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OPEN EDUCATIONAL ENVIRONMENT AS AN INTEGRAL PART OF INNOVATIVE EDUCATION

Urgency of research. The current stage of development of Ukrainian educational system is characterized by its integration into the world educational environment. This is followed by creation of a new paradigm of education aimed at developing an educated, creative person who has clear national convictions.

Target setting. The urgent task is to transform the educational environment of higher educational establishment in highly organized community of progressive-minded national value systems, productive activity, able to ensure the conditions of personality who solves professional problems competently, has active citizenship behavior and positive national identity.

Actual scientific researches and issues analysis. Environment, including an educational one, as a part of the environmental and objective environment is studied by foreign scholars (J. Gibson, W. Mace, T. Meng, M. Tourves, V. Yasvin) and domestic researchers (G. Ball, J. Bekh, E. Bondarevskaya, S. Maximov, E. Piekhota, V. Rybalko, V. Semychenko, V. Serikov, S. Sysoiev).

Uninvestigated parts of general matters defining. Modern innovative educational environment of professional institutions appears as a dialectical combination of unity and diversity. It is extremely urgent to optimize the innovative educational environment of modern professional educational establishment institutions through the organizing of a system of interacting open spaces.

The research objective. The main objective of our research is to implement the search for unity between the social educational needs at various levels and the need for the staff of educational establishments in the development of the most valuable in a context and methodological aspects of innovative activity - in the effective use of the open space system in the education of students.

The statement of basic materials. The contradictions of the traditional education system are the most important objective factor, which embarrasses the conductive creation of a system of the open educational environment.

Conclusions. The leading idea of our work lies in the fact that the development of the student's personality as an integrative quality is presented in axiological, cognitive, activity and personal components, formed not only in the educational process, but also in the open area of professional educational institution.

Keywords: open educational environment; innovative educational environment; organizational and pedagogical conditions; contradictions of traditional education system.

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ВІДКРИТИЙ ОСВІТНІЙ ПРОСТІР ЯК НЕВІД'ЄМНА ЧАСТИНА ІННОВАЦІЙНОЇ ОСВІТИ

Актуальність дослідження. Сучасний етап розвитку української освітньої системи характеризується її інтеграцією в світовий освітній простір. Це супроводжується створенням нової парадигми освіти, спрямованої на розвиток освіченої, творчої людини, яка має чіткі національні переконання.

Постановка проблеми. У цьому контексті стає актуальним завдання перетворення освітнього середовища вищого навчального закладу на високоорганізовану спільноту з прогресивними, національно налаштованими системами цінностей, продуктивною діяльністю, здатну забезпечити умови становлення особистості, яка компетентно вирішує як власні професійні проблеми, так і відзначається активною громадянською поведінкою, позитивною національною ідентичністю.

Аналіз останніх досліджень і публікацій. Середовище, в тому числі й освітнє, як частина просторово-предметного оточення розглядається як зарубіжними (Дж. Гібсон, У. Мейс, Т. Менг, М. Турвей, В. Ясвін та ін.), так і вітчизняними (Г. Балл, І. Бех, Є. Бондаревська, С. Максимова, О. Пехота, В. Рибалка, В. Семиченко, В. Серіков, С. Сисоєва) дослідниками.

Виділення недосліджених частин загальної проблеми. Сучасне інноваційне освітнє простір професійних установ являє діалектичне поєднання єдності і різноманіття.

Постановка завдання. Основна мета нашого дослідження полягає в здійсненні пошуку єдності між соціальними потребами в галузі освіти на різних рівнях, а також потребою освітян в розвитку найбільш цінних в змістовному і методологічному аспектах напрямках інноваційної діяльності - в ефективному використанні відкритого освітнього середовища.

Викладення основного матеріалу. Протиріччя традиційної системи освіти є найбільш важливим об'єктивним фактором, який ускладнює створення провідної системи відкритого освітнього простору.

