



EDUCATIONAL ENVIRONMENT OF PROFESSIONAL TRAINING OF THE FUTURE PRIMARY SCHOOL TEACHERS: TEACHERS' AND STUDENTS' OPINION

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Abstract. The article deals with the results of experimental studies of educational environment training of primary school teachers in higher educational institutions of Ukraine. Overview views of teachers and students for its functioning. The features of interaction of satisfaction and organization of various activities. The results of evaluation of students and teachers of basic characteristics of the educational environment, which include: openness, variability, creativity, stability and enabling learning environment in the educational process of innovative technologies and active learning methods. Revealed the extent of subjects of the educational process environmental resources for personal and professional development. Based on the results of the pilot study summarized the problem in the context of improving the educational environment training of primary school teachers.

Key words: educational environment, professional training of the future primary school teachers, research.

Introduction

The development of science, engineering and technology led to strengthening the intensity of information exchange, mutual educational structures. The convergence of the educational systems of different countries, providing greater transparency and *komplanarnosti* helps to create a diverse educational environment Multivariate training future professionals. As a result there is an increasing interest of higher school teachers in the process of designing educational environment and study its capabilities in the development of future professionals. This is especially true scope of education degree. Experience purposeful formation of educational environment with predetermined characteristics is negligible, and the related implementation of environmental approach in the preparation of primary school teachers is virtually absent. Therefore, we have considered the feasibility of the experiment, which aims – a comprehensive study of the characteristics of the educational environment training of primary school teachers, its capabilities, resources and features of the interaction of its subjects. The results can serve as a basis for further design changes of the educational environment to its compliance with the demands of higher educational school.

Method

During the experiment the methods were used: questionnaire students, faculty questionnaire, document analysis, observation, interpretation. The questionnaire was developed by the author and contained six groups of questions. For a comprehensive assessment of indicators of educational environment and interaction of its subjects we examined data collected during the experiment in the following sections: evaluation of teachers, evaluation universe of students, evaluation of students on courses. This approach allows us to determine the existing contradictions between the views of students and teachers and identify solutions to the problems identified. In assessing the degree measure of respondents' educational environment used the following rating scale: less than 15 % – the lowest result that is necessary to conduct additional research into the causes of this condition; from 50 % to 85 % – the best result; more than 85 % – good results. This rating scale was developed by us based on degree distribution determine the status indicator educational environment respondents.

During the study sample representativeness ensured participation in the survey from 75 % to 100 % of respondents enrolled in the direction of «Primary education», full time. The total number of students surveyed – 86 people. Influence of educational environment for training of primary school teachers and teachers also

assessed. The survey involved 35 schools teachers training primary school teachers of higher education in Ukraine.

Results

Let's present the results of the experiment. The first question group concerned the attitude of the students and teachers to the functioning of the educational environment during the professional training. The survey results showed that total 37.8 % of the surveyed students believe that the educational environment correspond with the needs of their professional training, 23.7 % of surveyed students were not satisfied with this training. As for distribution of the percentage according to the courses can be observed the following results: the highest percentage of satisfied with the professional training is at the fifth course of study, due to the fact that: firstly, the fifth year students have the most complete overview of the university educational environment; secondly, the last year of study students were given the tasks that require constant, independent and creative work, consulting with the scientific adviser and other teachers. We are talking about the state practice, writing of the diploma work, employment, in other words, fifth-year students are most experienced in relationships between educational environment and their own interests, also aspirations of the subjects of the educational environment to contribute to their personal and professional development.

From distribution of professional training condition of future teachers in the educational environment of the third and the fourth year students can be observed lower indicators than at other courses that is connected with a decrease in learning motivation, which is observed in most students of the third year of study.

The survey of teachers showed that 78.9 % of responded believe that the functioning of the educational environment in professional training of future primary school teachers has high level, 6.3 % – has the low one. The difference in the percentage evaluation of educational environment between teachers and students is observed by separate indicators. Thus, the percentage of teachers who evaluate the degree of functioning of the educational environment as high comparing to the same percentage between students is in accordance 56.7% and 20.6 %. This is due, firstly, with some survey items disagreements, which were necessary to answer by teachers and students.

The second question group is concerned with the establishment by the subject of educational environment atmosphere of mutual understanding in relation to each other. Survey results showed that 37.8 % of students find the relation atmosphere between each other satisfactory in educational environment of the university, 19.8 % – believe that the atmosphere is unsatisfactory. According to the second-fifth year students, the vast majority at all courses on average is satisfied with the atmosphere of relationships between each other in educational environment. The greatest degree of satisfaction is expressed by the fifth-year students.

Satisfaction of teachers by atmosphere of each other relationships between subjects of the educational process is 89.6 %, only 1.5 % think that the atmosphere is imperfect. The indicator of constructive relations between all participants of the educational process, the percentage of positive answers is higher with teachers than students; this is primarily due to the different understanding of teachers and students of the necessary degree of attention to such factors as mood of the audience, students' point of view.

