

**MINISTRY OF EDUCATION OF THE REPUBLIC OF BELARUS
BELARUSIAN NATIONAL TECHNICAL UNIVERSITY
Department of Psychology**

**Educational and methodical complex
on the academic discipline
DESIGNING AND CONTROL THE OF QUALITY OF THE
EDUCATIONAL ENVIRONMENT
for specialty 7-06-0111-01 "Scientific and pedagogical activity", specialization
"Psychology of educational environment management"**

Compiler: S. A. Puyman

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INTRODUCTION

The educational and methodical complex on the academic discipline "Designing and Control the Quality of the Educational Environment" was developed for the specialty 7-06-0111-01 "Scientific and pedagogical activity", specialization "Psychology of educational environment management".

The purpose of studying this academic discipline is to develop students' professional competence in the field of designing and evaluating the quality of the educational environment in an educational institution, taking into account modern achievements of psychological and pedagogical science.

The main objectives of the discipline are:

- to form students' holistic view of the educational environment as part of the socio-cultural space, the area of interaction of educational systems, their elements, educational material and subjects of the educational process.
- update students' knowledge in the field of interaction psychology in the space of educational relations
- to reveal the possibilities of the educational environment as a system of conditions and influences on personal development
- create conditions for students to make practical use of knowledge about pedagogical modeling and quality assessment of the educational environment.

The academic discipline is based on the knowledge gained during the study of such disciplines as: "Pedagogy and psychology of higher education", "Organizational Psychology", etc..

As a result of studying the academic discipline, the student must:

know:

- the role and significance of the possibilities of an effective educational environment in the development of the individual;
- features of the educational environment in various models of educational institutions;
- developing opportunities of the educational environment;
- specifics of designing the educational environment in educational institutions:
- theoretical and conceptual foundations, basic methods of designing and evaluating the quality of the educational environment.

be able to:

- use psychological and pedagogical knowledge to set tasks and organize project development and implementation;
- carry out expertise of the modern innovative and educational environment of the educational institution;
- adapt innovative foreign experience in designing the educational environment to the national education system

have the following skills:

- knowledge of methodology and methods of designing the educational environment;

- designing an effective educational environment.
- independent use of innovative technologies for designing the innovative educational environment of an educational institution;
- application in professional activity of forms, methods and techniques of examination of the quality of the educational environment of the educational institution.

Mastering this academic discipline provides the formation of the following competencies:

Possess knowledge and skills that ensure the design and evaluation of the quality of the educational environment, psychological support for the implementation of management tasks and the organization of group work, as well as the formation of organizational culture

Be able to provide psychological support for the formation of a psychologically comfortable and safe educational environment

According to the curriculum, for full - time higher education, only 96 hours of aces are allocated for studying the discipline, of which 36 hours are allocated for classroom classes.

The distribution of classroom hours by course, semester, and class type is shown in table 1.

Table 1.

Full-time higher education					
Course	Semester	Lectures, part	-time Laboratory classes, part	-time practical classes, part	-time Form of current certification
1	1	18		18	credit

THEORETICAL SECTION

LECTURE NOTES

Lecture 1. Educational environment as a pedagogical phenomenon and object of design

Lecture questions:

1. The essence of the educational environment.
2. Structure of the educational environment.
3. Psychological safety of the educational environment.

Basic concepts: environment; educational environment; structure of the educational environment; psychological safety of the educational environment, the concept of psychological safety of the educational environment. danger, risk, threat, conditions of psychological safety of the educational environment, psychologically safe interpersonal relationships.

1.1. The essence of the educational environment

The problem of studying the environment that surrounds a person throughout his life is important, since this environment acts as one of the factors that determine his development.

The concept *of "environment"* is the subject of study in many sciences – philosophy, sociology, anthropology, psychology, pedagogy, etc.

In the most general sense, "environment" is understood as "an environment, a set of natural conditions in which the activity of human society and organisms takes place.

With time, the word "environment" has existed since time immemorial, and over time has become popular not only in the field of natural sciences, but also in the field of philosophy and sociology, and subsequently the range of its application has become much wider. In the mid-19th century, scientific thought focused on the principle that takes into account the role of cultural and historical traditions underlying the term "cultural environment", so the concept of "cultural environment" has gained wide popularity, especially in applied and theoretical fields of knowledge.

In the social aspect, this concept is defined as the social, material and spiritual conditions surrounding a person's existence.

A sociocultural environment is a social space that allows a person to engage in sociocultural connections and relationships in society. In the conditions of the socio-cultural environment of diverse social groups and collectives, the process of development, upbringing and socialization of the individual, its self-development takes place in purposeful interaction with other people, natural and subject factors. This understanding of the educational environment takes its conceptual foundations in the works of L. S. Vygotsky, who defined the key importance of the "social situation of development" for the entire subsequent life of a person. Under the social situation of development, the scientist and his followers understood the nature of human relations with the surrounding world, as well as the totality of elements that affect these relations

In philosophy and sociology, the environment is understood as a set of various (natural, economic, social, political, spiritual) conditions of an individual's existence, in which personality development occurs.

The educational environment can be considered as a subsystem of the socio-cultural environment, as a set of historically formed factors, circumstances, situations, and as a whole of specially organized pedagogical conditions for the development of a student's personality. In modern research, the educational environment is considered as a category that characterizes the child's development, which determines its purpose and functional purpose.

For the first time, the term "educational environment" was used by the Russian teacher P. F. Lesgaft, who established connections between a certain type of personal development and the corresponding type of pedagogical environment. The importance of the environment in human education was emphasized by K. D. Ushinsky, L. N. Tolstoy, N. I. Pirogov and others. The practical implementation of the idea of environmental education was carried out in the activities of the German "neighborhood" integrated schools and the French "parallel school".

At the beginning of the twentieth century, this idea also found its adherents in Russia (A. G. Kalashnikov, N. V. Krupenina, S. T. Shatsky, A. S. Makarenko, etc.). Soviet didactics emphasized the dependence of learning on the nature of social relations, which was reflected in the principle of connecting learning with life (N. K. Krupskaya, A. V. Lunacharsky, A. S. Makarenko).

L. S. Vygotsky pointed out the most important role of the surrounding social environment and its influence on the process of learning and development, saying that it is the source of all specific personality traits. In his statements, he repeatedly emphasized the importance of the environment in the process of upbringing and development of the child: "If the teacher is powerless to directly influence the student, then he is omnipotent when directly influencing him through the social environment. On the one hand, the teacher is the organizer and manager of the social educational environment, and on the other hand, he is a part of this environment" (Vygotsky L. S. *Pedagogical Psychology* / ed. by V. V. Davydov, Moscow: Pedagogika – Press, 1999, 536 p., pp. 52-53).

At the end of the twentieth century, the theory of the environment was further developed. With increased attention to the pedagogical aspect of this concept, the category **of "interaction" has become the leading one in its interpretation**. Different types of pedagogical environment began to be distinguished: natural, subject-spatial, aesthetic, educational, socio-pedagogical, socio-cultural, etc. In modern pedagogy, the environment is considered as:

- the conditions in which a person's life takes place, his environment, the totality of people connected by the commonality of these conditions, the situation;
- the social space surrounding a person, the zone of immediate activity of the individual, his immediate development and action, and also includes in its structure the phenomena of social and personal life of a person: past life experience, communication experience, the influence of mass media, etc..

It is quite clear that a certain environment can be favorable, neutral or hostile for the development of the student's personality. This implies the need to take into

account the degree of its influence on his development and formation as a person. There are many environments that influence the socialization of the individual: educational; educational-educational, subject-spatial; socio-economic, cultural; developmental-educational, informational, etc.

The educational environment is a specially modeled place and conditions that provide a variety of options for choosing the optimal trajectory of personal development and maturation. At the same time, the educational environment allows you to:

- students - self-define themselves in a variety of activities and in interaction with different communities;
- teachers - create conditions for socialization of students in a broad social and cultural context;
- organizers and managers - make managerial decisions with a focus on the diversity of educational processes and conditions.

So, in the pedagogical aspect, the environment is understood as the environment of a person, the conditions under which he interacts with this environment. These conditions have a certain impact on personal development and can activate or inhibit personal growth.

The concept of "environment" is generic in relation to the concept of "educational environment", which is widely used in modern pedagogical science. This concept can be broadly defined as a set of conditions, influences and opportunities that create an opportunity to reveal the interests and abilities of students and ensure the active position of students in the educational process, their personal development and self-development.

The educational environment begins where the teacher and the student meet, where they jointly begin to design and build it – both as a subject and as a resource of joint activity, where certain connections and relationships begin to be built between its individual elements. Therefore, the educational environment is an environment that serves for education, promotes the acquisition of knowledge. It is a system of influences and conditions for the formation of a person according to a given pattern, as well as opportunities for its development contained in the social and spatial-subject environment.

The specific nature of the educational environment determines:

- typical and specific features of the educational institution;
- a system for organizing and managing the student's life;
- the level of development of the student team; the presence of "leaders" and "laggards"; the student's involvement in other teams, groups and groupings, the level of personal security in them;
- social contacts of subjects of the educational institution (lifestyle, activity, behavior, relationships (cooperation, mutual assistance, domination, authoritarianism, etc.), personal example, experience);
- information component of the educational environment (internal regulations, charter, constitution, declaration of intent, laws, etc.);

- actual, rather than declared norms of attitude towards people, their opinions and assessments;
- regulations and rules of personal and public safety;
- means of visibility in the educational institution (any ideas expressed in one form or another; requirements, orders, tips, recommendations, wishes, i.e. personally addressed to the subject of the educational environment impact);
- material and somatic components of the environment (conditions of training, leisure and recreation; health and mental state; psychological microclimate);

Next, we will consider the main characteristics of the educational environment as a pedagogical phenomenon. It is important to note that the educational environment is formed consciously and purposefully. It is the immediate educational environment, primarily the content and practice of education (as a process and result of mastering culture, understanding cultural facts), that has a formative effect on the individual.

The educational environment can be characterized by two main indicators: **saturation (resource potential)** and **structure (the way it is organized)**. ONA should be: educational, developing, educating, informative, interactive, humane. Summarizing the results of the analysis of various points of view on the characteristics of the educational environment and recognizing the validity of these statements, we consider it necessary to add a few more points.

The main characteristics of the educational environment are **integrativity** and **variability**. Integrativity reflects the interrelation of subjects of the educational process (teachers, trainees, social partners and others), various conditions (spatial and temporal, psychological and pedagogical, socio-pedagogical, socio-cultural, didactic, etc.). The interrelation of these components will ensure the integrity and effectiveness of the personal development process. The variability of the educational environment means the possibility of changes in its composition, the search and determination of optimal combinations of different conditions to ensure the full development of the trainees' personality and the realization of their abilities and capabilities.

The environment includes a number of important factors:

- features and nature of educational activities;
- the style of relationships in the teaching staff;
- influence of the surrounding subject environment (artistic and aesthetic resource);
- the educational potential of the staff of the educational institution, which in its entirety creates and provides conditions for the effective development of students.

Researchers distinguish the environmental approach from social education:

Environmental approach	Social education ("direct socialization")
It assumes a "natural" learning and	It is organized as special events.

educational environment.	
In the natural environment, skills related to transfer to other areas are formed, since the student himself goes through the stage of initiating an action.	The experience gained in special training sessions does not contain internal mechanisms for transferring to other practices.
The source of activity is the student himself, his vital interest on the one hand, and objective components of the environment on the other.	The source of activity is the teacher.
Allows you to fully analyze and set the context of personal development.	The totality of individual activities will never acquire the integrity of a properly organized life.
Any sphere of life activity in the organization of communication and reflection can become a place for gaining experience of democratic behavior and interaction.	Specially organized social education does not form the experience of democratic interaction.

The educational environment has no fixed boundaries. At first glance, this statement contradicts common sense. Each of us can say that by closing the door of his apartment, a person leaves his family educational environment. Further, entering the territory of an educational institution, it enters the actual educational environment. When, after classes, a student goes to the gym for volleyball classes or a concert, he finds himself in a very special educational environment of a particular socio-cultural educational institution. Moreover, the educational environment in занятиях по mathE classes will be completely different from the educational environment in a gym or physics lab.

И Nevertheless, the educational environment acts as a single functional whole, in the sense that in relation to a given person it performs a single educational function — the function of his personal development. The individual segments of the educational environment that are subjectively identified by our consciousness are organically and systematically connected with each other, penetrate each other, forming a single integral educational environment of a particular student. It is the real limitlessness of the educational environment that A. S. Makarenko had in mind when he wrote: "Everything brings up: circumstances, things, actions, actions of people, sometimes completely unfamiliar. Actually, the educational process is only one of the factors that form a person.

Thus, the educational environment can be represented as a set of conditions that create an opportunity to reveal the interests and abilities of students and

ensure the active position of students in the educational process, their personal development and self-development. The main characteristics of the educational environment as a pedagogical phenomenon are: purposefulness, special organization of specific pedagogical activities, interaction of all subjects of the educational process, integrativeness and variability.

1.2. Structure of the educational environment

Three interrelated factors fall within the scope of structural psychological analysis of the educational environment:

* ***physical environment***: the architecture of the educational building, the degree of openness and closeness of the design of educational premises, the size and spatial structure of educational and other premises in the building of the educational institution, the ease of their spatial transformation if necessary, the possibility and breadth of spatial movements of subjects in them, etc.;

* ***human factors***: spatial and social density of subjects of the educational process, the degree of crowding and its impact on social behavior, personal characteristics and academic performance of students, changes in personal and interpersonal spaces depending on the conditions of a particular educational institution, distribution of statuses and roles, gender, age and national characteristics of students and teachers, etc.;

* ***teaching style, nature of pedagogical control, organizational forms of training, content of training programs***, etc.

The effectiveness of educational process management depends on a systematic consideration of the relationship between all factors and variables. For example, in order to ensure the effectiveness of the educational process, spatial "openness" in the design of the physical environment учреждения образоваof an educational institution must necessarily be accompanied by appropriate modification in traditional training programs and teaching styles. Such a holistic approach to organizing the activities of an educational institution is more likely to lead to positive psychological, intellectual, and socio-psychological changes in the personality of students and their relationships, and will also contribute to the democratization of interaction between participants in the educational process. If partial measures are applied, a negative result is likely to be obtained, despite the efforts being made.

1.3. Psychological safety of the educational environment

Psychological security can определить как be defined as a state that ensures the sustainable existence and functioning of social actors, the satisfaction and realization of necessary needs and interests, as well as the ability to prevent or eliminate various threats, the ability to progress and self-development.

Security — the absence of any risk, in case of implementation of which there are negative consequences (harm) in relation to someone or something. These are the conditions under which actions or omissions in relation to the object do not entail negative consequences.

Psychological safety of teachers, students, and educational support staff of an educational institution can be considered as the protection of their life, health,

rights and freedoms, honor and dignity. Psychological security as a state of mental preservation implies maintaining a certain balance between the negative effects of the environment on a person and his stability, the ability to overcome such effects with his own resources or with the help of protective environmental factors.

Educational institutions as a social institution of society are subjects of security, and the importance of studying the psychological security of the individual in the educational environment is determined by the fact that educational institutions, including the younger generation, adults and the family, are able to build their own local (private) security system both through training and education, and through solving development problems.

Overcrowded classrooms, where it can be difficult to maintain a focus on learning and the teacher does not have time to pay attention to the maximum number of students; lack of care of teachers in the presence of strict discipline; rejection of other cultures; alienation and bias towards the student by peers and / or teachers; tension in interpersonal relationships and non-compliance with requirements – these are characteristics that reduce the ability of the environment (educational institutions in particular) should be safe.

The same characteristics as a friendly atmosphere, high expectations from students' work without bias, the same ways of evaluating students, a high level of involvement in the educational environment and the learning process, as well as parental involvement, and training in social interaction skills – increase the safety of the educational environment and its protective function.

The information secure environment is aimed at providing information support to the educational process and management of the educational institution, informing all participants of the educational process about its progress and results, as well as about extracurricular educational activities. Such an environment includes organizational and methodological tools, a set of technical and software tools for storing, processing, and transmitting information that provides operational access to pedagogical information and carries out educational scientific communications that are relevant for the implementation of the goals and objectives of pedagogical education and the development of pedagogical science in modern conditions.

The reformatting of the educational process with the use of electronic learning tools has contributed to the deterioration of the health status of children and young people.

An assessment of the safety of electronic learning tools used by students becomes relevant. The most widespread and widely used smartphones for educational purposes among children and young people cannot ensure that educational information is reflected in accordance with hygienic and ophthalmological requirements. The screen diagonal of these devices does not allow achieving the necessary font design parameters of the educational information content that are optimal for visual work. With regular and prolonged use during training sessions, the smartphone should be considered as a significant risk factor for the development of visual pathology in children and young people.

Возросла распространенность. The prevalence of functional disorders and chronic diseases has increased. Eye diseases, mainly myopia, began to occupy one of the leading places in the structure of morbidity. Visual acuity in most students decreases by 0.5-1.0 diopters per year, and in some-up to 2-2.5 diopters. More than 62.0% of applicants had visual impairments. Attention is also drawn to the significant prevalence of functional abnormalities in the mental sphere and nervous system, cardiovascular and musculoskeletal systems.

Therefore, the main principle of creating a digital educational environment should be to ensure its safety for the health of students. Material and technical equipment and information-, telecommunications and technological infrastructure of educational organizations should also be carried out taking into account their impact on the body of young people.

Environmental safety implies the state of protection of the environment and the vital interests of the individual from the possible negative impact of economic and other activities and threats of natural and man-made emergencies, their consequences. In the context of the educational process, the environmental safety of the educational environment is of great importance, especially taking into account the humanitarian characteristics of environmental safety: cultural, moral, psychological, health-preserving, corresponding to the general cultural understanding of the natural world. Risks of violation of the environmental safety of the educational environment can be associated with students, their families, with the management of an educational institution, the organization of the educational process, and the peculiarities of relations with the social, spatial, subject, and natural environment.

Along with the concept of safety of the educational environment, there is the concept of **"the state of comfort of the educational environment"**. Special studies have established the direct impact on the formation of students' health of the internal environment of an educational institution, one of which is comfort. After человеку комфортно в all, the quality of education and the psychological health of the student depends on how comfortable a person is in the walls of an educational institution, зависит качество образования и психологическое здоровье обучающегося. Comfort and safety of the educational environment of an educational institution are ensured by the unity of actions of all participants in the educational process. Creating a comfortable and safe educational environment is possible not only as a result of mastering the necessary knowledge of its participants about the essence of safe life, but also the formation of skills in its organization. It is important that safe life activity becomes a need of a person, society, and civilization. This can be achieved by forming a new worldview, a system of ideals and values, norms and traditions of safe behavior of people, and a culture of life in general.

Recently, the topic of health of the younger generation has been widely discussed all over the world. Scientists, doctors, physiologists, psychologists, and even politicians are working on this problem. And, of course, teachers do not stay away from the problem of forming the foundations of a healthy lifestyle. Within

the framework of educational programs, sections devoted to preserving and promoting health regularly appear.

Ways and means of creating a health-preserving environment for educational institutions are as follows:

- implementation of educational content that ensures the impact of the health-preserving environment of educational institutions as a combination of social, psychological, pedagogical, medical and physiological approaches to the formation of sustainable motivation for the need for health, including psychosomatic, spiritual and moral health, the process of preserving and developing physiological and mental functions, optimal educational and social activity based on the formation of a mature psychosocial identity;

- use of health-saving educational technologies that affect the formation, strengthening and preservation of the health of participants in the educational process as a set of conceptually related tasks, content, forms, methods and techniques of training focused on a healthy lifestyle;

From the above-mentioned variety of security conditions of the educational environment, it is necessary to distinguish **physical security**. On the other side of the natural world and the technical world, i.e. the subject environment surrounding humans, various types of threats are possible, including:

- natural disasters (earthquakes, floods, mudslides, landslides, storms, droughts, cold weather, etc.).

- socio-biological and zoonotic (group cases of dangerous infectious diseases with a mortality or morbidity rate exceeding the average level, infectious or febrile diseases of unknown etiology; mass poisoning with poor-quality food and water, dangerous chemicals in everyday life; the appearance of sick animals and birds that are dangerous to humans;

- man-made (accidents or catastrophes related to machinery, fires, leaks and water accidents, accidents with electrical wiring and appliances);

- environmental (deformation of the soil, subsurface, landscape; smog, exceeding the maximum permissible concentrations of harmful impurities in the atmosphere, pollution of water basins, lack of drinking water and water to support technological processes in life support systems, etc.).

Today, an urgent problem in pedagogy is the study of the impact of pedagogical hazards on the educational environment. Pedagogical hazard – a negative impact on educational systems, as a result of which they may be caused any damage (harm), giving their development a regressive character

Examples of the most striking pedagogical hazards are:

- the formation of false goals for the development of the individual, individual educational institutions and the state education system;

- complete rejection of innovative approaches in the development of education (stagnation of pedagogical science);

- introduction of thoroughly unexplored innovations in the process of teaching and upbringing;

- unanalyzed projecting (infatuation with unfeasible, unsubstantiated projects) of educational technologies;
- frequent changes in regulatory requirements for the educational process;
- the use of anti-pedagogical (capable of destroying the foundation of pedagogical science) methods, forms and methods of teaching (upbringing);
- inaccurate and often false presentation of the content of the subject material (falsification of the history of the Republic of Belarus and the history of the Soviet period), etc.

The main concepts of the field of studying psychological safety in the educational environment are **"danger"**, **"risk"**, **"threat"**.

Risk factors in the educational environment can be: insufficient provision of teaching staff, material and technical base, low activity of students and teachers, lack of social and practical skills, skills and experience, level of upbringing and culture, personal and psychological characteristics of participants in the educational process, lack of formed ideas and prevention of mental and physical health. The combination of these factors is a threat to the educational environment and the personal development of its participants.

One of the significant psychological dangers in the educational environment is the lack of an important basic need for personal and confidential communication, and as a result-a tendency to destructive behavior, a negative attitude towards educational institutions, and mental and physical health disorders. The danger also lies еще и in the fact that under unfavorable conditions, the stage of adaptation to a new learning situation is painful and can be delayed.

The dangers and threats to the health of students in the educational environment include the discrepancy between the level of requirements of the educational discipline and the student's capabilities, the difficulties of contact between the student and the teacher in educational activities, the passive position of students in the learning process, etc. All this can be the result of training focused not on the individual as a priority of learning, upbringing and development, but on the transfer of knowledge. Lack of psychological security in the interpersonal relationships of subjects of the educational process ultimately leads students to unwillingness to ask for help and isolation.

The term "threat" is defined as a type of psychological violence against a person and the intention to cause physical, material or other harm. The highest probability of becoming a victim of violence occurs at the age of 12-24 years, so it is important to prevent violence in children and youth.

Psychological violence is the initial form of any type of violence, is the most difficult to formalize and has no clear boundaries. Our perception of psychological violence in interpersonal relationships is influenced by perceptions of it – for some people, disrespect, ignoring, insults, etc. may be violence, but for others it is not.

Among the causes of psychological violence are biological, family, environmental and interpersonal. If for biological and family reasons of psychological violence educational institutions can only put on social and medical control and indirectly create conditions of safety and development for children and

young people who show signs of violence in interaction, then at the level of environmental conditions and interpersonal relationships they are able to control and correct them.

Psychological violence in interpersonal interaction can be expressed in rejection and criticism, public insults and humiliation of dignity, accusations, threats that manifest themselves verbally without physical violence, ignoring (physical or social isolation), making excessive demands and forcing you to do something against your will.

In order to avoid psychological violence and create a safe environment, a person must have an understanding of not only what constitutes violence, but also how to create conditions for internal security and the safety of the reference environment, must be able to manage feelings and identify what is happening in the group, and determine the ways in which dangerous behavior can become violent.

The most important conditions of the educational environment that create and ensure psychological safety are:

- 1) friendly relationships (including trust in each other, attention and respect, psychological support, concern for the safety of each member of the team, etc.);
- 2) discipline.

If an educational institution adheres to strict discipline, it begins to be considered by students as a prison, and teachers as security guards and supervisors. Students begin to behave like prisoners, and violence is a way for them to express themselves and attract attention. Discipline by teachers and administrators is often equated with punishment. However, the discipline consists of preventive and preventive measures and is aimed at organizing students' behavior, not just at managing and punishing them.

The main goals of students' behavior – to feel their involvement in the life of an educational institution and to take a place in this community—are embodied in three particular goals: to feel their worth in educational activities (intellectual worth), to build and maintain acceptable relationships with the teacher and other students (communicative worth), to contribute to the life of the academic group and the institutions (business viability). Young people's interest in learning (the desire to attend classes and learn, listen to the teacher) arises in the presence of person-oriented learning and friendly relationships (individual approach and informal communication with teachers, peers, mutual assistance and support), as well as loads corresponding to the age and intellectual capabilities of students.

Responsibility and involvement in the processes taking place in the educational environment should be distributed evenly among all its participants. The emphasis in this situation is not on obligations, but on responsibility for what is happening. Duty means: "I owe someone", I was "obliged", that is, it implies external control over a person's actions and often causes negative feelings in them, as well as, at best, a formal approach to interpersonal relationships and to the performance of their activities, at worst, the perception of what is happening as

psychological violence against their personality. Responsibility means internal control – "I want to", "I have to myself".

The solution of psychological safety problems in the educational environment can also be implemented through programs to improve interpersonal interaction and social skills training. Social skills deficits can be reduced by working out the characteristics of the group that are the source of interpersonal problems, and increasing the motivation (desire) to effectively deal with such problems.

Among the important social skills that contain cognitive, emotional and behavioral components, the following can be distinguished: understanding (evaluation) understanding of people's individual differences, their values, awareness and ability to manage emotions, knowledge of possible solutions and choosing a behavior strategy, developing skills to cooperate, developing tolerance for other people, training self-regulation and self-control skills.

Learning to resolve conflict situations in an educational environment can be achieved through the use of nonviolent means (without insults, fists or weapons), which include: the ability to listen to each other with respect; the ability to express their point of view and the prospect of solving a problem; the ability to learn different points of view; consideration in a group of difficult situations, past experience; ability to cope with feelings, replaying situations and receiving feedback from group members; the ability to freely express feelings that do not cause harm to other people, focusing on actions and responsibility, and not on the individual.

The educational environment is the basis for the viability of any community, and therefore the importance of studying, modeling and designing the environment where the upbringing and formation of the individual takes place, where all its participants can feel protected and meet basic needs, comes first in connection with the need to create conditions and educate the younger generation, which in the near future will form the basis of society. Creating and ensuring psychological safety in the educational environment can contribute to the professional development of its participants and act as a prevention of antisocial and criminal behavior.

Currently, the term ***"integrated security of the educational environment" has become widely used***. Comprehensive security of an educational institution – the state of protection of an educational institution from real and predicted threats of a social, man-made and natural nature, ensuring its safe functioning. Comprehensive security of the educational environment is a set of certain types of security (intellectual, spiritual, moral and ethical, psychological, pedagogical, ethnic, physical, labor, managerial) that guarantees the security of all participants in the educational process.

Questions for self-monitoring:

1. Define the educational environment.
2. Define security.
3. Describe the main approaches to the disclosure of the concept of "psychological security".

4. Name the characteristics that reduce the ability of the educational environment to be safe.
5. Name the characteristics that increase the ability of the educational environment to be safe.
6. Possible risks and dangers in the educational environment.
7. List the most important conditions of the educational environment that create and ensure psychological safety.
8. Name the means of resolving conflict situations in the educational environment.
9. Why is the psychological safety of the educational environment a characteristic of its developmental nature?
10. List the main threats to the psychological safety of the educational environment and give a brief description of them.

