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INTEGRITY OF MODERN EDUCATIONAL ENVIRONMENT: RESPONSE TO THE CHALLENGE OF TIME

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The article deals with the integrity of the modern educational environment. The main attention is paid to the integration processes in education as a priority vector of its modernization and European integration.

The transformation of the modern educational environment is aimed at transforming education into a system capable of self-regulation, according to challenges of modern time.

Modern education is rapidly transforming into an innovative environment that forms individuals able to gain knowledge during the life time, successfully apply them in practice; conscious, socially active citizens competitive in the domestic, European and international labor markets.

Education becomes a guarantee of high social standards of public life. Implementation of tasks for education can be carried out in various ways: through a variety of educational institutions; forms and methods of the educational process; introduction of the effective management and more. The unifying phenomenon of the above stated is the integrity of the educational process.

Therefore, the effectiveness of the educational process is provided on condition that it is im-

plemented in the context of the integral space. Education focused on the formation of a specialist who is not just knowledgeable, but competent as well, that is, focused on the formation of the individual who learns, to provide conditions for the formation of his own professional development path – this what modern education is. The most important factor in the realization of this level of education is the availability of integrated educational environment that is implemented on the target, semantic, procedural level. Given such space, the student does not adjust to each teacher and features, and occasionally to the whims of the formed it in class space, leveling his “I”, and fully realizes himself.

It is worth noting, the space of educational institutions has to be holistic, humanitarily oriented. The main subjects of its formation are the teachers and students, working as a ‘team’, system formation united by the common joint goals, common standards of general educational

activities. The effectiveness of the formation of such space depends on the level of formation of educational space in educational institutions. It is at the level of educational institutions that transformation of common state standards in a specific goal, administrative bodies provide optimization of the process as much as possible and taking into account the specific features of the particular educational institutions [11].

According to the challenges of modern society educational institutions become real co-creators of holistic educational environment, not just “implement” given standards or the suggested concept of educational activities. It should be noted, that at the level of a particular region is going on the integration of the scientific potential and its focus on solving specific problems of relevant practices. The system in the system (space in the space), ranging from micro space level of teachers, faculty, school, region to the national and European space.

Conflict-free integration into the European educational space provides the continuation of national, regional identity, providing scientifically grounded, logically designed transition to set standards with maximum focus on peculiarities and real education, which was formed in Ukraine.

The undeniable fact is that integration into the European educational space should envisage the necessity of quality education in the formation of the state. Today complicated and often problematic is the transition to the new formula of education: contemporary teacher may not remain indifferent or ignore the transition to new educational standards; scientific achievements cannot be mechanically transferred to the practice of modern educational activities.

Productive teaching activities creative in nature, certainly is based on “self-concept”, and any innovation will have a positive effect if they are “adapted” to the established professional experience. All innovations imposed “from top”, certainly come in conflict with the actual experience of the teacher or suppress personal component of his work, or are defined as incapable and virtually ignored.

There is only one way of removing conflict of such kind: the teacher is places in a position of

real subject of reforming the own concept, technology of professional activity in the context of new educational standards. And such work can be ranked as complex scientific knowledge, which includes in its own activities the complex of all its components: the goals, principles, content, technology, diagnostics, performance analysis and so on.

Based on the general logic, each teacher should have own formed program of transition, as well as his own program of raising personal competence (according to the starting level and personal potential), be competitive in the education market. In such a way, regardless of specialty, every teacher gets real competence and integrates in the scientific research in the field of education (educational process) [11].

The transition to a qualitatively new integral educational process includes a number of priority functions.

1. Corresponding vertical of research activities is built: from basic academic institutions that work on developing fundamental problems of education, to scientific institutes and educational centers that accumulate the highest potential of the particular region, to the center of scientific activity concentrated in educational institutions of different levels. In this scheme is already embodied the mechanism of transformation of high theory to the level of practical activity, taking into account its level and peculiarities of implementation in each region and educational institution.

2. Teacher feels himself the subject of education modernization, as he is really involved through research centers at the level of educational institutions in the process of understanding new educational standards and design technologies of their implementation in his professional activity. Practical teachers not just obtain defined educational standards and technological schemes of their implementation, they are also involved in the process of their determining, acquiring appropriate theoretical expertise on specific issues.

3. There is a growing process of interaction between different branches and levels of scientific activities, since they are united around a common program of transition to innovative ed-

education standards, there appear many problems related to inconsistencies, lack of relevant information and altogether issues that arise in the practical activity and require appropriate interpretations, clarifications, and therefore further research. In the situation when problems cannot be solved at the regional level, there are requests to academic institutions. Cooperation of that kind is necessary for educational institutions, as well as for academic and research institutions, in order to focus on the most fundamental problems of mass education practices, accordingly directing the vector of priority scientific research. Under such conditions, each educational institution will really feel the importance of science and its function in improving the educational system.

4. All coaches, teachers and students without exception, become researchers, get involved in scientific research. This problem is particularly relevant, since research work has the greatest potential for professional growth, and vast majority of teachers realize it only in the period of writing dissertations, and then simply exploit formed competence. As for the teachers who are actively engaged in research activities in the relevant specialty, they are usually characterized by a high level of shaped educational activity, they are open to innovation, have their own programs of professional development. The research potential of the teacher give reasons for movement and development in different vectors, capacity for self-creation, forming their own position in professional activities [11].

