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CREATIVE EDUCATIONAL ENVIRONMENT CREATION AS A PRIORITY FIELD FOR THE DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS

The category ‘environment’ is multifaceted, has philosophical meaning and at the same time reflects specific features in relation to each area. From the point of view of sociology, ‘environment’ is a challenge to civilization; in geography acts as a factor in the socio-economic development of the territory; in biology it is a combination of conditions for the existence of living organisms; in computer science it is a condition for the flow of processes; in psychology it is a factor in the development of personality. Summarizing these concepts, the composition of the ‘environment’ can be considered as a set of physical (natural), natural-anthropogenic and social (sociocultural) factors of human life. Consistency, complexity, multi-level environment endows it with integrative and emergent properties, that is why the environment in which educational systems operate also acts as a source (resource), and as a substrate, a factor in the development of the individual, system and process.

It is important to consider the educational environment as part of the socio-cultural space, zone of interaction of educational systems, their elements, educational material and subjects of educational processes. It has several levels: from federal, regional to the environment of a particular educational institution and study group [3, p. 605–619].

Activities of cultural, industrial, social and educational organizations, media and Internet resources together with the natural components of the region have a powerful educational potential. They allow not only to carry out educational practice

in modern conditions, take into account individual needs learners, to link learning with everyday life, but also to form a holistic idea of the world.

The current 'smart economy' is based on information and knowledge. As a result, knowledge and creative potential of employees is a priority factor in improving efficiency economic system, the condition of achievement scientific, technological and economic progress. The role of educational organizations is growing mechanism of innovative development as a country in general, and its cities and regions, and modernized higher education in the right direction, which will provide training for highly intelligent personnel and the creation of creative educational environment.

Currently, the student is only an object of the educational system. He / she seems to be 'exposed' to the learning process. Creative educational environment institutions should gradually transfer the student from the object to the subject of educational process through development of his / her motivation for self-education, increase in training courses the number of independent work and improving its quality, use information and communication and other intensive educational technologies and systems to provide his / her participation in the formation of the learning trajectory [1, p. 413–422].

It is important to quickly move from information-subject to creative professional education, which as a result will allow graduating a specialist sufficiently prepared for intellectual activity in various fields. At the same time, of course, the requirements to the system of education and the formation of graduates' professional orientation remain. The required level of skill and responsibility, development of interest in the profession, conscious and creative attitude to it, understanding of its meaning and significance, which is necessary for any competitive and professionally mobile specialist.

The content of educational programs of educational institutions in addition to the fact that they are obliged to create a part of the creative educational environment should lead to the solution of the actualizing problems of professional adaptation of the graduate at the beginning of his / her employment.

When creating a creative educational environment, a number of principles must be taken into account [2]:

- focus on motivational ensuring the process of learning and self-learning;
- reliance on the processes of self-development and individualization of training;
- gradual expansion of the sphere of independence of students and a decrease in the share of pedagogical guidance for them;
- ensuring that the student accepts a certain role in the educational process; training in rational ways of learning activities and independent acquisition of knowledge;
- initiating the student to analyze and compare their own results and achievements - reflection;
- leading orientation towards creativity in learning and knowledge;
- activation of joint activities of students;
- orientation towards achieving specific educational goals and mastering specific actions.

In general, the creative educational environment is based on creative education, focused on the development of human creativity and the consolidation in his / her professional consciousness of the attitude to search for innovation, analysis of problems and options, motivating independent thinking, reality, self-knowledge of one's own individuality, transformation of knowledge into the potential of thinking and self-development.

References:

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3. Hall C., Thomson P., & Russell L. (2007). Teaching like an artist: The pedagogic identities and practices of artists in schools. *British Journal of Sociology of Education*. 2007. № 28(5). P. 605–619.