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Lecture 2. Typological features of the educational environment

Lecture questions:

- 2.1. Criteria for selecting the types of educational environment.
- 2.2. Types of educational environment according to J. Korczak.
- 2.3. How to determine the type of educational environment?

Basic concepts: types of educational environment; classification of educational environment according to Korczak; criteria for identifying types of educational environment.

2.1. Criteria for selecting the types of educational environment.

The educational environment is a system of influences and conditions for the formation of a person according to a given pattern, as well as opportunities for its development contained in the social and spatial-subject environment.

The left typology of the educational environment is conditional. One educational institution may have a combination of different, sometimes very contradictory, environmental conditions.

The creation of a particular type of educational environment is based on the value-semantic dominants of perception of the world and a person. These dominants are reflected in philosophical and psychological-pedagogical concepts, which can be formulated (reflected), or be present implicitly.

The question may arise as to which learning environment is best. It is best not to think in such categories, since "better" and "worse" are relative indicators. On the other hand, knowledge of the environment helps you understand what training should be like for it to be effective, and what are the performance requirements in each case.

The following criteria for typologizing the educational environment are used:

- **by the style of interaction within the environment** (competitive — cooperative, humanitarian — technocratic, etc.).
- **by the nature of attitudes to social experience and its transmission** (traditional-innovative, national-universal, etc.);
- **by the degree of creative activity** (creative — regulated);
- **by the nature of interaction with the external environment** (open — closed).

Types of the educational environment of a technical university can be differentiated as follows:

- 1) **implementation of innovations** (traditional and creative-innovative);
- 2) **by type of activity** (educational-cognitive, professional, communicative);
- 3) **according to the peculiarities of the environment** (natural, social, informational and educational, virtual);
- 4) **according to the specifics of the impact on the individual** (health-saving, developmental, educational and reflexive).

The traditional educational environment has a more pragmatic function, the implementation of which contributes to the mastery of academic professional knowledge and skills, the rational organization of daily activities, and the preparation of students for further independent life. The creative and innovative educational environment is defined by the creative and transformative function, which provides for the development of students' creative abilities, the ability to detail problems for further non-standard research, the creative transformation of

reality by solving various professional tasks, and the constant introduction of innovations in professional activities.

Game, educational, professional, and communicative educational environments contribute to the formation of an active professionally oriented position among students. The game environment usually performs **a stimulating function** in education (increasing interest in certain types of professional activities; programming individual experience of successful work of future specialists; introducing them to self-education and self-development). The educational environment implements in practice **the educational function** (assimilation of scientific knowledge, formation of special and general educational skills), provides conditions for intellectual development of students, equipping them with methods of independent cognitive activity, which leads to completeness, logical ordering and awareness of the acquired knowledge. The professional environment contributes to the implementation **of the adaptive function** (preparation of the individual for effective professional activity and its adaptation to the conditions будущей трудof future work). The communicative environment presupposes students' mastery of interpersonal communication techniques, the formation of tolerance, benevolence and empathy, which is the basis **of the communicative function**.

For the natural environmentна первое место выходит , **the ecological and aesthetic function comes out in the first place**, which is manifested in: in the formation of a conscious moral and ethical attitude to the environment; overcoming the consumer approach to nature; readiness for systematic environmentally oriented professional activities. The socio-economic function is determined by the social environment, the implementation of which leads to ensuring the needs of society for competent teachers, creating conditions for updating and deepening professional knowledge, skills and abilities in society, and harmonizing social relations. The information and educational environment provides an information function that encourages students to effectively select, store and transmitthe necessary educational information, and master modern informationand computer tools and technologies.

The implementation **of health-preserving, developmental, educational and reflexive functions** of the selected typesоf educational environmentsы, respectively, contributes to: awareness of the value of health, compliance with the principles and rules of a healthy lifestyle, possession of the arsenal of preserving, restoring and developing health; development of attention, imagination, memory, thinking, emotions, interests, abilities of students, professionally significant personal qualities education of spiritual, aesthetic, ethical ideas, views, beliefs, system of ideals, transformation of value orientations of modern society into personal worldview positions, formation of moral and professional qualities; awareness of one's own abilities, adequate assessment and critical attitude to oneself and others in professional activities, self-improvement of the teacher as a person and professional.

It is worth noting that the types of educational environments do not exist in isolation from each other. They can integrate — combine several types of local environments into one, which increases their influence on the development of professionally significant personal qualities. For example, traditional and virtual, educational and educational, creative and reflexive, professional and social educational environments most often show signs of integrativity. Their effective functioning is determined by the presence of an integral system of pedagogical influence on the individual.

2.2. Types of educational environment according to J. Korczak.

Polish teacher **Janusz Korczak** (1878-1942) in his book "How to Love a Child", first published in Warsaw in 1919, first proposed a typology of the educational environment. The classification is based on the style of relations between adults and pupils in order to develop the student's personality. The author describes four types of "educational environment", where the main categories are "freedom-dependence" and "activity-passivity" (Fig.).

"Activity" is understood in this case as the presence of the following properties: initiative, striving for something, perseverance in this striving, the struggle of the individual for their interests, defending these interests, etc.; respectively, "passivity" - as the absence of these properties. "Freedom" is associated here with independence of judgment and actions, freedom of choice, independence, etc.; "dependence" is understood as adaptability, obedience to the will of others, personal irresponsibility, etc.

The theory of the educational environment is based on 2 polar constructs: **Freedom/Dependence** and **Activity/Passivity**. Combining these categories, you can get 4 types of educational environments.

1. Freedom of choice of students (internal motivation) + Activity (external manifestation of participation in the process) = Creative environment. Active and open knowledge sharing is encouraged.

2. Students' freedom of choice (internal motivation) + Passivity (lack of commitment) = A serene environment. Individual pace is assumed, and knowledge acquisition is neither encouraged nor frowned upon.

3. Activity (external manifestation of participation in the process) + Dependence on the current agenda = Career environment. In such an environment, they learn what is encouraged at the moment and in this company. The priority is not so much knowledge as self-presentation and commitment to corporate values.

4. Dependency + Passive obedience = Dogmatic environment. Such an environment is characterized by strict control over the content and learning process.



Figure 1. Typology of the educational environment

There are four types of educational environments:

- **"dogmatic"** is characterized by dependence and passivity.
- **"serene"** - passivity and freedom.
- **"career"** - activity and addiction.
- **"creative"** - freedom and activity.

1) **The dogmatic environment** is characterized by an authoritarian teaching style, strict control and disciplinary measures. This type of environment is the most traditional, supported by ideology in various religious systems and, according to Korczak, contributes to the formation of such character traits as passivity, dependence, lack of initiative.

This is strict discipline, drill, strict external order, blind worship of traditions and rituals. It forms passivity and dependence. In such an environment, high efficiency and commitment to what they believe in here. And they can believe in anything – in their leader, in a high destiny, in science, wealth, and struggle. What matters is not what you believe, but how you believe. In a dogmatic environment, qualities that are useful for one's own development are developed – conscientiousness, self-restraint, discipline, and firm confidence in the correctness of one's business. The most striking examples are the army, a monastery, or a sect. However, in such an environment, the personality is suppressed.

The personality of a student who is brought up in a dogmatic environment, according to the author, is characterized by a high degree of passivity and dependence, when calmness is transformed into detachment and apathy. If an already established strong personality finds itself in such an environment, then, as

a rule, it becomes bitter in its desire to resist the evil will of others, in particular, directing its energy to any work activity.

It can be argued that theormapedagogical educational environment prevails in the pedagogical system of Ya. A. Comenius, presented in his works "The Great Didactics..." (1657) and " The General Council for the Correction of Human Affairs..." (1664), since the formed personality should serve as "an example of moderation, chastity, humility, humanity, seriousness, patience, abstinence" "(1989, p. 32).

It is characteristic that the dogmatic type of educational environment was most widespread in various educational institutions of various countries and epochs. This type of educational environment forms people who are imprisoned in a kind of psychological prison, because it is prison that is specially invented to create conditions of absolute dependence and absolute passivity.

Dogmatic educational environment can appear in various external forms. Thus, K. D. Ushinsky, describing the educational systems of different countries in his work "On nationality in Public Education", defines the German and English educational systems as "extremely opposite": "Oxford students do not enjoy the freedom that we are used to considering belonging to student life. They live in the very colleges themselves, under incessant, almost monastic supervision, and are bound to observe many rules that would seem embarrassing to a student of a German or Russian gymnasium... In these closed educational institutions, a kind of semi-family, semi-полусемейный, communal spirit prevails and sometimes the greatest rigor is observed... School discipline is maintained most of all by the pupils themselves and consists in obeying the written law and customary law, which has been maintained for centuries in many old schools. The guilty person is most often punished by the comrades themselves, and is punished with such severity that the mentor must moderate" (1988, p. 205).

In turn, analyzing German education, K. D. Ushinsky considers its main drawback to be the weak development of children's ability to independently and creatively comprehend the acquired detailed and numerous knowledge. German pedagogy suffers from "communicating the teacher's ideas to the student, rather than working independently on facts, and therefore rarely brings the desired fruit" (p. 239). It is obvious that in the English and German educational systems described by K. D. Ushinsky, the dogmatic educational environment dominates: in the English version — in the educational aspect, and in the German version — in the didactic one. As A. M. Lobok points out: "The basic principles of the New European school are principles that were born in the bowels of the medieval school. And the great pedagogical reformers of Modern times — Comenius, Pestalozzi and others-never managed to go beyond the boundaries of the medieval educational paradigm as a paradigm of transmitting truths from teacher to student. And this became the basis of the cultural and educational crisis of modern civilization " (A. M. Lobok, 1997, p. 670). The educational environment that forms a dependent and passive personality was criticized by the contemporaries of Ya.A. Comenius.

One of the most radical critics of the dogmatic educational environment prevailing in educational institutions was the outstanding French thinker of the XVIII century, J.-J. Russo. In 1762, his main pedagogical work "Emil, or On Education" was published, in which J.-J. Rousseau outlines his educational concept. This concept is imbued with the spirit of social protest and is characterized by the radical nature of the author's pedagogical ideas.

It is the dogmatic type of learning environment that has become the most widespread in various educational institutions and educational systems of organizations in different countries and in different epochs, including the modernone. It must be assumed that he has formed and continues to form people, as if imprisoned in a kind of psychological prison-weak-willed, compliant, uninitiative and obedient.

It is significant that it is the dogmatic type of educational environment that has proved to be the most widespread in various educational institutions of various countries and epochs, including the present time. This type of educational environment forms people who are imprisoned in a kind of psychological prison.

2) **The creative environment** is focused on fostering strong-willed and moralqualities of the individual, inspiration and enthusiasm. According to the author, this type of environment is considered to be creative. In such an environment, an active free personality is formed, focusedon the transformation of the world.

"Its strength is not in the firmness of the spirit, but in flight, rush, movement. You don't work here, but you believe happily. You create yourself, without waiting. There is no command – there is good will. If there are no dogmas, there are problems. There is no prudence-there is a heat of the soul, enthusiasm. The deterrent here is an aversion to dirt, moral aestheticism. It happens – here they sometimes hate, but never despise. Tolerance here is not half-hearted beliefs, but respect for human thought, joy that free thought soars at different levels and in different directions-colliding, lowering its flight and lifting – fills the expanses. Brave yourself, you eagerly catch the echoes of other people's hammers and wait with curiosity for tomorrow, its new delights, perplexities, knowledge, delusions, struggles, doubts, affirmations and denials." (Korchak, 1990, p. 28)

In the creative environment, a personality is formed that is characterized by active development and transformation of the surrounding world, high self-esteem, openness and freedom of their judgments and actions.

Thus, the creative educational environment is the only one that can provide personal self-development of the subject.

3) **The environment of serene consumption** is focused on the necessary minimum. The subject acting in such an environment is not ambitious, is not inclined to competeor fight, and is unassuming.

A serene learning environment is one of relaxation and carelessness, accompanied by friendliness and kindness.

In such an environment, everyone forms their own worldview, work does not serve any idea, but is needed only to meet personal needs and to provide the

desired conditions. In such an environment, a person is formed who is happy with what is there, unable to strain and fight. When faced with difficulties, people from such an environment withdraw from solving them, hiding in their illusory world. Students are treated "mentally", but not demanding, do not set difficult tasks and do not draw prospects, and also do not stimulate any development. Affability and unpretentiousness are useful qualities of the individual, but detachment and living like a snail in its shell does not contribute to the development of the individual. A serene learning environment creates free and passive people.

"Peace of mind, carelessness, sensitivity, affability, kindness, sobriety as much as you need, self-awareness, which is obtained without difficulty. There is no persistence in the desire to preserve, to hold on, or in the desire to achieve, to find. The child lives in an atmosphere of inner well-being and lazy, conservative habits, condescension to modern trends, among attractive simplicity.

Here, he can be anything he wants: he himself – from books, conversations, meetings and life impressions-weaves himself the basis of a worldview, chooses the path himself." (Korchak, 1990, p. 28)

Such a person is always happy with what she has and is not capable of tension and struggle. When faced with difficulties and obstacles, such a person prefers to withdraw from their solution, continuing to hide in his illusory world. This is a free but passive personality.

The type of school in which a serene educational environment is cultivated is aptly described by A. S. Makarenko: "Another school is similar to a loving mother, whose educational method is determined by the formula: "so that the child is fed, and so that the child does not catch a cold." It frames children with ostentatious "one hundred percent" academic performance and makes sure that the child does not catch a cold with courage or, for example, purposefulness" (A. S. Makarenko, 1988, p.38).

A serene type of educational environment occurs where a friendly, "sincere" attitude towards children is not supported by appropriate demands; new development prospects are not set before children, and the creative tension of their spiritual, intellectual and physical forces necessary for development is not stimulated.

4) **The success and career environment** brings formal and superficial content to the fore, without forming any values other than those of social success and material gain. Such an environment is spiritless, result-oriented and pragmatic, and teaches the subject not to be authentic. It demonstrates "masks". Despite the fact that it forms competitiveness and an active approach to life, Korczak characterizes it as negatively affecting the individual, since selfishness and indifference to others prevail in it.

The career learning environment is focused on the external activity of the educational process. In such an environment, there are many visible attributes – slogans, pronounced etiquette, high-profile events that are actively advertised.

Janusz Korczak described the career learning environment as follows : " Not virtues, but clever self-promotion. Life is not like work and recreation, but sniffing

and courting. Insatiable vanity, predation, discontent, arrogance and servility, envy, malice, schadenfreude. Here children are not loved or brought up, here they are only evaluated, lost on them or earned, bought and sold." Despite the fact that he described the school, it is not difficult to imagine such an educational environment in the company and even pick up a few examples. Such an environment promotes activity, but also addiction.

It is characterized by dry calculation and perseverance in achieving its goals, which leads to the formation of skills to play skilfully and choose masks for circumstances, the desire for career growth due to cunning and hypocrisy.

Despite such an unflattering description, many will agree that all these properties in today's business can lead to a successful career.

"Perseverance appears again, but it is brought to life by cold calculation, and not by spiritual needs. For here there is no room for completeness of content, there is only one crafty form—the skilful exploitation of other people's values, the embellishment of a yawning void. Slogans that you can earn money from. Etiquette to be obeyed. Not virtues, but clever self-promotion. Life is not like work and recreation, but sniffing and courting. Insatiable vanity, predation, discontent, arrogance and servility, envy, malice, schadenfreude. Here children are not loved or brought up, here they are only evaluated, lost on them or earned, bought and sold." (Korchak, 1990, p. 29).

When reading these lines of Ya . Korchak's book, one is reminded of the pictures from the life of the capital's noble salon of Anna Pavlovna, richly presented in Leo Tolstoy's "War and Peace". This type of environment is often identified with the life of the "new Russians".анный тип среды часто отождествляется с жизнью «новых русских».

A typical career educational environment is described by K. D. Ushinsky, who characterizes the French schools of the XIX century: "A Frenchman ... studies partly in order to acquire the technical knowledge that he may need in life, partly in order to get a certain gloss that an educated person needs in society, but most of all in order to distinguish himself in the world of art. read your name in provincial or even Parisian newspapers and acquire the right to hold this or that position on the exam. The schools themselves serve and speculate more than they educate. In a race against each other, they try to show off their exemplary pupils and make those of them compete with each other who, according to their natural abilities, can enter this arena; the rest should sit still and not interfere" (1988, pp. 212-213). Apparently, it was precisely about such schools that J.-J. spoke so critically. Russo. Nevertheless, in the career educational environment, the problem of developing personal activity is solved — a problem that turned out to be unsolvable in the conditions of dogmatic and serene educational environments.

The main personality traits that are formed in such an environment are falsehood and hypocrisy - a "skillful game" and "precisely fitted mask", the desire for a career through cunning, bribery, and high connections.

Personality traits are formed-falsehood and hypocrisy – "skillful game" and "precisely fitted mask", the desire for a career due to cunning, bribery, high connections, etc.

This is an active, but dependent person.

For the development of a creative personality, the optimal environment is a creative educational environment.

The creative learning environment is directed inward – it is characterized by high internal motivation, emotional uplift, optimism and positivity. It does not require firmness of mind and strong will, because it focuses on internal motivation. This is an atmosphere of free creativity and free development, where people learn enthusiastically and work not under duress, but of their own free will. For many educational institutions, such a learning environment is an unattainable ideal that still needs to be reached. The difficulty is that the creative learning environment involves (and forms) the following elements: openness, high self-esteem, freedom of judgment and actions, and responsibility for decisions made. Such an environment allows you to freely develop an active personality. Such an environment can only be formed where there is no authoritarian leader, every point of view is respected, no one ignores each other's opinions and does not suppress each other's will. As soon as there is someone who begins to dictate "how to do it", the creative environment is transformed into some other type. This is the most unstable type of educational environment.

Thus, according to the typology of Ya.Korczak dogmatic environment contributes to the formation of a dependent and passive child; ideological (creative) - free and active; serene – free, but passive, career environment – active, but dependent.

Table 1

Typology and characteristics of educational environments

	Activity				
	Creative environment		Career environment		
	High internal motivation of activity, which is accompanied by emotional uplift, positive, optimistic mood, tolerance and respect for human thought	The individual is characterized by activity in mastering and transforming the world around him, high self-esteem, openness, as well as freedom of	is more focused on various external manifestations, rather than on internal ones activity content: declarative behavior, cult of etiquette, self-promotion, vanity, discontent, envy, arrogance and servility, malice,	The main personality trait formed in such an environment is the desire for a career, often accompanied by hypocrisy	
Freedom					Dependence

		judgment and actions	schadenfreude. Cold calculation, perseverance in achieving goals		
	Peace and carefree, affability and kindness. An atmosphere of inner well-being and laziness, condescension and attractive simplicity. Work does not serve an idea, but only a means to ensure the living conditions	of a person who is satisfied with what is there. The main feature is life passivity, inability to strain and struggle	, the predominance of authoritarian methods, rigid discipline, the cult of external order, blind worship of established traditions and rituals. Conscientiousness, self-restraint, self-overcoming, "prudence that reaches passivity", unshakeable self-righteousness are characteristic	The personality formed in a dogmatic environment is characterized primarily by a high degree of passivity, when calmness is transformed into detachment and apathy	
	Serene environment		Dogmatic environment		
	Passivity				

2.3. How to determine the type of educational environment?

To determine the corporate training environment, you need to find out:

- Who is the subject of training? The subject sets goals and creates content. The subject can be the trainees themselves or the person who organizes the learning process for them.
- How do the subjects of the educational process interact with each other? What is the degree of safety, acceptance and understanding in relation to students?
- How seriously does an educational institution approach learning? Комфортно ли Are students comfortable to study, and do they have enough funds and resources for high-quality training?
- What is the учреждение образования learning style of an educational institution? Who controls its progress? How does the teacher respond to completed and unfulfilled tasks? How does it process training results?

The answers to these questions help determine the degree of activity and freedom of students and, based on this, establish a learning environment. Педагог It is necessary for the teacher to take into account the environment for the competent preparation of the training course and the organization of the learning process.

Tasks for self-monitoring

Question # 1. The educational environment is... (choose one answer)

- social development situation
- system of socialization and individualization conditions
- socio-cultural situation of development

Question #2 Polyfunctionality of the subject-spatial environment implies... (choose one answer)

the possibility of diverse use of various components of the subject environment,

the possibility of changing the subject-spatial environment depending on the educational situation, including changing interests and opportunities of children

availability учреждений образования of various spaces in the educational institution, as well as a variety of materials and laboratory equipment that ensure a more complete assimilation of professional knowledge

Question # 3 The variability of the subject-spatial environment implies... (choose one answer):

the possibility of changing the subject-spatial environment depending on the educational situation, including changing interests and opportunities of students

the possibility of diverse use of various components of the subject environment,

periodic turnover of electronic training tools and equipment,

Question # 4. Determine the requirements that educational standards impose on the developing subject-spatial environment (choose several possible answers):

sufficiency

safety

transformability

variability

availability

saturation level

Question # 5. Define criteria for evaluating a safe and comfortable educational environment

Answer options to choose from:

a) readiness of the room (illumination, cleanliness, air condition);

b) monitoring the boarding of students;

c) organization and discipline;

d) instilling skills of self-educational activity;

e) performing a dynamic pause.

Correct answers:

a) readiness of the room (illumination, cleanliness, air condition);

b) monitoring the boarding of students;

e) performing a dynamic pause.

Question # 6. What indicators can be used to assess the safety of the educational environment? Choose the correct answer.

* Attitude to the educational environment; significant characteristics of the educational environment and satisfaction with them; protection from psychological violence in interaction (Correct answer).

* Satisfaction with the educational environment; health indicators of students; rating of the educational organization.

* Attitude to the educational environment of students' parents; satisfaction with the educational environment; absence of psychological violence in the environment.

* Attitude to the educational environment; significant characteristics of the educational environment and satisfaction with them; satisfaction with the educational environment.

Task Create an individual project "Personal development of the educational environment in your classroom".

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Lecture 3. Requirements for the educational environment

Lecture questions:

3.1. Types of requirements for the educational environment

3.2. Requirements for the premises and furniture of an educational institution

3.3. Requirements for e-learning tools

Basic concepts: types of requirements for the educational environment; ergonomics and aesthetics of the educational environment; the principle of rationality and expediency; rules governing the use of electronic learning tools.

3.1. Types of requirements for the educational environment

Specialists have certain requirements for the educational environment:

- ensuring the continuous development of the student's personality;
- integrity.
- interrelation of training and upbringing;
- clear and consistent requirements and educational guidelines.
- providing a positive emotional background.

Conditionally, the requirements can be divided into pedagogical, aesthetic, hygienic, and economic ones.

Educational programs:

general pedagogical orientation in order to create the greatest comfort;
 informative content, diversity, attractiveness and accessibility of the entire subject-spatial environment of the educational institution.

aesthetic integrated approach to the equipment and environment of premises;

creating an emotional climate of the room by means of a rational and beautiful layout, lighting and color finishing;

zoning of premises and artistic-figurative, attractive solution of fragments;

extensive use in the educational environment of premises, highly artistic and high-quality premises of easel, monumental, decorative and applied art;

diversity and aesthetic completeness of natural material compositions and indoor landscaping.

The potential of the educational environment can be fully realized in the joint activities of teachers and students and in independent activities. The joint activity of teachers and students means the activity of two or more participants in educational relations to solve educational problems in the same space and at the same time.

There are a number *общеучебных*, of general academic, general intellectual skills of students: the ability to organize educational activities; collect facts; compare, analyze information; sum up results; make choices; make decisions, etc. There is another category of equally important skills - empathize with another person, feel beautiful, act together, evaluate their desires and actions, and follow their own actions. generally accepted norms, principles, and rules.

The result of the formation of all these skills is influenced by both the conditions purposefully created by the teacher and random circumstances. As well as the initial abilities and personality type of the trainee.

The teacher can help them gain confidence, increase their self-esteem, and establish themselves in their opportunities. The student will strive to master those skills that will help him in personal growth, and in the future-in life self-determination.

It is noted that many of these skills are easily achieved in the course of various types of students' activities: educational and cognitive, research, communication, etc. At the same time, the influence of the educational environment is significant.

Hygienic:

compliance of the cubic capacity, area, natural light, ventilation and thermal insulation with the standards and nature of the use of the room;

taking into account the psychophysiological features of visual perception and age preferences of students when creating a reasonable and emotionally rich color environment of premises; strength, thermal and moisture resistance, non-combustibility, harmlessness and absence of unpleasant odors of floor coverings, furniture, laboratory equipment.

Continuous and total duration of use of various electronic learning tools in the classroom should comply with hygiene standards.

The font design of electronic educational publications must comply with hygiene standards.

The sanitary and epidemiological requirements for the conditions and organization of training in educational institutions prescribe the characteristics of the aesthetic environment at the physical, material, subject-spatial level (for example, furniture must have an aesthetic appearance, correspond to age, be convenient to use, etc.). The focus of organizing the subject-spatial environment is to create emotional comfort for students, on the formation of ideas about beauty, their aesthetic taste.

Economic: determined by the approved cost estimates for the construction, registration, and purchase of inventory and allowances for each type of educational institution.

Ergonomic features:

psychophysiological, personal, emotional characteristics of students when working on a computer with direct and feedback in the "teacher-student" system; the level, pace, and visibility of the learning process.

adaptability, convenience, comfort, and safety in the workplace.

Other requirements were also put forward: the presence of psychophysiological factors; the presence of urban planning features, the functional expediency of premises; and the carelessness of physical parameters of human life.

Let's expand on these requirements.

Psychophysiological requirements that equally take into account the needs of the individual and the team. Therefore, it is necessary to take into account a number of psychophysiological factors. It is known that people like different colors, that the same shade may not have the same, often opposite interpretation, that the symbolic colors of national flags are strictly regulated and with age we observe a transformation of habits.

Accounting for urban planning features.

Urban planning requirements are reflected in the choice of location for the building. The landmark here is a wonderful landscape, already erected architectural structures. This requirement has always distinguished the art of architects. Architects use every opportunity of contact between nature and the created interior.

The external and internal spaces merge into each other and are mutually enriched. Functional feasibility of the room, i.e. full compliance with its purpose. This requirement must be met by both a well-planned solution and a constructive solution.

The functional purpose of the building determines the requirements for lighting, temperature, sound insulation, ventilation, heating, water and gas supply, and sewerage. Household equipment, TV broadcasting, interior decoration and building improvement, etc. Providing physical parameters of human life. Methods of protection from adverse conditions of climate impacts are being studied. Choose

the external outline, relative location and construction of walls, floors with the desired strength, durability, thermal insulation and other properties. The builder protects people from wind, storm, rain or scorching sun.

In order for a subject-based development environment to meet these basic requirements and a number of other equally important ones, the teacher should focus on the following principles when designing and creating it.

The principle of expediency and rationality is one of the first and most important, since it creates an atmosphere of convenience and comfort for each subject of the educational process individually, for all students as a whole, for teachers who are together with students, and for each subject that provides an environment. The arrangement of all things should be organized so that each thing, performing its function, does not interfere with others to do their job. This applies to the arrangement of furniture in general and tables in particular. It is the tables that create *запълнеността* fullness of space in the group and often occupy most of the area.

3.2. Requirements for premises and furniture of educational institutions

Currently, the standard arrangement of furniture in classrooms prevails in educational institutions: tables for students. Standing in rows, they are oriented to the blackboard and the teacher's desk. In itself, this arrangement of furniture is unproductive and presupposes a subject-object relationship between the teacher and students. But the teacher must be like-minded, and the arrangement of furniture is very important for building the right relationships during the educational process.

