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**THE ROLE OF THE INNOVATIVE EDUCATIONAL ENVIRONMENT  
IN TEACHING STUDENTS A FOREIGN LANGUAGE AND CULTURE**

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**Abstract.** The article reveals the role of the innovative educational environment in teaching a foreign language and culture, clarifies the content of the concept of the "educational environment", presents the structure and principles of creating a developing educational environment in the process of professional training of students.

**Keywords:** educational environment, professional culture, language education, foreign language.

The problem of creating and organizing a subject-spatial educational environment is extremely relevant today. It is the nature of the interaction of subjects with the environ-

ment that acts as a determining factor in their personal and professional development, their self-determination in the context of language education, in particular.

The concept of the "educational environment" at the present stage of the development of the humanities is considered from different sides. Its content is interpreted as:

a) "the surrounding social and living conditions, the situation, as well as the totality of people connected by the community of these conditions" [3, p. 45]; b) "the way of life of the institution of school / university education, its style and face" [2, p. 7]; c) "the territory of social heritage, where they connect characteristics of education and culture, where the signs of culture are represented in the signs of education" [1, p. 301].

Many researchers understand the educational socio-cultural environment as a system of key factors that determine human education and development: people who influence educational processes; the socio-political system of the country; the natural and socio-cultural environment (including the culture of the pedagogical environment); mass media; random events.

In general, the environment of any educational institution may have the following structural components:

- spatial and semantic component (architectural and aesthetic organization of living space);
- the content and methodological component (the content sphere, forms and methods of organizing education);
- communication and organizational component (features of subjects of the educational environment, communication sphere, organizational conditions).

The educational environment as a set of social, cultural, as well as specially organized psychological and pedagogical conditions in an educational institution can be typologized for various reasons:

- by the style of interaction within the environment (competitive - cooperative, humanistic – technocratic, etc.);
- by the nature of the attitude to social experience and its transmission (traditional – innovative, national – universal, etc.);
- according to the degree of creative activity (creative – regulated);
- by the nature of interaction with the external environment (open – closed).

It should be noted that any typology of the educational environment is conditional. In one educational institution, there may be a combination of different, sometimes very contradictory environmental conditions.

Obviously, in the process of professional training of students of linguistic and pedagogical specialties, it is the signs of professional culture that should be represented "in the signs of language education." The organization of the educational environment, therefore, will mean the creation of favorable material and spiritual conditions for the competence (creative) activity of students in mastering professional functions. It is about the realization of the subjective experience of joint communicative activity (in professional forms: business conversation, conversation, public speech, discussion, and others), awareness of individual problems (in conditions of socio-psychological training, for example), their theorization, training (communicative) in self-change and new experience inclusive. Educational and professional activity in these circumstances implies the improvement of the socio-psychological, rhetorical and methodological culture of a specialist. Thus, the developing educational environment as "a set of material and spiritual conditions that ensure the formation of a humane personality, the creation of an appropriate environment in which the content, structure, methods of teaching and up-

bringing would collectively reflect the processes taking place in culture as a whole, as well as provide opportunities for the developing activities of students in an educational institution" allows students not only to satisfy the basic intellectual needs of the individual, to find a professional purpose, but also to master effective ways of interacting with the surrounding subjects of the educational process [4, p. 8].

The educational environment as education in general and language education in particular is aimed mainly at creating and shaping a cultural, morally responsible, spiritual personality of a person by entering into the culture of professional activity and appropriation of cultural values. The way to form the personality of a future foreign language teacher is culture and language in their interrelationship. In general, an innovative educational environment for teaching a foreign language can be considered as a system of conditions for achieving a specific level of communicative competence and personal development of students within the framework of a social and spatial-subject environment.

As S.W. Tarasow notes, in order to create an educational environment, it is necessary to take into account such components as spatial-semantic, content-methodical, communicative-organizational [5, p. 135]. Thus, the spatial and semantic component includes the interior design of educational premises, the possibility of rearranging furniture, the influence of the color design of the room on students, the design of symbolic space, etc. The content and methodological component provides for the selection of methodological material, forms, tools, methods, technologies and principles of teaching a foreign language. The communicative and organizational component of the educational environment involves taking into account the individual characteristics of the subjects of the educational process, their value and worldview attitudes, communication and teaching style.

Among the principles of the organization of the educational process, we will highlight a number of general didactic principles (personality-oriented orientation and cognitive load of learning, its activity and interactive nature, as well as consciousness and autonomy) and a number of methodological principles (communicative orientation of learning, interconnected learning of means and methods of communication, intercultural comparison and discursivity). These are the principles that we took into account when creating a methodology for the formation and improvement of knowledge and skills, the development of skills for the application of linguistic political correctness in the oral and written German-speaking of students.

The principle of personality-oriented learning involves the consistent activation of each student's intellectual abilities, knowledge and speech experience in order to transform them and develop his personality, individuality. The principle of consciousness lies in the students' conscious understanding of the most important subsystems of the studied language (principles of linguistic political correctness, in particular) and the ability to apply them in communication "here and now". The principle of the activity-based nature of learning will be expressed in the external and internal (mental) activity of students, and the principle of interactivity implies productive interaction of the student with the material, the teacher and other students in situations of natural communication or communication through information and communication technologies. The principle of cognitive load in this case implies an individual or group solution of problematic tasks / tasks with the compilation or deployment of intellectual schemes on the topic of the lesson. The principle of autonomy is manifested in the student's independent and active implementation of educational /competence activities, as well as in the con-

scious assessment and adjustment of his speech experience in accordance with professional requirements.

Among the methodological principles of the organization of the educational process, we took into account the principle of the communicative orientation of learning (learning through interpersonal communication), which boils down to the formation of the student's features of a multicultural linguistic personality, contributing to his equal and autonomous participation in intercultural communication and pedagogical communication. The principle of interrelated learning of means and methods of communication involves parallel learning of all types of speech activity. And the principle of intercultural comparison determines the success of teaching a foreign language while focusing on the student's native linguistic culture. The principle of discursivity is manifested in the student's assimilation of the studied language as a means of professional communication, taking into account socio- and ethnocultural characteristics.

Thus, we consider the innovative educational environment as a flexible multicomponent multifunctional subject-subject space for the development of educational motivation and evaluative independence of students, their self-development and self-education, which implies the manifestation of individuality and creative activity to rebuild personal structures on the part of both students and teachers. We assume that the educational and professional interaction of a teacher and students in an innovative educational environment is able to ensure maximum disclosure of personality, awareness of professional and pedagogical duty and the development of professional functions, provided that the environment itself is methodically competent, taking into account the spatial-semantic, content-methodical, communicative and organizational components, as well as general didactic and methodological principles of the organization of educational the process of learning a foreign language and culture.

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