

FORMATION OF DEVELOPMENTAL EDUCATIONAL ENVIRONMENT AT PRIMARY SCHOOL IN THE XXI CENTURY: INFORMATION AND COMMUNICATION DISCOURSE

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ABSTRACT: *The article deals with features of formation of developmental educational environment in the XXI century. Grounded possibilities of use of information and communication technologies (ICT) in the development of individual of junior student.*

The problem of the negative influence of the Internet on the younger student's personality that often is his depression, social isolation, aggression, cynicism, arrogance and more. In this regard is stressed the importance of forming of students' media-immunity (the ability to do an aggressive opposition on the media sphere, the ability to select some personally useful information in the virtual world, media literacy (ideological guidance in mastering virtual knowledge, skills and behaviors in the media sphere, culture communication in the network) and mediareflection (your own understanding of medianeeds, critical perception of Internet information, selecting of the personally meaningful social contacts, etc.).

Key words: *social environment, information-educational environment, developing educational environment, elementary school*

SETTING THE PROBLEM

In modern conditions of integration of various countries into the world educational space rapidly developing training informational technologies. They serve as a means of increase of motivation educational and cognitive activity of students, diversification of educational process, development of mental abilities and independent creative activity of students etc. The major directions of use of ICT at primary school are: lessons with computer support; the use of electronic of tutorials, textbooks; interactive solving of crosswords, puzzles, riddles; computer testing monitoring of academic progress; didactic use of computer games; use of Internet resources etc. However, its use in modern elementary school has certain characteristics and risks.

Particularly acute is the problem of increasing the efficiency of the educational process at school by forming the first stage of developing the educational environment. The main objective of developing educational environment design in the modern primary school - providing quality educational services to students during elementary education, early identification of talent, development of their skills and self-development.

ANALYSIS OF RECENT RESEARCHES

In modern scientific literature nature of environment is interpreted differently. In the context of our study consider relevant definition of categories "educational environment" (E. Bondarevska, I. Levytska, O. Savchenko), "social environment" (O. Bezpalko, R. Vainola, N. Seiko), "creative educational environment" (B. Iasvin), "ethnic developmental environment" (A. Budnyk, V. Kononenko), "cultural and educational environment" (G. Vasianovych, L. Moskaleva), "developmental educational environment" (B. Elkonin, B. Skomorovskyy,) "informational training

environment" (A. Companii), "information-educational environment" (L. Panchenko) et al.

THE STRUCTURE OF MODERN DEVELOPING EDUCATIONAL ENVIRONMENT OF SCHOOL

– Based on the analysis of scientific-pedagogical papers on research problem (A. Budnyk, W. Kremen, W. Levin, P. Mazur, V. Meleshko, O. Savchenko, O. Iaroshynska etc.). separate such components of modern developing educational environment of primary school:

– *information* - availability of modern regulatory, educational, organizational and technological support of the process of forming developing educational environment of primary school;

– *psychological* - taking into account individual psychological characteristics of the student in the educational process, orientation on spiritual and moral values in the behavior and activities, forming an adequate perception of the network environment, culture of communication between members of educational process etc.;

– *spatial and objective* - taking into account the elements of subject-developing design of interior in primary school, organizing the spatial structure of the environment, including its heterogeneity and complexity, interconnectedness of different functional corners (zones), mobility and manageability of the environment as a mean of teaching and developing communication of teacher, students and their parents; the availability of modern multimedia, audio and video educational and developmental direction;

– *cultural and educational* - pedagogical competence of participants of the educational process of primary school, covering content, forms, methods and innovative technologies to implement the objectives of development and the growing self-identity based on sociocultural aspects; targeting to social order, regional needs and cultural potential of the region.

For example, spatially-subject component of school environment includes: natural and cultural landscapes, physical recreation and wellness facilities, the cafeteria (cafe), library, video library, design studio, school museum, musical and choreographic studio, computer labs, game complexes, etc., as well as logistical support directly to the educational process in the classroom, training systems at teaching of particular subjects, corner for after-school children's reading, corner for wildlife, multimedia equipment, visual aids, TMT et al.

INFORMATION AND COMMUNICATION DISCOURSE OF EDUCATIONAL ENVIRONMENT OF PRIMARY SCHOOL

An important attribute of the formation of developing educational environment of primary school in the last decade is its *information and communication direction*. Modern scientists (W. Bykov, A. Gurzhii, M. Kobzar, L. Panchenko et al) emphasize the problem of the computer-oriented information and communication environment as a method of development of personality. In this vein, we meet a number of dissertation researches of Ukrainian scientists about development of "information educational environment" (A. Companii), the development of information culture of

elementary school teacher (A. Kolomiets), "information and communication pedagogical environment" (L. Petukhova) et al.