The arrangement of tables can be changed, so it is important that the furniture is light and mobile.

To organize different types of educational activities, it is necessary to ensure the maximum variety of material and information environment.

At the same time, currently there are no specialized training spaces and environments for effective professional training of students, there are only adaptable premises. Learning spaces do not meet the necessary requirements, there is no comfortable environment for learning and teaching, storage, etc. In educational institutions, it is sometimes necessary to observe a paradoxical situation of complete disregard for what this educational environment looks like: shabby, leaning stands of many years ago; broken windows boarded up with plywood; walls, doors and furniture painted with one — color (I had to see-gray) paint. It seems that the problem here is not only financial difficulties, but to a greater extent underestimation of the pedagogical importance of this component of the educational system.

It is unlikely that the financial capabilities of educational institutions in Makarenko's time were particularly favorable, however, he clearly understood the educational value of the visual component of the educational environment: "The team should be decorated externally. Therefore, even when our team was very poor, my first duty was always to build a greenhouse, and not in any way, but with the expectation of a hectare of flowers, no matter how expensive it might cost...

I paid the first attention to my appearance. Appearance is very important in a person's life. It is difficult to imagine a person who is dirty, untidy, so that he can monitor his actions. My communards were smart, and I demanded not only cleanliness, but grace, so that they could walk, stand, and talk. They were very friendly, polite gentlemen. And this is absolutely necessary..."

The training space should have a design potential, versatility, and the ability to plan transformations. An important aspect is a multifunctional comfortable environment that does not distract from classes and with all the necessary areas for group and independent learning, communication and recreation. Lighting, color, and specialized equipment are important. With the help of the design concept of spaces foreducational activities, a number of tasks are solved: the ability to interest and involve in the educational process; the development of initiative; assistance and interaction with students and teachers.

The main criteria for forming an educational environment include: open audio-visual spaces; multifunctional environment; privacy and comfort, etc. It is necessary to create an appropriate environment for systematic practice-oriented study of academic disciplines, which will allow students to acquire the necessary knowledge and skills. It is necessary to create a training environment that includes a structure aimed at obtaining the main result.

The structure of the environmental space of higher professional education includes activities (basic education, cultural education, development of abilities, etc.), information (standard of basic general education, program of basic general education, author's programs, teaching kits, didactic handouts, multimedia training programs, electronic libraries, etc.) and material equipment (specialized space specialized educational furniture, educational and practical equipment, technical training tools, models and full-scale stock, etc.) that meetthe requirements of innovative activities.

It istedious to solve questions, firstly, about the number of tables (do you need so many of them, can you find a way to reduce their number?), and secondly, how to arrange them more conveniently so that they do not pretend to be the central part of the room, do not catch the eye, visually and actually do not occupy a large space.

For example, the area of educational premises for organizing group forms of work and individual classes is taken at the rate of 3.5 sq. m/person, premises equipped with individual workplaces with a personal computer – 4.5 sq. m/workplace, toilets – 0.1 sq. m. The assembly hall must be at least 0.65 sq. m/seat, and the sports hall-10 sq. m/person with a locker room with a minimum area of 14 sq. m. The width of recreation areas depends on the location of offices: if they are one – sided – 4 m, if they are two-sided-6 m.

You can offer a ribbon, U - or L - shaped arrangement of tables along the windows. However, when the area is small, this redevelopment option cannot be called successful, since the already small area does not allow students to work interactively. Here you need to look for the only and correct option (probably, this is a ribbon arrangement of furniture).

The distance between tables and walls, as well as between rows of tables, should be at least 50 cm, from the blackboard to the first row of tables – 240 cm, and to the last row of tables – no more than 860 cm. At the same time, smaller tables should stand closer to the board, and larger ones should stand further away from it. Do not use stools or benches instead of chairs in classrooms.

The principle of rationality and expediency, like other principles, is relevant not only to the design of individual classrooms, but also to the environment of the entire educational institution. The design of recreation areas, halls, offices, lobbies and other premises should follow this principle. Today, many heads of educational institutions strive to use the premises in a practical way, improving the conditions for the development and training of students. But does it always meet the principle of rationality and expediency? Unfortunately, no. This can be shown by the example of creating gyms. The hall, in accordance with the requirements for the total area of premises of educational institutions, must have an area of at least 140 square meters. And this requirement is absolutely fair: sports and physical culture halls should provide space for students' motor activity, and in no case create a feeling of stiffness. There should be a gym wall, small equipment, devices for various exercises, etc.

However, if a sports hall is being designed, it must meet not only the standards mentioned above, but also meet cultural and hygienic requirements. There should be no chandeliers in the gym, which can shatter shrapnel when the ball hits and injure the student. Closed lamps are needed here. In the hall, there are also extra curtains of various kinds on the windows: the windows must be equipped in such a way as to prevent the impact of a ball and other throwing projectiles. This can be a stretched grid or a wooden grid.

It is important that students have the opportunity to meet their needs in various activities. Thus, the principle of rationality and expediency is convenience, spaciousness, elegance and airiness of the room.

3.3. Requirements for e-learning tools

Every teacher of an educational institution should have access to a modern mobile personal computer that provides the ability to record and broadcast video and audio over the network. With the help of a computer, it is possible to access the local network (information space) of an educational institution, and through it – to the Internet. The computer must be equipped with a webcam (built-in or external), шумопоглощающими closed-type noise-absorbing headphones, a microphone, and a sound-amplifying kit. The teacher also needs a flashcard with 64 GB of memory.

The computer must be equipped with licensed software that allows you to: practice keyboard writing skills, edit and format texts; work with graphics, presentations, spreadsheets, time feeds and geographic information systems; enter, save and edit video images and sound, create animations, full-scale animations, and build family trees.

The educational institution must have a local computer network that forms the information space of the educational institution and has access to the Internet.

The information and educational environment of an educational institution should be part of a single information and educational environment and provide information and technological support for the educational process.

Each office and classroom should be equipped with:

- a modern interactive whiteboard that serves as a chalkboard, marker board, combination board, and screen.
- a fixed projector.
- equipment that provides digitization and input of information into a computer;
 - three scanners.
 - four digital cameras with a tripod;
 - four video cameras.
 - four digital voice recorders.
 - equipment that provides digital information output to paper: a black-and-white laser printer, a color printer.

The rules governing the use of electronic learning tools, such as interactive whiteboards, touch screens, information panels, and other information display devices, as well as computers, laptops, tablets, and candy bars, also apply to the organization of the educational process. These devices must have documents of conformity assessment (confirmation) and must be used without violating the operating instructions and technical data sheet. The minimum diagonal of a personal computer and laptop monitor is regulated – not less than 39.6 cm, a tablet-26.6 cm. The use of cathode ray tube-based monitors in educational institutions is not allowed

A modern training session provides for different types of activities that follow each other. *oe учебное занятие предусматривает различные виды деятельности, сменяющие друг друга.*

Properly organizing *деятельность* students' life activities means creating an educational environment that will correspond to adequate personal, social, cognitive, and communicative development of the individual, regardless of their abilities.

Mastering these requirements is key to ensuring teachers' readiness to design the educational process in a new information and educational environment. Skills in designing the educational process involve analyzing the goals of education, selecting its content, building the main content lines of studying the subject, selecting methods, organizational forms and a set of teaching tools, improving or creating new curricula and techniques.

Questions for self-monitoring

1. What are the main types of requirements for the educational environment of an educational institution?
2. *Перечислите* List the requirements for the premises and furniture of the educational institution

3. Expand the concepts of " design "and" aesthetics of the educational environment".
4. What are the requirements for e-learning tools?

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Lecture 4. Methodology of designing the educational environment

Lecture questions:

- 4.1. Methodological requirements for designing an educational environment
- 4.2. Scientific and methodological support for designing the educational environment.
- 4.33. Stages of designing the educational environment

Basic concepts: pedagogical design; environmental design; design of the educational environment; scientific and methodological support of design.

4.1. Methodological requirements for designing the educational environment

The method of scientific design is based on the development of scenarios for upcoming actions. The characteristic feature of design is not the study of what already exists, but the creation of new products and at the same time the

knowledge of what can only arise. The system of public education constructed by Plato can serve as a textbook example of pedagogical design in ancient times.

Pedagogical design is considered in two aspects: *procedural and productive*.

In the procedural (activity) aspect, pedagogical design is considered as the process of activity of designers and participants in the development and implementation of the project at all stages of innovative design, that is, the presence of scientific and human potential corresponding to the goals and objectives of the project, ensuring the development and completion of the project to implementation.

In the productive aspect, it is considered as an effort to change the existing reality and prepare a theoretical basis for upcoming changes in achieving the goals set.

Environmental design is modeling of the environment and the educational process, which is necessary to determine the goals, methods, and means of achieving them and to obtain the appropriate results of education, training, and personal development. It is believed that the more and more fully a person uses the opportunities of the environment, the more successful is his free and active self-development.

The main coordinates of designing the educational environment since the time of Ya. Korczak considers activity — passivity, dependence — independence of students.

Basic requirements for designing an educational environment:

- 1) mutual understanding and satisfaction of all subjects of the educational process with relationships;
- 2) the prevailing positive mood of all subjects of the educational process;
- 3) the authority of managers;
- 4) the degree of participation of all subjects in the management of the educational process;
- 5) cohesion and consciousness of all subjects of the educational process;
- 6) productivity of interactions in the learning component of the educational process.

V. A. Yasvin offers a systematic methodological approach to the pedagogical design of the educational environment, according to which the interrelated design of each of the three components of the educational environment is carried out:

- * spatial-subject analysis,
- • social
- • technological equipment

in the context of organizing a system of opportunities to meet the full range of needs and implement the personal values of all subjects of the educational process.

When designing an educational environment, make sure that it:

1. It was complete and logical, that is, the design inside was uniform, not bright. The zones are interconnected.

2. Took into account the individual interests of the teacher, that is, the design of the space should be based on the methodical work of the teacher with students, that is, the necessary stands, posters, models, equipment should be used.

3. It was functional and concise, meaning that students had free access to the materials they needed, and they did not experience difficulties.

4. The developed project of the educational environment should act as a joint action of the teacher and students.

II Designing all components of the educational environment is carried out in the context of organizing opportunities to meet the needs of subjects of the educational process, such *потребностей* as:

- 1) physiological needs;
- 2) the need to learn the worldview principles, moral norms, and ideals of the group taken as a reference;
- 3) needs for certain food items, clothing, and living conditions;
- 4) security needs;
- 5) needs for love and respect;
- 6) the need for recognition by the company;
- 7) needs for labor, socially useful activities;
- 8) the need to maintain or improve self-esteem;
- 9) the need for knowledge of a special area of phenomena of the surrounding reality;
- 10) the need for transformative activities in any specific area;
- 11) the need for aesthetic design of the environment; the need for independent development of a worldview, ordering the picture of the world;
- 12) the need to master the highest level of skill and creativity in their field;
- 13) the need for self-actualization of the individual (E. A. Klimov, A. Maslow).

4.2. Scientific and methodological support for designing the educational environment

Analysis of the design object involves, first of all, consideration of its structures, the state of each of them separately, as well as the relationships between them.

Теоретическое Theoretical support of design involves the search for information:

- a) the experience of similar facilities operating in other locations;
- b) about the experience of designing similar objects by other teachers;
- c) theoretical and empirical studies of the influence of pedagogical systems and processes of a particular solution of pedagogical situations on a person.

Methodological support for design includes the creation of design tools: preparation of diagrams, sample documents, etc.

Spatio-temporal support of design implies that any object only then receives real value and is able to be realized if its development takes into account a specific time and a specific space. The spatial environment is also designed. In pedagogy, the so-called spatial analysis has emerged. It studies the effect of remoteness,

proximity of a teacher and a student, an educational institution, a home, etc. Time support for design is the ratio of the project and the time of its implementation. Each method is characterized by its own complexity, and it also takes a certain amount of time to transmit and assimilate the content. Each form is designed for a specific duration.

Material and technical support performs several functions in the process of pedagogical design. First, it provides pedagogical equipment and tools for the implementation of the design activity itself. Nowadays, many information functions are increasingly transferred to the computer. Secondly, since material and technical support is formed from different sources, it must also be designed. Third, material and technical support has always been a means of solving educational goals, therefore, it should be designed as an integral part of pedagogical projects.

Legal support for design involves creating a legal framework or taking it into account when developing student and teacher activities within systems, processes, or situations

4.33. Stages of designing the educational environment

When designing educational environments that ensure the quality of the educational process, the following steps must be observed:

Stage 1 - ***diagnostics of reality*** (studying, conducting research of various degrees of scientific significance).

When designing an educational environment, the starting point is the diagnostic formulation of learning goals. Diagnosability is a key design requirement and means a clear, unambiguous description of the goals, how they are identified, measured, and evaluated. The characteristic features of diagnostic goal-setting are correctly measurable representations, concepts, operations, and actions of students as expected learning outcomes.

At this stage, it provides: the ability to diagnose the real situation of the educational environment, its quantitative and qualitative assessment; identification of "pain points" in the development of the problem of organizing the educational environment; experimental confirmation of the social need (need) to create a project of the educational environment; definition of the format (logical framework) of the project; introduction of project restrictions: target, time, financial and resource resources. A comprehensive analysis of the situation is based on the results of its research or discussions of varying degrees of scientific depth: from the level of common sense to the application of strict mathematical and statistical methods and techniques.

Stage 2-***formation (actualization, comprehension, search) of values, meanings, goals of designing the educational environment; construction of the concept of the educational environment***. The concept is a kind of information system that contains information about the purpose, principles, methods, and conditions of designing the educational environment. In the course of conceptualization, the strategy and design principles are developed; the structure of the projected object is revealed; the characteristics of the educational environment

as a whole and its individual elements are determined; the goals and design tasks are specified; criteria for evaluating the success of project activities are selected.

Stage 3 - ***creating an image of the design result*** – a new educational environment. The image can be presented as a program, model, or diagram of the educational environment.

Stage 4-***step-by-step planning of joint actions to achieve the project goal in time (drawing up a program of actions to create an educational environment)***. At this stage, you can use one of the following types of planning: strategic, structural-content, and content-organizational.

A *structural and content plan* is a short list of content that reflects its scope, thematic blocks, and the order of presentation(or implementation of content), i.e. its structure.

Strategic planning makes it possible to formulate long-term priorities related to design, and contributes to purposeful changes in reality. Usually, the main goals of a strategic plan are determined not only by developing a general outline of the object's development for a certain time period, but also by understanding and revising the main areas of activity.

Content and organizational planning provides a comprehensive approach to managing project progress. The goal of the organizational plan is to identify ways to solve a specific problem in the shortest possible time. At this stage, it is necessary to show that there can be many solutions, therefore, it becomes advisable to compare project proposals.

The organizational plan defines a pre-planned scope of content and a system of actions for its implementation, providing for the procedure and timing of work. He answers questions: what to do, who does it, with whom in relation, when, where, in what sequence?

Stage 5 - ***project implementation stage: direct construction (creation) of the educational environment***. We will reveal the general requirements for the main design stage.

First of all, each project step within this stage cannot be arbitrary. It is determined by the logic of creating or transforming the design object and is always associated with a specific task (local task), for which one of the participants is responsible according to the previously planned program (plan). At every moment of the project, each participant should clearly understand what, why, and in what time frame they will have to do it, what the expected results may be, and what role these results are intended to play in the overall project concept. The peculiarity of the project activity is that only if each of the tasks is completed and the results obtained are subsequently "exchanged" between the participants, it becomes possible to further promote the project.

It is absolutely necessary to establish and maintain a feedback system throughout the entire stage. It assumes that the project participants themselves have a critical attitude to their actions, the ability to "track" what is happening using special procedures and techniques, and the development of acceptable forms of presence of observers, experts, or other "accompanying" persons in the project.

Stage 6-***comprehensive expertise and reflection of project implementation results***. The final examination and evaluation of the project allows you to determine whether the resulting product corresponds to the original plan; if necessary, you need to make adjustments, make a decision on local application of project materials or their replication in order to actively implement them in practice. The project is evaluated in various ways:

- based on the involvement of independent experts;
- in progress (self)evaluation of project results in accordance with the selected criteria;
- * in the course of reflection on the success and integrity of design as a joint activity, including its goals, content, forms, and methods of implementation;
- * the ability to reflect on design as a process built according to certain rules.

The reflective stage includes evaluating not only the product, but also the human result of the project.

In addition, it should be borne in mind that when planning a project, it is necessary to take into account the available resources (human, financial, material), which are often very limited. *Determining the technological resource of design* requires drawing up a list of necessary basic knowledge, skills, theoretical and practical experience that may be necessary for the implementation of the project. *The personal design resource* consists of the characteristics of thinking, behavior, and communication of people directly involved in the project. Its success largely depends on the formation of such qualities as subjectivity and creativity, on the level of development of communicative and reflexive culture.

When designing, it is important to take into account the content of students' subjective experience, as the experience of their life, the experience of the unique and unrepeatable.

Pedagogical design determines the following aspects of the educational process: *subject* (what is being introduced? subject content, volume of the studied material); *procedural* (how is it introduced? subject technologies, forms, methods, and teaching tools); *technological* (why is this introduced? justification of the correspondence of goals, content, forms, methods to the capabilities and needs of the student); and *diagnostic* (what changes are being introduced? system of measures for pedagogical support of the student and correction of his / her educational activities). These aspects of the educational process determine the components of the educational program.

Questions and tasks for self-monitoring

1. Make theses for the answer to the question: basic scientific approaches and principles of designing the educational environment, using the recommended literature.
2. Open the algorithm of the process of pedagogical design of the educational environment.
3. Prepare a presentation and multimedia presentation of the project on one of the selected topics according to the following scheme:
 - A problem that actualizes the need for the project.

- Diagnostic basis of the project (if available)
 - Project goals and objectives.
 - Suggested solutions.
 - Project resource support.
 - Planned project results.
4. Create a dictionary of terms and concepts on the topic "Designing an educational environment"..

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Lecture 5. Teacher as a designer and organizer of the educational environment

Lecture questions:

- 5.1. Педагогические Pedagogically and in the educational environment.
- 5.2. Typology of pedagogical positions.
- 5.3. Classification of professional and psychological barriers of teachers.

Basic concepts: teacher's positionsoй in the educational environmente, commonality andmutual understanding between students and teachers; pedagogical quality of the educational environment, teachers ' attitude to students, interactionдействиеbetween teachers and students, typology of pedagogical positions, pedagogical quality of the educational environment; psychological barriers; communication barriers, innovation barriers, stress

5.1. Pedagogical positions in the educational environment.

One of the factors influencing the professional and personal self-perception of a teacher in the educational environmentis the position that he takes in relation to students. This is like the surface and underwater parts of an iceberg, where the visible part (interaction) is a series of speech and nonverbal actions, and the inner, invisible part (attitude) is a system of needs, motives, interests, feelings – everything that encourages a person to communicate. Taking into account these

components of communicative activity, each teacher organizes his interaction with students in his own way.

Position (from Latin position) – a point of view; attitude to any issue. Аод **social position** is understood as the most integral characteristic part of the behavior of a person who has freely and responsibly defined his worldview, principles and actions in relationships with others. A position is a personal way of realizing a person's basic goals and values in the social and professional space. Razlichayt **personal** position and its private projection – **subject-activity**. The personal position arises and exists in all human communities, the activity position – only in the professional community.

The pedagogical position as a socio-cultural position is unique and unique in its kind – it is both a personal and professional, cultural and activity position, which is necessary for creating conditions for achieving the goals of education. *The pedagogical position is a set of attitudes of a teacher: to the student, to himself, to the educational process, to academic and extracurricular activities, as well as to his colleagues and representatives of administrative structures of the education system.*

A professional position is a point of view, attitude to the purpose of one's profession and actions, behavior determined by them; it is a system of intellectual, volitional, and emotional-evaluative relations to the world, pedagogical reality, and pedagogical activity. According to V. I. Slobodchikov, the professional pedagogical position is unique and unique in its kind. It is both pedagogically personal (revealed in every meeting between an adult and a child), and pedagogically professional (revealed when creating conditions for achieving professional, pedagogical goals).

The establishment of the pedagogical position of a modern educator largely depends on the development of his pedagogical abilities. The teacher is not only a profession, the essence of which is to transmit knowledge, but also a high mission of creating a person, establishing a person in a person.

It is worth noting that the teacher never meets the child as an "object" anywhere (if he is really a teacher, and not an employee with "human material"): in a personal position, he always meets with another person, and in a professional position – with the conditions of his development. Considering the "point of view" and attitude to your profession, you can distinguish the following characteristics:

The first position is remote, that is, determining the spiritual distance between the subjects of interaction. There are three main attributes: "*far away*", "*close*", and "*near*". The distance "*far*" means the lack of sincerity in relationships, the formal fulfillment of their duties. A teacher who chooses the "*close*" distance is a like-minded person of his students, who implements creative ideas together with them.

It is most realistic to consider such a distance with a teacher in the field of art, sports, and science. The "*near*" distance implies a respectful attitude towards students, an informal attitude to their professional duties, and accepting the interests, expectations, and aspirations of students as their own.

The second position – "level" – characterizes the hierarchical relationship between the teacher and students in their interaction, that is, it is the location of subjects in relation to each other *"vertically"*: *"under"*, *"above"*, *"on an equal footing"*. For the *"above"* position administrative pressure on the student is typical, as *"he is small, inexperienced, and inept."* The *"under"* position is a reverence for the nature of childhood, a fear of interfering with the child's development process; most often, such a teacher turns into a service person who indulges any whim of the child.

The position of *"on an equal footing"* is the recognition of a Person in both the child and the teacher; at the same time, mutual respect for the individual on both sides is characteristic. Only in exceptional cases does the teacher allow himself to take a position *"above"*, that is, to subordinate the will of the child to himself due to the responsibility and experience of the adult.

The third position is kinetic (*"kinetics"* – movement), the characteristic implies the position of a person in relation to another in joint activity, *in joint movement towards the goal*: *"in front"*, *"behind"*, *"together"*. The *"ahead"* position expresses the avant-garde role of the teacher, that is, he leads his pupils. The role of the slave is expressed by the characteristic *"behind"*.

"Together": both actors develop a strategy of joint actions to achieve a common goal. It seems that there can be no unambiguous choice here. In the main – the teacher is *"ahead"*, in small things – *"behind"*, in general – *"together"* with children, the teacher goes through life, overcoming all its obstacles with them. *Thus, from the point of view of attitude to the purpose of their profession, the standard can be considered a position: next, on an equal footing, together, but slightly ahead. In educational activities, the teacher acts as the main subject.*

It is as a subject of this activity that he manifests himself in what position – social and professional – he occupies. The position is determined, on the one hand, by the requirements, expectations and opportunities that society presents and provides to the teacher; on the other hand, there are internal, personal sources of activity – drives, experiences, motives, value orientations, worldview, ideals. The position of a teacher reveals his personality, the nature of social orientation, the type of civic behavior and activity. In general, the position of the individual consists of social and professional positions. The social position is formed from the system of views, beliefs and value orientations that were formed in general education schools.

In the process of professional training, they form a motivational and valuable attitude to the teaching profession, the goals and means of pedagogical reality. The motivational-value attitude to pedagogical activity in its broadest sense is ultimately expressed in the orientation that makes up the core of the teacher's personality. His social position largely determines his professional position. But there is no unambiguous direct dependence here, since education is always built on the basis of personal interaction. That is why the teacher, clearly aware of what he is doing, can not always give a clear answer why he does so.

5.2. Typology of pedagogical positions

The roles and positions of the teacher are essential for communication. There are many classifications of pedagogical positions

The teacher can act as:

an informant, if it is limited to communicating requirements, norms, views, etc. (for example, you need to be honest).

a friend, if he wants to get into the soul of the child;

a dictator, if he forcibly introduces norms and value orientations into the minds of pupils;

an adviser, if he uses careful persuasion.

the petitioner, if he asks the pupil to be "as it should be", sometimes descending to self-abasement, flattery;

an inspirer, if they want to inspire their students with interesting goals and prospects.

Each of these positions can have a positive and negative effect depending on the teacher's personality. However, injustice and arbitrariness always give negative results; playing along, bribing, disrespecting the student's personality, suppressing his initiative, etc.

V. N. Sorokasinsky was surprised to ask why they do not talk about the individuality and typification of teachers. He was one of the first to propose such a classification. In his opinion, there are two groups of teachers: those who have an individual, "breed", personality and impersonal, "mongrel". Thoroughbred teachers he divided into the following representatives:

At the chitel-theorists, whose theory prevails to the detriment of the real world of things and practice. The "theorists" have an abstract idea in the foreground, which sometimes obscures objective reality. They remember the alphabetical list of students rather than their living pupils, with whom they interact for quite a long time in the pedagogical process. During classes, such a teacher usually looks at anything but the audience (class, group), and keeps a tight, unnatural, angular attitude, thinking not about the students sitting in front of him, but only about the work plan that must be completed.

The strength of such teachers is a good knowledge of the methodology of teaching their subject, constant work in their specialty, as well as conscientious preparation for each lesson. A teacher of this type does not even think that you can come to classes without sufficient preparation. He is usually very principled, deeply convinced of the correctness of the ideas he professes. He is demanding of himself and others, and this exactingness often turns into pedantry, into intolerance of all dissenters. Such a teacher often looks for new ways, not being satisfied with the well-trodden methodological paths, and often comes up with very successful teaching techniques. Teachers of this type are quite proactive, but their inability to navigate reality often leads them to project projects or discover already open Americas.

The "theorists" are the strongest in explaining new material. They are able to present something new hotly, convincingly, in their own original and interesting way, which is very appealing to students. But such teachers are often weak in

practice; they feel poorly about their students, remembering only those who do well and those who do not cope with the assimilation of the content of the subject they teach. They also lack the sense of proportion and tact necessary to apply their theories successfully.

Realist teachers who understand the world of things and people, they are sensitive to the mood of students, are able to enjoy and grieve with them, and live in the interests of everyone. Педагоги "*Realist*" teachers are well versed in the world of things and people, they are sensitive to the mood of their students, they are able to enjoy and grieve with them, and live the interests of each of them. Therefore, such teachers conduct their classes easily, gracefully, freely and at ease. In theory, the "realist" teacher is not very strong: his teaching methodology follows mainly from practice, and not from scientific and methodological laws and regularities, so he usually finds it difficult to justify his techniques methodically correctly. "Realists" are well able to see the most important thing in the educational material: how it is absorbed by students, and moreover not the most capable, but also lagging behind, they are able to make corrections. In the classroom, they are best able not to explain new material (here they only intelligently convey the content of the textbook in their own words), but to survey: their tact, sense of proportion and knowledge of the characteristics of each student allows them to take from each according to his abilities and give to each according to his capabilities. Such a survey, especially a frontal one, is like a lively conversation with students about something very interesting. Such teachers are also very good at working with students who have learning difficulties. Their discipline is based on the consciousness of students, on knowledge of their individual psychological and personal characteristics, and on the ability to manage the life of the entire study group through each of the pupils, without imposing their will on it, without suppressing its independence with their authority.

The weak point in the work of "realist" teachers is their empiricism, inability to theoretically substantiate their experience and highlight the most important things in it, and therefore they are in danger of "exchanging small things". Sometimes close relationships with students lead to some familiarity on their part, to a weakening of discipline, especially when the softness of such teachers is not accompanied by appropriate rigor. It also happens that, constantly taking care of their pupils and trying to ease all the difficulties for them, such teachers "nurse" their pets, do not train them in overcoming difficulties independently, and deprive them of the opportunity to show creative initiative.