The third question group is concerned to the role of the teacher as a supporter, a consultant, a tutor in the learning process of the student. Most of the students (32.6 %) believe that teachers pay much attention to students in the form of consultations, 15.3 % expressed the view about authoritarian style of communication between teachers and students. Most students are satisfied with constructive relationships between all members of the educational process, indicating a favorable psychological climate in the educational environment of professional training. But the system of teacher-student relationships in the role of tutor are dissatisfied 78.9 % of students, indicating a lack of this indicator formation at the university, and at the same time about the necessity to pay it extra attention.

The survey of the teachers showed that 88.5 % of respondents consider themselves helpers and consultants of the students during the learning process at the university, 1.2 % of students are not engaged in this form of work. The reasons for differences in opinions of teachers and students, in our opinion, consist in the different understanding of the content of the same components of educational environment.

The fourth question group is concerned to the organization of scientific, social and cultural work of universities to attract students to these activities.

38.1 % of surveyed students gave a positive evaluation of the university in scientific, social and cultural spheres, 30.9 % are unfamiliar with these types of work. However, it should be noted that such indicator as the students' acquaintance with issues of practical specialty orientation is evaluated rather low.

At distribution of answers students for courses is approximately the same degree of satisfaction among students of the second and the fifth courses and the reason is that the fifth year students are familiar with all components of the educational environment, and its indicators, while the second year students just begin to get acquainted with the professional and scientific system of the university that cause high interest and as a result, a high degree of satisfaction.

Level of evaluation of these indicators is much higher with the teachers than the students and form 80.2% of responded, 3.7 % are not satisfied or satisfied just slightly. It should be noted that teachers evaluate students' familiarity with practical specialty orientation higher than the students, which is likely a consequence of different understanding of the teachers and the students required intensity of activities that promote students' familiarity with the issues of practice by profession.

Analysis of the survey results of the teachers and the students in this indicator has shown that certain courses of study should be identified by the causes of low evaluation degree and reasons of difficulties in their answers for questions in the questionnaire, devoted to the evaluation index of students' familiarity with the issues of practice by profession.

The fifth question group concerned the evaluation by subjects of basic characteristics of educational environment, which include: openness, variability, creativity, educational environment stability and inclusion of innovative technologies and active methods of teaching in the educational process.

A significant part of surveyed students in percentage of 34.1 % expressed the view about openness of educational environment; 21.8 % – do not believe that educational environment is open to the public.

Teachers estimate the openness of educational environment much higher – 83.7 %; 7.9 % – do not believe it is open to the public. Such divergences in answers are associated, firstly, with greater awareness of teachers about the resources, environment opportunities; secondly, with different needs of teachers and students in material and technical basis.

The variability of educational environment means the presence in educational environment of professional training with the help of variable educational routes, forms of scientific, artistic and social activity. In general, a significant part of surveyed students (35.9 %) is satisfied with the degree of variability of educational environment, 19.8 % – is not satisfied with the situation in this area of the faculty and the university. The survey of teachers showed that 89.1 % of respondents are satisfied with the degree of variability of educational environment, 4.6 % – are not satisfied or satisfied insignificantly. The reasons for differences of opinions of teachers and students, in our view, are similar to those we have formulated in the analysis of the previous index.

By creativity of educational environment are satisfied 26.9 % of surveyed students, 34.0 % – are not satisfied or satisfied insignificantly. In general, we can say that all students are approximately equally satisfied by all indicators. It should be noted that with such indicator as «attention to individual subject position» surveyed students are satisfied mostly. The lowest satisfaction among students is an indicator such as the use of educational developmental technologies. Fewer half of surveyed are satisfied with this indicator – 23.8 %, and 45.6 % – are completely dissatisfied with it. The main reason for this result is that during the training courses little attention is payed to the development of critical thinking and creativity, poorly analyzed the effectiveness of different technologies focused on development of these components for individual.

Teachers are significantly more satisfied with examined indicators. As a result, 80.5 % of the surveyed teachers consider educational environment creative, 6.7 % – are not satisfied or satisfied insignificantly. In general we can state low satisfaction by creativity of educational environment of the students.

The results of the survey of the students and teachers about including of innovative technologies and active methods of teaching in the educational process are reflected in Table 1, teachers – in Table 2.

Satisfaction of inclusion in the educational process of innovative technologies and active methods of teaching have expressed 36.2 % of surveyed students; 52.3 % – are not satisfied or satisfied insignificantly. We can say that all students are approximately equally satisfied by all indicators. Exception is indicator «usage by teachers of technologies that develop students' critical thinking».

