
PRIORITY ORIENTATIONS OF DESIGNING THE EDUCATIONAL ENVIRONMENT OF A GYMNASIUM



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Abstract. *The article is devoted to specifying the priority directions of designing the educational environment of a gymnasium, which in the context of the reform of secondary education gained importance. The authors founded that the design of the educational environment of ta school as a complex and dynamic process includes the following components: conceptual (identification of functions, components of the environment and criteria for determining its effectiveness), organizational management (elaboration of constituent documents, the preparation of teachers to use design and research technology in conditions of implementation of competence-based approach, the initiation and establishment of project groups), substantial (transformation of substantive and procedural characteristics of the educational process in accordance with the functional model of the educational environment of institutions of general secondary education), technological (information and communication ensuring of the educational process), methodological (introduction of project and research technologies in the educational process). The findings of the study proved that the changes that occur in the educational environment of institutions of general secondary education connected with reforming the content and structure of the training based on the competence approach. Under this circumstance, the development of a substantial component of the educational environment of the gymnasium will be determined by the processes of integration of learning content, process and organizational-managerial development of ICT learning tools and educational technologies that*

will contribute to the creation of network systems, and distance learning methodology – the active introduction of new learning technologies that can be used in a variety of forms of education, are especially popular among the actors of the educational process as satisfy their needs and interest. We are talking about the development of computer network technology, the technology “blended” and “flipped” learning, development of distance learning system, electronic learning (e-learning), mobile learning (m-learning). In the context of the reform of secondary education will determine the priority directions of designing of the educational environment of the school institution of secondary education that provides basic secondary education.

Key words: *design; gymnasium; learning environment.*

INTRODUCTION

The deliberate formation of an educational environment is defined at the level of global reports on education of UNESCO as a promising pedagogical investigation. Under this circumstance scientific interest to the concept of “educational environment” is defined by necessity of changes in approaches to improve the quality of education, control of processes of development and self-development by educational means and sources as well as personal experience of the participants of the pedagogical process and the incentives of self-realization with a focus on the integrity and consistency of the rating factors for personal growth.

The contradiction between the request of the educational area the gymnasium educational environment providing students the pedagogical support to the processes of socialization, cultural identity, formation of spiritual and moral stability and the need to identify its priority areas is the main criterion of the problem. The design of the educational environment of the gymnasium is to be conducted according to the conceptual provisions of the New Ukrainian School. Determination of priority directions of its design will facilitate the identification of effective forms, methods and means to achieve educational aims in the gymnasium that provides basic secondary education.

LITERATURE REVIEW

The problem of designing the educational environment in a gymnasium in the context of reforming the content and structure of education in the general secondary education has become one of the directions of pedagogical research, which has solid theoretical basis. The analysis of literary sources showed that the results of research of a problem of pedagogical design are widely represented in the scientific heritage of the following Ukrainian scholars T. Batievska, O. Kobernik, I. Ermakov, I. Kozlov, I. Kovalchuk, N. Korshunova, A. Ligotskoy, A. Makarenko, T. Podobedova, L. Onyschuk, O. Onopriyenko, N. Plahotniuc, V. Strelnikov, A. Tcimbalaru and of foreign scientists – V. Bezrukova, V. Ginaciansky, J. Dietrich, V. Dokuchaeva, O. Zair-Bek, V. Cilpatric, V. Krajewski, I. Lerner, V. Monakhov, K. Morris, G. Shchedrovitsky, V. Aswin.

The works of A. Arnoldov, V. Mosco, V. Polonsky, in which the role of the educational environment in the learning process are studied, and of V. Botica, V. Slobodchikov, D. Solomon, in which developing environment is presented as a component of socio-pedagogical projection of educational space.

We were guided by the definition of “educational environment”, which the researchers viewed as an artificially constructed system of personal development in the process of specially organized training to achieve educational outcomes, special technological means, the development of which can be controlled. It should be noted that in addition to the characteristics and properties of the term scientific interest is presented and its structure. It found its expression in a developed, reasoned and experimentally tested models of the educational environment, namely ecological and personal model V. Aswin; communicative-oriented model V. Rubtsova; anthropological and psychological

models V Slobodchikova; psychodidactics model V. Lebedeva, V. Orlov; ecopsychology model V Panova, model health directed educational environment O. Yezhova.

Processing and critical thinking scientific descriptions of models of the educational environment of institutions of secondary and higher education developed, substantiated and experimentally tested by scientists in practice, allowed to find out the following. The studied phenomenon has the general properties: 1) the impact, opportunities and conditions that exist in the social and spatial-objective environment, 2) educational resources, providing a high level of activity of subjects of educational activities and ensure its fulfilment (Katashov, 2001).

Because ecological and personal model of the educational environment V. Asvin is of scientific interest for teachers, highlight the essential features and properties of the concept “educational environment” and present a brief description, which if necessary they can use (Deriabo & Asvin, 2001).