Utilitarian psychologists are similar to realists in the ability to navigate well both in things and in people. For them, the whole world is only material, and students are only the object of training and education to obtain the highest possible indicators of academic performance and discipline. Teachers are "*utilitarians*". For them, the whole world is just material, and students are the object of training and education to achieve the highest possible results. They can use any recommendations without hesitation, if they promise a quick effect. The main "horse" of such teachers is not an explanation of new material – here they can retell

almost verbatim the text of a textbook or textbook, indicating what should be omitted, and not a survey, which they often turn into an interrogation with a "bias" to identify and punish the negligent. Their main weapon is training in fixing and repeating the material they have passed through through a variety of exercises.

"Utilitarians"— are masters of any kind of design. They know their students very well, mainly because of their shortcomings, but at the same time they are able to find an individual approach to them. Their discipline in the classroom is usually good; however, it is often external, based mainly on the vigilant eye of such a teacher and on a good knowledge of the temper and weaknesses of each of the students. "Utilitarians" are often both good actors and good psychologists. Therefore, they masterfully master their mood and intonation, using them not only in the process of teaching their subject, but also in everyday pedagogical use, guessing in each individual case the tone and role that is most profitable for them to play at the moment, starting with the role of a gentle father and ending with the role of a strict judge.

II Psychedelic artists. These are those, as V. N. Sorokarsinskysaid, who were called "inspirers" by the Hellenes. He gave them another name: "intuitionists." The main feature of these teachers is the ability to act on inspiration, on a whim, intuition. This is their strength and weakness.

Teachers are *"artists" ("intuitionists")*. Their key property is the ability to act on inspiration, on a whim, on intuition. This is their strength, and this is their weakness. In most cases, these are infantile adults who retain their childlike spontaneity until their gray hair. They have a fine sense and intuitive understanding of the essence of another person; they are well able to attract the sympathy of other people.

Педагоги Intuitive teachers интуитивисты» can lead classes with great enthusiasm: their history is like a series of fascinating films, and their geography is like a journey through wonderful countries. "Intuitionists" especially succeed in practical exercises devoted to repetition, where improvisations appear, often unexpected for the author himself. Students can also work creatively with such teachers.

However, "intuitive" teachers are very dependent on their mood, and hence, along with high-quality ones, there are also very mediocre, and sometimes sloppy classes conducted when the teacher works without any enthusiasm. The ability to creatively lead any class, whether it is a theoretical seminar or a practice-oriented form of work, moments of inspiration and successful improvisations sometimes lead to the fact that such teachers do not prepare well for classes, do not plan them well, hoping for their improvisational abilities. Such teachers are usually well-versed in speech, but in some cases their speech begins to master them. They are also far from doing well with all kinds of design: with the neatness of keeping mandatory records by students, with the accurate and constant verification of their written works – all this is sometimes conducted haphazardly, often in bad faith.

The above-mentioned "types" of teachers in their pure form are quite rare, but usually in various combinations with the dominance of one side.

Despite the fact that each of these categories has a lot of shortcomings and weaknesses, their strongest side, we repeat after the author, is that they are Individuals. "In a word, he should be the personification of a mature, well-mannered, if not perfect, then striving for perfection person. The most important phenomenon in school, the most instructive subject for observation, the most vivid example for the student is the teacher himself. He is the personified method of teaching, the very embodiment of the principle of teaching and upbringing. His personality gains him respect, influence, and power. Everywhere the value of a school is equal to the value of its teacher" (A. Diesterweg).

In interaction with students, there are 2 positions of AI (Yu.V. Senko, V. E. Tamarin).

Для "**Zakrytoi positsini**" is characterized by an impersonal, emphatically objective manner of presentation, the absence of one's own judgments and doubts, experiences, insights, and the loss of the emotional and value subtext of learning, which does not cause children to respond with a desire for disclosure;

An "**open position**", in which the teacher renounces his own pedagogical omniscience and infallibility, opens up his personal experience to students and compares his experiences with theirs, presents the educational material through the prism of his perception. In the course of this, a dialogue between the teacher and students is carried out, which is characterized by a respectful attitude to the opinions of others, the ability to stand up to the point of view of the interlocutor, pedagogical optimism and trust.

M. Talen identifies the following models of teachers' behavior:

-**Model 1 - "Socrates"**. This is a teacher with a reputation for being a fan of arguments and discussions, deliberately provoking them in the classroom. It is characterized by individualism, unsystematic nature in the educational process due to constant confrontation; students strengthen the defense of their own positions, learn to defend them.

-**Model 2 – "Group Discussion Leader"**. The main thing in the educational process is the achievement of agreement and the establishment of cooperation between students, assigning himself the role of a mediator, for whom the search for democratic agreement is more important than the result of the discussion.

-**Model 3 - "Master"**. The teacher acts as a role model, subject to unconditional copying, and first of all not so much in the educational process, but only in relation to life in general.

-**Model 4 - "General"**. He avoids any ambiguity, is emphatically demanding, strictly obeys, because he believes that he is always right in everything, and the trainee, as an army recruit, must unquestioningly obey the orders given. According to the author of the typology, this style is more common than all the others taken together in the pedagogical process.

-**Model 5 – "Manager"**. A style that has become widespread in radically oriented educational institutions and is associated with an atmosphere of effective group activity, encouraging their initiative and independence. The teacher strives

to discuss студентом the meaning of the task with each student, to provide quality control and evaluate the final result.

-Model 6 - "Trainer". The atmosphere of communication in the group is permeated with the spirit of corporate identity. Students in this case are like players of the same team, where each individual is not important as an individual, but together they can do a lot. The teacher is assigned the role of an inspirer of group efforts, for whom the main thing is the final result, brilliant success, victory.

-Model 7 - "Guide". The embodied image of a walking encyclopedia. It is concise, precise, and restrained. The answers to all the questions are known to him in advance, as well as the questions themselves. Technically perfect, and it is the wmd poet who is often frankly boring.

Developing this typology, M. Talen points out that the teacher is based on their own needs, and not on the needs of learners.

The real life position of each person is a unique fusion of starting positions; for example, individual sounds form a single chord, and from the original colors – a new color.

Youth and youth are the ages of potential opportunity for adults and vital necessity for young people of genuine partnership equality, cooperation, co-creation, joint efforts to build a common life.

Youth is the age of the first opportunity to understand wisdom, to make it the "building material" of one's own soul. And it is good if "at hand" a young man who is busy building his own worldview, there are always live experiences of wisdom. Youth, which readily enters into a conversation of equals (if it receives an invitation, access to one), sees in the sage-the first among equals-a hope, a promise of its own wisdom, which is open to all. And the easiest way to hear the call to wisdom is in a spiritual conversation between a young man and a Sage.

On the border of its present and future, youth meets with its Teachers and Craftsmen. Young people, summing up the results of adolescent self-determination, making the final choice of lifestyle, their outlook on the world, profession, values, aspirations, at all times were a kind of fermenting beginning of social life, personifying its impulses, aspirations, trends. Youth, with its eternal impulses, dissatisfaction, and maximalism of demands, is like the figure of an innovator who brings eternal confusion to sustainable production. And whether adults want to change their world order or hope that youth will eventually fit into their usual way of life depends on the meaning of meetings between Teachers and Craftsmen with young people.

In stable societies, young people are introduced to their cultural heritage, loaded with unshakable knowledge and well-established traditions. In the so-called society of progress, the meeting place of youth with Teachers is the area of new theories, now emerging ideas. And it is no coincidence that the best and most beloved teachers of young people are scientists who work, create, come to classrooms and laboratories from the cutting edge of science and new technologies, from the field of implementation and invention. Participation of young people in productive production is a prerequisite for true professionalism and creative

growth in mature years. The meeting place of youth with Craftsmen is also on the border of routine production and the world.

Thus, summarizing the above, it should be noted:

1. The professional position of a teacher-educator is one of the most important conditions for the development of the student's personality and the favorable functioning of the educational environment. A position is the unity of a person's consciousness and activity, where activity is one of the ways to realize their basic values.

2. Considering the "point of view" and attitude to one's profession, the following characteristics of the pedagogical position can be distinguished: distance, "level", kinetic; social. The standard can be considered a position: next to, on a par, together, but slightly ahead.

3. It is important to form a humanistic pedagogical position of the educator. Humanistic education is not only humanistically oriented education (orienting the child to humanistic values), but also humanistically oriented education (focused on the child as a basic value for the educator). This means that it is this value that determines the entire hierarchy of professional values of a teacher-educator, that it is this value that determines the choice of means and methods of education.

Thus, all educational activities are permeated by the value attitude of the teacher to the student: to his physical (physical health), mental (mental balance) and spiritual (freedom) hypostases.

4. The development of a teacher's value attitude to the student and the formation of this attitude in a humanistic pedagogical position is important for the practice of education, since the position here acts as a kind of regulator of educational activity. It does not allow the process of education as an event of an adult and a child to transform into education as an "engineering of human souls", where only the teacher has the activity of the subject, and the child acts only as a potency, a possibility, the implementation of which completely depends on external influence.

5. Studying the professional position of a teacher-educator is important. It allows us to find out: whether education is a consciously chosen activity of the teacher (or the teacher only performs the duty assigned to him by someone, that is, simply serves his duty); what professional values are formed among teachers (or there are no such values at all, and the teacher carries out his work formally, indifferently).

5.3. Classification of professional and psychological barriers of teachers

The term "**barrier**" (from the French - barrier, obstacle) in its psychological meaning is considered as a psychological reaction of a person to an obstacle, accompanied by the appearance of a tense mental state. Psychological barriers—a mental state that manifests itself in inadequate passivity of the subject, which prevents them from performing certain actions. The emotional mechanism of psychological barriers consists in strengthening negative feelings and attitudes-

shame, guilt, fear, anxiety, low self-esteem associated with the task (for example, "stage fright").

The content of the concept of "psychological barrier" is considered as an internal obstacle reflected in the human consciousness, which is expressed in a violation of the semantic correspondence of consciousness and objective conditions and methods of activity. A specific feature of the manifestation of psychological barriers is the emergence of "critical points" in the process of activity, in which a favorable or unfavorable result for the subject is determined.

The study of psychological barriers in the professional activity of teachers and the use of the identified patterns for the development of barrier-resistant behavior determined the prospects for further development of the theory of professional activity based on the disclosure of the deep mechanisms of psychological barriers, deepening the theory of developmental activity by isolating the barrier as a developing factor and studying the specifics of the developing effect of various barriers.

In pedagogical activity, difficulties can be caused both by the subject content itself, i.e. the level of proficiency of the teacher in the knowledge that the organization of assimilation of which is the basis of his activity, and by professional and pedagogical skills, didactic competence, i.e. the means and methods of pedagogical influence on students. Accordingly, the main areas of pedagogical difficulties are related to the development itself, the content and forms of the educational process, as well as to the characteristics of the teacher (teacher) as a subject of training and education activities and the communication process. The success of pedagogical communication depends on the ability to overcome psychological barriers in communication and compliance with certain rules of communication:

1. pedagogical communication does not tolerate vanity and empty talk. Words should not differ from deeds.
2. pedagogical communication is demanding of yourself and others in everything that concerns your studies and upbringing.
3. conciseness in deeds, actions, speech; dynamism of communication depends on the internal composure of the individual.

The need to overcome psychological barriers in situations of interpersonal or functional communication, as well as in innovative activities, imposes even higher requirements on a person. Scientists have found that when performing any new activity, it is difficult for a person to destroy the usual system of ideas and approach this phenomenon from a new point of view, that is, to include it in a new system of knowledge. In some specific tasks, this difficulty is associated with a kind of veiling of some initial data and the introduction of others. Hence the concept of "psychological barrier".

The relevance of studying psychological barriers in innovation activity is determined by the need to increase human adaptation to the new, to self-improvement, to self-realization in modern society.

The psychological, intrapersonal barrier is caused by both the individual characteristics of the teacher and the socio-psychological features of the educational environment in which he enters. Outwardly, this barrier appears in defensive statements that often reflect the stereotypes that exist in society regarding specific innovations.

The barriers mentioned above also include creative barriers:

1. Tendency to conformism.
2. Fear of being a "white crow" among people.
3. Fear of appearing too extravagant.
4. Fear of retribution from the other person.
5. Personal anxiety.
6. Rigidity ("viscosity") of thinking.

The mechanisms of psychological barriers in the professional activity of a teacher are the reflection of the obstacle that has arisen, awareness of its destructive impact on the process and result of activity, experiencing a violation of activity, updating internal psychological resources, assessing the possibilities of overcoming it, and determining strategies for overcoming the crisis.

The factors that determine the emergence of psychological barriers in the professional activity of a teacher are qualitative changes in the methods of performing activities, dissatisfaction with their social and professional-educational status, socio-economic conditions of a teacher's life, age-related psychological changes in personality, insufficient awareness of the level of competence and professionalism, mismatch of relations in the pedagogical community, changes in the professional development situation.

Psychological mechanisms for overcoming barriers to professional activity are readiness to rethink their actions, overcoming personal resistance to existing stereotypes, which implies abandoning traditional ways of behavior, mastering new patterns of activity and developing alternative behaviors, mastering new patterns of activity and integrating them into existing personal and organizational structures.

Solving problems of overcoming psychological barriers is embodied in a set of active learning methods, each of which is aimed at overcoming a certain type of barriers. One of these methods is "brainstorming" (or "brainstorming").

It is possible to distinguish three groups of barriers to pedagogical communication:

- 1) personal;
- 2) socio-psychological;
- 3) physical.

We will look at some of them.

Among the personal barriers, a large group consists of the so-called barriers of incorrect mindset:

- * stereotypes of thinking;
- * bias.
- * incorrect attitude to each other;

- * lack of attention and interest to the other;
- * disregard for facts (Figure 2)

Stereotypes represent a stable, simplified view of people (teachers, students) and situations. They arise in the pedagogical process in two ways: the meaning of information can be distorted (a) by the stereotype of the speaker; (b) by the stereotypical thinking of the perceiver (listener).

Preconceived notions between teachers and students arise as a result of a decrease in self-criticism and an increase in self-esteem (usually not always justified). Bias in pedagogical communication is manifested in the following.

1. False stereotypes related to the perception of a person based on external data. (This one is bespectacled, so it means smart, this one is athletic in appearance, so it means stupid, etc.) The appearance orientation saves pedagogical efforts associated with learning students, but often leads to misconceptions that ultimately result in pedagogical miscalculations.

2. Attributing advantages or disadvantages to a person based only on their social status. In this case, the student is not in the best position: his social status is lower than that of a teacher.

3. Subjectivism, stamps, stencils, preliminary information that the teacher receives about the student (or another teacher). Following them, the teacher takes the wrong path of pedagogical communication or finds himself out of it altogether. It is necessary to check all the information and re-evaluate the preliminary settings in order to get to know the true person, his pros and cons and build communication with him based on the pros, realizing that each person is better than the other in some ways.



Figure 2. Personal barriers to pedagogical communication

As for pedagogical communication, modern pedagogy and educational practice have proved that effective learning today, and effective learning, is possible only in the positions of cooperation pedagogy. The success of pedagogical communication depends on the ability to overcome psychological barriers in communication and compliance with certain rules of communication.

So, the research data show that the psychological barrier is a developing socio-psychological education, its parameters change significantly in space and time at different stages of innovation, in different organizations, and among different categories педагогических of teachers.

The activity of a teacher in any educational paradigm includes motivational-target, orientation, technological and control-evaluation components, but in the innovation paradigm these components must acquire a qualitatively new content and methods of implementation.

The formation of a positive "I-concept" in teachers as a necessary condition for the transition to the paradigm of developing education is a special problem. As you know, professional (teaching, teaching, curatorial, administrative, etc.) activities and individual life path (experience) form each person's rather rigidly reproducible ways of perception (of oneself and others), as well as ways of behavior in standard (repetitive) situations. And this applies to both teachers and students, and to non-standard children (gifted, disabled) especially. Such methods, also called stereotypes, unconsciously determine our perception, thinking, behavior, and communication. On the one hand, it allows us to use our best practices to quickly and effortlessly solve problems that arise in standard situations, including training. On the other hand, in a non-standard situation, these stereotypes of individual consciousness do not allow us to see the problem nature of such a situation and the entire field of opportunities for its resolution.

Tasks for independent work

1. From the suggested problems of forming a teacher's pedagogical self-determination, choose the most relevant one in your opinion. Explain your position:

- conditionality of professional self-determination of the teacher by socio-cultural circumstances;
- professional self-awareness as a condition for the teacher to gain the meaning of pedagogical activity;
- interrelation of pedagogical self-determination and positive professional "I-concept";
- professional self-determination as a complex of human representations about oneself (professional), a holistic image of oneself (professional), a system of attitudes towards oneself (professional).

2. Build a hierarchical pyramid of your personal values. Explain your choice.

3. Reveal the influence of external factors that stimulate the process of value-semantic self-determination of the teacher.

4. Write down the definitions of "self-determination" in various fields of scientific knowledge. Highlight the commonalities and differences in these definitions.
5. Select the keywords that allow you to characterize the concept of "value--semantic self-determination of a teacher" in your author's interpretation.
6. Prepare a mini-essay on the topic "The relationship between the teacher's image and his value--semantic self-determination".
7. Make a table of the main differences in the conceptual series of the description of professionalism: specialist, professional, expert.
8. What is the specific nature of the ratio of specialty and qualification in the teaching profession? Give examples of other similar professions.
9. Why should a teacher initially possess a high level of skill in their profession?
10. Please illustrate the figure "Normative-activity structure of the education sector" with examples from today's educational practice. Who is the philosopher of education in education?
11. Why exactly should four intellectual activities constitute the content of modern pedagogical professionalism?
12. Why exactly is designing becoming a key activity in the teaching profession in modern conditions?

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Lecture 6. Technologies of designing the educational environment in an educational institution

Lecture questions:

- 6.1. Advantages and limitations of using pedagogical design technology.
- 6.2. Principles of designing the educational environment.
- 6.3. Algorithm of the process of pedagogical design of the educational environment.

Basic concepts: pedagogical design of the educational environment; principles of designing the educational environment; algorithm of the pedagogical design process.

6.1. Advantages and limitations of using pedagogical design technology

Advantages:

1. **Purposefulness:** Pedagogical design allows teachers to clearly define the goals and objectives of the educational process. This helps them develop effective learning strategies and methods that help them achieve their goals.
2. **Flexibility:** Pedagogical design provides an opportunity for teachers to adapt the educational program to the individual needs and characteristics of students. They can make changes to the curriculum to accommodate different learning styles, interests, and abilities of students.
3. **Consistency:** Pedagogical design helps teachers organize the educational process in a logical and consistent system. They can define a sequence of learning units, link them together, and ensure continuity of learning.
4. **Openness:** Pedagogical design promotes interaction between teachers, students and parents. They can make their own suggestions and ideas, participate in the development of the program and take an active part in the educational process.
5. **Effectiveness:** Pedagogical design allows teachers to evaluate the effectiveness of their work and learning outcomes. They can analyze student achievement, identify problems, and make changes to the program to improve its results.

Restrictions:

1. **Time constraints:** The development and implementation of a pedagogical project requires time and effort on the part of teachers. They should devote sufficient time to planning, organizing, and evaluating the educational process.
2. **Lack of resources:** Pedagogical design may require additional resources, such as materials, equipment, and specialists. Educational institutions are not always able to provide everything necessary for the full implementation of the project.
3. **Evaluation complexity:** Evaluating the effectiveness of a teaching project can be challenging. It is not always easy to measure student achievement and determine how well the goals were achieved.

4. **Limitations:** Pedagogical design may be limited by the scope of the curriculum or the requirements of educational standards. Teachers may face limitations in their choice of teaching methods and content.

5. **The need for training:** Pedagogical design requires certain knowledge and skills. Teachers must be prepared to learn and develop their professional competencies in order to effectively apply this technology.

6.2. **Principles of designing the educational environment.**

In the process of designing the educational environment, we will be guided by the following principles that follow from the laws of management: *purposefulness, structure, integrity, functionality, openness, non-linearity, coordination, personalization, reflexivity, independence and activity.*

Purposefulness is the design of an educational environment that ensures the development of students' personality based on the assimilation of universal educational actions, knowledge and development of the world.

Структурность Structurality – the structure of the developing educational environment is a meta-system: "teacher-students-educational activity", which contributes to the formation of the student as a subject of educational activity, and allows him to choose the most acceptable option for interaction in this process.

Integrity – each subsystem of the metasystem is relatively autonomous, interdependent and carries out purposeful personal development of students in a specially organized educational environment.

Functionality - the creation of an educational environment is a set of functions, the composition of which is preserved by all subsystems.

Openness – the process of creating a developing educational environment has an open character: it perceives the effects of society and responds to them with its own changes, constantly including new elements in its structure (new subjects of activity, new types of activities, new relationships, content, etc.).

Non-linearity – the process of creating a developing educational environment correlates with the states of the process of personal development of students, in which it is most sensitive to them, where its response to the impact non-linearly depends on the effect that impact.

Coordination is the design of an educational environment that allows students to interact with each other and with the teacher, and the teacher to regulate communication in the direction of achieving educational results.

Personalization is the creation of a developing educational environment that provides students with the opportunity to choose individual educational paths that are focused on their educational needs and characteristics.

Reflexivity is the creation of a developing educational environment that promotes the formation of a research position of students in relation to themselves, their activities in order to critically analyze, comprehend and evaluate them.

Independence and activity – designing an educational environment that allows students to model personally significant learning situations that contribute to the manifestation of their independence, activity, and self-management. Students act as active subjects of educational activity.

The guidance of these principles in designing the educational environment characterizes the teacher's activity as:

- reflexive.
- stimulating self-development of students' personality;
- predictive, capable of determining options for possible future states of the developing educational environment;
- capable of identifying productive contradictions as a factor of their constructive resolution;

6.33. Algorithm of the process of pedagogical design of the educational environment

The analysis of the practice of applying the technological approach in education allows us to conclude that the technology of designing the educational environment is necessary at each level of implementing the goals set.

Under the technology of designing the educational environment of higher education, we will understand the purposeful, organized activities of all its subjects, focused on creating an educational product that ensures the most effective achievement of the set educational goals. The result (product) of pedagogical design in this context is the optimal trajectory of development and maturation of the individual; the form of representation is a technological scheme or technological map.

Analysis of the design object involves, first of all, consideration of its structures, the state of each of them separately, as well as the relationships between them.

Теоретического Theoretical support of design involves the search for information:

- a) the experience of similar facilities operating in other locations;
- b) about the experience of designing similar objects by other teachers;
- c) theoretical and empirical studies of the influence of pedagogical systems and processes of a particular solution of pedagogical situations on a person.

Methodological support for design includes the creation of design tools: preparation of diagrams, sample documents, etc.

Spatio-temporal support of design implies that any object only then receives real value and is able to be implemented if its development takes into account a specific time and a specific space. The spatial environment is also designed. In pedagogy, the so-called spatial analysis has emerged. It studies the effect of remoteness, proximity of a teacher and a student, an educational institution, a home, etc. Time support for design is the ratio of the project and the time of its implementation. Each method is characterized by its own complexity, and it also takes a certain amount of time to transmit and assimilate the content. Each form is designed for a specific duration.

Material and technical support performs several functions in the process of pedagogical design. First, it provides pedagogical equipment and tools for the implementation of the design activity itself. Currently, many functions (shaping, etc.) are increasingly transferred to the computer. Secondly, since material and

technical support is formed from different sources, it must also be designed. Third, material and technical support has always been a means of solving educational goals, therefore, it should be designed as an integral part of pedagogical projects.

Legal support for design involves creating legal frameworks or taking them into account when developing student and teacher activities within systems, processes, or situations.

The choice of a system-forming factor is necessary to create a holistic project in the relationship of all its components. The choice of a system-forming factor affects the strategy and tactics of personal education.

Pedagogical design of the educational environment is proposed to be carried out in accordance with the algorithm, the scheme of which is shown in Figure 3.

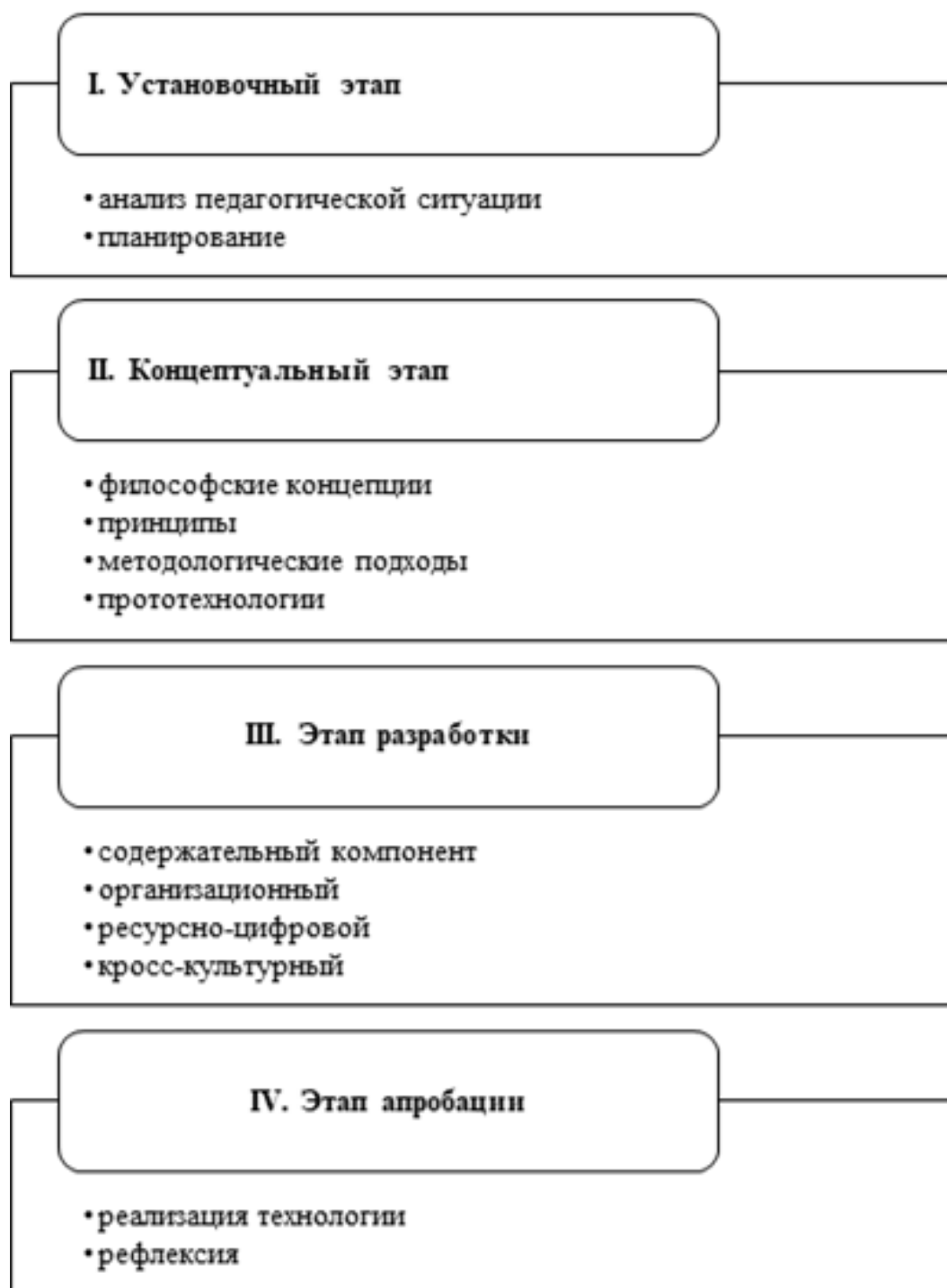


Figure 3. Algorithm for designing educational environment design technology

Let's consider the content of the stages of the proposed algorithm for designing the technology of designing the educational environment.