Висновки. Провідна ідея нашої роботи полягає в тому, що розвиток особистості студента як інтегративної якості представлено в аксіологічному, когнітивному, активнісному і особистісному компонентах, формується не тільки в навчальному процесі, а й на відкритому майданчику закладу професійної освіти.

Ключові слова: відкрите освітнє середовище; інноваційний освітній простір; організаційно-педагогічні умови; суперечності традиційної системи освіти.

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new paradigm of education aimed at developing an educated, creative person who has clear national convictions.

Target setting. In this context, the urgent task is to transform the educational environment of higher educational establishment in highly organized community of progressive-minded national value systems, productive activity, able to ensure the conditions of personality who solves professional problems competently, has active citizenship behavior and positive national identity.

Actual scientific researches and issues analysis. Environment, including an educational one, as a part of the environmental and objective environment is studied by foreign scholars (J. Gibson, W. Mace, T. Meng, M. Tourves, V. Yasvin) and domestic researchers (G. Ball, J. Bekh, E. Bondarevskaya, S. Maximov, E. Piekhota, V. Rybalko, V. Semychenko, V. Serikov, S. Sysoiev).

Educational environment of the higher educational establishments is studied as pedagogical phenomenon (A. Artyukhin), as the factor of professional self-determination (O. Mondonen), as social and cultural development of students (N. Zybyna), professional identity (L. Andreeva), adaptation of students in terms of optimizing of the educational environment (H. Horska, T. Brown), the formation of professional and civic competences (S. Miakishhev L. Orynina). Educational environment is studied as a means of creative development of students (V. Masterova, S. Pymonova, I. Podolska), self-identity of a person (N. Senchenko).

Nowadays, Ukraine is on the stage of formation of a new educational system, focused on entry into the world educational environment. This process is accompanied by substantial changes in the innovative pedagogical theory and practice. One of the strategic directions in the modernization of education is the transition to a new educational paradigm, providing cognitive activity and independent thinking of students. With the rapid development of the educational system, an increased attention has emerged to the individual learner's needs, interests, abilities that require a re-comprehension of the educational and training process, methods and tools, as well as educational content.

The creation and the use of an open educational space, as a cultural and professional socialization of children, adolescents and young adults, contains a concept which is based on modern scientific and pedagogical views and reveals the theoretical as well as a practical content of the construction of the open educational environment. The special significance of the study lies in the fact that the use of the developed in the study model of the open educational establishments becomes possible in the practical work of the educational institution: in the work on the creation of development programs, concepts and models of education and educational work, education modernization programs. So, the results can be implemented in the training system and professional development of teaching staff as well as in the activity.

Uninvestigated parts of general matters defining. Modern innovative educational environment of professional institutions appears as a dialectical combination of unity and diversity. Therefore, it is extremely urgent to optimize the innovative educational environment of modern professional educational establishment institutions through the organizing of a system of interacting open spaces.

The current period is characterized by processes which represent the trend of transition to the open educational environment. In the context of the modernization of Ukrainian education the diversification of the education system; focus on socialization and professionalization of students; strengthening the role of regional factors, the expansion of contacts with the institutions of supplementary education, and higher education institutions - pose particularly significant problems of formation of educational environment in an innovative mode.

The research objective. The main objective of our research is to implement the search for unity between the social educational needs at various levels and the need for the staff of educational establishments in the development of the most valuable in a context and methodological aspects of innovative activity - in the effective use of the open space system in the education of students. Solving this problem, one must create an innovative educational environmental conditions and incentives for the development of students' motivation, self-analysis skills at the collective and individual levels, as well as the formation of innovative behavior among students and teachers, involving taking the initiative in the choice of creative independence and responsibility, unconventional solutions for effective use of a system of the open educational environments.

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Thus, the following tasks must be put before the higher educational institutions:

- consideration of the innovative educational environment as an integral theoretical and methodological complex, revealing its essential components (open spaces), expressing and providing together a new quality of education;
- selection and grounding of major ideas and principles, providing methodological organization of open spaces at the level of the educational institution, in accordance with modern requirements;
- identification of the conceptual framework, the organizational and pedagogical conditions of the institution in the framework of an educational establishment of open spaces taking into account the specifics of a professional educational institution.

