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ENSURING MOBILITY OF EDUCATION PARTICIPANTS IN EDUCATIONAL ENVIRONMENT OF A HIGHER EDUCATION INSTITUTION

Ключевые слова: образовательная среда, проектирование, мобильность, субъекты образования.

Modern pedagogical researches place a strong emphasis on the issue of designing new educational structures. There is, in fact, a good reason for that, as those global changes which occur in Russia are ambiguously treated by modern researchers, representatives of higher and secondary education, scientists and students. Urgent need for changes is our objective reality. Designing new structures of educational system [1] is highly necessary. New approaches to designing educational environments according to social requirements, needs of education participants and changes occurring in the society should be applied.

Having analyzed existing approaches in various works of modern authors, it is possible to define educational environment as a part of reality within which translation of socio-cultural experience takes place, which includes models and samples for the development of its participants owing to which they can deliberately, independently and responsibly transform both the environment or their surroundings and themselves. According to the given approach, it is possible to give the following definition: educational environment is a multilevel system of the conditions that provide optimal parameters of educational activity in terms of its targets, content, procedures, results and resource aspects. We find it relevant to consider educational environment conditions as the system of opportunities (internal and external, dynamic and static) which are necessary for the successful personal development and achievement of personhood. In this connection, the problem of their optimization gains special importance [2].

The approach to consider educational environment widely, in its connections and interdependence on social, professional, life has deep theoretical and methodological roots and is supported

by a wide range of versatile scientific researches. The term "educational environment" has not only become a buzz word for researchers, but also the result of thoughtful analysis and actions. Educational environments are investigated, modeled and designed and it is connected with constant social transformations which cannot but influence processes in education.

As for widely known models of educational environments, one should mention ecological-personal model of the educational environment developed by V.A. Yasvin. The author believes that the term "educational environment" stands for " the system of influences and conditions of developing personality according to the set sample, as well as opportunities for one's development, contained in social, spatial and objective environment" [3]. For educational environment to have developing effect, it should provide opportunities for development and self-development of all educational process participants (students and teachers) and include the following structural components:

- spatial and objective – premises, building, adjoining territory;
- social – nature of mutual relations of all educational activity participants (students, teachers, parents, managers, etc.);
- psychological-didactic – content of teaching and its methods defined by the purposes of educational process.

Describing educational environment, V.A. Yasvin, considers its following parameters: breadth (quantity of the included subjects, participants, objects, processes and phenomena), intensity (degree of the educational environment saturation with conditions, influences and opportunities), awareness (conscious involvement of all educational process participants), cohesion (degree of activity coordination of all participants of the given educational environment), emotional capability (parity of emotional and rational components), emotivism (corresponds to the type of its modality), dominance (importance of the given local environment in the system of values of educational process participants), social activity (focus on outer activity), educational environment mobility (its capability for limited evolutionary changes in the context of mutual relations with the inhabitancy).

Thus, the educational environment model worked out by V.A. Yasvin is based on understanding and perceiving the environment as an inhabitancy. Consequently, the designed educational environment is treated as a part of the inhabited and created space which provides an individual with an opportunity to satisfy various vital needs. As for the key concepts, they include: "opportunity, need, inter-complementarity, student's personality". We find it necessary to add students' vital needs, system of possible interactions between a trainer and a trainee to the given model.

As for another core component of ecological model of the educational environment, we would like to mention ideas on educational environment in school studies by outstanding teachers (J. Korchak, A.S. Makarenko, etc.) and on some features of schoolchildren's personalities formed under the influence of certain conditions of school studies.

We absolutely agree with V.A. Yasvin that educational environment is, on the one hand, formed by complementing each other motives and needs of a person and, on the other, by certain set properties (qualities) of the outer world that grant or limit opportunities for learning and personal development, formed as part of interaction between an individual and the outer world. Position like this enables us to speak about culti-

vating and teaching an individual basing on one's natural aptitudes and qualities. They should be differentiated correctly that will allow to design the educational environment not for personal adaptation, but for development of the given qualities.

