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**FEATURES OF THE EDUCATION ENVIRONMENT IN THE
CONTEXT OF UNIVERSITY EDUCATION**

Annotation. In the article an attempt to scientifically identify the characteristics of the education environment is made. It is shown that one of the important education components is the concept of «education environment» is directly related to the concept of «education experience» whereas the environment is understood as a set of conditions for organizing the experience in education.

Systemic examination of the phenomenon of the educational environment is one of the important issues in the theory and methodology of higher education. The examination of types of educational environments is related to the problem of the professional competencies development of the students as future professionals in the study process at the higher educational institution since the formation of the student's personality is influenced not only by purposeful study process but also by specific educational environment in which the student is plunged. There is no doubt that the scope and ratio of social experience, object education and individual support are different in different types of educational institutions. The differences depend on the specifics of the educational process, value aspirations and teachers' pedagogical conceptions. That's why it is necessary to study different types of educational environments and their influence on the formation of students' and trainees' professionally important qualities and the development of their personalities as professionals in general.

Keywords: Education, education environment, social experience, continuing process of upbringing and education.

In recent years, the concept of «education environment» has often been used in the theory and practice of education. The tendency of scientific consideration of the problems of education environment organization in educational institutions has been revived, and a large number of publications on this problem have appeared. However, still there is no consensus about the nature of the education environment, its structure, its main components, especially in the context of university education.

This concept has noun ambiguous interpretation and before proceeding to the characterization of the education environment, let us dwells on such a concept as «education».

There are different views on the content of the term «education». For example, one of the studies defined the meaning of educationas «transmission of social experience during the history time and the reproduction of sustainable forms of social life in the culture space» [1, p. 5-6].

In the «Education act» of the Republic of Kazakhstan the emphasis is put on a pragmatic sense of the concept: education is understood as «ongoing process of upbringing and training, carried out for moral, intellectual, cultural, physical development purposes and the formation of professional competence» [2, p. 28].

Consequently, from the scientific literature analysis it follows that there are different interpretations of the commonly used meanings of the word «education». Using the definition of "education" in the term "education environment", we will adhere to its meaning associated with the process of a specially organized purposeful formation of the personality according to a certain pattern.

Generally speaking, 'Education' is utilized in three senses: Knowledge, Subject and a Process. When a person achieves degree up to certain level we do not call it education .As for example if a person has secured Masters degree then we utilize education it a very narrower sense and call that the person has achieved education up to Masters Level. In the second sense, education is utilized in a sense of discipline. As for example if a person had taken education as a paper or as a discipline during his study in any institution then we utilize education as a subject. In the third sense, education is utilized as a process. In fact when we talk of education, we talk in the third sense i.e. education as a process.

In English the term "Education" has been derived from two Latin words Educare (Educere) and Educatum. "Educare" means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term "Educatum" denotes the act of teaching. It throws light on the principles and practice of teaching. The term Educare or Educere mainly indicates development of the latent faculties of the child. But child does not know these possibilities. It is the educator or the teacher who can know these and take appropriate methods to develop those powers.

From the above discussion it is now clear that since the times of Plato to the modern times of John Dewey, various educationists have defined education in various ways. Speaking frankly, the field of education is so vast and varied that to give a specific definition of education about which all educationists agree is very difficult. We see that some educationists have defined only one aspect of education whereas the others emphasize its other phases. The reason of this difference of opinions is that different educationsts, most of whom are philosophers, have different views about the aim of life. According to Idealists, the aim of life is spiritual development. As such, they regard education as a spiritual process, which aims at bringing together the soul and the creator leading to self-realization. Pragmatists think about education as a process of social progress. Because of this difference in the philosophy of life, different educationists define education differently. The fact is that the real concept of education is not related solely to any of the above-mentioned views. It is more than either of them. In a real sense, education is a sort of synthesis of all the above viewpoints. In this sense, education includes the individuals, the society, the environment, the social fabric and the prevailing traditions. Hence, the definition of education ought to be a very comprehensive and all - inclusive one.

The different meanings and definitions of education as given above lead us to the conclusion that education should have a comprehensive definition. Thus, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In Short, education is the development of individual according to his needs and demands of society, of which he

is an integral part. The above remarks of different educators highlight the following special features of education:

- Education is both unilateral as well as bi-polar in nature;
- It is a continuous process;
- It is knowledge or experience;
- It is development of particular aspects of human personality or a harmonious integrated growth;
- It is conducive for the good of the individual or the welfare of the society;
- It is a liberal discipline or a vocational course.
- It is stabilizer of social order, conservator of culture, an instrument of change and social reconstruction.

Nowadays different researchers interpret the priority of two concepts – «education environment» and «education space» in different manners. To clarify the terms, let us turn to the philosophical and explanatory dictionaries.