Table 1

Results of students survey about including of innovative technologies and active methods of teaching in the educational process

Indicators	The number of surveyed students	
	% positive answers	% negative answers
usage by teachers of technologies that develop skills to plan one's activities	35.4	54.7
usage by teachers of technologies that develop skills in teamwork	40.7	53.7
usage by teachers of technologies that develop students' communication skills	37.2	48.3
usage by teachers of technologies that develop students' creativity	29.8	49.1
usage by teachers of technologies that develop effective work with information	38.6	45.3
organization of individual work of students	36.9	53.8
involvement of students to the scientific society	28.7	60.1
students introduction with the practical orientation of the specialty	37.5	61.2

Table 2

Results of teachers survey about including of innovative technologies and active methods of teaching in the educational process

Indicators	The number of surveyed teachers	
	% positive answers	% negative answers
usage by teachers of project teaching method	76.2	18.4
usage by teachers of technologies that develop skills in teamwork	69.6	7.5
usage by teachers of technologies that develop students' critical thinking	59.4	10.8
usage by teachers of technologies that develop effective work with information	87.6	0.9
organization of individual work of students	89.2	1.0
involvement of students to the scientific society	73.5	9.5
students introduction with the practical orientation of the specialty	68.3	8.6

The degree of teachers' satisfaction is slightly different to answers of students. Thus, 74.8 % of surveyed teachers believe that they use in educational process innovative technology and active learning methods, 8.2 % – use them partly.

While analyzing division of teachers' ratings of this component, you must pay attention to the division of teachers' answers about their usage or not of project teaching method (76.2 % of responded use this method, 18.4 % – do not use). We believe, such division reflects adequate attitude to the project method in the educational environment of the university. But at the same time, lowers the overall percentage of positive evaluations and overestimates the negative percentage for this indicator.

In a study of the stability of the educational environment of training future primary school teachers found that 25.6 % of surveyed students believe that educational environment is stable; 55.3 % – do not think so. The students of the second and the fifth courses believe that educational environment is stable, and the students of the third and the fourth courses are less satisfied with educational environment stability.

The satisfaction of teachers in stability of educational environment unlike students is: 87.6 % of surveyed are satisfied with it teachers, 4.6 % of not satisfied or satisfied insignificantly.

Analyzing the stability of professors staff was taken into account that this component is analyzed not only with the help of questionnaires, but also by the statistics of HR department about the change of the

professors staff. An indication of educational environment stability is the tradition of the faculty and the university.

The sixth question group helped to identify the degree of usage of the resources of the university by the subjects of the educational process and its field of opportunities for personal and professional development.

47.6 % of students revealed satisfaction by the field of opportunities offered by educational environment for development of personal qualities, 26.3 % – are not satisfied or satisfied insignificantly. Average satisfaction was expressed by students about the system of research at the university. The greatest satisfaction expressed the students of the fifth course, the lowest – the third and the fourth courses.

As for teachers, they are more satisfied by the field of possibilities of educational environment and its incoming indicators, as well, unlike students, 79.3 %, 11.8 % of not satisfied or satisfied insignificantly.

Discussion

Analysis of the survey results of the teachers and students allows to state that the studied environment of training future primary school teachers according to the results of the experiment formed by principles of openness, variability, creativity, activity, stability and complexity, but the evaluation by the students and teachers differs because of different reasons. Respondents indicate that the subjects of the educational process should implement cooperation with each other in an atmosphere of respect and psychological security according to the needs of each other, teachers in regard to the students should perform functions of consultants, tutors on purpose of personal and professional development, but evaluation of it differs among students and teachers survey.

During our investigation revealed the following contradictions: with the total high formed indicators of educational environment of professional training at the second and the fourth courses of study some indicators are not formed enough; on series of indicators of educational environment the difference in estimating is observed of their formation between teachers and students, related, in our opinion, with different understanding of the characteristics of the same indicator of educational environment by the students and the teachers.

To overcome the contradictions, first of all, it is necessary to conduct measures according to the analysis of their reasons, which include: determination of the causes of dissatisfaction at the second and the fourth courses of study by exact indicator of educational environment (methods: open questions, conversations, surveys); clarify the image of the desired object (methods: open questions, conversations, surveys); the analysis of the situation by formation of a certain component with the help of observation method, analysis of the documents (various reports on conducted activities, training complexes, etc.); clarification of «sense», which give teachers and students to the components of educational environment through open questions, conversations, surveys.

After receiving the data it is necessary to carry out the corrective actions and repeated studies to analyze the dynamics.

Having estimated at the time of study of the educational environment of professional training future primary school teachers, we can determine the following tasks in the context of its development: working out and implementation of the system of actions to familiarize the principles of competent education for all subjects of the educational process; strengthening of cooperation with national and foreign universities on the questions of development of common educational programs that involve students to study in universities participating in the program; conducted common scientific researches in the field of primary education; expanding the range of the usage of active learning and technology methods, deepening the subjective position of teachers and students; increasing supplementary education programs; extension of the resource supplying of the university and informing about its possibilities.

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