Let us expand on this issue. Considering educational environment as an object of psychological and pedagogical projecting, V.A. Yasvin follows his definition. According to it, while projecting educational environment, it is necessary to form a complex of opportunities for self-development of all educational process participants - students and teachers. This complex includes three structural components of educational environment: objective spatial component (premises for classes and other facilities, building as a whole, adjoining territory, etc.); social component which should provide mutual understanding and satisfaction of all the participants (teachers, students, parents, administration representatives, etc.) with interpersonal mutual relations; psychodidactic component, i.e. content and methods of teaching which are determined by the purposes of educational process construction and provide conformity of the purposes, content and methods of teaching to psychological, physiological and age features of children development. These components are supposed to be projected, modeled and examined.

Why is the given model of educational environment attractive? Configuration of such kind stands not only for interactions of different types, drilling for knowledge and skills acquisition at various levels of complexity, developing abstract competences in abstract pupils, but, first of all, for creating conditions for engaging undergraduates into various kinds of efficient activity and interactions. Knowledge of psychological features, norms and principles of undergraduates' development as well as readiness for their inclusion in the given educational environment should become primary basis for designing the environment.

As for environment itself, we would like to mention that we share the views of V.I. Slobodchikov and his anthropological-psychological model. He believes that educational environment is not merely a "set of influences and conditions" (according to V.A. Yasvin), but the dynamic, changing education, "a system product of interaction between educational space, management of education, place of education and a student" [4].

It's worth mentioning that models by V.A. Yasvin and V.I. Slobodchikov consider educational environment only as far as undergraduates are concerned. Nowadays these approaches require some updating towards subjective modeling and designing educational environment understood as activity.

Analyses of existing approaches in works of modern authors results in defining educational environment as the part of reality which provides translation of socio-cultural experience and includes models and samples for the development of its participants owing to which they can deliberately, independently and responsibly transform both the environment, their surroundings and themselves.

We have come to the conclusion that educational environment should be studied not only as the given set of conditions and factors which are already created and exist in space-time interaction but, first of all, as the dynamic education whose structure is changing, moving, "breathing", depends on internal and external influences, is supplemented and adjusted by the participants involved into this environment.

Thus, it becomes clear, that, first, educational environment should be orga-

nized, structured, socialized in a special way. It should function as translator of social and individual experience of culture acquisition. And secondly, it (environment) is determined by the focus on education problems and acts as external environment in relation to educational process participants. "Environment assumes being plunged into it, momentary or frequent use of the information stream from it aimed at constant changes and perfection of human self" [5].

Irrespective of what kind of educational environment is in the focus of attention, the question of possibility and conditions for projecting, its participants being involved into the designed educational environment, should be raised.

A reasonable question whether it is possible to project educational environments successfully arises.

As is well-known, project-based approach in education dates back to the beginning of XX century. In Russian Pedagogy, questions of projecting educational environment in the context of educational influence on the development of personal and social qualities of a child were covered in the works by A.S. Makarenko, S.T. Shatsky, V.N. Shulgin.

This period faced researches in national Pedagogy on projecting pedagogical conditions that would encourage students' independence and creative initiative in terms of certain subjects and subject areas. Later V.P. Bespalko, A.A. Verbitsky, V.M. Monakhov offered to introduce the algorithm of pedagogical activity, worked out special job descriptions of pedagogical and administrative executives.

At the end of XX century, projecting process was envisaged in connection with certain kinds of pedagogical activity. Projecting was supposed to be connected with setting objectives, forecasting, modeling and programming, planning and designing.

Works by V.I. Zagvyazinskiy, G.E. Muravyova, V.I. Slobodchikov, A.P. Tryapitsyna is of special importance as they cover issues of projecting methodology, problems of studying projecting mechanisms as innovative processes in education.

The approach by G.E. Muravyova's scientific school is worth mentioning. It considers the concept "projecting" in the widest sense as socio-cultural phenomenon.

