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UNIVERSITY EDUCATIONAL ENVIRONMENT RESOURCE

O. A. Kozyreva (a), T. Yu. Artyukhova (b)*, N. F. Yakovleva (c), N. I. Diakova, (d), O. N. Kucher (e), I. A. Dayneko (f)
*Corresponding author

(a) Astaf'ev Krasnoyarsk State pedagogical University, Krasnoyarsk, Russia, kozyrevaoa@mail.ru
(b) Voino-Yasenetsky Krasnoyarsk State Medical University, Siberian Federal University,
Krasnoyarsk, Russia, tartjuchova@mail.ru
(c) Astaf'ev Krasnoyarsk State pedagogical University, Krasnoyarsk, Russia, natalia_mclaren@mail.ru
(d) Voino-Yasenetsky Krasnoyarsk State Medical University, Krasnoyarsk, Russia, tatadiakova@yandex.ru
(e)Voino-Yasenetsky Krasnoyarsk State Medical University, Krasnoyarsk, Russia, kucher-oly@mail.ru
(f) Voino-Yasenetsky Krasnoyarsk State Medical University, Krasnoyarsk, Russia, dajnekoirina@gmail.com

Abstract

The concept of "educational environment" is complex, multidimensional and in many ways subjective. Systemic consideration of the educational environment phenomenon takes one of the leading positions in the theory and methodology of higher professional education. In an optimally organized environment, each student can make his/her own choice and build an individual path for his/her professional development. This is the only case when one may speak about potential of the university educational environment as a resource for forming inclusive readiness of future teacher. In scientific literature, the definition is examined from various points. First, as a natural or artificially created educational environment of a university, which includes different types, means and contents of education providing for effective activities of its subjects; second, as a set of material requirements in accordance with the pedagogical, ergonomic, sanitary and hygienic requirements for the educational process. The multifactor nature of the educational environment of the university becomes a tool for achieving a socially desirable result by a student.

Keywords: University educational environment, professional development.

1. Introduction

Mobility and multicomponent nature of the educational environment are noted by all researchers of the phenomenon. Scientific literature does not offer a univocal definition of an educational environment, as applied to the university. University educational environment is represented as:

- a set of specially created conditions, immersed in a specific socio-cultural atmosphere and aimed at personal development (Yakimovich, 2011);
- a set of opportunities for development of a student, as well as for manifestation and development of student's abilities and personal potentials (Chibisova, 2010);
- a set of conditions for formation (education) of a person, spontaneously and purposefully formed in an institution that performs educational functions (Mardakhaev, 2006);
- the pedagogical phenomenon is a developing continuum of spatio-temporal, sociocultural, activity, communicative, informational and other factors that appear as purposefully created and spontaneously arising conditions for the interaction between a developing personality and the objective world of the higher school (Artyukhina, 2007).

University educational environment is an ordered whole set of components, which interact and integrate to determine the educational institution's ability to create conditions and opportunities for purposeful and effective use of pedagogical potential of the educational environment for professional development of a future teacher.

With regard to specific features of a university educational process, possibilities of the educational environment are determined by:

- content and technologies of education;
- personal communication of participants in the educational process;
- specific features of teachers and students joint activities;
- psychological "climate" and organizational culture of educational institutions;
- educational process focusing on self-realization of each student's personality (Belozertsev, 2012; Kalashnikova, 2012; Mamedova, 2012; Burdukovskaya, 2011; Revyakina, 2011; Antipyev, 2010; Leontyeva, 2009; Yasvin, 2001).

2. Problem Statement

Systemic consideration of the educational environment phenomenon takes one of the leading positions in the theory and methodology of higher professional education.

University educational environment should be created and managed towards saturation, the possibility to build up an individual path for formation of inclusive readiness of every future teacher, his/her self-determination and self-realization, and satisfaction of educational and personal needs.

Higher education system focusing on formation of inclusive readiness of future teachers requires creation of an educational environment that encourages achievement of strategic goals and objectives related to development of education. Development of the educational environment in a normal university is associated with the introduction of innovative pedagogical technologies, design of modern content of

education, career guidance, increase in the scope of students independent work, fulfilments of creative and problem tasks etc.

The pedagogical potential of university educational environment is characterized by a focus on personal growth, formation and development of students. In this case, higher education not only creates conditions for assimilation of knowledge, professional development and formation of inclusive readiness of future teachers, thereby ensuring socialization of a person as an individual capable of activities in changing working conditions.

3. Research Questions

When can we talk about university educational environment potential as a resource for developing inclusive readiness of a future professional? What factors will become strategic?

The conditions that are created in university educational environment to form inclusive readiness of future teachers can be characterized as availability of appropriate resources of this environment necessary for the process under consideration.

Socio-cultural environment of a university, which has a positive impact on formation of inclusive readiness of future teachers, must meet the following requirements:

- due regard to psychological and pedagogical features of the age;
- offering conditions for subject-subject relationships providing for co-existence of students;
- creation of an environment for friendly interpersonal relations that promote the development of personally and socially significant behaviour (Filatova, 2012; Gushhcina, 2011; Vasilyeva & Petruneva, 2011; Demkina, 2008; Yasvin, 2001).

The following quality criteria can be used to analyse socio-cultural environment of a particular institution and to assess the degree of its compliance with the normative model:

- openness of the university socio-cultural environment, its inclusion in the changing external processes;
- stability of the university socio-cultural environment with respect to external influences;
- required autonomy of individual subsystems in the university socio-cultural environment;
- a variety of technologies, forms and methods that promote development and self-development (Yasvin, 2001).

Using the above criteria and indicators is consistent with systemic inconsistency, which is an attribute of socio-cultural environment. It is multidimensional and dynamic, it can perform both a collective and a dissipative functions, stimulate creative energy or provoke destructive impulses (Yakimovich, 2011; Revyakina, 2011; Chibisova, 2010).

4. Purpose of the Study

Describe organizational and pedagogical conditions for developing inclusive readiness of future teachers, which need to be implemented within university educational environment.

5. Research Methods

The basic theoretical methods of research include analysis, synthesis, abstraction, modelling.

6. Findings

When considering the educational environment as a means of achieving a socially desirable result in the conditions of student's personality the formation in an institution pursuing a competence approach, the following factors can by emphasized in the educational environment structure of a modern university:

- the cognitive development factor represented by a problem field of professional values and cognitive activity aimed at comprehension thereof;
- the personality development factor;
- the personality development factor represented by a range of norms and values of the society where the individual mingles, as well as a range of humanitarian (psychological) and universal human, general cultural values and human activity aimed at comprehension thereof;
- the personality moral and spiritual development factor;
- the communication factor as a factor of socialization, which is represented by communication in a broad sense and communication with teachers;
- the creativity factor, creativity being understood as a higher form of student's professional activity that goes beyond a given situation (Yasvin, 2001).

7. Conclusion

Analysis of a university educational environment should be performed subject to quality assessment criteria, including openness, integration into the changing external processes; stability against external impacts; necessary autonomy of individual subsystems; a variety of technologies, forms and methods that promote student development and self-development.

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