Salford University's report suggests that by putting an average ability student in the least effective, as opposed to the most effective classroom environment could affect their academic progress by as much as the average improvement across a year.

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations - a room with rows of desks and a chalkboard, for example.

The term also encompasses the culture of a school or class - its presiding ethos and characteristics, including how individuals interact with and treat one another - as well as the ways in which teachers may organize an educational setting to facilitate learning - e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a "learning environment."

Educators may also argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. For example, learning environments filled with sunlight and stimulating educational materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment, and phrases such as "positive learning environment" or "negative learning environment" are commonly used in reference to the social and emotional dimensions of a school or class.

The term learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning, and it requires us to examine and sometimes rethink the roles of teachers and students. The focus on information technology in education is expanding from the enhancement of learning spaces to include factors beyond hardware, software, and the network. The learning environment is a composite of human practices and material systems, much as ecology is the combination of living things and the physical environment.

Schools with supportive professional environments are not only more likely to retain their teachers; evidence suggests they also maximize teachers' and students' learning opportunities. Over time, teachers improve their ability to raise student achievement more when they work in school environments characterized by meaningful opportunities for feedback, productive peer collaboration, responsive administrators, and an orderly and disciplined environment.

Modern learning environments that align better with what we know about the brain and student learning can facilitate traditional pedagogies such as direct instruction if needed, but they typically offer students and teachers much more:

- Flexibility: the ability to combine two classes into one for team-teaching, split a class into small groups and spread them over a wider area or combine different classes studying complementary learning areas;

- Openness: modern learning environments traditionally have fewer walls, more glass and often use the idea of a learning common (or hub) which is a central teaching and learning space that can be shared by several classes. They provide opportunities to observe and learn from the teaching of others and be observed in return. They also provide access to what students in other learning areas and level are learning, so that teaching and learning can be complemented and enhanced;

- Access to resources (including technology): typically a learning common is surrounded by breakout spaces allowing a range of different activities, such as reading, group work, project space, wet areas, reflection, and presenting. There is often a mixture of wireless and wired technology offering access as and when students need it, within the flow of their learning.

Many of the modern learning environments being built today effectively promote and support a range of pedagogies including delivering, applying, creating, communicating and decision-making. Often they are centered around a student 'home base' where a lot of the teaching and learning occurs but these bases also allow access to other learning spaces. Not all classes will need all spaces all of the time, but students should have access to them should the need arise.

Modern learning environments support strengths-based teaching. For example, two classes collaborating on a science project that requires them to publish what they've learnt in the form of an educational poster will achieve much better results if both classes have access to one teacher who has considerable skill in graphic design and one teacher who has excellent knowledge of science and scientific inquiry.

Open and flexible spaces also create more collaborative communities of practice for teachers. Having access to the teaching practice of your colleagues to model and to be modeled to, supports the development of effective teaching practice far more than teaching in an isolated, private space. This 'de-privatisation of practice' means that honest exploration of teacher strengths and weaknesses can take place in an open and supportive environment. Beginning and provisionally-registered teachers have far more support around them in open learning spaces. Their progress can be monitored, supported and celebrated by their more experienced colleagues and ongoing low-level mentoring is easy to put in place because they have seasoned professionals to the left and the right of them. Modern learning spaces can support teaching as inquiry better than single-cell classrooms. Working in an open, flexible learning environment where inquiries are shared, interventions devised collaboratively and reflections based on both self and peer observations, leads to a more robust, continuously improving community of practice.

We believe the most important aspect in a safe and positive learning environment is the rapport between a teacher and his or her students. When the students understand that their teacher cares about them and wants them to do well,

students feel comfortable asking questions, making mistakes and taking risks in order to learn something new. To build these kinds of relationships, the teacher should take interest in each student's strengths and interests, as well as their struggles and frustrations. He or she needs to act as a positive model for learning and celebrating achievements. When the students see that their teacher can learn from his or her mistakes, and laugh even in times when he or she feels frustrated, the students will feel much more comfortable to do the same.

Creating a classroom community and culture remain another necessary aspect when fostering a safe learning environment. Students need to understand what they have in common with their fellow learners in the classroom. It is the teacher's job to create this community so all students will get along and celebrate one another's differences. Strong classroom communities can form in a variety of ways. Throughout daily activities the students should be part of a collaborative learning effort, sharing their strengths and encouraging each other. The teacher also may introduce a number of jobs or responsibilities students need to complete in order to maintain the physical classroom. This shows students that they need to count on one another, and it keeps students accountable for their own learning environment as well. Classroom jokes, traditions and pets are other ways to build a strong community. When students enjoy each other's company, they are more likely to be accepting and feel safe in the environment.