In doctoral dissertation of L. Panchenko stresses the need to establish an information and educational environment of the educational institution as "an open, multi-dimensional, educational reality that includes psychological and pedagogical conditions of modern information and communication technologies and learning tools and provides interaction and cooperation", the development of the individual participants of educational process in solving educational problems¹.

Thus, L. Petukhova defines components of information and communication educational environment: computer and information technologies of training, educational software, creating a special software environment for the student with the necessary didactic, methodical materials, creative tasks, switching of elements of automation of learning management and obligations compulsory provision of opportunities to work with Internet resources². Of course, what educational environment of primary school will promote quality mastering of knowledges, formation of work skills with information resources, establishing contacts with people in Internet chats etc, and thus serve to development of the individual student.

Obviously, that strategies of modernization of modern primary education in part of developing educational environment modeling school of first degree focuses not only on the knowledge component of the educational process, but also on active, i.e. the ability to apply knowledge in practical field, including work with Internet resources, telecommunication means. After all, today is unimaginable without educational environment information and network space, especially in terms of knowledge of the surrounding world, finding the necessary information for self-improvement, multicultural communication etc.

The feature of the modern socio-cultural situation in that society is very aggressive advocated not enlightenment, but semantization, whose meaning lies in manipulating by human consciousness³. The main tools of manipulative influence researcher believes is whole *social environment*, ranging from popularization of ugly toys, monstrous characters of animated films, online games, and ending with submission by TV news of special methods that focus on the negative, contribute to the destruction of the idea of beauty as an aesthetic standard. In such circumstances, "not separate culture, but the communication space dictates the terms of the world cultural dialogue"⁴.

At the beginning of XXI century children through its psycho-physiological development most susceptible to the effects of various anti-culture. It is therefore extremely important to organize a proper teacher developmental educational environment of the school, which would serve as the development of students of high

¹ Панченко Л. *Теоретико-методологічні засади розвитку інформаційно-освітнього середовища університету*, автореф. дис. ... д-ра пед. наук, Луганськ 2011, с. 13.

² Петухова Л. *Теоретичні основи підготовки вчителів початкових класів в умовах інформаційно-комунікаційного педагогічного середовища*, моногр., вид. Айлант, Херсон 2007, с. 19.

³ Бондаренко О. *Семантика маніпуляції: розпізнавання й викриття* [in:] *Психологічна і педагогічна науки в Україні*, зб. наук. праць, т. 2, вид. Педагогічна думка, Київ 2012, с. 59.

⁴ Бондаренко О. *Семантика маніпуляції: розпізнавання й викриття* [in:] *Психологічна і педагогічна науки в Україні*, зб. наук. праць, т. 2, вид. Педагогічна думка, Київ 2012, с. 71.

morality, spirituality. After all, the more moral person, the more accurately he able to determine his actions, the more stable is his resistance over immorality, anti-culture⁵.

Under modern conditions, scientists are increasingly emphasizing the issue of the negative impact on the child's personality, which emerging, *network environment*, since communication there has mostly surrogate character. It affects the weakening of ties with the child's parents, relatives, friends, teachers. Moreover, the Internet environment is often has irreparable negative impact on the mental health of primary school children, manifested in depression, social isolation, aggression etc.

Thus, the Polish scientist K. Chwastek appeals to parents and teachers about the impact of the Internet on students who often because of uncontrollably spends most of his free time on computer. Harmful also based on such fact that very often at network environment children attend "banned" sites, because of interest involved in shady acquaintance: over 80% of students at least once leave someone his email address, more than half - phone number, and about ¼ - home address . Thus they become victims of online threats - virtual violence, pornography, criminal influence of Internet scams that are aimed at mastering the personal data of the user. So again there is a problem of the developing modeling environment of elementary school, which would enabled the formation of communicative culture of primary school students in social networks, online communities and more.

Modern scientists (W. Bykov, A. Gurzhii, M. Koziar, A.Kolomiets et al) emphasize on the problem of development of the *computer-based information and communication environment* as a means of creative personality.

In the context of this issue important tasks to work with younger students is forming in them⁶:

media immunity (the ability to do resistance to aggressive media sphere, the ability to select personally useful information in the virtual world;

media literacy (worldview focus on mastering virtual knowledge, skills of behavior in the media sphere, the culture of communication in the network space);

media reflection (understanding of their own media needs, critical perception of Internet information, selection of personally meaningful social contacts, etc.).

Today it comes about how to use ICT in the educational process carried out in a specially organized, managed, controlled, creative environment of primary school on the basis of significant personality of the teacher and students⁷.