"Projecting is:

- activity aimed at transformation of natural phenomena into artificial subjects and processes satisfying human needs;
- the process of creating notion of an object which does not exist yet;
- the choice of activity method, preparatory actions;
- a component of human well-being that enables a person to build one's life rationally and to perform various kinds of necessary activity;
- attitude of a person to the reality in which aspiration for comfortable existence is reflected" [6].

We share G.E. Muravyova's point of view that projecting itself has "ideal nature" as projecting actions, first of all, deal with hypothetical models, in other words, as G.E. Muravyova put it, projecting is "mental change of environment" [7].

Moreover, let us note that G.E. Muravyova puts forward logical structure of projecting which includes the following basic stages: stating a problem – gathering information – data analysis – choice of strategy – choice of tactics – formulating ideas – comparison of options – synthesis – estimation – optimum decision – refinement. Following the logic of the author, we define projecting as the process aimed at getting the set result. Thus, projecting stands for pedagogical activity focused not only on mastering the education content, but also on developing

new qualities, seen as the set result of the given projecting activity. The structure of projecting based on the idea that the set purpose and final result should be identical is especially important for us. As for the main projecting elements, they include purposes commensurable with results, technology of modeling activity of education participants aimed at acquiring education content and evolving new qualities, planning for managing this process, results measurement and examination.

In this respect, the set purpose which should be commensurable with the received results of educational environment projecting in higher school should have certain characteristic features:

- intelligibility and specific nature, i.e. criteria and parameters of the projected model in the given environment should be clearly stated;
- measurability and checkability, i.e. certain criteria and measurement units for estimating properties of the environment model, both quantitative and qualitative, should exist;
- reachability and validity, i.e. the results should be possible to check and transfer to other environments, they can be got with creation of the set environment criteria;
- realistic nature, i.e. the set model qualities should take into account objective conditions and environmental factors;
- time limits, i.e. the results of projecting should be achievable within a real time interval.

Taking into account technological aspects of learning and treating projecting as a technology, it is reasonable to reckon projecting purposes that correlate with preliminarily set and defined results as SMART-goals, i.e. goals with set in advance and achievable characteristic features.

Planning the process of educational environment projecting, we proceed from the fact that environment, as the result and process of projecting, should have the set factors which will define the vector of education participant development, becoming "a social product" and act as professionally and personally developing identity.

Projecting results measurement and examination stand for correlating the educational environment model that was originally set in measured criteria to the received diagnostic results at each stage of projecting process and to the formulated requirements to the environmental space organization of higher school; revealing the projected components of the environment that are significant for developing the set qualities of education participants.

Stages of projecting educational environment of higher school are the following [8]:

- Stating approaches to projecting various spheres of higher school activity;
- Providing reasonable grounds for the educational environment structure, its basic components corresponding to educational, welfare, scientifically-methodical, organizational, administrative activity of the given higher educational institution, as well as to the activity which connects theoretical teaching and its practical realization;
- Working out the system of theoretical-pedagogical, methodical and technological requirements and recommendations on creation, estimation of quality and use of educational environment in higher school;
- Defining factors of integration between various spheres of the higher educational institution activity; in accord with such factors, building multicomponent model of educational

environment that should reflect hierarchy of the environment structure, kinds of internal and external resources and requirements to them, recommendations on education and use of environment in teaching and learning, conditions for preparing teachers and higher educational institution staff;
- Developing certain technology for evaluating quality aimed at finding out efficiency of educational environment projecting with the use of examination parameters and approbation results;
- Working out methodology for graduates' preparation according to modern requirements of higher education on the basis of projecting educational environment;
- Working out approaches to include educational environments of cooperating educational establishments into the educational environment of the given higher educational institution.

Process of educational environment projecting consists in the organization of collaborative activity of all education participants as well as mutual relations between subjects and objects, subjects and organizations. Projecting efficiency stands for achievement of the set, outlined, measurable, repetitive results that are defined in the model of the projected educational environment. An individual ready for activity in professional and social spheres can be seen as final result of projecting in education.