The setting stage of the algorithm includes: analysis of the pedagogical situation (identification of the problem, determination of design goals and objectives); diagnostics of existing opportunities for design, development, testing of technology (personnel, material, regulatory); making a decision on the need to correct the existing training technology or design a new one; planning activities to achieve design goals (Fig. 4).

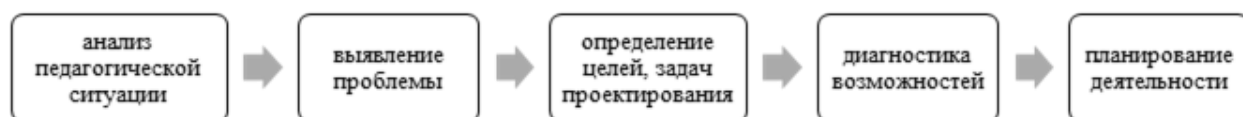


Figure 4. Content of the conceptual stage of educational environment design technology

At the conceptual stage of the algorithm of educational environment design technology, the scientific basis of design is determined: philosophical concepts, principles, methodological approaches, prototechnologies. The conceptual level of design is focused on creating a concept of an object or on its predictive model representation (model of the educational environment).

Figure 5 shows a visualization of the content of the conceptual stage of the technology of designing the educational environment.

Научная концепция	Принципы	Методологические подходы	Прототехнологии
• гуманизм в педагогике (В.А. Сухомлинский, Ш.А. Амонашвили); • антропологизм в педагогике (К.Д. Ушинский, И.П. Пирогов)	• основные дидактические принципы • принципы предвузовского обучения А.И. Сурыгина • принципы системного квантования и когнитивной визуализации	• личностно-ориентированный • праксиологический • тезаурусный	• здоровьесберегающая • уровневой дифференциации • модульная • социально-культурная • информационная • визуализации

Figure 5. Content of the conceptual stage of educational environment design technology

The structure of the educational environment design technology is described by the following components: content-based; process-based; resource-digital; cross-cultural; their content is shown in Figure 6.

Содержательный	Процессуальный	Ресурсно-цифровой	Кросс-культурный
• цели • объем, содержание, структура образовательной программы • тезаурусы • адаптированные учебные материалы	• организация и формы деятельности • организация педагогических измерений	• дидактические • диагностические • информационные ресурсы	• тьюторское сопровождение иностранных обучающихся • сопровождение педагогических работников

Figure 6. Components of educational environment design technology

The content component of the technology of designing the educational environment contains a set of basic characteristics of education, determined by the program and development plans of the educational institution.

The content strategy of pedagogical design is based on the goals and objectives of teaching and educating the individual, keeping them unchanged, varying only the content, methods and forms. Goals and objectives are considered as initial and objectively set. In this case, the teacher looks for ways to influence the personality that would encourage it to develop in accordance with the goals set.

The process component characterizes the organization of the educational process as a whole and pedagogical dimensions at each stage of the development of the educational environment.

The digital resource component of the technology contains information about the digital resources used.

The cross-cultural component characterizes the forms of cross-cultural support for subjects of the educational environment: tutoring activities of teachers; activities aimed at educating and developing students.

Thus, the third stage of the technology of designing the educational environment – the development of technology components – consists in describing the content-oriented, conceptual, organizational, resource-digital, cross-cultural components of this technology.

At the fourth stage of design – the stage of testing – the implementation of the developed technology and reflection – the assessment of the effectiveness of project activities are carried out. The criteria for the effectiveness of technology design are: assessment of the readiness of environmental subjects to master and implement educational programs; assessment of the degree of saturation of the educational environment of an educational organization of higher education with opportunities for versatile harmonious development of the individual.

Questions and tasks for self-monitoring

1. How does designing educational systems differ from planning their development?
2. Why are the activity-based and environment-based approaches basic for designing educational systems?
3. What is the essence of the basic stages of building an educational environment and why is this sequence of them the most optimal?
4. What is the content of each of the components *технологии проектирования* of the educational environment design technology?
5. What are the possible risks of designing an educational environment?
6. What are the possible prospects for designing an educational system?
7. What are the most effective ways to present your design results?
8. Does designing an educational environment involve taking into account the existing structure of an educational institution and / or developing a concept for a new structure of an educational organization?

9. How is the presentation of the results of implementing pedagogical innovation traditionally organized? What are the advantages and disadvantages of such a presentation?

10. Which of the forms of presentation of design results has the greatest emotional and motivating impact on the subjects of an educational organization?

11. What are some ways to visualize design results?

12. What are the ways to increase the activity of subjects of an educational organization in the process of presenting design results?

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Lecture 7. Conceptual approaches to the examination of the quality of the educational environment

Lecture questions:

7.1. Definition of the term "expertise".

7.2. Types of expertise.

7.33. Examination functions.

7.44. Stages of the expert examination.

7.55. Expertise and monitoring of the effectiveness of teaching activities and the level of professionalism of teachers.

7.6. Professionally important qualities of an expert.

Main concepts: expertise; goals, functions and stages of expertise; expert assessment; expertise and monitoring of the effectiveness of pedagogical activities; typology of the educational environment, vector modeling of the educational environment, expert assessment by students and teachers of the educational environment.

7.1. Definition of the term "expertise".

One of the methods of psychological and pedagogical analysis of the educational environment is expertise, which can be considered not only a source of reliable information that requires special training and professional knowledge, but also an important component of the management process in education.

According to the definition of the explanatory dictionary of S. I. Ozhegov, the Russian language, expertise is the consideration of an issue by experts for making a conclusion. It exists in various spheres of human life: medical, legal, technical, etc.

ΦThe competence of an expert appeared along with the need to evaluate the product and its quality by characteristics for which there is no objectively

developed standard. When evaluating something, the expert relies on his own opinion about the quality, and it is assumed that his answer is a guarantee of the correct assessment. In this logically first form of expertise, its grounds were formulated: goal — quality assessment; object — some material characteristics; means-intuitive, experienced judgments of taste; procedures — selection and organization of actions of experienced people (experts); product — agreed opinion of experts.

The next form of formation of expertise, already as a special, professional activity, is the examination of an already completed activity, that is, the examination of performance, which must be qualified according to some of its characteristics. The object of expertise changes, and it becomes the qualification of professional moments or aspects of an action. So, almost all human activity was involved in the examination, and not just what is used or produced in it. Changing the map item resulted in changes in other components: goals, tools, and procedures. The vast majority of modern expert procedures, including methods of their statistical processing, are based either on the principles of qualification of some quality, or on the principles of qualification of execution.

Expertise can be considered as an assessment by reputable specialists of the state of an object, the consequences of a phenomenon or event, the results of someone's activity or decision-making, the possibilities of implementing a project, etc. Expertise as a method involves focusing primarily on the competence and experience of an expert-expert, whose personality is the main "tool" of research. This is the fundamental difference between expertise and diagnostics, which is based on the appropriate technical and methodological equipment of the researcher.

A specialist expert, after familiarizing himself with the problem posed, decides which methodological apparatus and to what extent it will be used. The examination method provides for the specialist to comprehend the totality of various information obtained by him from a variety of sources. Being the most qualified form of applying special knowledge, expertise allows you to use the entire arsenal of scientific achievements, and expert assessments are considered objective, that is, made not by the expert personally, but by the science that he represents. At the same time, it should be borne in mind that, unlike research activities, expert activities are not aimed at finding new knowledge or developing new measurement methods. Expert research is based on already known scientific facts and measurement procedures and represents their direct application in solving specific practical problems.

In the last decade, the practice of conducting expert examinations has become quite widespread in the field of education. Educational projects and опытно-экспериментальная работа, educational development programs and regulatory documents, innovative developments, author's programs and educational and methodological complexes are subject to expert review. New concepts are being actively introduced: "psychological and pedagogical expertise", "pedagogical audit", "humanitarian expertise".

In real practice, expert activity is not so much an independent professional activity as an additional one performed by representatives of other professional groups, such as teachers, educational psychologists, educational managers, scientists and university teachers working in the field of teacher education.

At the same time, it should be emphasized that the expert activity carried out by representatives of these professional groups is, of course, quite specific in its content, goals, and means of implementation, and to a certain extent goes beyond the boundaries of the main profession.

The purpose of expertise in education is inextricably linked with the continuous change and development that it undergoes. The order for conducting an expert examination is formulated from the outside most often either by education managers or by the authors of innovative educational projects themselves. The expert has the right to independently choose the methods, means, and procedures for conducting an expert examination. Most often, an order for expertise in the field of education is formulated in general terms: "to evaluate the results of experimental work in an educational institution", "to consider the results of testing a new educational and methodological complex", "to analyze the proposed educational project", etc.

In accordance with modern concepts, psychological and pedagogical expertise can be carried out using diagnostic and expert methods to assess the condition of the examined object and can be one-time, or it can also have a long, reusable nature, being a means of monitoring

The subjectivity of expert assessment is determined by the selection of qualified specialists involved as experts, their professional level, personal qualities, as well as the organization of the examination procedure itself.

Based on the above, an expert is, first of all, a specialist who is competent and experienced in the exported issues, and then a researcher who knows the expert methodology and has the appropriate abilities. They can use certain techniques, or they can rework them, create new ones, or completely abandon them and rely only on their own experience and intuition, but in any case, their personal opinion, subjective judgment, for which the expert himself is responsible, ultimately turns out to be decisive. The expertise is based on the subjective opinions of experts, their lively, personal knowledge, which is valued no less, and often more, than objective data.

The objects of expertise can be different types of educational institutions: schools, lyceums, gymnasiums, universities, non-governmental educational institutions, institutions of additional education, etc.

The purpose of the expert examination may be:

- * assessment of the compliance of educational programs with the psychological and didactic requirements imposed on them;
- * evaluation of the effectiveness of author's and experimental programs, educational technologies and systems;
- * assessment of the readiness of human resources to work in these conditions and with appropriate technologies;

- * assessment of compliance of administrative and managerial activities with regulatory documents of higher-level organizations;

- * assessment of the level of development способностей of students ' abilities, etc.

So, the purpose of the examination may be to assess the compliance of the concept of a particular educational institution, its educational environment and author's educational programs with the above requirement — creating conditions for the manifestation of the creative potential of students and thereby for the development of their physical, cognitive and personal abilities in the process of their socialization.

The expert examination is carried out using the following methods and tools:

- * statistical analysis of social and qualification indicators, including questionnaires of students, their parents and teachers;

- * analysis (reflection) of the initial grounds for building the concept (who to teach, why, etc.), including the initial grounds for creating an educational environment and educational programs;

- * psychodiagnostic methods for assessing the level of development of cognitive, personal and other abilities of students, including their motivation, etc.;

- * the method of expert evaluations.

The form of presentation of the expected result of the examination is recommendations for designing, modeling, and providing psychological and pedagogical support for the educational environment of a given educational institution.

The main criterion for the quality of expertise is its credibility, which is provided by the totality of collected real facts, their conscientious analysis and systematic understanding. Based on the above and the specifics of the expert method (its subjectivity), it can be concluded that the quality of expertise depends significantly on the selection and training of experts.

7.2. Types of expertise.

According to the function performed, the following types of expertise are distinguished:

- *control points,*
- *estimated values,*
- *diagnostic services,*
- *forecast data,*
- *conflict issues.*

The functional (target) typology of examinations is largely based on the theory of forecasts, the theory of estimates, the theory of diagnosis, the theory of conflict resolution and fuzzy sets.

One of the most important goals in the examination of the educational environment is to determine the forecast of its development. A scientific forecast is understood as a statement in the form of a probabilistic statement of a certain degree of reliability regarding unknown or unidentified facts based on the study and generalization of past experience and intuition about the development of

systems in the future. The task of predictive expertise is to go beyond the known, to step over the boundaries of the existing knowledge system. For a successful forecast, it is necessary not only to know well the patterns of development of the system from its past state to the current one. Natural systems build their development in accordance with the future order, i.e. they are able to capture trends in the development of the future. Predictive expertise is based on a fairly well-developed theory of forecasting – prognostics.

The evaluative type of expertise acts as one of the most important areas of development of the expert research method. Expert assessment methods are widely used in solving various problems. They provide a clearer picture of the main goals, objectives, and consequences of their implementation. The types of assessments and their regulatory framework vary widely depending on the objects of assessment and the knowledge underlying the assessment.

Diagnostic examinations have a peculiar character. Elements of diagnostic examinations (the actual diagnosis of defining conditions) take place in all types of expert activity. As a special type, they are common in pedagogy, psychology, law, and medicine.

Most experts in social systems, including the educational environment, face external and internal conflict situations that arise at the local, regional and global levels. Expert examinations that focus on resolving conflict situations should be classified as a conflict type. Conflict examinations are reduced to the problem of making decisions in conditions of uncertainty.

Conflict should be considered as a way of interaction of complex systems, a way of their self-development, reaching a new meta-level. Therefore, the purpose of the expert examination is to resolve a conflict situation by entering a new holistic vision of the object with the highest range of interests. To find a solution that meets the requirements of consensus among all interested parties involved in the situation, it is necessary to strive not to force the conflicting parties to abandon their points of view in favor of one of them, or even to convince each conflicting party to slightly sacrifice their interests in the name of the common good. It is necessary for the conflicting parties to reach the meta-level, to find in it the grounds that unite them. These can be the highest interests of the region, country, society, universal, space. Consensus may not always be expressed as an unambiguous and one-sided result. In this case, we can use the "eastern" way of thinking: moving around the conflict object in narrowing concentric circles, forming a multidimensional impression based on observing the object from different points of view. "The Eastern Way" gives a result that is perhaps less unambiguous, less logically rigorous, but allows you to take into account various nuances.

When choosing the type of examination of the educational environment, we specify it with the goals that need to be achieved during the examination. Given that expertise is carried out in the social sphere, the next necessary step is to outline the "framework" or "boundaries" in which the model of expertise will be

implemented, these "boundaries" are set by the ideological level of reflection of the existing reality.

The basis of humanitarian expertise is humanitarian reflection, the task of which is to determine how much the living conditions of the educational environment contribute to the preservation and creation of values that support, and do not destroy, the organic proportionality of man and the world. Humanitarian expertise is the application of "human measures" to social, economic, political, environmental and other phenomena that contribute to the development of the human universe or constrain it. Within the framework of this examination, all structures are evaluated only in terms of how much they correspond to the ideal of comprehensive, harmonious, universal human development. The integrity of the human universe is fixed as representations of the value system. Humanitarian expertise is based on the use of a value-based form of knowledge, which is more or less carried by any person who embodies the so-called "personal knowledge".

Humanitarian expertise is an in – depth and personality-oriented examination, because the focus of its attention is a person as a person, a person in the most essential, most human manifestations. The purpose of humanitarian expertise is to identify the human meaning of certain situations, endow a person with the highest cosmic consciousness in his environment, and measure it by the highest moral standards.

Humanitarian expertise examines the educational environment from the point of view of preserving and creating values that support a person.

Depending on the level of development, expert examinations are divided into **primary** and **secondary** ones. The latter are carried out when the primary examination indicates shortcomings that require further development and submission for re-examination, or are repeated at the request of the customer, etc.

According to the composition of experts, the expert examination can be:

- **group (group of experts).** Developing complex solutions in a situation of uncertainty requires the participation of a team of specialists who are competent in many areas. Group expert assessment is more reliable, as it allows you to ensure maximum reliability with a competent selection of specialists.

- **collective**, which involves a collective assessment by a group of professionals or of the presented innovative project of the educational environment, when joint discussion and evaluation of new, controversial or questionable components of the object being examined is required, such an examination can provide multidimensional thinking, a coordinated perception of several directions within a broader unity. Collective expertise can reveal some latent processes due to the fact that certain phenomena appear to be inscribed in a broader coordinate system, due to the fact that phenomena are analyzed from a new, unusual point of view;

- **individual (one expert).** An individual expertise is carried out by a separate specialist-professional in a specific subject area of content in accordance with already existing standards or specially developed criteria;

- reflexive (self-examination).

Thus, after analyzing the various approaches to expertise presented above, we have systematized them in a certain logical sequence, which allows us to carry out an approach to the organization and procedure of its implementation on a scientific basis, taking into account the worldview levels, typology of innovative expertise.

7.33. Examination functions

Based on the analysis of the current practice of conducting expertise in education, researchers distinguish the following among its main functions: predictive; normative; evaluative; research; developing.

The prognostic function comes to the fore, first of all, in the examination of various types of development programs, complex target programs, concepts, and innovative projects. What they all have in common is that they all contain a description of the future result—the goal and how to achieve it. Expertise of such materials is essentially reduced to predicting their feasibility. Prognostic expertise evaluates, on the one hand, the relevance and validity of the goals set, and, on the other, the possibility of achieving them using the mechanisms and resources proposed in the project. Only a mandatory examination of both of these components can overcome a fairly common "disease" of projecting in education. Prognostic expertise should be continuous and should include an assessment of not only the project, but also the progress of its implementation in accordance with the intermediate stages specified in it.

The regulatory function is clearly distinguished during the examination of regulatory documents and materials. First of all, we are talking about documents that ensure the substantive and procedural side of the development of educational systems.

The evaluation function is associated with the examination of educational and training programs, teaching methods and didactic materials.

The research function is manifested in the examination of experimental and innovative activities.

The developing function of expertise is a system-forming one. This means that in the course of the expert examination, not only the study of a particular object is carried out, but also the understanding and support of the prospects for its further development are carried out.

All the listed functions of expertise are implemented to a greater or lesser extent, depending on which components of educational practice act as its objects.

7.44. Stages of the expert examination

There are several stages in the examination process.

The first stage of the expert examination is the collection of so-called background information. In the process of psychological and pedagogical examination of the educational environment, this can be either your own impressions from visiting an educational institution, or studying various documents — journals, notebooks, diaries, reports and administrative orders, essays, wall papers, stands, photos, etc.

In parallel, the collection of basic information begins - materials of conversations with "included experts", that is, with interested parties — with the administration, teachers, as well as with students. Very important information can be obtained through specially organized round-table discussions. In such an environment, a representative set of various opinions can be identified, reflecting the relevant positions and attitudes of various participants.

The second stage of the examination is the application of structured methods. This allows you to double-check the existing subjective assessments of the expert, make them more convincing in the process of reporting the results of the examination to the customer, as well as get certain quantitative results for comparison, ranking, identifying the dynamics of certain processes occurring in the educational environment, etc.

The third stage of psychological and pedagogical expertise of the educational environment is an expert opinion, which, as a rule, consists of the following sections:

- a brief description of the problem and the formulation of the objectives of the examination; the composition of the expert group;
- a complete list of information sources.
- general characteristics of the educational environment;
- expert assessments;
- expert recommendations.

Thus, today we can note two approaches to assessing the educational environment: the diagnostic approach, which consists of a package of psychodiagnostic techniques addressed to individual participants, and the expert approach, which includes a set of value judgments from both the participants in the educational process and independent experts who know the state of the educational environment of the educational institution or get acquainted with it. The very strategy of expertise, of course, is largely determined by the methodological ideas that the expert is guided by when choosing criteria for assessing the quality of the educational environment.

7.55. Expertise and monitoring of the effectiveness of teaching activities and the level of professionalism of teachers

Monitoring in education is considered as a means of improving the system of information support for education management, improving the quality of management decisions based on analysis, evaluation of information received, and adjustment of activities or processes. The use of monitoring in the education system makes it possible to solve the problem of its information service, ensuring the objectivity and reliability of the data obtained, and thereby timely and adequate response to emerging pedagogical and managerial situations. The characteristic features of monitoring that distinguish it from similar concepts are duration, continuity, dynamism, and multiple measurements based on adequate diagnostic tools.

Monitoring in education is a system for selecting, processing, storing and distributing information about the educational environment or its individual

elements, which allows you to judge the state of an object at any time and can provide a forecast of its development.

The objects of pedagogical monitoring of the educational environment can be: the educational process, the level of pedagogical skill, teaching, training, upbringing, individual and personal development of the student, the formation of a pedagogical or student team, etc. Subjects of pedagogical monitoring can be both individuals (administrators, teachers, curators, methodologists, individual students) and functional divisions educational institutions. Depending on the nature of the observed pedagogical object, the subject of pedagogical monitoring can be the quality of education, the organization of the educational process, technologies and means of teaching and upbringing, the behavior of students, their health, etc..

Let's focus on monitoring the professional skills of a teacher, which is mandatory in the development of every teacher.

Перечислим Let's list some conditions for the success of professional and pedagogical activity:

1. Personal charm.
2. Attractiveness of the information used in the lesson информации..
3. Originality of behavior and judgments.
4. Stable authority.
5. Ability to organize personally significant activities and communication in the learning process.
6. Persistent implementation of pedagogical requirements.
7. A penchant for humor.
8. The ability to transmit and contribute to the accumulation of knowledge in a dosed and firm manner, consistently, but with apparent ease.
9. Tact and correctness in relation to students.
10. Patience and tolerance.
11. The ability to respect other people's opinions.
12. The ability to understand and feel another person.
13. Flexibility.
14. Resourcefulness and ability to improvise.
15. Observation skills.
16. Ability to communicate informally.

Pedagogical skill is manifested in mastering effective ways of teaching students; the ability to bring up positive personality qualities in them; respect for their profession, specialty; the ability to teach to overcome difficulties on the way to achieving the goal; responsibility for the results of their pedagogical activities, so its main feature is the ability to teach students what the teacher knows and knows how to do. Pedagogical skill - perfect possession of psychological and pedagogical knowledge, skills and abilities, combined with pedagogical professionalism; possession of pedagogical technologies and methods, means and techniques, pedagogical techniques for their implementation.

Monitoring of pedagogical skills is mainly carried out in two directions. First, from the point of view of indicators of students' learning activities, how

much the actual level of knowledge meets the requirements of educational programs, and measurements should be carried out throughout the school year. This monitoring determines the level of professionalism of the teacher, his competence in the taught academic discipline. Secondly, from the point of view of general pedagogical qualities of the individual, professional and individual psychological qualities. In this case, the following diagnostic methods can be used: determining the value orientations of the individual, studying the level of mental development, ability to self-development and self-education, professional competence, assessment of hard work, efficiency, spiritual and moral development of the teacher, etc.

Diagnostics of professional skills of a teacher begins with monitoring students' knowledge. In the course of educational work, the teacher receives diagnostic information about the activities of students in the form of the results of control works, testing in their dynamics. Diagnostic information in this case is aimed at developing the teacher's unbiased attitude to the knowledge, skills and abilities of students, their objective assessment and forming an incentive for further development.

Diagnostic information for the administration of an educational institution is:

1. Comparative analysis of data on the progression of academic groups in the course of the educational process.
2. Comparative analysis of data from the previous year of study with current data on certain indicators.
3. Student performance charts and their comparative analysis with the previous year of study.
4. Results of control works and testing of students in dynamics.

The processing of the above-mentioned data, methodical work on the explication of the obtained results put the teacher in a position where professional development becomes mandatory. This provides a creative and search mode of activity in the educational environment: variability, the need to increase the professional skills of the teaching staff develop the ability of the teacher to self-development and self-knowledge, and also contribute to determining the necessary conditions for the development of cognitive, constructive, communicative, informational, organizational, pedagogical skills of the teacher.

The principles of diagnostic information are reliability, credibility, and accessibility.

It is possible to dispose of information and turn it into an active management tool only on the basis of the personal characteristics of the subjects of educational activities and their capabilities.

The subject of improving the skills of teachers is, first of all, from the professional side-the ability to activate students, knowledge of modern methods, forms, means of teaching and upbringing, a high level of pedagogical technique, pedagogical interaction, encouraging students to develop independently мы мы, the ability to encourage, not force, a differentiated approach in teaching, continuous improvement of their own skills. pedagogical experience, pedagogical knowledge,

skills and abilities, pedagogical mastery, etc.; secondly, from the personal side - the behavior of the teacher in the classroom, his attitude to students, his personal qualities and their manifestations. For many teachers, the fact of recognizing their mistakes and gaps, awareness of insufficient professional competence is a serious obstacle in the further implementation of their teaching activities and self-awareness as a professional.

The main conditions for successful pedagogical monitoring are as follows:

- targeted, systematic nature of monitoring activities;
- availability of the legal and methodological framework of the educational institution;
- interaction of structural elements of monitoring and methodological services and their focus on the final result;
- ergonomics of monitoring activities due to a clear distribution of job responsibilities;
- resource support;
- diagnostic basis for monitoring;
- search and application of innovative forms of activity;
- correctional activities of the school administration and teachers;
- the system of motivation and encouragement of teachers;
- effective management of the educational environment.

Methodological work in an educational institution should be based on the results of monitoring. It includes mastering rational methods of teaching and upbringing, increasing the level of general didactic and methodological readiness of the teacher to organize and conduct educational work, sharing experience between members of the teaching staff, and sharing best pedagogical experience. For these purposes, methodological materials are published, lectures and consultations are held for teachers on the methodology of educational work.

7.6. Professionally important qualities of an expert.

Based on the analysis of various approaches to determining the specifics of expert activity and its levels, the following characteristics are distinguished, which allow us to identify an expert for a particular field:

- professional experience;
- the level of complexity of professional activity;
- versatility of professional activity;
- success of professional activity.

It is emphasized that the area of professional competence should not exactly coincide with the field of expertise, but at the same time be close. Also important is the expert's experience in conducting research and experimental work, managing innovative projects and using software products for evaluating objects of expertise, which involve the formation of abilities for a systematic vision of the consequences of project development. A complex combination of these characteristics is possible when creating a group of experts.

Based on the functional model of an expert's activity, the professional abilities of an expert can be: research-analytical, reflexive, predictive, and abilities for dialog communication and interaction.

Here is one of the existing lists of qualities of an ideal expert:

creativity (creativity in solving problems, the method of solving which is not always known);

heuristics (the ability to see or create non-obvious problems).

intuition (the ability to draw conclusions based on supra-conscious processes);

predicatoriness (the ability to predict or anticipate the future state of the object under study);

independence (the ability to set your point of view against mass prejudices);

comprehensiveness (the ability to see a problem from different perspectives).

The specificity of the expert's personality is based on a combination of properties that provide both objective (professional knowledge) and subjective (intuitive generalization of experience) components of expert activity, the ratio of which can be different depending on the field, customer and performer of expertise.

An important condition for the success of the expert examination is the ability of an expert to create an atmosphere of trust in the process and the result of expert activity, to accept him as an expert.

Questions and tasks for self-monitoring

Based on the lecture text, create an intelligence-map "Typology of expertise in education" or a multimedia presentation. To create an intelligence map, follow these steps:

1. Arrange your main thoughts (ideas, positions) along the branch-lines so that they diverge from the center to the sides in the order of their significance or logic (there may be branches of several orders: 2nd, 3rd, etc.). All key concepts should be written along the branches in a larger way, highlighted in any color. There should only be one term per line. The different significance of thoughts can be shown by using the thickness of the lines-branches.

2. Emphasize the associative, logical connections existing between ideas and positions, connecting the "branches" one with another, as well as using closed contours, curves, arrows. Various symbols can also be used to visually represent the materials of the intelligence map.

3. Analyze the reasons for identifying types of expertise. Which of these grounds are conceptual, i.e. initial for choosing the type of expertise? Complete the list of reasons for identifying types of expertise based on the analysis of the lecture text.

4. Determine what types (s) of expertise can be used in situations where it is necessary to:

- A). carry out an expert examination of the educational environment;

B) determine the compliance of the educational environment with legislative acts, norms, regulatory documents, and standards;

C). provide an understanding of the meaning of educational initiatives;

D). carry out a comprehensive assessment and develop complex solutions;

E). create conditions for effective public participation in managing the development of the educational environment:

F) carry out an expert examination on a specific subject area of the content of the educational environment in accordance with existing standards or specially developed criteria.