The concept of “educational environment” the author of the ecological model considers personality as a system of influences and conditions for personality formation according to a certain pattern, a system of opportunities for its development in the social and spatial-object environment. For V. Asvin the main feature of the educational environment is its educational effect. The latter is predetermined and depends on the ability of the educational environment to provide a range of opportunities for self-development of all subjects of educational activity-specific educational institutions.

The structure of V. Asvin model consists of three components: spatial-subjects, social and psychodidactics. The spatial-subject component include the infrastructure of the institution of education and material-technical base, the social include relationships of all subjects of educational activities, psychodidactics – the content of education, methods of training, education and development.

Analysis of recent publications and results of research on the stated problem shows the need for definition of priority directions of designing of the educational environment of the gymnasium – institutions of general secondary education which gives basic secondary education.

METHODOLOGY

Methodological guidelines for the design of the educational environment of the gymnasium are person-oriented approach, the principles of humanization, consideration of the content of education as a condition for identity formation and successful integration into independent life. The priorities of the modern educational process are characterized by humanity relations, freedom of expression and cultivation of individuality, creative self-realization of personality.

Critical reflection of educational practice is clear evidence that the educational environment of the gymnasium in accordance with the strict challenges needs to be practice-oriented. Its practical direction found expression in several provisions: customers education needed to develop cognitive motive and specific educational tasks; students must follow certain steps in order to acquire general and subject competencies; the teacher should guide students to search for and assimilation of modes of action that enable you to consciously apply the acquired knowledge; students should develop the ability to control the actions not only after the decision of educational problems, but in the process of implementation; educational process should be supplemented and the vital and urgent tasks.

MAIN RESULTS

It is well known that the design of the educational environment of the gymnasium reflects the relationship of its components related to the overall purpose, intermediate tasks and objectives

of the educational process, and therefore, in terms of reforming the content and structure of education in the general secondary education system pedagogical design of the educational environment can be carried out with the purpose of its creation, upgrading or maintenance.

The concept “pedagogical design” is regarded by scientists as an integrative activity that establishes in the innovation process the unity of theoretical-methodological and practical-technological components and maintains the essence of innovation – getting real, sustainable results with novelty and efficiency

The design of the educational environment of the gymnasium as a complex and dynamic process includes the following components: conceptual (identification of functions, components of the environment and criteria for determining its effectiveness); organizational management (elaboration of constituent documents, the preparation of teachers to use design and research technology in conditions of implementation of competence-based approach, the initiation and establishment of project groups); substantial (transformation of substantive and procedural characteristics of the educational process according to modern models of the educational environment of institutions of general secondary education), technological (information and communication ensuring of the educational process); methodological (introduction of project and research technologies in the educational process).

Methodological aspects of the design of the educational environment of gymnasium in accordance with the Concept of the New Ukrainian School focused on the formation of the special atmosphere, humanistic style of educational activity of its members and optimize subject-subject of interpersonal interaction. Educational environment of the gymnasium is intended to provide students with the basic education and to form a self-sufficient person, capable of self-realization and further education in high school (Onyshchuk, 2018).

A new understanding of the results of education determines the necessity of development of students ability to critical thinking, self-determination in activities and communication that will ensure the successful fulfilment and play a significant role in the development of each individual in particular, especially during the school period.

Gymnasium as the main link of the national education system should provide pupils with the necessary basic theoretical knowledge on academic subjects on a sectoral basis, practical training in physical culture, basic of health, valeology, to create a positive attitude to the preservation and strengthening of their health, social and psychological health kipping competence, lifestyle, which will contribute to self-development in the use of modern methods of sanitation, the acquisition of the necessary motor skills ability to make timely decisions to prevent bad habits and dangerous behaviour (Yezhova, 2011). It is therefore an important component of designing the educational environment is the establishment in the institution of education conditions for the formation of motivation to preservation and strengthening of health of students. Maintaining this function of the educational environment will be successful in such conditions as: enhancing positive attitude towards a healthy lifestyle, the expansion of students’ knowledge and acquisition of skills of a healthy lifestyle, the application of modern pedagogical and socio-health technologies in the process of forming in them the competence and personality-oriented attitude to their health.

A major component of the educational environment of the gymnasium is the content of education, which is implemented through general education, elective courses, electives, and clubs. Prioritize it development by implementing the ideas of the competence approach (Dobrokhanska, 2013). It should be based on the fundamental nucleus of the content of education, which includes: a system of knowledge about the world and its natural, social, technological and other components of the integrated knowledge about the holistic picture of the world, meta knowledge and methods of educational activities that provide conditions for the formation of key competences and other personality features (attitudes, beliefs, worldview, system of values, cognitive models, experiences, attitudes, readiness to choice of future profession) (Trubacheva, 2015).

The experience in the teachings of cognitive, reproductive and creative activities and emotional-valuable attitude is realized through the application of appropriate ways of working on a real study of reality: nature, culture, technology, social communications and other real objects of the educational areas. Arranged relative to these objects of educational activity of students will foster in them systematic meta-subject (key) competences.