The statement of basic materials. The contradictions of the traditional education system are the most important objective factor, which embarrasses the constructive creation of a system of the open educational environment. The most important among them is the contradiction between the content, forms of organization of educational process and educational work of students and the need to develop the cognitive activity as a medium of co-creation of the teacher and the student. Traditional training serves only as stimulator of assimilation of knowledge rather than the system of formation of a high level of motivation of the educational activity.

A new generation of standards highlights the identity of its formation and development, in particular as a subject of learning activities. The ideas include pedagogy of cooperation in almost all modern educational technologies. It has become the basis of modern concepts of education in Ukraine. The educational process should be the most important factor in the development of informative interest of sustainable, knowledge needs of students, and the task of the teacher is to create conditions conducive to the development of motivational sphere of students. This is a very complex and lengthy process requiring consideration of many factors: these are individual differences, age characteristics, etc.

The exclusive educational environment does not allow to organize the process of development of student's personality effectively, to complicate the exchange of aesthetic values between generations, to create situations to compare opinions, to estimate, contributing to the formation of values in the students' relationships which characterized by the presence of its own position. Traditional education systems in the majority of educational institutions have a limited capacity for self-development as it is normative. Changing the system is a process that requires large resources and it is time consuming. The open educational environment enables to use synergistic approach as the basis for the formation of the open methods of cognitive activity, the search for adequate methods and technologies of education.

The main activity is the training of students, so one of the objectives of it is a formation that includes educational and cognitive motivation. However, a significant proportion of students do not have the developed internal, cognitive motivation to the educational activity that in the future may be an obstacle in obtaining quality vocational education and self-education. An analysis of the educational process in educational establishments of the higher education institutions shows that in most of them there is no purposeful activity on formation of motivation of students. The most common are isolated, non-classified methods of motivating students in the study of professionally oriented subjects. Pedagogical tools, available in the arsenal of a modern teacher, are used by them unsystematically and do not bring the proper result. Therefore, a system in the work of teachers which will ensure the effective formation of students' motivation to identify the most effective forms, methods and means is required.

Thus, a contradiction appears between the need for development in the individual internal learning and cognitive motivation and lack of an effective system of its formation among students based on the age of students and the latest pedagogical technologies in open educational environment. The focus of the open space is the personality-oriented education - a unique integrated personality of a developing person - based on intrinsic motivation, as well as on the full interaction between a teacher and a student.

The modern concept of education which is the base of the open model of education is formed in line with the synergetic paradigm in which education process is considered as an open and creative. In this process, education and training are seen as a single entity. The result is a single space of the developing environment, which is taken as a whole, is significantly greater for social and educational

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opportunities than its components. The essence of this innovative educational space is to create a real-life conditions which enable the free choice of teacher of content and form of education, to strengthen their own initiatives in professional self-determination and the continuity of the process of professional and personal development of the design and implementation of individual educational trajectory. They give the process the upcoming character; it significantly increases teacher's motivation, his knowledge and understanding of the problems, actualizes personal growth. The leading purpose of the teacher is not only the development of professional competencies, but capabilities to a variety of activities (creativity, professional communication, refraction) and the needs for self-development.

Proper use of the open educational environment is a continuous professional development of teachers. This direction is connected with the functioning of the systematic diagnosis of open spaces: the willingness of teachers to the use of open spaces in their classrooms; changes in teachers' attitude towards students; development of professional skills of teachers, characterizing the development of their professional competence; assessment of methodological support of teacher-training; their self-development. The quality of education by using of open space to the greatest extent depends on the professional competence of the teacher. A new educational environment, new open spaces, new educational technologies - all this requires a change in the professional requirements for teacher.

The effectiveness of the introduction of open spaces, of course, is most evident in the extra-curricular activities.