Another important responsibility of the teacher is to develop a learning environment where students feel motivated to learn within the boundaries and expectations of a safe classroom. By modeling and encouraging a safe environment and purposeful rules, students feel motivated to do the right thing and help one another. It is important for teachers to put an emphasis on intrinsic motivation in the classroom to keep students interested and invested in their own learning goals. In addition, extrinsic motivators help students understand the expectations of the classroom and aid in their intrinsic motivation. These kinds of motivators include praise, positive reinforcement and rewards for exceptional behavior.

This being said, the teacher's management plan and expectations play a large role in the classroom community. Students cannot learn effectively in an environment where the facilitator has lost control. The teacher should make his or her expectations and consequences for classroom behavior very clear so students understand rules, boundaries and how to learn in a safe manner. When the teacher's management plan is fair, consistent and organized, the students understand what to expect and can make wise choices and take responsibility for their actions.

Each aspect of community and management play a central role in creating a positive and safe learning space. While it is the teacher's job to facilitate and model proactive and positive expectations, it remains the responsibility of every learner in the classroom to care for and encourage one another. Only with everyone's cooperation and collaboration can the learning environment flourish the way it should.

Experts underline a special role of the cognitively active learning environment in modern education. J. Boys looks at the learning environments from the perspective of development the conceptual principles and methods that can help mapping of socio-spatial practices of education at universities and colleges in order to improve it. The author's standpoint lies in the fact that "the space is therefore one of our means of thinking about the world and embodying thought into action" [3].

By A.P. Wierzbicki and Y. Nakamori definition, the creative environment means "a place and space in which knowledge is shared, created and used, including physical space (offices, buildings), virtual space (computer network services), and mental space (experiences, ideas, emotions) – shortly, a place and environment in

which creative activity can be performed". The creative environment in the Creative Center at the University of Brighton (the UK) is thought of as something greater than its physical part. It is represented by an assemblage of such spaces as a physical space (arrangement of training places), a virtual space (electronic networks), a psychological space (character, values, beliefs, emotions), a biological space (mental and physical abilities), and an interpersonal space (communications, social interaction) [4, p. 23-26].

The backbone of the author's concept of cognitively active learning environment relies on the idea of generativity as a trigger motivating to learning, creation of new knowledge and its socio-economic application. The term "generative" is an epistemic-didactic feature of both learning and teaching environment. Generative learning is aimed at developing abilities for discovery of new knowledge and methods of its transformation [5, p. 529-540].

It includes not only processes leading to creativity, but also formation of special set of values specifics for epistemic communities (e.g., in relation to the search for the truth, partnerships, and competition), scientific-type research behavior, scientific cognitive trajectories of personality development (problem-cognitive programs) [6, p. 14-25].

The generative learning environment is not only cognitively active forms and structures of cognitive attitude, but also a peculiar cognitive operationalism they contribute to learning practices. Characterization of the learning environment as a generative phenomenon is opposed to the tradition to treat it as an adaptive structure having a comfortable environment for creative works and standardized abilities.

In pedagogical science, the term «education space» is defined as a concept that is an important characteristic of the education process and reflects the main stages and patterns of the education development as a fundamental characteristic of society [7, p. 62].

From the scientific sources analysis it follows that the concept of education space in pedagogy and philosophy of education is not fully developed, and its essence is not disclosed. L. Levchuk gives examples from the glossary of terms currently popular in pedagogy: «Education space» - this concept is absent in the British Encyclopedia, TSB, International Encyclopedia of Education, Philosophical Encyclopedic Dictionary, Pedagogical Encyclopedia, Pedagogical Dictionary, Dictionary of the Russian language in the 17 volumes, etc. [8, p. 94].

V. Ginetsinsky considers the introduction of classification characteristics for assessing the quality of national and state education systems. The education space is viewed from the point of system approach. However, the genesis of the appearance of systemic properties in the education space, its evolution remains beyond the interests of the article's authors [9, p. 12].

Cultural approach to the education space is developing in the work of V.Koneva [10, p. 47].

Beyond that, it should be noted that many author's works appeared devoted to the modern information space, which is being formed now and is closely connected to the education space.

An incomplete analogy in approaches to the corresponding concepts as well as difficulties in the consideration and definition of terms should be pointed out.

Yusupov R., Zabolotsky V., Ivanov V. answer the question thus: «What is the information space? What is the place of the person in it? The answers to these questions are evident with a superficial approach; prove to be very complex and capacious in the detailed discussion of the problem, all the more the problem is scientifically and methodologically investigated in small ways. This concerns both terminology and content aspects». All that has been said fully applies to the concept of education space [11, p. 3].

We hold the opinion of Ye.Yamburg, that the unified education space is not only a generalizing idea around which it is possible to build an education strategy but also not-so-distant reality, the contours of which are already emerging today [12, p. 24].