Based on the fact that positive developmental educational environment of primary school focused first of all on self-development personality of a student, then the use of information technology to stimulate it to self-determination, self-knowledge, self regulation, self education, creative self-realization etc. Information and communication technologies at the stage of self-realization system provides ideas about social and cultural cognitive space, the content of communication and their role in it; identifying and establishing of individual positions in problem situations, i.e. the formation of values, including spiritual self-worth⁸.

⁵ Mazur P. *Podstawy pedagogiki pastoralnej*, wyd. WAM, Kraków 2011.

⁶ Концепція впровадження медіаосвіти в Україні [in:] "Освіта" 2010, с. 3–4.

⁷ Будник О. *Професійна підготовка майбутніх учителів початкових класів до соціально-педагогічної діяльності: теорія і практика*, моногр., Дніпропетровськ 2014, с. 367–371.

⁸ Lisnik A., Greňová K. *Values development in teaching process*, "Scientific Bulletin of Chelms" 2014, no 1, p. 13–19.

In the formation of developmental educational environment of the XXI century, scientists believe, lead creating of the necessary conditions for creative self-fulfillment of personality of a student based on self-knowledge, self-awareness, self-organization. Of course, that in elementary school to get high level of self-organization of students is complicated task, so you need to strive for it. It is important that the educational process teacher urged all students the need for introspection on the development of relevant personality traits, emotional and value relationships etc.

Intensification of ICT in the XXI century provoking a crisis "live communication". So are actualized the question of the use of interactive technology in education, including elementary school.

In the context of the theory of pedagogical existentialism we focusing on educational provisions for personal communication. As it's usually in schools communication sector encourages pupils to be closed, because on his mind "pressure social" that makes it impossible to fully "open" his soul; i.e. pedagogical "communication is formalized, fake, it has hypocrisy, falsehood, insincerity"⁹. So arises the question of creating appropriate organizational and pedagogical conditions for a qualitative, not quantitative educational communication in the educational process of primary school to form and develop integral personality of a student.

The leading idea of our research is the design of the of developmental educational environment in elementary school when the "I" and "Other" are in harmony"¹⁰. In this respect, the importance of belonging to counting of ethnographic, natural, social and cultural characteristics of the region. Thus, O. Budnyk justifies idea of consideration of the specific formation of developmental educational environment in elementary school of mountainous terrain:

"In modeling of socially-educational environment the most important we consider to be the following: maximum consideration of natural skills of a student personality, his/her ethnopsychological and individual peculiarities, cognitive interests; aiming at study of one's own historical experience for development of high civil culture; focusing on the principles of democracy in the organization of educational activity on a national land; combination of family and regional national traditions, customs and rites for filling of the life space with elements of spirituality; formation of readiness of future teachers to professional activity in mountain environment, abilities to solve and avert ethnic conflicts; provision of conditions for mutual enrichment of socially-cultural education experience by advanced pedagogic ideas of the world community"¹¹.

Obviously, in the context of globalization, the rapid of fast development of computer technologies and the informatization of society should be directed the educational environment of school for forming of national values of students, love for his native land and nation.

Conclusions

In conditions of powerful development of information and communication technologies in education sometimes their importance in education and personal

⁹ Васянович Г. *Методологічні контексти педагогічної науки на сучасному етапі її розвитку* [in:] *Вибрані твори*, т. 7, вид. Норма, Львів 2015, с. 171

¹⁰ Васянович Г. *Методологічні контексти педагогічної науки на сучасному етапі її розвитку* [in:] *Вибрані твори*, т. 7, вид. Норма, Львів 2015, с. 170.

¹¹ Budnyk O. *Teachers' Training for Social and Educational Activity in Conditions of Mountain Area Primary School*, [in:] *Journal of Vasyl Stefanyk Precarpathian National University. Scientific Edition: Series of Social and Human Sciences*, 2014, vol. 1, no. 2, 3, p. 22–28.

development is overestimated. So arises the question of creating such developmental educational environment in elementary school, which would be facilitated for integral and harmonious formation and development of students. For this research of the structure and features of its formation is necessary.

Article separate group of developmental components such of modern educational environment of primary school as: information; psychological; spatially and subject; culture and education.

For the purpose of creating a positive educational environment of the school is important to use ICT in the educational process encourage students to self-determination, self-knowledge, self-organization and carried out in a specially organized, managed, controlled, creative aspect based on significant personality of the teacher and students. Because such an environment focused first of all on self-development of personality of a student in elementary school. At the structure of developmental educational environment of primary school we singled out the following functions: didactic and educative, information and training, coordinational, adaptive, emotional, socio-cultural, communication, integration. We believe that these features ensure the integrity and consistency of functioning of the respective environment in school.

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