Секція 5. Інформаційно-освітнє середовище навчального закладу

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DIGITILIZED EDUCATIONAL ENVIRONMENT: CONDITIONS FOR ADAPTIVITY

Introduction. In investigating digitalization processes in education, it is advisable foremost to study thoroughly the issue of creating and further modernization of the respective adaptive environment for students and educators. Some scientists argue that such an environment should be named the informative and consultative environment of educational institution [1]. The author of the paper discusses the problem of forming such an environment and underlines its importance, suggests ways aimed at increasing the efficiency of e-education in these environments.

Importance of forming an effective adaptive e-environment. Informative and consultative environment of higher educational establishment is an urgent and necessary part of informational space. This environment is very important for digitalized society, for it enables information interchange and consultative support of educational subjects, as a result – enabling a better adaptation. The environment mentioned above is also informative, adaptive, communicational, professional, developmental, reflexive-contextual, reflexive-active environment of innovation type [2]. The conditions provided in these environments and by these environments are capable to secure realization of diagnostical, interactive, coordinative and other functions, as well as functions of educational and methodic support. Researchers state in their scientific works that the process of formation of effective digitalized/e-environment envisages a reconstruction of an educator's consultative services on the personal and activity basis, includes some changes in the approaches to the work with information and work with students, … reconstruction of the channels of keeping, preserving and processing of data, with application of corresponding digital instruments, tools, and technologies [2].

Considering the importance of such environments through the prizm of adaptivity possibilities, one can note that such environments also secure:

- proper quality of "immersivity" – engagement of emotional and cognitive structures of students' minds in cognition and research;

- high level of interactivity – educational process subjects' mutual participation in forming educational content and offering its modifications [1].

Analyzing the scientific empirical and experimental data obtained by scientific research, one can reveal some ways of improving academic performances by students in adaptive e-environments, among them: interactivity, feedback, gaming, reconstruction of educators' services etc.

Conclusion. Thus, we can conclude that an effective and properly formed e-environment with modern software applied has more resources /both technical and psychologic/ to provide better adaptation for students and educators in terms of

improving their cognitive abilities, psychologic comfortable state and, as a result – gives the possibility to demonstrate better academic performance and greater chances for success in future.

References

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CREATING AN ECOLOGICAL AND DEVELOPMENTAL EDUCATIONAL ENVIRONMENT: THE EXPERIENCE OF ARIEL UNIVERSITY (ISRAEL)

Green spaces in the courtyards of educational institutions are successfully used in the educational and educational process of students, students through cognition and caring nature. This can be achieved if you introduce students, students with its secrets, show interesting in the life of plants and animals, learn to enjoy the aesthetics of nature. The perception of nature helps to develop such qualities as cheerfulness, emotionality, attentive attitude towards everything living.

Planned, landscaped and tidy courtyard of the educational establishment promotes the acquisition of practical skills in indoor and outdoor landscaping; deepening the knowledge of students, students of open and closed flower gardening, dendrology and horticulture; contribute to the aesthetic education of students and students. In addition, floral ornamental plants in the courtyard of the educational establishment is a convenient object for the organization of research (Grin'ova, Velichko, 2019).

The territory of Ariel University is greened by the creation of vertical green fields. At the heart of the green walls is a strong and lightweight construction that moves on a modular principle that allows you to vary the height and the total area. The standard modules are rectangular parts of size 30x40 cm, which in turn consist of smaller cells of size 6x15 cm. The modules are made of particularly durable plastic. Plants are planted tightly, which saves not only the area, but also the flow of water, which, thanks to a special drainage system, penetrates from cell to cell without losing moisture. Water supply is strictly controlled, as water in the southern latitudes is of great value.

Ariel University was originally blessed with the help of planted shrubs and trees with illumination. It is recommended to plant trees that have a long or year-round decorative effect. These can be pines, spruce.