5. Make a description of the humanitarian expertise. When creating a profile, answer the following questions:

Who are the main actors of humanitarian expertise as a social action?

Who can act as: initiator of humanitarian expertise? Her client?

What is the product of humanitarian expertise? What are its main forms and types?

In what case can the humanitarian expertise be considered successful? In what case can we talk about its failure?

6. Write an essay "Defining objects and subjects of expertise as a scientific problem".

7. What are the similarities and differences between diagnostic and monitoring procedures?

8. Please provide examples of environments for which the diagnostic procedure is appropriate.

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Lecture 8. Examination of the quality of the educational environment

Lecture questions

8.1. Principles of expert activity.

8.2. Parameters of examination of the educational environment.

8.3. Methods and means of expert activity.

8.1. Principles of expert activity.

- expertise is carried out by experts who are specially selected for each specific case based on their competencies and experience in expert activity;
- the act of examination is preceded by a preliminary acquaintance with teachers and their working conditions and the establishment of trust relationships in the presence of the examination client (head of the organization);
- The expert examination is made only upon direct acquaintance with the state of affairs in the educational institution or on the basis of specific materials (creative works of students, video materials, etc.). Based on the opinion of other persons, the expert has no right to give an expert examination. The conclusions made based on the results of the expert examination indicate the materials on the basis of which the situation analysis was carried out;
- expertise should be comprehensive, i.e., consider the object from a variety of points of view on educational processes;
- the expert examination must be independent.

8.2. Parameters of educational environment expertise

For the examination of the educational environment, an apparatus for its formal description should be developed based on a system of appropriate parameters. A number of "basic" parameters are distinguished: intensity, modality, degree of awareness, and stability; as well as six "second-order" parameters: emotionality, generality, dominance, coherence, and activity.

- **Awareness of the educational environment.** The degree of awareness of the educational environment is an indicator of the conscious involvement of all subjects of the educational process in it. According to L. S. Vygotsky, " ... the influence of the environment on the child's development will be measured, among other influences, by the degree of understanding, awareness, and comprehension of what is happening in the environment." осознаваемостиThe presence of traditions and rituals, symbols and attributes of an educational institution can serve to increase awareness of the educational environment: the school flag, students are willing to wear the badge of their educational institution, etc.

A high degree of awareness of the environment can be observed, for example, when preparing a team of students for a subject Olympiad. In such an environment, both teachers and students are well motivated by the challenge ahead. Everyone is aware of the responsibility both for their own fitness and for the level of training of their comrades. осознаваемости образовательнойThe

presence of traditions and rituals, symbols and attributes of the educational institution (flag, anthem, emblem, etc.) can serve to increase awareness of the educational environment. In this case, we can definitely state a high level of awareness of the educational environment.

The problem of increasing awareness of the educational environment was given a lot of attention in the pedagogical system of A. S. Makarenko: "Nothing binds a team together like tradition. To cultivate traditions and preserve them is an extremely important task of educational work" (A. S. Makarenko, 1988, p. 248). "Terminology is important. For example, I don't quite agree that a school can be called an incomplete secondary school. I think we need to think about this. What does it mean: a student goes to school, and his school is called an incomplete secondary school? This is a truncated name. The name itself should be attractive to them. I have paid attention to this terminology" (Ibid., pp. 250-251).

- **Dominance** is the significance of this environment in the system of values of subjects of the educational process. Dominance describes the educational environment by the criterion of "significant – insignificant". This is an indicator of the hierarchical position of this educational environment in relation to other sources of influence on the individual: the greater the role of a certain educational environment in human development, the higher, "central" place it occupies in this sense, the more dominant it is. Almost every one of the outstanding classics of pedagogy considered a high degree of dominance of the school environment as a necessary condition for its successful functioning. Usually, this was supposed to be achieved by means of an "information blockade", as in Ya. A. Komensky, or physical isolation, as in J. R. R. Tolkien. Locke, or a combination of both, as in J.-J. Russo. доминантности A. S. Makarenko also called for absolute dominance of the school environment: "Now about the most important thing, about the family. There are good families and bad families. You can't guarantee that the family is raising you properly. We can't say that a family can bring up children as it wants. We must organize family education, and the organizing principle should be the school as a representative of state education. The school should lead the family" (A. S. Makarenko, 1988, p. 182)

- **Intensity** - the degree of saturation of the educational environment with conditions, influences and opportunities, as well as the concentration of their manifestation.

- **Coherence** - consistency of all local educational environments, the subject of which is a person. Coherence characterizes the educational environment by the criterion of "harmonious-inharmonious". This is an indicator of the degree of consistency of all local educational environments, the functional subject of which is a given person. The degree of coherence of school environments designed by the classics of pedagogical thought has to be evaluated in different ways: the highly coherent ones include the school environments of Ya. Korchak, A. S. Makarenko, and Ya. A. Komensky. Rousseau should definitely be considered incoherent, one might even say "anti-coherent".

- **Mobility** is the ability of the environment to undergo organic, evolutionary changes.

- **Generality** - the degree of coordination of the activities of all subjects of a given environment. A high degree of generalization of the educational environment of an educational institution is ensured by the presence of a clear concept of the activity of this institution. Let us illustrate the concept of generalization of the school environment with another radical quote from the pedagogical works of A. S. Makarenko: "No teacher has the right to act alone, at his own risk and on his own responsibility. There should be a team of educators, and where educators are not united in a team and the team does not have a single work plan, a single tone, a single precise approach to the child, there can be no educational process. Therefore, it is better to have 5 weak teachers united in a team, inspired by one thought, one principle, one style and working together, than 10 good teachers who all work alone, as anyone wants" (A. S. Makarenko, 1988, p. 174).

- **Social activity** – the degree of influence on society, the environment.

- **Stability** - the stability of the environment over time. If other parameters give a characteristic of the educational environment at a particular moment, "here and now", in other words, its synchronous description, then the stability parameter allows for a diachronic description of the educational environment.

Oxford and Cambridge, as well as other European universities that trace their history back to the Middle Ages, have certainly proved the high sustainability of their educational environment. Also, for example, we can consider a highly stable environment of a summer school for gifted children, which actually functions only three weeks a year, but this has been happening for many years, based on a single organizational-and pedagogical methodology, with a teaching staff whose core remains constant, etc.

A low degree of sustainability of the environment is found, for example, in cases of frequent changes in the teaching staff ("staff turnover") or management. The low sustainability of the educational environment can also be said when an educational institution with a long and strong tradition resolutely changes the concept of its pedagogical work, adapting to new requirements.

The most stable type can be attributed to the dogmatic environment, which functionally differs little from its medieval incarnation (for example, in the version designed by Ya. A. Komensky) and remains dominant in many schools even at the beginning of the XXI century.

At the same time, the creative environment is undoubtedly the least sustainable type. For example, Leo Tolstoy's Yasnaya Polyana School, which he created on the basis of the methodology for developing the activity and personal freedom of peasant children, lasted only a few years. J. Korczak had few practical followers, although his pedagogical system received worldwide recognition.

We can also note a curious situation with the pedagogical theory of J.-J. Russo, which is studied by all students of pedagogical specialties, but, apparently, has never been practically implemented by anyone. Cdesigned by Zh.-Zh. Russo educational environment has a " zero indicator " of sustainability. The resilience of

the school environment can manifest itself in extreme situations, showing its ability to survive without losing its essence under external pressure. Experience shows that this depends not only on the subjective position of the administration, but also largely on the systemic stability of this environment as a whole.

- **Breadth** – completeness of inclusion in the environment of various subjects, objects, processes and phenomena of the surrounding world.

- **Emotionality** - the ratio of emotional and rational components in the environment. It is obvious that a certain educational environment can be either emotionally rich, "bright", or emotionally poor, "dry". The profile of the educational organization itself may affect the indicator of the emotionality of the environment. If this is a Suvorov school or an ancient college for young gentlemen, then we can rather assume a greater degree of rationalism and restraint than, for example, in the environment of a summer school for gifted students. The emotionality of the educational environment also correlates to a certain extent with the type of its modality. Higher indicators of emotionality are generally found in the active types of educational environment — creative and career, while lower indicators are found in the passive types — dogmatic and serene.

Comprehensive assessment of indicators. The selected parameters of the educational environment are related to each other, and at the same time, each of them can have its own low or high indicator, regardless of the level of indicators of other parameters. For example, the educational environment of the creative modality type can be characterized by a relatively low breadth index, and at the same time — by high intensity; a high degree of awareness and low stability; high emotionality and low generalization; high dominance and low coherence; low activity and high mobility.

This system of parameters for the examination of the educational environment allows for its systematic description, provides an opportunity to monitor the development of the educational environment of an educational institution. Psychological and pedagogical expertise of the educational environment based on the presented set of diagnostic parameters allows us to more clearly see the potential of its organizational development.

The selected parameters of the educational environment, of course, turn out to be somewhat related to each other, and at the same time, each of them can have its own low or high indicator, regardless of the level of indicators of other parameters. For example, the educational environment of a children's ecological camp of the creative modality type can be characterized by a relatively low breadth index, and at the same time — by high intensity; a high degree of awareness and low stability; high emotionality and low generalization; high dominance and low coherence; low activity and high mobility.

Using this method, primary data can be obtained from various expert groups (administration, teachers, students, and graduates). Results are processed using standard statistical procedures. You can assign such processing to psychologists, sociologists, or mathematicians.

The set of parameters of the educational environment allows for its systematic description, provides an opportunity осуществлять to monitor the development of the educational environment of an educational institution. Psychological and pedagogical expertise of the educational environment based on the presented set of diagnostic parameters allows us to more clearly see the potential of its organizational development.

The methodology presented here is a tool whose effectiveness depends on the user.

It seems that making comparisons of the quality of work of different teachers (or entire educational institutions) using this methodology, and especially with subsequent administrative conclusions, is completely inappropriate! Moreover, such a comparison is not correct because of the inevitably different "starting potential": different students, different premises, different material opportunities, different terms of joint activity of the teacher and students, etc.

As already noted, it is most appropriate to use the expertise methodology for monitoring the development of the educational environment. As the ancient Chinese sages believed, it is pointless to constantly try to compare yourself with others. After all, there will always be those who will be ahead of us, and there will always be those whom we ourselves managed to get ahead of.

Should I focus on this? It is much more important to "compare yourself with yourself yesterday"!

By annually conducting an expert review of its educational environment by "internal" forces, that is, by the so-called method of integrated expertise, the administration can ensure effective control over the dynamics of its development, purposefully adjust this development by redistributing resources, if it seems necessary to increase the indicator of a particular parameter. Naturally, it is important to overcome the temptations of "looking beautiful in your own eyes"; it is better to be as strict as possible in evaluating your activities, which will contribute to the desire for a more dynamic development of the educational environment.

Особый интерес для анализа ситуации в учреждении образования может представлять The above-mentioned difference in expert assessments of the educational environment by the administration and various teachers may be of particular interest for analyzing the situation in an educational institution администрации, различных педагогов. At the same time, you should never find out which of them is "right" and which is not. It is much more important to understand why the same situation воспринимается по-разному perceived differently from different functional positions. The conclusions obtained as a result of such an analysis can become an important factor in improving the management system of an educational institution.

Having received a certain "picture" of the educational environment, managers and teachers determine the strategy for its further development based on their ideas about the goals of education. You can, for example, focus your available resources on radically raising the level of quantitative parameters that

have the lowest values. You can evenly distribute the effort, achieving a small increase in the values of all parameters. You can try to maximize one or more of the parameters that seem to be most important in these specific conditions, and so on. At the same time, it is not always necessary to strive to reach the theoretically possible maximum: For example, a sharp increase in the level of intensity of the educational environment may be undesirable due to too much stress on students, which will negatively affect their physical and mental health.

In this regard, the answer to another "typical" question becomes obvious: "What level of indicators should be considered" sufficient "or" good" for a particular parameter? " In this logic, this question loses its meaning. After all, it is advisable to evaluate not so much your "achievements" as those unrealized opportunities that, in this way, turn into a potential resource for the development of the educational environment.

Whether we will strive to use this resource this academic year or "preserve" it "until better times", focusing on the development of other aspects of the educational process, depends only on the management decision made.

Thus, принципиальное значение уже при повторной the quantitative increase ("delta") in the level of those parameters that were previously identified as strategically priority and whose indicators were planned to be increased is of fundamental importance even during the re-examination.

8.3. Methods and means of expert activity.

In accordance with modern concepts, psychological and pedagogical expertise can be carried out using diagnostic and expert methods to assess the condition of the examined object and can be one-time, or it can also have a long, reusable nature, being a means of monitoring.

Diagnostic methods применяются are used when the standard standards obtained earlier in statistical samples are used as the initial criterion for evaluation. Therefore, the diagnosis of the educational environment involves the use of methods, the objectivity of which is confirmed by the relevant procedures of standardization, validation and randomization, or the use of specially developed and justified methods for this case. In contrast, expert methods are based primarily on the subjective assessment of the examined object by specialists in this field. Therefore, the objectivity of expert evaluation is determined by the selection of qualified specialists involved as experts, their professional level, personal qualities, as well as the organization of the examination procedure itself.

1. Statistical analysis of social and qualification indicators, including questionnaires of students and teachers. This method is associated with the study of formal indicators, such as the level of education and experience of teachers, the social status of students' families, indicators of academic performance, attendance, morbidity, etc. The analysis of these data allows the expert to identify the overall situation in the educational organization, the study of data for different periods of time is necessary to determine the dynamics of development.

2. Analysis of the initial basis for building a concept (who to teach, why, etc.), including the initial basis for creating an educational environment and

educational programs. This method allows you to determine the official orientation of the educational environment, its compliance with educational standards.

3. Psychodiagnostic methods for assessing the level of development of cognitive, personal and other abilities of students, including their motivation and other qualities. The results of such a study allow the expert to identify the characteristics of the student population and their possibilities for correlation with the content of education, the orientation of the environment for subsequent adjustments.

As a result of the examination of the educational environment, an expert opinion is drawn up. It presents the expected result of the examination-recommendations for designing, modeling and psychological and pedagogical support of the educational environment of this educational institution.

Questions and tasks for self-monitoring

1. Is it always advisable to conduct a public expert examination? Justify the answer.

2. How can we prevent or minimize the risks of public discussion of the results of the expert examination?

3. How to organize a comprehensive assessment of criteria and indicators for the development of the educational environment?

4. What variants of interaction of subjects of educational systems in the process of examination do you consider the most culturally appropriate and why?

5. What actions of subjects of educational systems can be aimed at implementing the principle of openness?

6. What approaches exist to the procedure for processing and analyzing the results of the expert examination?

7. What are the most effective ways to give the process of organizing the design and examination of the educational environment the status of a socially significant project?

8. What are the prospects for public discussion of the results of the expert examination?

9. Which of the ways to solve problems that arise in the process of public discussion do you consider the most productive?

10. Describe the situations in which it is appropriate to conduct some form of presentation of the results of the examination.

11. Describe the stages of conducting expertise, diagnostics, and monitoring. What is the similarity of the process of their organization and what is their specificity?

12. Why does the examination procedure cause internal tension in the team?

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Lecture 9. Criteria and indicators for evaluating the effectiveness of the educational environment

Lecture questions:

9.1. Selection of criteria and indicators for evaluating the effectiveness of the educational environment.

9.2. Use of criteria and indicators of the effective functioning of the educational environment in the process of expert assessment.

9.3. Diagnostics of educational environment components

9.4. Preparation of a report on evaluating the effectiveness of the educational environment.

Basic concepts: criteria for evaluating the educational environment, qualitative characteristics of the educational environment, effectiveness of expertise.

9.1. Selection of criteria and indicators for evaluating the effectiveness of the educational environment.

When studying socio -cultural processes and phenomena, they usually use not one criterion, but some combination of them, representing a system.

Considering the system of criteria as an ideal model with which the real phenomenon is compared and with the help of which the degree of correspondence of the real phenomenon to the ideal model is established, the following main functions of their use can be distinguished:

checking the implementation of the set goal.

assessment of the degree of implementation of the set goal;

diagnostics, i.e. determining the deviation of the object's properties from the accepted sample.

forecasting, which consists of predicting possible results or events based on data about the current state of the object.

planning, which consists in building a sequence of steps that ensure the achievement of specific goals in solving problems based on the analysis of factors that have the greatest impact on the course of the studied processes.

The concept of efficiency reflects **the cost-benefit ratio**. Greater efficiency will be achieved if better results are obtained while reducing costs. Evaluation of the effectiveness of the phenomenon is focused on the effectiveness of purposeful

pedagogical influence, ensuring its achievement through the transformation of the phenomenon itself.

The next requirement for the development and justification of the criteria framework is a clear definition of the scope of the criteria, which allows us to describe the boundaries of their functioning. Most often, the boundaries of the functioning of criteria are set based on the category of the object under study and its nature. This is due to the fact that the criteria for evaluating a phenomenon, based on the general theory of scientific knowledge, should be adequate to the nature of the results being evaluated, and the results, in turn, depend on the category and selected aspects of considering the phenomenon (A.V. Tryapitsyn).

The very application of criteria in the field of education has an important feature. The standard (or ideal model) can serve as an internal motivating factor for the development of the studied pedagogical phenomenon.

The objectivity and integrity of the criterion-based research apparatus is ensured by three levels of its functioning:

methodological level, which forms the conceptual basis for choosing and motivating criteria and indicators that are adequate to the general ideology of research; defines a set of common principles that allow defining the boundaries of requirements for their quantitative and qualitative content;

a theoretical level that represents a predictive model for evaluating performance, which has the function of designing a diagnostic hierarchy of goals (an ideal model) and allows for pedagogical transformations.

An instrumental level that establishes the possibility of using methods, methods and means of monitoring and diagnostics that are organically included in the process under study (Kozyrev V. A. *Teoreticheskie osnovy razvitiya gumanitarnoi obrazovatel'noi sredy pedagogicheskogo universiteta*. St. Petersburg: Obrazovanie Publ., 1999, P. 194).

9.2. Criteria and indicators for the effective functioning of the educational environment

What criteria (indicators) can be used to assess the effectiveness of the educational environment?

Let's start with the most obvious ones.

First, it is a comparable level of general education and general cultural training of graduates of all levels when entering higher education institutions.

Secondly, as a consequence, the competitiveness of the educational institution itself in the market of educational services. Here we can keep in mind the relevance of an educational institution in the eyes of potential consumers of services, first of all, parents and students themselves. It is important that parents and students themselves want to study in this particular educational institution.

Third, successful social adaptation and integration of students into the educational and cultural environment.

The diagnostic package for determining the level of effectiveness of the educational environment includes three blocks of techniques.

The first block is aimed at studying the results of the impact of the educational environment of an educational institution on students. These results include the intellectual abilities of students, their social and individual-personal characteristics, motivational aspects associated with their involvement in the educational process.

To assess intellectual abilities, we use data from tests that allow us to identify "basic" intellectual abilities and mental actions, the formation of which is directly affected by the educational process. Assessment of individual and personal characteristics is carried out by studying students' self-assessment and level of claims of students, identifying the hierarchy of motives, determining the level of anxiety, the structure and intensity of psychological contacts with peers.

The second block is aimed at studying the specific features of the means by which a particular educational institution is trying to achieve a developmental effect: analysis of the organization of the educational process and ways of interaction in the teacher - student system, research of the socio-psychological structure of groups of students and identification of significant criteria for the formation of interpersonal relations between students, description of climate of educational institutions, etc.

This takes into account three aspects of the implementation of the educational process: ***content - based, organizational, and interpersonal***.

The third block is designed to identify internal target settings that determine the specifics and effectiveness of the impact of the educational environment of an educational institution on various aspects of students' mental development.

Assessment of the educational environment is associated with the developmental effect. As key scientific prerequisites for the development and evaluation of developing educational environments, the algorithm of "essential indicators" developed by V. V. Davydov is used:

- each age corresponds to certain neoplasms of the psyche;
- * training is organized on the basis of leading activities;
- * interrelations with other types of activities are considered and implemented;
- * the educational process is methodically provided with a system of developments that guarantee the achievement of the necessary level of development of psychological neoplasms, which allows us to diagnose the level of the process [4, p. 26].

The main diagnostic indicator of personality development of each student and the group as a whole consists of three assessments: health status, cognitive development, and personal development. The indicator for each area separately consists of a number of assessments obtained using tests, as well as on the basis of performance reports, data from medical examinations, etc. The results obtained are translated into standard scales of various indicators.

Educational activities are effective to the extent that they:

* educates a person who is able to live in a situation of rapid social changes that require making adequate independent decisions;

* prepares students for positive self-realization in the main spheres of life;

As one of the most important criteria for the effectiveness of the educational environment, researchers consider ***social comfort***, which may include such indicators as self-assessment of participation in the life of the team, assessment of the relationship between students and teachers, and assessment of the nature of students' relationships with each other.

9.3. Diagnostics of educational environment components

All the main components of the educational environment of an educational institution can be subject to expert evaluation.

1. Physical space:

- *accessibility* — an opportunity for teachers and students to use resources inside and outside the educational institution, and for the community to be present in the educational space.
- *transformability* — the ability to change spaces by volume and function.
- *equipment saturation* — the implementation of educational tasks is provided by various types of material and technical equipment.
- *personalization ("assignment")* - denial of "institutional rigor", the presence of accents in the design that focus on the presence of children;
- *security* — elimination of unforeseen risks for students and teachers without limiting their freedom and infringing their rights and access;
- *age-appropriate approach* - avoiding universal solutions for the entire educational institution as a whole, paying attention to the age characteristics of students in specific premises обучающихся.

2. Interaction of students:

- *participativeness* — decisions on the activities of an educational institution are made with the participation of all interested parties.
- *collaboration* — all decisions that are important for the life of an educational institution are made through discussion.
- *safety* — psychological comfort in the interaction of all participants in the educational process, a healthy psychological climate.

3. Digital environment:

- *accessibility (ubiquity)* — educational resources needed by teachers and students can be obtained from anywhere in the building, as well as outside the building where the educational institution is located.
- *information saturation* — expansion of the educational space to a global scale;
- *safety* — children and adults are protected by the school from negative phenomena that exist in the modern digital environment, during the educational process (not only in the school building, but also outside it).

4. Structure of the educational program:

- flexibility — depending on the current educational goals, the schedule can easily change, and unexpected but interesting and useful educational opportunities are actively included in the daily routine.
- integrativity (clustering) — replacing the subject principle of program construction with a sphere one with the possibility of cross-disciplinary study of cross-cutting topics, including those of different age groups.
- individualization — an opportunity for each student to design and implement their own educational route while maintaining the integrity of the educational process

The subject of diagnostics of the educational environment of an educational institution can be the students themselves, their readiness for independent life. Aboutna includes:

- **intellectual maturity** (developed cognitive interests, ability to find a constructive solution to a cognitive problem, critical thinking, etc.);
- **social maturity** (responsibility for what is happening, willingness to cooperate, tolerance of others);
- **personal maturity** (self-understanding, independence, self-esteem, the desire to implement their initiatives);
- **emotional maturity** (empathy, intuition, empathy).

An educational environment is effective to the extent that it:

- educates a person who is able to live in a situation of rapid social changes that require making adequate independent decisions;
- prepares students for positive self-realization in the main spheres of life;
- meets the requirements of the socio-cultural sphere.

There are two aspects of assessing the educational environment:

1. Study of interaction between educational institutions and the social environment:
 - the totality of family orientation in the field of education;
 - use of socio-cultural opportunities of the environment;
 - preparation for a positive transformation of the environment.
2. The study of internal resources of an educational institution, opportunities for self-development, includes the initiative and innovative activity of teachers, the valueological component of education, the nature of interaction between students and teachers, the nature of interaction in the teaching staff, the creation of conditions for the development of students' maturity.

Environmental diagnostics makes it possible to judge the state of the environment and the individual and includes:

- 1) Determination of the personality type, lifestyle and environment of the educational system functioning;
- 2) Survey of the real environment and assessment of its capabilities;
- 3) Identification of students' perceptions of the environment, prevailing trends in it, and dominant lifestyle variables;
- 4) Identification of positive elements of the environment that serve as "nutrition" for its inhabitants;

5) Determination of the student's personality type based on comparison of diagnostic data with the standard of personality type (if this is a normative diagnosis) or with previous results (relative diagnosis).

Diagnostics of the social component of the educational environment includes:

- mutual understanding and satisfaction of subjects of the educational process with interpersonal relationships;
- the prevailing positive mood of the subjects of the educational process;
- the authority of the heads of the educational organization;
- the degree of participation of all subjects in the management of educational processes;
- cohesion and consciousness of subjects of educational relations;
- productivity of interaction in the learning component of the educational process.

There are different approaches to assessing the educational environment:

1) Diagnostic approach:

- a) analysis of structural components;
- b) studying the results of the impact of the environment on its participants (as a rule, on students and, to a much lesser extent, on teachers and other participants);
- c) a combination of the first two.

Yasvin considers the psychological and pedagogical complex of opportunities of the educational environment based on the system of personal needs identified by A. Maslow and E. A. Klimov:

- the ability to meet physiological needs;
- ability to meet security needs;
- ability to learn group norms and ideals;
- the ability to meet social needs (love, respect, recognition);
- the ability to meet the need for meaningful activities;
- the ability to meet the need to maintain and improve self-esteem;
- the ability to meet and develop cognitive needs in the field of interests;
- the ability to meet and develop the need for transformative activities in the field of interests;
- the ability to meet and develop the need for aesthetic design of the environment;
- the ability to meet and develop the need for independent ordering of the individual picture of the world;
- the ability to meet and develop the need to master an increasingly high level of skill in their field;
- the ability to meet and develop the need for self-actualization.

2) Expert approach-aimed at a comprehensive assessment of its development capabilities. And the continuously developing function of expertise is a system-forming one. Expertise as a method involves focusing on the competence and experience of a specialist-an expert whose personality is the main "tool" of

research. This is the difference between expertise and diagnostics, which is based on the appropriate technical and methodological equipment of the researcher.

The examination method organically includes the subjective opinion of the expert, due to his professional intuition. The program of psychological and pedagogical expertise of the educational environment, proposed by V. A. Yasvin, who believes that the examination can be carried out both by independent specialists and "included experts" - the administration, teachers, parents, and students. As a criterion indicator, we consider the presence or absence of conditions and opportunities in the environment for the development of a child's activity and personal freedom.

The qualitative and quantitative characteristics of the individual's connection with the social environment, the dynamic result of its socialization are achieved by including it in all possible communication channels, i.e. through communication in its main types: direct and indirect.

One of the criteria for diagnosing the quality of the educational environment can be the communicative characteristics of its participants and, in particular, the orientation of the individual in communication, measured in all subjects of the educational process. Communication structures in their implementation act as sufficient grounds for a psychological explanation of the interaction of a person and the social environment. Функции общения при их реализации выступают как достаточные основания для психологического объяснения взаимодействия человека и социальной среды.

Communication parameters create a psychological component of the educational environment, and the quality of their implementation will either contribute to the positive development of the individual, or generate deformations, deviations or obstacles to the realization of personal potential.

Another empirical indicator is the self- or other-centered score, measured using the egocentric association test.

9.4. Preparation of a report on evaluating the effectiveness of the educational environment.

Reports on evaluating the effectiveness of the university's educational environment include the following:

- number of students;
- evaluation criteria (indicators);
- analysis of the collected information on the evaluation of results (by indicators);
- analysis of the effectiveness of obtaining environmental knowledge, taking into account their impact on the environmental educational environment of a technical university;
- conclusions and recommendations for improving the university's educational environment университета.