In the context of modern trends in education, innovative approaches to projecting educational environment are worth mentioning. Environment is considered as basis of educational process and is purposeful, controllable, intense and modern. In this connection, analyzing assembly of author's thesis abstracts from the website of electronic scientific library http://www.dslib.net, we shall try to track evolution of views of Russian scientists and reveal specific mechanisms which have generated essential changes in subjects, models, theoretical approaches, problems reflected in the given researches. Undoubtedly, it will be serious help for increasing efficiency of educational environments projecting.

The list of Dissertations by Russian authors devoted to the issue of educational environments makes 265 items over the last twenty years. More than 100 among them to some extent deal with various educational environments, and 74 are directly on the topic of projecting educational environments. The dynamics is as follows: 49 theses have been presented over the last 10 years.

We have analyzed demand and topicality of studying educational environments in articles and scientific works by national researchers. We used electronic library elibrary.ru for this purpose and entered "educational environment" into the search line. The result showed 6295 articles over the last 10 years. This proves that researches into educational environments in pedagogical, psychological and socially-humanitarian studies are quite popular today and scientific community is in creative search. Let us share only some papers:

1. *Grigorieva, M.V.,* 2010. The Concept "Educational Environment" and Models of Educational Environments in Modern National Pedagogy and Psychology. News of Saratov University named after N.G. Chernyshevskiy, series Akmeology of Education. Developmental Psychology, 3 (4): 3–11.

2. *Lokatkova, O.N.*, 2013. Influence of School Educational Environment on Senior Pupils' Readiness for Interaction with the Educational Environment of Higher School. Kazan science, 4: 238–244.

3. *Kostikov, A.N.* and *I.V. Kuznetsova,* 2011. Technology of Interaction between

Subjects of Educational Process in Higher School with Information-Educational Environment. People's Friendship University of Russia Bulletin, series "Informatization of Education", 4: 59–67.

4. *Korkunov, V.V.* and *S.O. Bryzgalova*, 2006. Modern Model of Special Education in the Context of Integration of a Child with Special Educational Needs with General Educational Environment. Special education, 7: 7–12.

5. *Nikiforova, N.V.*, 2010. Successful Introduction of Younger Schoolchildren to Educational Environment of School. Pedagogical Sciences, 3: 10–11.

6. *Klyukhina, A.I.*, 2010. Influence of Globalization on Cultural-Educational Environment. World of Science, Culture, Education, 2: 45–46.

7. *Ulanovskaya, I.M.*, 2010. About Some Problems of Preschool Children Entering Educational Environment of School. Psychological Science and Education, 3: 116–123.

Inquiry "projecting educational environment" gave 328 results. The fact that projecting various educational environments filled with different semantic components is popular today attracts attention. Thus, in electronic library elibrary.ru the following educational environments are mentioned: creative, informational, local, socio-cultural, tolerant, informative-educational, personality developing, safe, adaptive, developing, information-communicative, intellectual, ethno-cultural, open, instrumental, variative, lawful, humanitarian, inclusive, ecologically educational, correctional-developing, etc. In this respect, we can speak about searching for educational process optimization in various educational environments. It means that search for correct definitions of educational environments, their structure, content, character of the processes occurring in them, is taking place and will proceed.

So, in modern scientific literature the question of projecting educational environments of various levels and their adherence remains topical. Modern authors treat projecting as transformation of natural phenomena into artificial objects and processes that meet human needs. This idea is emphasized in many researches and coincides with views of V.A. Yasvin and V.I. Slobodchikov that projected environment has nothing to do with static and motionless education, it is inherently dynamic, multi-componential and open for education participants.

Projecting educational environment is a complex, many-sided, major problem. Its solution requires all-round means, first of all, scientific and content resources.