Competence approach in training in a certain way aimed at understanding and mastering by students of the universal ways of activity, which ensure the acquisition, transformation and use of knowledge, skills of analysis and evaluation of information from the standpoint of its properties, practical, personal and social values, the ability to apply them in their activities. It is mainly aimed at the formation of meta-subject knowledge (Trubacheva, 2012). They are defined as universal knowledge, which helps the student independently, creatively and to think critically, to form the ability to self-development and self-realization, promote awareness and understanding of the results of cognitive activity, which form the basis for a holistic picture of the world.

In the conditions of realization of personality-oriented paradigm of education that takes into account the needs of each participant in the educational process, become more and more popular learning technology that allows us to differentiate and individualize the educational process, contribute to building individual educational way. Since the development of the technological component occurs mainly in the process of enhancing the role of ICT learning tools, such as: modelling comfortable educational environment, network teaching system, and distance education.

Under the information-educational environment understands systematically organized set of information, technical, training and methodological support, inseparably connected with the person as a subject of educational process. Modern information educational environment of educational institution includes information and digital educational resources, set of technological means of information and communication technologies (computers and other ICT equipment, communication channels and the system of pedagogical technologies) (Zabolotnya, 2012).

Today teaching materials that are created taking into account the achievements of modern methodical science and have the potential to create educational environment and providing the differentiation and individualization of the educational process, do not lose their relevance (Lukianova, 2013). They include textbooks, books for teachers, worksheets, which are traditionally presented on paper, multimedia programs, educational computer programs, electronic textbooks.

It is obvious that with the advent of new technical capabilities, diversity of electronic components that extend the educational environment and form skills of information culture among students will increase. This is because while classroom use of new technologies the learning environment adapts to the new format. Educational institutions begin to change, so that students can actively work with electronic devices and interact with each other.

An effective means to resolve the contradiction between the emergence of various forms of information and the limited methods of their use in pedagogical systems is a web site that is a component of a unified educational information space of an education institution and an important factor in its development, tool development interaction of all participants of the educational process. Workplace with computer, electronic diary, the system of informing parents that are used in the educational institution, will determine one of the priorities of designing of educational environment of gymnasium of the introduction in educational process the most effective tools of interaction of all parties, the active involvement of the parent community to the solution of problems of secondary education, efficient and convenient informing on the activities of institutions of education by means of Internet.

The methodological component of the educational environment of the gymnasium includes technology and methods of training that focus on the creative, project and research activities. Priority direction of development of this component is the introduction of new training technologies that meet the requests of participants of educational activity. The development of computer network

technology is the basis for the development of distance education, electronic learning (e-learning), mobile learning (m-learning), which today are effectively used by the students in various forms of training.

We are talking about the blended learning kind of a hybrid technology, which is combination of traditional, independent and online learning. In contrast to the modern interactive learning technologies, which complement traditional, teacher of the New Ukrainian schools in the short term will be qualified to apply qualitatively new approach to training that transforming and sometimes “flips” the classroom.

In the process of “blended learning” is combination of independent and classroom learning that allows each student skills that he possesses, and to realize their potential. The amount of educational material on innovative learning blended learning is significantly large compared to the volume of educational material on the traditional form of teaching. However, it has a number of advantages, namely: every subject in education can study at the own trajectory at a convenient time, the use of e-learning courses will contribute to reducing the disadvantages in his knowledge, obtaining more information to increase the level of educational achievements and working off of missed classes.

Blended learning includes a combination of different forms and systems of learning. They are:

1. Classroom training in the presence of the teacher involves the direct contact of students and teachers (seminars, lectures, role-playing, coaching, private practice, conference, mentoring, etc.).

2. Interactive learning for online learning (e-learning), which is carried out using the source environment (e-learning course, virtual classrooms and labs, conference calls, individual counselling via e-mail, discussion forums, chats, blogs).

3. Training with support of various media: developed new training materials (Web sites, Web-lectures, Web books, videos).

The main advantage of this training is the possibility of practical implementation or testing of practical situations, implementation of repetition and generalization of educational material, communication after completion of training. In the case where after completion of training there are difficulties, each of the students has the opportunity to receive additional advice from the teacher.

“Blended” learning is a model of successful training, the purpose of which is to obtain knowledge using the advice using email, discussion forums, blogs, in the process of learning Web courses, e-books. Cooperation of consultants with students allows each of them to successfully complete the learning modules and the training course as a whole.

We believe that blended learning, which includes a combination of different forms and systems of learning, will contribute to the development of communication and information culture of educational activities that will define priority directions of designing of the educational environment of the gymnasium.

CONCLUSIONS

The study of the problem of definition of priority directions of designing of the educational environment of the gymnasium gave the opportunity to come to the following conclusions.

The design of the educational environment of the gymnasium as a complex and dynamic process includes the following components: conceptual, organizational management, substantial, technological, methodological.

The changes that occur in the educational environment of institutions of General secondary education connected with reforming the content and structure of the training based on the competence approach. Considerable attention is paid to healthcare issues.

Computer network technology, the technology of blended and flipped learning, distance education, e-learning, mobile learning would be identify priority areas design of the gymnasium educational at the period of the reform of secondary education (2018 - 2029 years).

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