

FORMATION OF A NEW EDUCATIONAL ENVIRONMENT BY ICT MEANS

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Today's educational paradigm, claiming priority to personal teacher orientation process which is carried out search and inspect development, abilities, nature inherent in each individual, building a personality-oriented pedagogical system requires a thorough audit to make available to the traditional approaches to content, forms, methods, the means of modern education [3].

Analysis of the current state of higher vocational education shows that the introduction of information technology into the educational process can be an important factor in improving the quality of training. We should talk about the creation of a new educational environment, successfully developing in the modern information society, playback and improved product quality to modern society - competitive professionals.

Components learning environment in high school are divided into two categories: entities, which in collaboration achieved the purpose for which there Wednesday, and objects communicating with entities that sell personal responsibilities. The subjects of the educational process in learning environments are students, teachers. The objects - educational tools, methods, facilities and areas of culture, information space, technical progress, the management of pedagogical process, ways of communication (organizational and management, promotional and motivational, counter-behavioral, technical, emotional). Objects carry information that is being absorbed and transformed consciousness actors, turns in the process of training activities in the quality of person - thought, a system of values and meanings, beliefs, perceptions, knowledge, skills. Didactic processes as ways to address the challenges of the pedagogical process - a connection between the elements of the environment. Key educational resources is always present in strictly limited quantities and are absolutely certain cash equivalents: seats in the auditorium, library books on science, laboratory equipment, reagents, qualified teachers, etc.

In such a system, training teachers play the role of Solo - he presents the material, provides guidance and trained perceive, then memorize and reproduce any ready skills. Student dealt with as if in the role of "knowledge" and originally meant that the accumulated potential of graduate education is always in the future, if necessary, you can easily apply in life, in their professional work.

Such a system of education that focuses on educational outcomes characteristic of the "Yesterday", are not necessarily needed, and new technologies and means of ICT-based education. This need actual when the emerging information society demanded new results from the educational system.

For all the foregoing, do the following conclusion: new educational outcomes can not be effectively and fully formed under the old educational environment and traditional practices, organizational forms and means of the educational process. One of the main factors modernization of education, giving educational nature of the innovation process is the use of ICT in education funds, the establishment of the basis for their new educational environment.

However, attempts to "write" ICT in the traditional system of specialist training does not lead to major restructuring of the educational environment either technologically or in a meaningful aspects. New information and communication technologies will have an impact on principle learning process in the event that these technologies will be included in the new (corresponding to their abilities) model of learning.

BS Gershunsky [1], defining the system founding philosophy of education for XXI century, insists on the rejection of "educational-disciplinary education, and build a model transition to a personality-oriented design model with the subsequent implementation of its principles in educational practice." Exploring the personal approach to the problem of education, V. Serikov [5] concluded that the personal orientation requires a search for other

reasons for designing the educational process. The method by which pedagogical process from the forced unfamiliar activity turns into personal self-actualization, has always been against the background of the model itself qualitative change education.

These changes brings the problem of creating humanistic model of science education, in which, first, is due to the replacement of teaching and cross-disciplinary teacher and student at the personality-oriented approving look at learning as a person and rejecting manipulation approach to it, and second, this model has improved the content of textbooks and teaching aids; thirdly, it would significantly adjust the educational process by transforming it into a continuous and discrete, and fourthly, the need of science-based management of the educational process with minimal involvement of the teacher, when management system educational activities could be didactic complexes in the fifth, took a teacher - the organizer of the joint training of teachers and students in the sixth, technology management should really technologic joint educational activities.

Means of ICT and built on the basis of their new educational environment will impact on the principled process and the results of training in the event that they will be incorporated into a new model of the educational process. Otherwise, as some researchers argue reasonably, in a traditional university education emerging new educational environment will hinder more than help the development of new educational results and the development of key competencies for future professionals.

Literature

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