Generalizing results of all the above mentioned researches, it is possible to conclude that in modern literature:

1. Active discussion concerning concepts "environment" and "educational environment" takes place. It causes some ambiguity and scientific search for ideas concerning the role, structure, understanding, conditions and factors of personal development under the influence of environmental factors and conditions and interaction with them. Dynamic processes occurring in the society require new approaches to understanding the role of educational environment in general educational space, the place of a person in this environment, opportunities for modeling and projecting new educational environments. Educational environment comes to be understood as not just static education, but dynamic structure of collaborative development of educational process participants ready for active interaction and participation in projecting the environment.

2. In general, educational environment of an educational establishment including higher school, can be presented as a set of some components that have

developed for certain time period in the given educational institution and include: quality of teaching; level of the requirements to a trainee in the educational process; accepted education standards; established behavior norms accepted in the given educational institution; style of pedagogical communication; regulated positive value orientations which graduates aspire; the system of conditions necessary for successful educational process.

3. In the context of higher education modernization, projecting effective educational environment of higher school is of special importance.

In his work, V.A. Yasvin mentions that mobility should be one of the criteria for projecting educational environment [9].

Modern educational, social and economic situation allows treating mobility as an attributive sign of personal subjectivity (K.A. Abulkhanova-Slavskaya, A.V. Brushlinskiy, S.L. Rubinshteyn).

In order to give wider coverage to the issue under study, let us expand on the following overlapping notions:

- Mobility of education participants;
- Mobility of environment;
- Mobile educational environment;
- Projecting mobile educational environment.

Mobility of education participants in educational environment of higher school is the form to respond to modern international tendencies (globalization, internationalizations, Europeanization) that cause a new look on educational process.

In this respect, mobility of education participants promotes improvement of education quality, increase of educational environment potential, creation of uniform global educational space and provides mobility of human capital in general.

Considering mobility of education participants as a category which conceptual field is covered not only in social sciences, but also in pedagogy, we would like to state that it includes various kinds of mobility: academic, social, personal, professional, cultural, etc. In our research we proceed from the vector of Russian education development determined by the Bologna Agreement. It presupposes integration of national education into the European educational space which means that academic mobility should become the main kind of mobility formed and demanded in the educational environment of higher school.

Academic mobility is seen as one of the major factors for integration of higher educational establishments into the world educational space. Academic mobility is considered to be the mechanism of successful adaptation of an individual to varying conditions of interpersonal interaction, result of professional becoming of future graduates in multilevel education. In some researches, academic mobility is considered only as an element of the Bologna Process that stands for interstate transfer of academic forces. Such understanding narrows the heart matter of mobility and deprives it of serious internal grounds.

Academic mobility determines the nature and basic tendencies of developing undergraduates in the integrated educational space. It acts as essential precondition for social, personal, professional and educational success and shows how well an individual is ready for changes on inner and outer environment of one's existence.

Thus, an undergraduate or student group (youth group) is considered to be the primary subject carrier of academic mobility in national researches.

Yet the given approach gives one-sided coverage to the issue of mobility of higher school educational environment participants and needs to be expanded