Questions and tasks for self-monitoring

1. Define criteria for evaluating a safe and comfortable educational environment

Answer options to choose from:

- a) readiness of the room (illumination, cleanliness, air condition);
- b) monitoring the boarding of students;
- c) organization and discipline;
- d) instilling skills of self-educational activity;
- e) performing a dynamic pause.

Correct answers:

- a) readiness of the room (illumination, cleanliness, air condition);
- b) monitoring the boarding of students;
- e) performing a dynamic pause.

2. What indicators can be used to assess the safety of the educational environment? Choose the correct answer.

* Attitude to the educational environment; significant characteristics of the educational environment and satisfaction with them; protection from psychological violence in interaction (Correct answer).

* Satisfaction with the educational environment; health indicators of students; rating of the educational organization.

* Attitude to the educational environment of students' parents; satisfaction with the educational environment; absence of psychological violence in the environment.

* Attitude to the educational environment; significant characteristics of the educational environment and satisfaction with them; satisfaction with the educational environment.

3. Give examples of tools for assessing the quality of the educational environment (indicators and indicators) that, in your opinion, allow you to assess the fulfillment of psychological and pedagogical conditions (parameters of the educational environment), defined by V. V. Rubtsov and E. G. Yudina (2010) as appropriate for developing education:

personal-oriented interaction between teachers and students;

full communication with peers;

developing pedagogical technologies focused on the specifics of adolescence and based on the assimilation of cultural means of activity at this age;

subject-spatial environment that encourages students' communicative, interactive, cognitive, physical and other types of activity of students,

organized according to the age specifics of development; the possibility of choosing educational programs, pedagogical technologies, materials and culturally developed means of activity for all subjects of education (teachers, students).

Explain your choice in detail

Literature

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2. Designing an educational environment: a method. guidelines for practical classes / НовосиБNovosibirsk State Agrarian University.un-t. Engineer. in-t; comp. by T. V. Sidorina. Novosibirsk, 2019, 12 p. (in Russian)

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4. Тарасов, С.Tarasov. S. V. Kriterii i pokazateli effektivnosti obrazovatel'noi sredy [Criteria and indicators of the effectiveness of the educational environment]. 2015. №4. - Режим доступа: <https://cyberleninka.ru/article/n/kriterii-i-pokazateli-effektivnosti-obrazovatelnoy-sredy>.- Access datesata доступа: 03.11.2023.

2. PRACTICAL SECTION

Practical lesson 1. Educational environment as a pedagogical phenomenon and object of design

The purpose of the work: to analyze and develop knowledge about the essence, specifics and structure of the educational environment; to systematize students' knowledge about the main approaches and requirements to the organization of a safe educational environment.

Methodological support for practical work: the text of a lecture on the topic.

Task 1. Read the list of literature on the academic discipline. Choose 1-2 textbooks for advanced study. Pay attention to the discussion questions and tasks listed after paragraphs or chapters. Write your answers in writing in your discipline workbook. Make at least 10 short notes on specific topics.

Task 2. Make an abstract in your notebook for any book or journal article you have read on the problem of modeling a creative, developing educational environment.

Annotation algorithm:

1. Output data of an article or book (example: Amonashvili Sh. A., Zagvyazinsky V. I. Parities, priorities and accents in the theory and practice of education// Pedagogy. 2000. No. 2, pp. 15-16).

2. Information about the author (usually on the first page of the article or at the end of the journal).

3. The main idea of the article (2-3 sentences).

4. Keywords or phrases (3-5 words) that make up the "semantic framework" of the article, explanations for each word.

5. Structure of the article (text, text-graphic with the inclusion of figures, diagrams, tables – which ones?).

6. Review of the article-by-article list of references (how many sources, foreign/domestic, the author's own works, etc.).

7. Type of article: scientific-theoretical, scientific-applied, popular science, etc.). Target audience for reading (for whom is the article written?)

8. Your opinion about the possibility of using the article in educational and professional activities.

Task 3. Study the information materials for the lesson; get acquainted with the specified literature in lecture No. 1; prepare for the discussion of questions.

Self-test questions:

1. Analyze various approaches to the interpretation of the essence of the concept of "educational environment" and the definition of its structural components. Find out what this difference is. What problems arise due to the existence of different approaches to determining the structure of the educational environment? Which approach, in your opinion, is the most acceptable from the point of view of practical use? Select the most successful definition, in your opinion.

2. List the characteristics of the educational environment of the higher education institution.

3. If we consider the educational environment of the university, which subsystem does the administration (for example, the dean's office) belong to?

Practical lesson 2. Historical and pedagogical aspect of designing the educational environment

Objective: to systematize students' knowledge about the main approaches to building a humanistic educational environment in innovative educational institutions.

Methodological support for practical work: the text of a lecture on the topic.

Tasks

I. Go to online sources and find information on the following topics:

1. Development of problems of the educational environment in the pedagogical heritage of Ya. A. Komensky.

2. . Give a description of the educational environment of Ya. A. Komensky. What is the difference between it and the modern educational environment?

3. French materialists of the 17th-13th century on the role of the environment in the upbringing of the individual.

4. The role of the natural environment in the development of the pupil's personality (based on the work of J.-J. Rousseau's "Emil, or On Education").

5. Organization of the educational environment in closed educational institutions of Russia in the 17th-16th centuries.

6. Designing a creative educational environment in the pedagogical experience of Janusz Korczak.

7. In the child's interaction with the spatial-subject and social environment in the pedagogical experience of Maria Montessori.

8. The problem of the influence of the environment on the development of the pupil's personality in the legacy of scientists and teachers of the late XIX-early XX centuries.

9. Influence of the educational environment on personality formation: correlation between the typologies of J. Korczak and P. F. Lesgaft.

10. The idea of environmental education in Soviet pedagogy in the 20-30s of the XX century.

11. The concept of "working environment" in P. P. Blonsky's pedagogical heritage.

12. Views of modern teachers-researchers on the educational role of the educational environment.

II. In the history of education, there are 3 approaches to designing the environment:

- environment as a learning and nurturing community;

- designing the environment for implementing a specific educational program;
- design of the environment as a favorable physical and subject-spatial environment for students.

Refer to the available sources and experience of your own education and create illustrative cases for later use in the course of the lesson.

Methodological tip:

Choose the aspect of the environment that is most interesting to you (the program or idea of community activities, the approach to organizing the environment in the implementation of an educational program, or a business plan, photos of the subject-spatial learning environment.) Collect materials from the Internet, print, and your non-formal education background. Choose the ones that you think give us a new idea of the quality of the learning environment, using the constructivist approach to learning characteristic from the assignment.

Think about what environmental factors contribute to achieving this quality. Prepare the materials in the form of an illustrative case, which should contain a description of the source of information, your name of the case, and questions that you would like to discuss in the lesson, which you have encountered during the course of independent work with this material.

Practical lesson 3. Features of designing the educational environment in an educational institution

The purpose of the work: to form an idea of pedagogical design (essence, functions, levels, principles, types, stages); *развитие* to develop competencies in the field of designing the educational environment in an educational institution.

Methodological support for practical work: the text of a lecture on the topic.

Questions for discussion.

1. Theoretical analysis of the concepts of "design" and "modeling".
2. Systematic parameters of social modeling and design.
3. Theoretical approaches to the characterization of the concept "project activity".
4. Methods of collective work on the project.
5. Project structure (project life cycle). *проекта (жизненный цикл проекта).*
6. How do you understand the words of V. V. Kraevsky: "A project is the end result of scientific work and at the same time the starting point of practical activity"?

Tasks

1. Get acquainted with different approaches to the interpretation of the following concepts in explanatory, pedagogical and philosophical dictionaries: "environment, social environment, space, social space, project, model, methodology". Compare the meaning of these concepts. Formalize the results in a table format, indicating the source and author.

2.РазработкаA training case on the problem area "Designing a developing educational environment in modern educational organizations" is developed. Formulate training tasks (questions) to solve the problems posed in the case and offer your own solution.

Explanation of the task

Creating a case is a special task that requires, on the one hand, mastering a certain area of knowledge at a level sufficient for setting an actual problem and its reasoned disclosure, and on the other, applying the skills of searching, processing and synthesizing information, complex modeling of the scenario of working with the case, including formulating cognitive questions and tasks, and building an algorithm for working with an information array. The task is performed in stages, with the results of each stage being recorded.

The first stage is to specify the problem that the case will address and solve. Answer the question: How can the use of technologies for designing a developing educational environment help in solving this problem?

The second stage is the development of the general concept of the case. Using educational materials, additional literature, media resources and the Internet, information is collected about the causes and essence of the problem, the subjects that are directly related to it, stakeholders, and existing opinions on methods and strategies for solving it are identified. All this information may still be disordered, but it should help to identify practical aspects of the problem and form a general idea of it. This will allow you to move from setting a general problem to modeling a specific problem situation.

At the second stage, it is necessary to briefly describe the essence of the proposed problem situation, outline the circle of its participants and stakeholders that influence their position and actions, chronological and spatial localization of the problem situation, etc. (approximately 0.7-1 pages).

The third stage is modeling the situation and designing the case as a comprehensive educational task with the necessary materials attached. Based on the characteristics of the problem situation compiled at the previous stage, it is necessary to formulate "step-by-step" training tasks (questions) that are both analytical and practical in nature. The case description should not contain any hints about how to solve the problem.

The fourth stage is a detailed description of the author's solution to the training tasks set out in the case.

Thus, the case will consist of three sections: a description of the situation, how the case was set, and the author's version of the solution.

Evaluation criteria and scale

10 points: the work presents all the necessary stages of case development; the content of the work shows the author's in-depth knowledge of the scientific content of the topic; the author suggested an effective combination of the problem and the problem situation being studied; the description of the problem situation is detailed, systematic; the formulation of educational tasks is optimal for organizing classroom work using the case-study method.

Practical lesson 4. Teacher as a designer and organizer of the educational environment

The purpose of the work: introduce specific forms and technologies of educational work that form the educational environment.

Methodological support for practical work: the text of a lecture on the topic.

Questions for discussion:

1. Teacher's personality as an integral part of the educational environment.
2. What factors of the educational environment provoke conflict behavior педагогических of teachers with a difficult character?
3. What elements and factors of the educational environment should be taken into account when diagnosing the level of pedagogical culture in an organization?
4. Name the professional tasks of the teacher.
5. Propose scenarios for solving pedagogical tasks aimed at:
 - A) Studying the type of character of the student, his personality, thinking.
 - B) Increased self-control over words and actions.
 - C) Increase of responsibility, discipline and development of moral qualities of the individual.
6. What is meant by pedagogical professionalism? What are the components of pedagogical professionalism?
7. List the teacher's dominant qualities.
8. Describe the conditions of the educational environment that are necessary for the formation of a professional position of a teacher.
9. What is pedagogical creativity? What are the features of pedagogical creativity?
10. Why do you need to be aware of your position? How can this change the situation and relationships? Remember and describe the incidents from your life on this topic
11. Is it correct to say that an informed teacher has a positive attitude towards innovations?
12. Is an educational technology innovative if it consists of well-known elements?
13. What is the teacher's readiness to design the educational environment?

Practical lesson 5. Training of pedagogical interaction in the educational environment

The purpose of the work: to develop skills of cooperation and interaction; to form an idea of cooperation as one of the forms of effective interaction; to form an idea of effective communication within the framework of cooperation.

Methodological support: badges, rules for working in microgroups; sheets of paper (A4, 5x5), markers, handout material.

Training scenario

Greeting.

Voicing the training rules and goals. Adoption of rules for safe behavior in the group.

Each participant of the interaction draws up a business card and introduces himself in the general circle (name, length of service, place of work, type of activity).

Organizational moment: each participant has a list of rules of conduct for the training on the table.

Rules of conduct at the training.

1. One person speaks – while others listen.
2. Reaction to an event, not a person.
3. Talk about your feelings, not his actions.
4. Use only Self-statements.

Warm-up exercise "I agree. I don't agree. Maybe"

In different sides of the room where the work takes place, signs are attached with the following words: "Agree", "Disagree", "Maybe".

Moderator: I suggest that you express your attitude to the phrases that I will now say to you. This should be done as follows: if you agree with the statement, stand next to the "Agree" sign. If you personally disagree, please stand next to the "Disagree" sign. If you find it difficult to answer, go to the "Maybe" sign.

Further, the participants of the training are read out sayings, proverbs and sayings that reflect different positions of people in relation to life, business, and relationships with other people.

Approvals:

1. "You can't easily get a fish out of a pond " (folk wisdom).
2. "Our life is what we think it is" (Mark Aurelius).
3. "To think well, you need to live well " (Evgeny Bogat).
4. "The teacher himself must be what he wants to make the pupil" (Vladimir Dahl).
5. "People differ in judging and creating" (Nicholas Roerich).
6. "I never stand if I can sit, and I never sit if I can lie down " (Henry Ford).
7. "Who can, does. Who can't, teaches" (Bernard Shaw).

Warm-up exercise «Complete Phrase Exercise

Each participant in the pedagogical interaction is asked to complete a phrase. For example:

"I came here...";

"Did you know that...";

"I also want to say that...";

"If I were a teacher, I would..." etc.

You can suggest any phrase that requires reproducing the content of the subject or the individual meaning of the student about something.

For example:

"Nature protection in my view is...";

"The main character of this work, in my opinion, is..."

"The meaning of this event is that...", etc.

The teacher usually completes the updating of this technology by pronouncing the end of the proposed phrase

Brainstorming session.

Exercise " What is interaction?"

Goal: to understand the concepts of "interaction", "cooperation"; group cohesion.

Questions

- What is "interaction"?
- * A list of qualities required for interaction and collaboration.
- * A list of skills required for interaction and collaboration.
- * Interaction goals.

Together with the participants, the moderator creates a daisy, where the core is the word "interaction", and the petals are what is included in it.

Completion of the training

Exercise "Finish a phrase"

Goal: improving participants' self-esteem. Participants take turns saying the following:

- Today I learned that I ...

"It was nice when ..."

Reflexive circle

All participants in the pedagogical interaction sit in a circle.

The teacher sets the reflection algorithm:

- tell us about your emotional state during the lesson and at the end of it.
- what new things you have learned, what you have learned;
- what are the reasons for this?
- how do you rate your participation in the class?

Then all participants in the pedagogical interaction take turns expressing themselves in accordance with the specified algorithm.

The teacher completes the reflexive circle with his statement.

"Reflexive target"

On a sheet of Whatman paper, draw a target that is divided into four (possibly more or less) sectors. In each of the sectors, parameters are recorded – questions of reflection, activity, and interaction. For example, the 1st sector - evaluation of the content; the 2nd sector - evaluation of the form and methods of interaction; the 3rd sector - evaluation of the teacher's activity; the 4th sector - evaluation of their own activity.

Each participant of the pedagogical interaction uses a marker or felt-tip pen (pen, pencil) to "shoot" at the target four times (one in each sector), making a mark (dot, plus, etc.). The mark corresponds to his assessment of the results of the interaction. If the participant scores very low, then the mark is placed in the "milk" field or in the "0" field on the target, if higher, then in the "5" field. If the results are

rated very high, then the label is placed in the "bull's-eye" field, in the "10" field of the target.

After each participant in the interaction has "shot" (put four marks) at a reflexive target, it is displayed for everyone to see and the teacher organizes a brief analysis of it.

Practical lesson 6. Criteria and indicators for evaluating the effectiveness of the educational environment

Objective: to understand the criteria and indicators for evaluating the effectiveness of the educational environment

Methodological support for practical work: the text of a lecture on the topic; description of educational practice samples (objects and subjects of expertise, the criteria base used).

Questions and tasks

1. What are the features of the organization of expertise of the educational environment and what are they caused by?
2. What are the methodological approaches to assessing the effectiveness of the educational environment?
3. Develop criteria for evaluating the effectiveness of the educational environment that will help you if you become a member of the expert committee.
4. You need to evaluate the effectiveness of the educational institution. Evaluate the feasibility of using content analysis methods, calculating integrative rating, comparative analysis, and quantitative and qualitative interpretation.
5. Evaluate the physical parameters of the educational space of your educational institution according to the criteria and positions indicated in the table:
 - A) explore the premises of your educational institution of choice;
 - B) Enter the results of the evaluation of physical parameters in the "Evaluation" column.
 - C) evaluation is carried out according to a 5-point system: 1 – completely does not correspond, 5 – completely corresponds.

Evaluation criteria	parameters	Evaluation
Acoustic climate in the building of the educational	institution In most rooms it is comfortable to conduct a dialogue with several interlocutors	4
	In most rooms there is no echo and a sense of reverberation	5
	In neighboring rooms you can not hear sounds from the sports and assembly halls, the music room	5
	In classrooms there is no echo and no sounds from the street	5
Temperature regime	Air temperature in temperature in all	5

	classrooms is from +18 to +24 degrees	
	All classrooms have a household thermometer for regular monitoring	5
	All classrooms have tools to influence the temperature regime (the ability to turn off radiators, controlled heating system, etc.)	5
Air quality	Foreign unpleasant odors do not spread throughout the building (dining room, basement, cloakroom, toilets, swimming pool)	5
	The air feels quite moist and fresh, without extraneous odors and dust	5
	The building has an additional ventilation system through engineering networks	5
	Ventilation of the premises is carried out in a timely manner according to the schedule	5
	If necessary, the room can be ventilated additionally (safe windows, winter ventilation)	5
Natural lighting	All classrooms and classrooms have access to natural light, trees and shrubs do not interfere with the natural lighting of the premises	5
	There are no flowers or objects blocking the light in the window openings	5
	The windows in the classrooms are provided with sun protection (blinds or roller blinds), all equipment is in good technical and acceptable aesthetic condition	5
Artificial lighting	Space UO feels evenly lit, there are no dark corners and dead-end zones	5
	In all rooms it is possible to adjust the intensity of the light flux	5
	In all rooms it is possible to adjust the intensity of the light flux localization and zoning of the space with light	5
	In all rooms, the color temperature is uniform, there is no combination of cold and warm colors in one space	5
	Modern fluorescent lamps and LEDs are used as light sources	5
	All lamps are visually serviceable, do not blink and do not make noise	5
Quality of finishing	Repairs were carried out carefully and without visible defects (cable channels	5

	smooth, door blocks and hinges without gaps and defects)	
	Walls are painted evenly, subject to wet cleaning	5
	Для отделки использованы Vandal-resistant, durable materials are used for finishing (high-pressure plastics, tiles or mosaics, high-quality linoleum, etc.)	5
	There are no traces of leaks in the roof, plumbing communications and window blocks	5
Sanitary conditions	In the building there are a sufficient number of bathrooms (male and female SU are on each floor, their number corresponds to the building's workload, there are SUS for people with limited mobility and separate ones - in the locker rooms of gyms)	5
	Sanitary equipment in good condition	5
	There are sanitary booths that can be closed with doors	5
	There is a separate room for storing cleaning equipment, it is used for its intended purpose	5
	The premises are objectively clean	5
	The dining room has clean tables and a food delivery area 5 There are	5
	no foreign things in the dining room, people in outerwear do not enter	5
	functional washbasins and additional equipment required for hand washing	5
Color solutions in the interior	The interior of the educational institution feels clean and bright	5
	The rooms differ in color design depending on the purpose	5
	There are no excessively bright visual elements in the training rooms	5
	Color solutions meet the requirements of sanitary regulations (light ceiling, medium-light walls, when using decorative elements with bright color palette, their area should not exceed 25% of the total surface area of the walls of the room)	5
	Ince, painted surfaces and wall panels have a matte texture	5
	In UO, a barrier-free environment is created,	5

	there is an opportunity for access to all floors of the building (elevators, lifts)	
Accounting for special features	Ramps and other devices designed to provide access to learning spaces for students with disabilities are convenient and allow independent use without assistance	. 5

Practical lesson 7. Participants in the examination procedure

The purpose of the work: to form a general idea of the substantive areas of activity of experts and the requirements for expertise.

Methodological support for practical work: the text of a lecture on the topic.

Testing by topic

1. Define the concept

The Expert Advisor is _____

2. Basic requirements for an expert _____

3. The object of expertise is _____

4. The subject of the examination is _____

5. Main problems of the expert review client _____

6. Two main areas of expert activity that determine the qualification composition of the expert group: _____

7. List the levels of expert work (L. N. Alekseev): _____

8. List the expert's values (D. A. Ivanov): _____

9. Can the best teacher be an expert with their colleagues? And under what conditions? (justify your answer) _____

Questions for discussion:

1. General idea of expert activity.

2. Substantive areas of expert activity.

3. Training of experts and consumers of expertise.

4. Expert: personality, knowledge, responsibility, status. Ethics of expert activity

5. Domestic and international experience of state and public examinations of the educational environment.

6. Relevance of the problem of building expert educational communities.

7. Optimal forms of organizing an expert community

8. The main subjects of educational expertise are: the customer, the expert, and the проверяемая party being evaluated.

9. Rights and responsibilities of the expert and the client of the expert examination.

10. Influence of the expert review client on the expert's work.

11. Rights and responsibilities of the expert and the requester of pedagogical expertise.

12. Requirements for an expert, control and certification of their professional level.
13. Expert's competence and qualification characteristics.
14. The expert's position. Expert: personality, knowledge, responsibility.
15. Deontology of expert activity.
16. Assessment of the quality of the expert's work.
17. Errors in the Expert Advisor's work.

Practical lesson 8. Educational institution development program as an object of expertise

Purpose of the work: освоение students ' mastering the competence of the software product expertise of the educational institution

Methodological support for practical work: the text of a lecture on the topic.

Questions for discussion:

1. The concept of an educational institution development program, its name, content, and structure.
2. Educational organization development program as a product of project activity and its main functions.
3. Structure of the educational organization's development program
4. The difference between the development program of an educational institution and other documents and procedures.
5. Regulatory support of the educational institution development program.
6. Criteria and performance indicators for implementing the educational institution development program.
7. Assessment of the content and structure, problems and goals of the program.
8. Requirements for the educational organization's development program and ways to meet them
9. Типы Typical errors in the educational organization's development program

Practical lesson 9. Workshop on expert assessment of the educational environment

Objective: to develop competencies in the field of design and implementation of expertise of the educational environment.

Methodological equipment of practical work: multimedia presentation on models and parameters of the educational environment expertise, specifics of the stages and procedures of the technology of its expertise, a technological map of the practical lesson.

Tasks

1. Fill in the table "Quality criteria and indicators of educational environment expertise" using the suggested sample.

Table-Qualitative criteria and indicators of educational environment expertise среды

Criterion	Characteristics of the criterion	Signs of nonconformity
1. Health-preserving potential	The level of mental and physical health of students, the development of basic functions and body systems in relation to the age norm. Morbidity rate, general indicators for MA. Distribution of students by health groups. Availability of health-promoting services (quantity, quality)	High morbidity rate, positive dynamics of morbidity growth, Insufficient variety of services, low quality of services do not correspond to the age norm
2. Efficiency		
3. Efficiency		
4. Target settings		
5. Content component		
6. Technological component		
7. Educational and methodical support		

2. Fill in the table "Quantitative criteria and indicators of educational environment expertise" using the suggested sample.

Tasks can be divided into microgroups or groups of solutions. In this case, each group demonstrates the results of its work, while the rest act as experts on the proposed solution.

Table-Quantitative criteria and indicators of examination of the results of the educational process

Criteria	Indicators	Number of points	Expert rating
	Anxiety level		
1. Level of training	High level of training Medium level of training Low level of training	3 2 1	

2. Quality of training			
3. Level of education			
4. Academic achievements of students in Olympiads, competitions, etc.	1. Assessment of student achievement обучающихся: - successful results; - average results– - low results 2. Participation in Olympiads and conferences of different levels: • - The educational The MA actively and successfully participates in Olympiads and educational-research conferences of different levels; • –The MA periodically participates in Olympiads and educational-research conferences of different levels; • – EducationalThe MA rarely participates in Olympiads educational andresearchresearch conferences of various levels	3 2 1 3 2 1	

Offer your own scale of assessment of the resultsof the educational environment examinationсреды.

Analyze different approaches to determining the criteria for examining the educational environment. What causes them? Which approach do you think is most acceptable? Why? Correlate the type of expertise with the appropriate criteria base and methods экспертированияof expert evaluation. Formalize the results of your work as a table or diagram.

Reflexive evaluation block

1. What goals have you achieved in the course of your studiesin this discipline? What difficulties did you encounter? What are their causes? What are the possible ways to overcome it?

2. Can you formulate the most important reasons for choosing the type of expertise? What types of expertise make the most sense to you? Which ones aren't enough yet? Can you claim that you have the competence to choose the type of expertise? What was the basis for your conclusion?

3. Evaluate in one word your activityin the classroom, your attitude to the contentside of the classroomй.

4. Determine the directions of your further self-education on the development of competencies in the field of selection and design of the type of expertise, taking into account the established grounds.

3. KNOWLEDGE CONTROL SECTION

Materials of the current certification in the academic discipline

3.1. Questions for the test

1. The essence of the concepts "educational environment", "educational environment of an educational institution", "educational space". The phenomenon of the "creative educational environment"
2. Typologization of the educational environment.
3. Typology of the "educational environment" by J. Korczak.
4. "School types" by P. F. Lesgaft.
5. Method of modeling the educational environment.
6. Historical and pedagogical aspect of modeling the educational environment (at the master's student's choice: dogmatic, serene, career, creative educational environment)
7. Modality of the educational environment. Parameters of examination of the educational environment: Breadth-Intensity-Awareness – Generality-Emotionality-Dominance - Coherence - Social activity-Mobility – Sustainability of the educational environment (at the master's choice).
8. Distinctive features of the educational environment.
9. Structural components of the educational environment.
10. Ergonomic requirements for the organization of the educational environment.
11. The problem of diagnostics and development of creativity in the environment.
12. Educational environment as a factor of personal development.
13. Teaching staff as a factor in the organization and development of the educational environment.
14. Ensuring the safety of the educational environment.
15. The main theoretically possible models of the educational environment.
16. Convergence of the concepts of "pedagogical project" and "educational environment project".
17. Goals and objectives of the educational environment project.
18. Pedagogical interaction in education and training as a factor of creating a comfortable educational environment.
19. Modern approaches to designing the educational environment.
20. The main directions of designing the educational environment.
21. Factors influencing the design of the educational environment.
22. Educational environment in the modern general cultural context.
23. Architectural-landscape and subject-ecological objects as an element of the educational environment.
24. Comparative analysis of concepts: evaluation, expertise, and monitoring.
25. Implementation of the expert activity strategy.
26. Principles and criteria of expertise.
27. New goals of educational environment expertise.

28. Teacher as a designer and organizer of the educational environment.
29. Ways and means of solving conflict situations in the educational environment.
30. Educational institution development program as an object of expertise.

3.2. The main types and forms of independent work of students in the discipline " Design and examination of the quality of the educational environment "

1. Independent study of the subjects of the discipline, taking notes, performing tasks on the material studied.
2. Preparation for practical classes.
3. Preparation of multimedia presentations by students.
4. Work with the recommended main and supplementary literature. Study of individual chapters of scientific literature sources and lecture material
5. Familiarization with periodicals, legislative documents on the problems of vocational education, scientific and popular scientific literature on the methodology of scientific research, technologies and methods of professional activity of the teacher. Formation of a bank of educational, methodological and regulatory documents.
6. Work on compiling a dictionary of professional terms of a research teacher.
7. Improving the skills of working with scientific and pedagogical literature
9. Search for information on the Internet.
10. Work with reference and legal information systems ("Consultant Plus", "Garant", "Code");
11. Study of Internet research resources;

Educational and methodological support for independent work in the discipline "Design and examination of the quality of the educational environment" includes:

- lectures on the discipline;
- tasks for preparing for practical classes;
- a list of sources and literature for self-study of the discipline.