Thus, key concepts should be interconditioned, interrelated and interdependent. Only in this case they can be a system. In this system, the notions of «education space» and «education environment» should find a worthy place.

In pedagogy, the concepts of education space and education environment are often mixed, while some researchers believe that the concept of «education environment» is included in the more general concept of education space. There is an opinion that information support, infrastructure, certain social conditions (seemingly being the components of the environment) are necessary for transferring experience from generation to generation, and these «specified factors form the education space» [13, p. 28].

Many psychologists and educators understand education environment as a system that includes such structural elements as a set of applied education technologies, extracurricular work, management of the education process, interaction with external education and social institutions. The humanistic tendency in modern education presupposes the multiplicity of its content, the strengthening of the life connection, historicism, tolerance, ethical and ecological orientation, the unity of the emotional and rational, the growing role of reflexive knowledge and skills that orient the subsequent continuous education. The environment becomes educational «when appears a person who has an intention for education». At the same time, one environment can be educational for one person and completely neutral in this sense for another. A person has a chance to form his education environment within the boundaries of a certain education space, choosing education institutions or doing self-education. The education environment is a system of influences and conditions for the personality formation according to a given pattern, as well as the possibilities for its development contained in social and subject-spatial environment [14, p. 64].

As V.Slobodchikov emphasizes, the education environment cannot be considered as something unambiguous, pre-determined. The environment begins where the meeting of the generating and the forming occurs, where they jointly design and build something [15, p. 59].

«Environment - the complex of natural or social conditions in which leaks the development and activities of human society. The social and everyday situation in which a person lives, the surrounding conditions, the complex of people which connected by common conditions, the situation» [16, p. 178-182].

The questions of education environment designing in application to the practice of education and upbringing are considered in the works of O.Gazman, M.Clara, I.Frumin and others, in the works of the founders of the development learning system (V.Davydov), etc.

According to L.Vygotsky, P.Galperin, V.Davydov, L.Zankov, A.Leontyev, B.Elkonin, and others, from the psychological context message, the developing environment is a specifically education space in which development instruction is carried out. The education environment has its own structure, but there is no consistent approach foremphasizing the education environment's components. Let us examine the approaches of certain authors [17, p. 545-548].

In the opinion of S. Tarasov, the development of the creative potential of an adult cannot be rationally understood only «internally» of the continuous education's system. Here it is necessary to take into account the features of the development environment in general. The social and cultural environment is a complex structure of common, material and spiritual conditions in which human activity is realized. The

environment is an essential condition for the individual's development; at the same time the environment changes itself under the influence of human activities. That is why the problems of human-environment relations are considered within the framework of various scientific disciplines and directions (philosophy, psychology, social ecology, pedagogy, sociology, etc.). First of all, the education environment is the subsystem of the social and cultural environment, the complex of historically formed factors, circumstances, situations, that is, the integrity of specially organized pedagogical conditions for the individual's development [18, p. 75].

Having regard to the above, we conclude that there are many touch points between the concepts of «education environment» and «education space» and relation between them is made by the tasks of education, both being an environment, external to the subject of the education process. The environment assumes immersion in it, momentary or frequent use of the flow information from it for the purpose of changing and improving the human «I». To a greater extent, education space implies not immersion but the presence, space fulfills its functions in more critical or decisive for the future moments associated with a fateful choice. For the first concept, locality is more characteristic, for the second, the globality of perception and impact; the first is more real, the second, on the contrary, is more virtual. Without a variety of mutually complementary education environment that fill all possible education niches, the education space cannot be formed in the context of university education.

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Нұрғалиева С.А., Тулекова Г.М., Ганиева Э.С.
Университеттік білім беру контексінде білім беру ортасының ерекшеліктері

Мақалада білім беру ортасының ерекшеліктерін ғылыми айқындауға әрекет етіледі. Білім берудің маңызды компоненттерінің бірі «білім беру ортасы» деген ұғым болып табылады, ол «білім беру тәжірибесі» тұжырымдамасымен тікелей байланысты, себебі қоршаған орта білім беру тәжірибесін ұйымдастырудың бірқатар шарттары ретінде қарастырылып, тұжырымдалған.

Тірек сөздер: Білім беру, білім беру ортасы, әлеуметтік тәжірибе, оқыту және үздіксіз тәрбие.

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Нургалиева С.А., Тулекова Г.М., Ганиева Э.С.
Особенности образовательной среды в контексте университетского образования

В статье делается попытка научного выявления особенностей образовательной среды. Показано, что одним из важных компонентов образования выступает понятие «образовательная среда», которое напрямую связано с понятием «образовательный опыт», поскольку среда полагается нами как совокупность условий организации опыта в образовании.

Ключевые слова: Образование, образовательная среда, социальный опыт, непрерывный процесс воспитания и обучения.

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