Stated above intensifies the process of scientific and therefore professional interaction of teachers, which is directly preconditioned by the needs of activities, and professional communication is a powerful factor in the formation of an integral educational environment at school, and setting up coordinated interaction of all teachers as subjects of the system to ensure dedication of their joint activities and progress for new standards of quality education.

Thus, the basis for the formation of the integral education space is provided at all levels. Scientific activity acts as a system-building element (as a basic mechanism for optimizing educational activities), which not only has the

above-mentioned potential of integration of all components of the environment, and theoretically justifies the process of ascent to a new education by involving all the subjects of educational activities in the scientific research, building up research verified programs of professional activity modernization at the level of the institution, and each teacher [6].

It is a proven and scientifically justified fact that one of the most significant shortcomings that lead to low productivity of the traditional educational system is the disintegration of its elements. The process of disintegration can be viewed horizontally, which reflects the basic principles of training courses content modules, as well as vertically, fixing the connection of elements of vocational training of the specialist, including training courses and their focus on the logic of the professional development of future specialist within higher education.

Professional training will be productive only when it is formed as a real system, and all its components will be most integrated together and focus on implementation of base professionally important goals. Each academic subject has to form its semantic and procedural basis taking into account the professional specialization of professional training [2].

Integration has to be realized both in the semantic and procedural field of activity, and it should be based on a lofty goal – to shape the identity of the student able to self-realization in the professional development [4].

Integration processes aimed at building an integral educational space is implemented on 2 levels: integration of the content of subjects, conducted primarily in the intended direction (building the image of the future profession and attitude to it); creating a professional outlook and thinking, their own methods and style of professional activity; integration in the procedural aspect, which involves the formation of a unified for all disciplines concept of educational activities.

Education is treated as a single space that functions according to the same laws, subject to the prescribed uniform for all the principles. They are not dictated by each teacher, depending on its character and preferences, but by the

logic of the educational process and the basic criteria of productivity [11].

The significant indicator of the integrity of the educational space is the psychological atmosphere of the training session. Its features are: intense, hard, intelligent work of students; coordinated interaction, creative collaboration; correctness in interpersonal relationships, pedagogical tact, mutual respect; sense of psychological comfort, freedom and security of all participants in the educational process.

Meaningful, methodical construction of an integral educational process of vocational training, including teacher training, can be carried out on the basis of the following principles:

- the principle of integration of all subjects of specialist training (training, educational activities, practice, independent work, scientific work) and subordination of major strategic purposes of identity formation of the specialist and his professional activity;

- the principle of gradual implementation of professional training through the provision of backbone units of professionally relevant knowledge, skills, personal qualities and structuring them based on the logic of formation of professional activity;

- principle of subjectivity of the student positions in the structure of its professional development through:

- a) student's maximum understanding of the essence of the process of his professional development, content, logic, vision of real outcomes of training that fully determine the level of specialist competence in his future professional activity;

- b) the activation of professional and personal self-determination, self-development, the formation of independent cognitive activity [11].

We can note that priority is the principle of integrating all disciplines studied by the student and building a single educational space subordinated to the set of professionally meaningful goals and appointed by clear logic of the skills development process.

The above relates to relations within the cycles of academic disciplines and their general orientation on the final professionally important goals of the educational system. Thus, personal

orientation of the educational process of higher education provides "individual trajectory of each student in achieving intermediate and ultimate goals of training" [8].

This can be possible only if the student can form his/her strategy of educational activities that accumulates goal formation process, self-knowledge and self-selection methods, forms and modes of operation, optimal for him and focused on his personal capacity. Of course, this is a large-scale reformation involving the transition to the new education formula by which the position of the student, working on a single, common to all curriculum moves to the position of an active subject, creator of individual programs with the dominant element of professional self-development.

We see the greatest value of the specified in the following: in this way is shaped the individual style of future activities, serving an absolute sign of professionalism of any direction; are built mechanisms of self-education activities that can ensure the continuity of the process of further professional development, self-development in all important aspects for the professional [7].

It is important to determine integrating units that to the greatest extent reflect the nature of the profession and can create real operating system that occupy the system-building status; key competencies as a basis of ensuring adequate target orientation of vocational education specialist. Without doubt, focus on the key competence is fundamentally changing the system of vocational education, projecting its fundamentally different end result, practically oriented qualitative dimension.

Conclusion. So, the integrity of the modern educational space, the integrity of the educational process in educational institutions is a priority constituent part of modern education.



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The imperative of modern educational space integrity is the basis for the conclusion that the integration processes in Ukrainian education should recognize the priority vector towards its modernization and European integration.

З огляду на імператив цілісності сучасного освітнього простору, слід визнати, що інтеграційні процеси в українській освіті є пріоритетним вектором на шляху її модернізації та євроінтеграції.

Исходя из императива целостности современного образовательного пространства, следует признать, что интеграционные процессы в украинском образовании являются приоритетным вектором на пути ее модернизации и евроинтеграции.

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