3.3. Methods of independent work of students with educational and scientific texts

Independent reading of textbooks, primary sources, and notes can be used in various educational situations: when preparing for lectures; during practical classes; when preparing and writing term papers and theses; when preparing for the test.

One of the actual methodological problems of this type of independent work is teaching the skills of meaningful reading, developing the skills of understanding scientific and pedagogical texts.

To improve the efficiency of reading and viewing, it is very important to make the appropriate order of acquaintance with the content of the book. This order may not be the same for different readers, but it is important that it is always observed, and that before starting the main text, the listener must familiarize himself with the title page available in each book, as well as with the table of contents(content), preface (introduction), conclusion (afterword), reference apparatus (if these elements are available in the workbook). The habit of passing over these elements when starting a new book is harmful, as it leaves the reader in the dark about many of the characteristics that illuminate the content of the book and facilitate the upcoming work with the scientific text.

To study something means to get a thorough knowledge of the subject, phenomenon, to comprehend in detail, to become an expert in this matter. But this degree of mastery is not achieved immediately, you need focused and attentive reading, allowing you to cover the content of the book, section, chapter as a whole. Such coverage of the content as a whole does not yet give a clear knowledge, but it creates conditions for understanding and understanding what you read.

To understand the text means to move from the whole to the parts, to mentally break the whole into semantic fragments, to establish how they relate to each other and to the meaning of the whole.

All this work can be done mentally, but its benefits will increase many times if what you read and think through is recorded in one form or another. Writing is an important reading aid, and without writing, you can't really get serious work done with a book.

To fully assimilate the material, the listener must: understand, comprehend and assimilate the material read.

Working with reference literature

Encyclopedia – a reference work that contains all the accumulated knowledge in an abbreviation.

Referencebooks. The essence of using the directory is that you can quickly find the information you need. Reference books exist for all branches of human knowledge, they can be academic or applied.

Popular science publications. Skills in obtaining information in the library's information environment require knowledge of search algorithms and rules. Library and bibliographic knowledge facilitates the organization of search and provides an additional opportunity to expand your educational horizons.

3.4. SUBJECT OF RESEARCH PAPERS

1. Essential characteristics of the educational environment.
2. Features of designing the educational environment
- 3.Characteristics of expertise as the main method of assessing the quality of the educational environment.
4. Features of designing the development of the educational environment.

5. The influence of the environment on the process of personality development.
6. Historical and cultural sources of development of pedagogical views on the educational environment.
7. Models of the educational environment in the historical and pedagogical aspect.
8. Environmental approach in education: concept, specifics, history, domestic and foreign experience.
9. Psychological and pedagogical bases of designing the educational environment.
10. Conditions for effective examination of the educational environment.
11. Expertise of the educational environment: stages and parameters of expertise of the educational environment of an educational organization.
12. Why can the city be considered as an educational environment?
13. Approaches to classifying the educational environment.
14. Monitoring and diagnostics of the educational environment.
15. Modern features of the information and educational environment.
16. Structure of the educational environment.
17. System of requirements for designing the educational environment.
18. Criteria and indicators of the optimal educational environment.
19. Designing a model of a comfortable and safe educational environment.
20. Components of the comfortable state of the individual in the educational environment.
21. The role of the university environment in the development of anxiety among students.
22. The main factors of psychological discomfort and destabilization in the educational environment.
23. Types and forms of violence in the educational environment.
24. Creating an active online educational environment.
25. Ways of educating the culture of the individual in the educational environment.
26. Problems of addiction prevention in the educational environment.
27. What are the actors of the educational environment, that provoke conflict behavior педагогических of teachers with a difficult character?

3.5. TESTS

1. Define the following concepts: ям:

Expertise is _____

Monitoring is _____

The rating is _____

Social assessment is _____

The Expert Advisor is _____

Expertise in education is _____

The expert system is _____

The expert opinion is _ _ _ _ _

Expert assessments are: _____

Expert knowledge is _____

Subject of the expert examination - _____

Forms of expert work (V. I. Slobodchikov): _____

2. Which of these educational paradigms does the concept of "creative environment of an educational institution" most closely relate to?

- 1). professionally-forming;
- 2). professional development paradigm;
- 3). socially activating;
- 4). creative.

3. Signs of project activity that are important for the development of the creative environment of an educational institution are:

- 1). Dialogic nature.
- 2). Creativity;
- 3). Contextual content.
- 4). Integrativity;
- 5). Adaptability;
- 6). All the specified options.

4. The educational environment is ...

- 1) part of the socio-cultural space, the zone of interaction of educational systems, their elements, educational material and subjects of educational processes
- 2) a specific social space directly given to each child, through which he is actively involved in the cultural ties of society
- 3) this is a specially organized environment aimed at acquiring certain knowledge, skills and abilities of students, in which the goals, content, methods and organizational forms of learning become mobile and accessible for change within a particular educational institution
- 4) a specially created system of conditions for organizing children's life activities, aimed at forming their relations to the world, people and each other, in accordance with pedagogical goals

5. The structure of the educational environment includes:

- 1) spatial-subject component
- 2) content and methodological component
- 3) information component
- 4) organizational and technological component
- 5) somatic component

6. The modeling process includes the following elements:

- 1) the subject of research, the subject of research, the model that mediates the relationship of the knowing subject and the known object
- 2) research object, research topic, research model
- 3) the subject, the object of research, the model that mediates the relationship of the knowing subject and the known object
- 4) researcher, object of research, subject of research

7. What is not included in the typology of J. Korczak's "nurturing environments"?

- 1) "Dogmatic environment"
- 2) "Educational environment"
- 3) "Ideological (creative) environment"
- 4) "Information environment"
- 5) "An environment of serene consumption"
- 6) "Environment of external gloss and career"

8. The methodological basis for the development of the typology of pedagogical positions was ...

- 1) communication-oriented model of the educational environment
- 2) anthropological and psychological model of the educational environment
- 3) psychodidactic model of the educational environment
- 4) vector model of the educational environment

9. ... is the process of forming a complex of professionally significant qualities that express the integral structure and features of pedagogical activity

- 1) professional development of the teacher's personality
- 2) development of communication skills of the teacher
- 3) general development of the teacher's personality
- 4) qualitative development of the teacher's personality

10. Restore the development environment design algorithm.

1) determining the spatiallocation, drawing up a plan-scheme
2) making adjustments in the selection of the material, taking into account the information received, having the following opportunities:

- 3) placement of furniture according to the plan-scheme
- 4) drawing up a list of additional equipment
- 5) formulation of goals and objectives of work for the year
- 6) study the interests, preferences and characteristics of children
- 7) conducting an audit of existing equipment
- 8) filling the spaceswith necessary games and game materials
- 9) selection of teaching aids, games, game materials, special equipment
- 10) thinking through the sequence of making changes to the space

11. The specific act of making a decision on designing a general model of interaction between teachers andstudents during classes is:

- 1) planning of training sessions
- 2) organization of training sessions
- 3) control of training sessions
- 4) reflection of training sessions

12. The criteria for the effectiveness of the educational system functioning YO in a higher education institution are:

- 1) good manners of students
- 2) good academic performance
- 3) number of student awards

4) the curator's liberal style of workкыpatopa

13. The criteria for assessing the education of students include:

- 1) tolerance, kindness and responsiveness
- 2) collectivism and camaraderie
- 3) honesty and truthfulness
- 4) optimism and sense of humor

14. The following has a pronounced educational, developmental and psychotherapeutic effect:

- 1) project method
- 2) game technology
- 3) problem-based learning method
- 4) research method

15 ... - a method of studying objects and phenomena using their conventional images, analogues.

- 1) comparison
- 2) modeling
- 3) abstracting
- 4) design

16. A pedagogically oriented and expedient system of public assistance necessary for the younger generation during the period of its inclusion in social life is called social - ...

- 1) patronage
- 2) education
- 3) training
- 4) education

17. A pedagogically expedient organized environment surrounding an individual student or a certain set of students is called ...

- 1) educational environment
- 2) educational space
- 3) the educational system
- 4) educational situation

18. Who is the founder of the project method?

- 1) American philosopher and educator John Dewey;
- 2) P. Blonsky, S. Shatsky
- 3) french psychologist J. Piaget, about whom they say: "He was the first among equals."

19. The main features of the modern educational environment do not include:

- 1) novelty
- 2) uncertainty
- 3) dynamic performance
- 4) consistency of transformations
- 5) information saturation

20. The social environment is:

- 1) the surrounding social, material and spiritual conditions of human existence
- 2) purposeful training and upbringing that shape a person's mental characteristics
- 3) a system of influences and conditions for the formation of a person according to a given pattern, as well as opportunities for its development contained in the social and spatial-subject environment
- 4) a set of objects, phenomena and factors of the surrounding (natural and artificial) environment that determines the conditions of human life.

4. AUXILIARY SECTION

4.1. FRAGMENT OF THE CURRICULUM FOR THE SPECIALTY 7-06-0111-01 "SCIENTIFIC AND PEDAGOGICAL ACTIVITY"

n/	a Name of the module, academic discipline, course project (term paper)	Exams	Credits	Number of academic hours						Distribution by courses and semesters			Total credits	Code of competence	Cipher of departments
				Total	Classroom	of them				1 semester 17 weeks					
						of Lectures	Laboratory	Practical	Seminars	Total hours	of Aud. hours	perhour units			
.1.1	1 Designing and evaluating the quality of the educational environment		1	96	36	18		18		96	36		3	Wit hC- 1,6, 6	IPF 10

4.2. CONTENT OF THE ACADEMIC DISCIPLINE "DESIGN AND EXAMINATION OF THE QUALITY OF THE EDUCATIONAL ENVIRONMENT"

SECTION 1 Theoretical and methodological foundations of designing an educational environment

Topic 1.1 Educational environment as a pedagogical phenomenon and object of design

Tasks of the discipline. Content of the concepts "educational environment", "design", "expertise". Correlation of the concepts of "subject environment", "subject developing environment", "subject-spatial environment", "educational environment" and "educational space".

The human environment as a real reality, in the conditions of which its development takes place. Environment as a set of natural (physical, biological, and chemical factors) and social factors that affect human life and activity to varying degrees. The role of the environment as a source of information and arenas of human activity.

The life environment in which a person develops, learns and is brought up, a personal warehouse is formed. The ratio of the environment to the living environment. Educational environment as a set of influences and conditions of personality formation, opportunities for its development, self-realization. The educational environment as a subsystem of the socio-cultural environment, as a set of historically formed factors, circumstances, situations and as the integrity of specially organized pedagogical conditions for the development of the student's personality. Socio-cultural educational environment as a multi-level structure. Global level: global trends in the development of culture, economy, politics, and education. Regional level (countries, large regions) – educational policy, culture, education system. Local – educational institution and family. Learning environment - interrelated learning and teaching processes.

Topic 1.2 Historical and pedagogical aspect of designing the educational environment

The pedagogical system of Ya. A. Komensky, its focus on the functioning of the educational environment that forms an active, creative personality. Jean-Jacques Rousseau's educational concept that provides freedom of development for the child. Pragmatic orientation of the educational environment I. G. Pestalozzi and J. Locke on the conditions of active personality education. The pedagogical system of A. S. Makarenko, aimed at developing initiative in the context of collective education and organizing opportunities for the development of creativity. Formation of the creative educational environment in the pedagogical system of J. Korczak.

Typology of "nurturing environments" by J. Korczak. "Dogmatic environment". "Ideological (creative) environment". "An environment of serene consumption". "Environment of external gloss and career". Methodology of vector

modeling of educational environments. Modality of the educational environment. Modality coefficient of the environment. Historical and pedagogical review of classical pedagogical systems (Ya. A. Komensky, J. Locke, J.-Zh. Russo, I. G. Pestalozzi, Ya. Korchak, A. S. Makarenko, etc.) based on the method of vector modeling of educational environments. Influence of the educational environment on personality formation: correlation between the typologies of J. Korczak and P. F. Lesgaft.

Topic 1.3 Typological features of the educational environment

Typology of the educational environment based on: the style of interaction within the environment, the nature of attitudes to social experience and its transmission, the degree of creative activity, and the nature of interaction with the external environment. Conventionality of educational environment typologies. Value-semantic dominants of perception of the world and a person as the basis for choosing the type of educational environment. Korczak's typology of the educational environment: "dogmatic", "serene consumption", "external gloss and career", "ideological". Educational environment and safety of subjects of the educational process. The essence, system and principles of ensuring the security of subjects. Educational environment and ensuring various types of personal security (reproductive, spiritual, psychological, legal, informational, historical).

Topic 1.4.4 Requirements for the educational environment

Types of requirements for the educational environment: to the atmosphere in the educational institution (microclimate, interaction of participants in the educational process, joint activities, distribution of functions, etc.); methodological (to the methodological service of the educational institution, methodical work of teachers, etc.); to the organization of space outside and inside the educational institution (compliance with sanitary and hygienic standards, safe working conditions, etc.). methods of work, respect for the rights of teaching staff and students); to the material and technical support of the educational institution; personnel and the management process of the MA.

Analysis of compliance with requirements for the educational environment in various types of educational institutions.

Conditions for optimal functioning of the educational environment. Problem fields of the educational environment in an educational institution, priority directions for changing the educational environment.

Ergonomics and design of the educational environment of an educational institution. Ergonomic requirements for the educational environment of an educational institution. Aesthetic requirements for the interior of an educational institution. Landscape design of educational institutions as a factor of students ' personality development.

Topic 1.5. Methodology for designing educational environments

Designing. The use of design methods in the process of pedagogical organization of educational systems. Strategic foundations of psychological design in education. Methodological arsenal of designing the educational environment.

Methodological principles and features of designing the educational environment in an educational institution (V. I. Panov, V. P. Lebedeva, V. A. Lebedev). Yasvin, V. A. Petrovsky): distances, positions in interaction; activity, independence, creativity; stability-dynamism; integration and flexible zoning; emotionality of the environment, individual comfort and emotional well-being of each child and adult; aesthetic organization of the environment, a combination of familiar and unusual elements; openness; gender and age differences.

Environment design levels: macro-level, local level, micro-level. Selection of a theoretical psychological and pedagogical construct for designing educational environments. The "project field" model. Design algorithm. Development of technological maps for psychological and pedagogical design of educational environments. Design efficiency criteria.

Topic 1.6. Features of designing the educational environment in an educational institution

Methods of developing the concept of designing and examining the educational environment, formulating goals, objectives, relevance, significance of expected results and possible areas of their application. Procedure for designing the development of the educational environment. Analysis of examination results as the first stage of designing the educational environment. Organization of the discussion. Organization of frontal, microgroup and individual work of subjects of the educational process on the design of the educational environment. Generalization of design results. Drawing up a plan and program for designing the development of the educational environment. Ways to organize the coordination of project participants' work, constructively overcome emerging disagreements and conflicts, and provide the team with the necessary resources. Methods of using communication technologies in the process of designing and examining the educational environment in an educational institution. Development of possible ways (algorithms) to implement project results in practice.

Topic 1.7. Teacher as a designer and organizer of the educational environment

Methodological foundations of the typology of pedagogical positions. Typology of pedagogical positions based on the vector model of the educational environment. Methodology of supervising assessment of pedagogical positions in an educational institution. Individual profiles of pedagogical positions of educational workers. Correlation of types of pedagogical positions with types of educational environments according to J. Korczak and personal types of students according to P. F. Lesgaft. Effective and ineffective profiles of pedagogical positions. Modern functionality of teachers in personality-oriented educational systems. Professionally significant teacher relationships. Classification of

professional and psychological barriers of teachers. Forms and methods of personal and professional development of teachers.

Topic 1.8. Technologies of designing the educational environment in an educational institution

Algorithm of the process of pedagogical design of the educational environment: analysis of the socio-cultural situation according to the parameters "internal socio-cultural environment of the educational institution", "socio-cultural environment of direct impact", "socio-cultural environment of indirect impact", determination of the set of problems that need to be solved; analysis of the state of the cultural pedagogical environment of the educational institution according to the parameters "traditions" and "innovations", determination of the development of a pedagogical project with the conditional name "Image of the desired future (reference version)" and determination on this basis of readiness for new connections with the external environment (socio-cultural environment of direct impact and indirect impact), as well as assessment of the state of the cultural pedagogical environment of an educational institution according to the parameters "traditions" and "innovations" * forecasting possible development paths based on probabilistic scenarios and choosing the optimal one; * identifying possible partners in the socio — cultural environment of direct impact and indirect impact — real and potential. Assessment of the degree of readiness of the educational institution to interact with them; assessment of resources for the development of the educational environment and determining the conditions necessary for their improvement; development of a program of measures to implement the goals and objectives of the project; design of the axiological space of the educational environment of the educational institution based on the value self-determination of project participants-developers, development of a program of measures to create a system of methodological support for innovative activities of teachers, stimulating the development of the creative position of the teacher; analysis of the socio-cultural situation based on monitoring the results of the project implementation process in the parameters "internal socio-cultural environment of the educational institution", "socio-cultural environment of direct impact", "socio-cultural environment of indirect impact", assessment of the actual results obtained by the results, determining the causes of deviations, and studying the consequences of project implementation.

1.9. Training of pedagogical interaction in the educational environment

Training scenario:

1. The essence of the interaction. Psychological compatibility. The influence of social qualities (introversion – extraversion; mobility-rigidity; dominance - non-dominance) on the psychological characteristics of communication. Exercises aimed at adaptation and development of a positive psychological climate in the group; on the psychological compatibility of communication partners: "Closing the distance", "Seasons", "Kaleidoscope", "Illustrated goals", etc. Act and transaction

as functional units of interaction. Exercises aimed at developing interaction: "Time", "Free drawing", etc.

2. Developing the ability to successfully accept and transmit information; developing the ability to structure messages; developing motor reflection skills; overcoming barriers in establishing contacts; training the skills of active listening and perception of information. Exercises: "Instructive stories", "Hearing", "Sense of time", "You-messages" - "I-messages", etc.

3. Development of the ability to realize and verbalize one's own state; development of the ability to understand the states, properties, qualities, and relationships of people to each other in the process of interaction. Development of observation skills and predictive abilities. Exercises: "Reporting actions", "Understanding and organizing", "Changing situations", "Business meeting", "Forecasting", etc.

4. The emergence of an objective conflict situation. Transition to conflict interaction. Socio-psychological strategies of behavior in conflict situations (adaptation, evasion, retreat, compromise, cooperation). Choosing a strategy for behavior in a conflict situation. Exercises aimed at conflict prevention in the theory of transactional analysis. Reducing conflict tension in neuro-linguistic programming: "Journey into Memories", techniques of active empathic listening (paraphrasing, repetition, interpretation, etc .) Principles of mediation in conflict management: techniques of mediation in everyday communication.

5. Emotional and volitional regulation in conflict situations. Using a constructive approach to negotiations. Principles of changing perspectives in mediation ("reverse positions"). Circular and scaled questions. Using metaphors in solving problem situations. Exercises aimed at controlling the emotional sphere: overcoming irritation, distrust and fear in a problem situation; choosing the optimal communication style, analyzing transactions in communication, studying "difficult" psychotypes and features of communication with them. Interactive game "Crystal people", exercise "Conflict situations", etc.

Section 2. Theory and practice of educational environment quality assessment

Topic 2.1. Conceptual approaches to quality assessment of the educational environment

Problems of quality of education in pedagogy. Regulatory support of expertise and monitoring in education. Indicators that determine the quality of the educational environment. Main types of educational environments. Technology of expertise. Interrelation of expertise and monitoring with external (licensing, certification, accreditation) mechanisms for evaluating the educational environment. Creation of a database of expertise and monitoring of the quality of education in an educational organization. Development and implementation of the monitoring concept in the Republic of Belarus. Foreign experience in organizing expertise and monitoring the educational environment. Methods of collecting information about objects of monitoring and expertise. Characteristics of research

methods in the monitoring program of an educational organization. Analysis of statistical and factual materials, drawing conclusions based on the analysis carried out Expertise and monitoring of the effectiveness of pedagogical activity and the level of professionalism of teachers: the level of qualification; the quality of teaching; the study of pedagogical difficulties; the use of modern educational technologies; the results of professional activity of the teacher. Analysis of the training session. Evaluation of the effectiveness of educational work.

Topic 2.2. Examination of the quality образовательной of the educational environment среды

The problem of compliance of expertise with modern requirements of a specific "educational environment". Expertise as a research method. Expertise is one of the most important stages of monitoring the quality of education, content, management, personnel and other opportunities for the functioning of the "educational environment". Openness as a basic principle of interaction between subjects of educational systems in the process of expertise. V. A.'s methodology Yasvina.

Classification of approaches to assessing the quality of the educational environment of an educational institution (by subject of assessment, number of assessment parameters, sources of rationing, information collection technologies). Genesis of criteria for assessing the quality of the educational environment of an educational institution in a historical context. Integrative criteria for assessing the quality of the educational environment of an educational institution. Methods of examination of the quality of the educational environment of an educational institution.

Organization of the expert examination. Selection of experts. Conducting a survey. Methodology for processing expert examination results. Methodology for analyzing the results of the expert examination. Preparation of an analytical report on the assessment of the quality of the educational environment, in particular in числе the areas of educational and methodological work. Defining the strategy of methodological work on designing and examining the educational environment in an educational institution based on current tasks and available resources (personnel, material and technical, financial, etc.); substantiating its significance, goals and objectives, planning its content, using effective methods and forms of organizing methodological work with teachers of the educational institution.

Risks and prospects of public discussion of the results of the expert examination. Ways to resolve problems that arise in the process of public discussion. Forms of presentation of expert examination results.

Modeling of new ways of examination of the "ой educational environment".

2.3. Criteria and indicators for evaluating the effectiveness of the educational environment

Criteria for evaluating the effectiveness of the educational environment and their characteristics: stability (stability over time), mobility (ability to organic

evolutionary changes), activity (change of the educational environment by socially active employees in accordance with value orientations), intensity (degree of saturation of the educational environment with conditions, influences and opportunities, as well as the concentration of their manifestation), emotionality (the ratio of rational and emotional components).

Design of questionnaires and questionnaires for the diagnosis of criteria for evaluating the effectiveness of the educational environment of an educational institution.

Indicators for evaluating the effectiveness of the educational environment and their characteristics: openness to the socio-cultural influences of external factors (permanent modernization, transformation of interaction with society, etc.), the degree of rigidity of the socio-cultural environment of the college (norms, values, traditions, etc.), the degree of autonomy of the main subsystems (educational, communicative, informational, etc.), the variability of technologies, forms methods of organizing and self-organizing the activities and personal development of teachers.

Topic 2.4. Participants in the examination procedure

The concept of "internal" and "external" expertise. Subjects of expertise: the customer, the expert, the examined party. Rights and responsibilities of the expert and the client of the expert examination. Ethics of expert activity. Institutes of expertise and the expert community. The idea of expertise at the design stage of the "educational system". "Self-examination" of an individual participant of the "educational system" and management decisions. Research activities aimed at improving the effectiveness of the implementation of the expertise of "educational systems".

Topic 2.5. Educational institution development program as an object of expertise

Expertise of an educational institution. Three important areas of this procedure are: analysis of formal results, analysis of the dynamics of participants' development, and analysis of the psychological and social organization of the educational system. Content of each of the directions. Examination of strategic documents of an educational institution Examination criteria. Regulatory and legal support and social and organizational mechanisms of expertise. Legal and ethical aspects of expertise. Technological aspects of conducting an expert examination. Form of submission of the expert examination. Expert documents: assessment, conclusions.

Topic 2.6. Workshop on expert assessment of the educational environment

Students' readiness for independent life and professional self-realization as a subject of diagnostics of the educational environment of an educational institution. Criteria and indicators for evaluating the effectiveness of the educational

environment. Study of interaction between educational institutions and the social environment. Study of internal resources of an educational institution. Diagnostic and expert approaches to assessing the educational environment. Program of psychological and pedagogical expertise of the educational environment.

4.3. LIST OF EDUCATIONAL PUBLICATIONS AND INFORMATION AND ANALYTICAL MATERIALS RECOMMENDED FOR STUDYING THE ACADEMIC DISCIPLINE

Basic literature

1. Safe educational environment: modeling and development: textbook. manual / under the scientific editorship of I. A. Baeva, S. V. Tarasov. St. Petersburg: LOIRO Publ., 2017, 265 p.
2. Dobrotvorskaya S. G. Organization of the developing environment in an educational institution: A textbook / S. G. Dobrotvorskaya. Kazan: Kazan (Volga Region) Federal University, 2017, 176 p. (in Russian)
3. Drozd K. V. Proektirovanie obrazovatel'noi sredy [Designing the educational environment]. бакалавриата Drozd K. V., Plaksina I. V. handbook for Bachelor's and Master's degree programs. - 2nd ed., ispr. and dop. - Moscow: Yurayt PublishingHouse, 2018. - 437 p.

Additional literature

4. Bezopasnaya obrazovatel'naya sreda: problemy proektirovaniya i perspektivy razvitiya : materialy Vseros.nauchno-praktkonf. konferentsii (Belgorod, November 11, 2020) [Safe educational environment: problems of design and Development Prospects: materials of the All-Russian Scientific and Practical Conference (Belgorod, November 11, 2020)]. ed. by N. V. Nemykina, I. V. Trapeznikova, T. I. Bulgakova, L. I. Min, N. V. Konovalova, I. V. Listopad. - Belgorod: OGAOU DPO "BelIRO", 2020. - 380 p..
5. Drozd, K. V., I. V. Plaksina Design of the educational environment of the school as a pedagogical innovation: scientific and methodological support: proc.- method. manual / K. V. Drozd; I. V. Plaksina; VladimirState University named after A. G. and N. G. Stoletov. - Vladimir: VLSU PublishingHouse, 2017. - 456 p..
6. Methodological foundations of the formation of the modern digital educational environment [Electronic resource]: a monograph. - Electronic publishing house-Electron. text messages. (1 pdf file: 174 p.). - Nizhny Novgorod: NOO "Professional Science", 2018. - Available at: <http://scipro.ru/conf/monographeeducation-1.pdf>. Systemrequirements: Adobe Reader; screen 10'.
7. Rusetsky V. F. Methodological bases for developing criteria and indicators for assessing the quality of preschool, general secondary and special education Русецкий // Pedagogical science and education. - 2018. - No. 2. - pp. 16-23.

8. Digital educational environment: Innovations and Practices: Proceedings of the Conference participants. Сб. трудов участников конф [electronic resource]. - Electron.text messages. (1 pdf file: 44 p.). SPb.: Izdanie Mezhdunarodnye obrazovatel'nye proekty, 2022. - Sistem. Requirements: Adobe Reader XI; 10''screen

9. Effective teaching methods in the information and educational environment: a methodological guide. [Osmolovskaya I. M., Klarin M. V., Gudilina S. I., Makarov M. I.]; under the editorship of I. M. Osmolovskaya. - Moscow: FSBSI "Institute of Education Development Strategy of the RAO". 2021. - 118s.

10. Yasvin V. A. School environment as a measurement subject: expertise, design, management. Yasvin, Moscow: Narodnoe obrazovanie Publ., 2019, 448 p. (in Russian)

11. Yasvin, V. A. Shkolnoe sredovedenie i pedagogicheskoe sredotvorenje [School environmental studies and pedagogical sredotvorenje]. Expert project workshop, Moscow: Charitable Foundation "Contribution to the Future"; JSC "Publishing House" Prosveshchenie. - 2020. - 142 p.