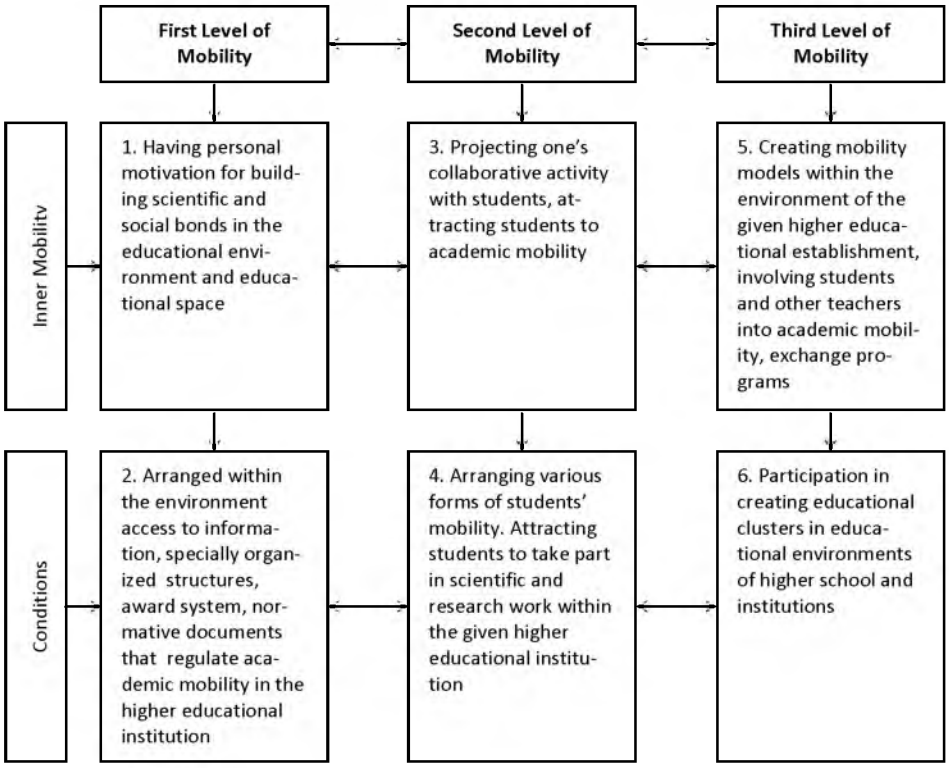
on. Exchange training programs for undergraduates and teachers make one of the parameters of higher educational institution autonomy.

Primary method of implementing academic mobility of teachers and higher school staff is to send staff to collaborating higher educational institutions and organizations for giving lecturing, practical classes and consultations, participating in programs of professional skills improvement, taking part in scientific work on joint themes, taking training courses during creative holidays, participating in conferences and seminars of various levels.

As for the main purpose of developing international academic mobility of teachers and academic staff, it is providing educational and scientific process with highly skilled staff familiar with modern international experience, conditions of functioning of the world market of educational and scientific services that will promote educational standards rapproachement and education quality improvement.

Academic mobility of a teacher can become essentially easier if information and remote educational technologies are used, the unity of informational educational space of Russia being the guarantee of successful entry into the European educational space.

Figure shows the scheme of becoming a mobile teacher in the educational environment of higher school. We hold to the belief that the demanded quality – mobility – is formed during research activity in the educational environment of higher school. Thanks to this quality, the teacher further on forms educational



Teacher's Mobility Levels Scheme

environment, i.e. bilateral continuous interdependent process takes place.

We differentiate three levels of teacher's mobility. The First lowest level characterizes a teacher as the subject of one's own academic mobility. In this case, teachers take advantage of the ready, already created and actively used by other participants resources of the environment. These resources include the organized access to information sources in the educational environment of higher educational institution, the system of extrinsic reward created by the higher educational institution itself, specially created structures and systems of academic mobility, mobile management, i.e. the system of organized management of mobility in higher education.

The second level of mobility shows interest and possibility for projecting joint activity of a teacher and a student, opportunities of attracting undergraduates to academic mobility. Organization of various forms of academic mobility for undergraduates, i.e. to attract students to participate in research work beyond the scope of the given institution serves as the condition for ensuring such kind of mobility.

The third level assumes projecting certain educational environment in the given higher educational institution which will provide mobility of education participants. By active participation in various programs of academic mobility within and beyond one's higher educational establishment, the teacher forms conditions for creating educational clusters between educational and other organizations, as well as designs new forms of educational environments.

Thus, such educational environment which would provide mobility of all education participants should be created.

As for results of projecting environment that ensures mobility of education participants, they include:

- Mobile environment in which conditions, factors, methods of realization of mobility, normative and administrative content of mobility are set;
- A mobile undergraduate as the subject of education in the environment of higher school, participating in various forms of mobility;
- A mobile teacher who ensures projecting the activity in the environment and interaction with students, who creates new forms of interaction, models of mobility, in other words, educational environment of higher school.

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