunities in educational environments (environmental conditions) and the individual development as a resource of education quality. This is particularly significant for research of opportunities in professionally-oriented environment where the student of higher educational institution can realize himself.

The model of education and communication environment development contributes to future philology teachers' socialization, formation of attitudes to the world, conception of the world, main motives, incentives, behaviors, purposefulness formation as a social core of an individual.

It should be noted that the current domestic educational reality and the market of education services are developing faster than educational theory aimed to create educational models for relevant educational systems. The task of creating innovative educational models and elucidating the conditions and limits for their use is urgent today.

The effectiveness of any model in educational system is caused by the system rules for its functioning, and each rule determines the results which are dependent from:

- the awareness of the goals, objectives and principles for modeling educational system and educational process of higher educational institution;
- the availability of relevant to the aim scientifically based programs and plans of higher educational institution;
- the level of activity coordination for partners of educational process;
- introducing an appropriate system of key factors analysis and monitoring in modeled educational process;
- the availability of mechanisms for regulating educational process and correcting its results according to the model;
- the system of activity evaluation and correlating the outcomes with the predictable model results;
- managers' level of readiness to the analytical work that allows to define the level of current educational process in accordance with predictable model.

In fact, no special works exist that can disclose the role of educational environment in university for development of professionalism and personality of a future specialist. It can also be applied to students of philology, and their activity was taken as the example for the research. The analysis of the studied literature makes it possible to argue that scientists use the term "environment" in such combinations as "human environment", "educational environment", "innovative educational environment", "individual educational environment", "social environment" and correlate the concept "educational space" with "educational environment". The results of the theoretical analysis of psychological and educational research on educational environment show the existence of several models of modern educational environment:

- ecological and individual model (V. Yasvin);
- communication based model (V. Rubtsov);
- anthropological and psychological model (V. Slobodchikov);
- psychological and didactic model (V. Lebedeva, V. Orlov);
- ecological and psychological model (V. Panov).

It should be noted that the structure of the educational environment in these models has both common and distinctive features. The common thing is that material resources and psychological peculiarities of educational process subjects' communication are distinguished in the structure of educational environment. The differences are due to the authors' different methodological approaches to creation of the educational environment model. They distinguished various peculiarities of environment subjects and of their activities that take place in the educational environment.

V. Yasvin's ecological and individual model of educational environment was widely spread and it reflected our ideas about such type of environment. He believed that the educational environment was a system of influences and conditions for individual formation according to a specified model and the system of development power which could be found in social, spatial and subject setting. V. Yasvin determined developmental effect as the main factor in educational environment that was possible when the environment was able to provide complex of opportunities for self-development of all subjects of the educational process.

G. A. Kovaliov distinguished such structural components of the educational environment:

- physical environment – school facilities, design, size and spatial structure of educational premises, conditions for the students' activity and learning;
- human factor – the selection of students, sizes of classes and groups and their impact on the social behavior of students, students' achievements and ethnic characteristics, the quality of teachers' training, gender and age structure of students' contingent;

- training program – the innovations in the content of training programs, educational technologies, style and methods of teaching, forms of educational activities and control.

The main types of educational environment (as Y. Korchak saw them) were:

- dogmatic educational environment promotes the development of a child's passivity and dependence;
- career educational environment helps to develop a child's activity and dependence;
- placid educational environment contributes to the free development and causes the child's passive attitude to life;
- creative educational environment promotes the free development of an active child.

The analysis of the educational environment structure represented in the models of the various researches allow to develop our own point of view on the structure of the educational environment consisting of material and technical, educational and communicative components. The material and technical component includes spatial and substantive sufficiency (V. Yasvin understood it as infrastructure and facilities of an educational establishment), sanitary conditions of the material and technical base in the educational institution, the level of equipment with modern information technologies (personal computers, multimedia systems, the Internet etc.). The educational component combines content, forms and methods of training and education. The communication component covers the relationship between students and teaching staff and within students' own individualities.

Combining subjective and objective views on the "educational environment" the research argues it to be a combination of natural, physical and social objects and subjects that influence the student's progress, his creative, professional and individual development, promotes the formation of interpersonal interactions and individual oriented teaching communication in the educational process.

The development of the Internet offers some problems to solve for researchers studying communication. When the number of electronic communication channels is increasing the process of symbols usage for content creation is tightly connected with the usual process of communication with people around. The technology proposes new forms of communication, but the theoretical principles of human communication remain grounded in communicative theories that help to explain and predict the way messages are created, expressed and interpreted (Bibi, 2001).

The interaction sphere is variable and depends on the nature of students' activity: the environment changes cyclically expanding and acquiring the attributes of subjectivity. The process when environment acquires the attributes of subjectivity was successfully introduced in T. Meng's cyclical model of educational environment; the educational environment can self-organize and change being in four statuses: the environment as a resource, as a process, as a field for activity, as discourse (Meng, 2008). Thus, the educational and professional environment can repeatedly pass the cycle concerning each subject of education, depending on subjectivity degree. The distribution of subjectivity plays a vital role in formation of the environment as a subject of education.

If subjectivity is centralized in management component, the environment of universities will be practically unmoving; its development will take place in one direction (technocratic paradigm, subject-object approach). If teachers have high subjective attitude, they provide the possibility to enrich the environment with cultural meanings and to create new conditions for the future teachers' development by application of new educational technologies. The subjectivity of teachers has correlation with subjectivity of education and professional environment. Subjectivity is not concentrated in a single subsystem any more, its decentralization takes place. This is possible within the humanistic paradigm and application of environmental approach.

The educational and professional environment in university becomes the most dynamic when university teachers and students (future teachers) have a high level of subjectivity. The highest level of subjectivity decentralization takes place and the environment becomes synergistic and increases its ability to form students' subjective attitude and the process of subject development in professional activity is quicker.

According to B. Ananyev's theory, a student in the educational process is a subject of activity (doer) on the one hand and a subject of relations (activity manager) on the other hand (Ananyev, 1996, p. 265). The necessity to observe a student in two systems of interaction was emphasized in the research by O. Volkova, who noted that "a future teacher's subjectivity can be seen in the ability to express a critical attitude to the surrounding world and own activity" (Volkova, 2001, p. 30).

In our research the education and communication environment of higher educational institution is defined as diverse and multifunctional structure that exists and develops in real time and space, can be altered,

managed, coordinated and where subjects of educational process and the process of formation, development and self-realization of student's individuality are influenced by outer objective and subjective factors. It can also be considered as an idealized object that reflects the temporary coordinated and targeted combination of resources and educational potential of physical and social setting for the development of the individual in accordance with a specific aim. The external factors of the educational environment include ecological, informational, political, economic, social and cultural ones etc.

Unlike the educational environment, that is mostly "spiritual environment" (I. Bekh), i.e. perfect formation, in our research it is a real object existing in a certain space and time, which should be not only identified and objectively considered, but directed, coordinated and adjusted.

The perspective of our further research can be seen in studying the organization of educational and communication environment in terms of training philology students at universities.

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