

The Diversity of Educational Environments in Modern Pedagogy

Yusupova Khabiba Isabekovna

Academic Lyceum of Bukhara State Medical Institute

Sadulloeva Maxfuza Gaybullloyevna

lecture of Bukhara State Pedagogical Institute

Article information:

Manuscript received: 10 September 2024; **Accepted:** 22 September 2024; **Published:** 3 October 2024

Abstract: This article presents models of educational environments and discusses their key components. From a pedagogical perspective, the article identifies elements of the educational environment that, in our opinion, are essential for the development of the future younger generation.

Key words: psychologists, educational environment, model, condition, subject, component, interpersonal relationships, physiological process, mediation, uniformity

Introduction

In the works of many world psychologists, including Russian psychologist V.I. Panov [1], various models of educational environments developed by Russian scholars are presented:

1. "Ecological-Personal" – V.A. Yasvin, S.D. Deryabo
2. "Communicative-Oriented" – V.V. Rubtsov, N.I. Polivanov, I.V. Ermakova
3. "Anthropological-Psychological" – V.I. Slobodchikov
4. "Psychodidactic" – V.P. Lebedeva, V.A. Orlov, V.A. Yasvin
5. "Ecopsychological" – V.I. Panov

What are the characteristics of these educational environments?

For example, the "ecological-personal" model defines the environment as "a system of influences and conditions for the formation of personality based on a given model, as well as opportunities for its development contained in the social and spatial-material surroundings." To ensure the developmental effect of such an environment, it must provide a comprehensive range of opportunities for self-development for all participants in the educational process — both students and teachers.

The developer of this model, V. Yasvin [1], identifies four components in the structure of the educational environment:

- Spatial-material component – the building of the educational institution and its surrounding area, individual classrooms, and learning equipment;
- Social component – interpersonal relationships among teachers, students, parents, and school administration;
- Technological (psychodidactic) component – the content and methods of instruction, and their alignment with the psychological, physiological, and age-related characteristics of students;
- Subjects of the educational process – teachers, students, parents, and administration.

The "communicative-oriented" model of the educational environment was developed by the President of Moscow State University of Psychology and Education, V.V. Rubtsov [1]. His approach is based on the idea that a key condition for a child's development is their participation in joint

activity with other subjects.

Computerization of the learning process plays a significant role in this model. The educational environment is seen as a form of communicative interaction, where unique types of community emerge between teacher and student, as well as among students themselves. Through these communities, knowledge, skills, and competencies are transmitted. This model represents a form of active collaboration that creates specific social bonds. The foundation of this model is the provision of conditions for a child's development through collaborative activity with adults or other participants in the educational process. Key structural components of this model include:

- The internal orientation of the school;
- The psychological climate;
- The socio-psychological structure of the collective;
- The psychological organization of knowledge transfer;
- The psychological characteristics of the students, etc.

V.I. Slobodchikov [1], Chief Researcher at the Laboratory of Psychological Anthropology and Professional Development of Educators at the Russian Academy of Education's Institute for the Study of Childhood, Family and Upbringing, presents the "anthropological-psychological" model of the educational environment. This model is defined as a system created and transformed through the interaction of subjects within educational activities.

The author highlights two main parameters of the educational environment:

1. Richness (resource potential)
2. Structure (the way it is organized)

The author and his colleagues emphasize the relativity and mediating nature of the educational environment, including:

1. The environment as a set of conditions and circumstances, the surroundings of the learner, which serve as a boundary — defined by the degree of protection from the environment and its capacity for integration with other environments;
2. The understanding of the environment through metaphor: "medium as core, connection as barrier, means as mediation."

As key parameters of this educational environment, the scholar proposes considering its resource potential and its method of organization. Depending on the types of connections and relationships within the environment, the authors identify three different principles for its organization: uniformity, diversity, and variability. This emphasizes the dynamic nature of the educational environment.

The "psychodidactic model" of differentiation and individualization of the educational environment was also developed by V.A. Yasvin [1] and his colleagues. It was implemented in schools affiliated with the Center for Experimental Psychodidactics at the Russian Academy of Education.

As the name suggests, this model prioritizes individual educational trajectories and variation in content, methods, and tools of learning. The developers stress the importance of integrating digital technologies and advancing distance learning.

The scholars base their work on the concept of "learner-centered education", emphasizing the growing importance of differentiation and individualization in today's educational landscape.

What is the main difference between this model and traditional education?

In traditional education, a student becomes a personality through purposefully organized learning and pedagogical influences. In contrast, this model recognizes the student's individuality as the central value, and conditions for development are intentionally modeled by the educational

institution.

The "ecopsychological" model, developed by V.I. Panov [1], is based on psychodidactic and ecopsychological principles. The author's core idea is that a person's mental development during learning should be considered within the context of the "human–environment" system.

The educational environment, therefore, must take into account:

- The individual characteristics of the student;
- The values of society;
- And conform to the principle of ecological alignment — that is, it should correspond to the natural laws of human development.

This model creates the necessary conditions not only for the development of a learner's already visible abilities, but also for the emergence of latent interests and talents.

This leads to the question: Which model should be prioritized?

Most likely, there is no definitive answer. When each model is evaluated individually, it becomes clear that elements from all of them are present — to varying degrees — in modern educational institutions.

1. Whose interests and values are prioritized in this educational environment?

- a) The individual's.
- b) Society's (or the group's).

2. Who adapts to whom in the interaction process?

- a) The educator adapts to the child.
- b) The child adapts to the educator.

3. What form of education is primarily implemented in this environment?

- a) Individual.
- b) Collective (group-based).

Each "a" answer earns one point on the "freedom" scale, and each "b" answer earns one point on the "dependence" scale.

For the "Activity — Passivity" axis:

4. Is the punishment of children practiced in this educational environment?

- a) No.
- b) Yes.

5. Is the child's initiative encouraged in this educational environment?

- a) Yes.
- b) No.

6. Do the child's creative expressions receive any positive feedback in this educational environment?

- a) Yes.
- b) No.

Each "a" answer earns one point on the "activity" scale, and each "b" answer earns one point on the "passivity" scale.

Thus, based on this type of diagnostic method, each educational environment can be categorized into one of four main types:

- Dogmatic – dependence and passivity
- Serene – freedom and passivity
- Career-oriented – dependence and activity
- Creative – freedom and activity

Conclusion

While there is considerable variability in models of educational environments, the most important aspects in any model remain its quality, effectiveness, and learning outcomes.

Returning to the five models of educational environments discussed earlier, we note that the most common (basic) model, in our opinion, is the ecological-personal model. This is the model followed by many general education schools, including the one where the author of this dissertation is employed.

Based on the dissertation topic – "Models of Educational Environments in the Modern Primary School" – it is now necessary to examine the specific features of primary education, which will be discussed in the next section of this work.

References

1. Panov, V. I. *Psychodidactics of Educational Systems: Theory and Practice*. — St. Petersburg: Piter, 2007. — 352 p.
2. Yasvin, V. A. *Educational Environment: From Modeling to Design*. — Moscow: Smysl, 2001. — 365 p.
3. Rubtsov, V. V., & Polivanova, K. N. *The School Educational Environment as a Factor of Students' Mental Development*. — Moscow: IG-SOTSIN, 2007. — 287 p.
4. Slobodchikov, V. I. *Educational Environment: Achieving Educational Goals Within the Space of Culture // New Values of Education: Cultural Models of Schools*. Issue 7. Innovator — Bennet College. Moscow, 1997. — pp. 177–184.
5. Yasvin, V. A. *Educational Environment: From Modeling to Design*. — Moscow: Smysl, 2001. — 365 p.