Negative changes have been noticed also in motivating behaviors, value-orientations of students - an indicator of a sharp decline in the effectiveness of educational influences of modern education to the younger generation. All this requires a reassessment of goals, values, motives, social education funds. Life itself demands a qualitatively new socio-pedagogical approach to the educational activities of all the institutions of society, to ensure social pedagogical practices, pedagogically appropriate self-organization of students' life.

The problem of improving the education of the rising of generation is directly linked to the full use of the innovative educational environment of any educational institution. Democratization, humanization, variability, openness of modern education have actualized the problem of communication between the changing system of education by functions and the task of formation of valuable orientations of the person. Thus, increases the responsibility of a teacher for forming cultural, professionally-oriented, non-utilitarian nature of values of the individual. One of the basic values of such a nature is the value of the aesthetic relation. Ensuring its formation is one of the most important tasks of education of students, the solution of which is possible if you activate the student in the broad context of social and cultural relations, which provides an open educational environment.

It should be noted that the special importance for the society and the employer assumes the formation of the foundations of a culture of social interaction as a component of the general culture of the future professional. However, a significant portion of graduates of educational institutions of different profile, when entering the labor community, is experiencing difficulties in adapting to the teams, to communicate with employees in the assimilation of corporate values, rules and regulations which exist in the organization. They are not willing to work in a team, to build partnerships; they are not responsible for the results of their contribution to the result of the joint activity which greatly complicates the process of their integration into the professional environment. In this connection, the fundamental importance for the creation of teaching practice has a dynamic innovative open educational environment (due to the influence of external and internal environment) of the educational establishment whose resources can be used to build a culture of social interaction of students through the system of open spaces successfully.

The state of a problem and the analysis of the practice have revealed the contradictions at the scientific and theoretical levels - between the orientation of open spaces on the formation of students culture and the underdevelopment of the process model of their formation.

Using the possibilities of open educational environment, as an effective systematic pedagogical alternative technology, contributes to a more active involvement of students in the different activities as well as the development of their personality. At the forefront, there is not only student teaching, but

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also the development of his personality. At the same time education of the individual is above all in the development of its needs and motives of the system, and the development of motivation contributes to the successful implementation of training and educational activities. Open educational environment is characterized by the proliferation of educational activities beyond the traditional forms of organization of education, its direction on the transmission of cultural norms in the understanding of culture as a significant personal environment for students.

Improving the efficiency of the educational process takes place through the use of available reserves system of extracurricular activities in open environments. In the open space a variety of forms and methods of educational work are effectively implemented that allow us to give a flexible dynamic nature of the educational process with the preservation and the evolutionary development of the most promising forms, methods and structures of the traditional education system. Such an approach is productive as an open educational environment causes the creation of the diversity of activities and changes in the content and organization of education, aimed at finding new ways of structuring its system, the updated methods of education, to create optimal conditions for self-development.

Today, there is a key pedagogical problem connected with the search for new forms of organization of extracurricular activities which would be adequate to the contemporary socio-cultural conditions. The solution to these problems has become possible in an innovative educational environment which brings together various forms of open spaces and allows giving a new dynamic to the educational process in the conservation and evolutionary development of the most promising methods and structures in the traditional education system.

Conclusions. The leading idea of our work lies in the fact that the development of the student's personality as an integrative quality is presented in axiological, cognitive, activity and personal components, formed not only in the educational process, but also in the open area of professional educational institution. It acts as a complete, specially organized process of gradual change in motivation, thinking, personal experience and relations of subjects of the educational process and society, providing a humanistic orientation, value-semantic and self-focused of their interaction.

Thus, a variety of open spaces generates conditions for a variety of activities, allowing us to include the work of the whole complex of the educational process that determines not only the expansion of the range of basic education but also for special professional knowledge and skills as well as educational influence. The reorganization and development of the system of extracurricular activities in innovative educational establishments through a process of open educational environments enables the creative education, determines its integrity and multi-dimension, being a balanced part of the concept of lifelong learning.

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