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The use of computer-oriented learning environments in the training of environmental

D. Ju. Kasatkin D.
National University of Life and Environmental Sciences of Ukraine

It is singled out that computer-oriented learning environment is formed of: the teacher (who determines the content of the electronic course, the textbooks selection, teaching methods, communication style, etc.) pedagogical collective of the institution (defines the common requirements for students, university traditions that are kept, form relationships of pedagogical and student groups, specialization of institutions and others.).

It is clarified that the computer-oriented learning environment provides the features to use these principles and ideas of student-centered learning as much as possible in every educational institution, namely to ensure the development and self-identity based on individual characteristics as the subject of cognition and objective activity; realize itself in the cognitive and learning activities contribute to the full application of the didactic principle of variability training in the recognition of the diversity of content and form of the educational process, the choice of which is taking into account the goal of each personality in the training of future environmentalists.

The principles and basic requirements that substantiated in the study formed the basis for the development and implementation of methods of use computer-oriented learning environments. The expert evaluation of effectiveness of the computer-oriented learning environments method by future ecologists is carried out. Thus it was determined essential difference in knowledge acquired by the students who have studied using the proposed method compared to the traditional.

Analysis of the literature on the study allowed us to determine how environment surrounding social conditions, circumstances, and a set of people linked by common these conditions. Broadly speaking environment (macro) is a socio-economic system, covering the productive forces, social relations and institutions, social consciousness and culture; in a narrow (microenvironment) - includes direct human environment - family, employment, educational and other groups and groups.

The current variety of interpretations of the concepts of environment enable to classify them according to different criteria: the degree of global – macro, meso, micro, – biological species existence, technical, cultural, ethnic, etc; managing the types of cognitive activity and modes of transmission (reception) information; directions socially important problems – environmental, spiritual development, education, training and continuous professional development; environmental, social and economic conditions, technical and communication of the country.

Yu.Shreyder proved and developed the concept of information environment can be considered as a guide information and an active agent that affects users. Based on this perspective, the information environment is content for knowledge, but not skills, their active participant may speak only person.

In summary, the environment is viewed as a complex structure (habitat, public, educational environment), and human - as an active figure in it that changes not only themselves but also the environment.

Law of Ukraine "On the Fundamentals of Information Society in Ukraine in 2007-2015" treats the information environment as a set of hardware and software storage, processing and transmission of information, and the terms of implementation processes of information (political, economic and cultural). The benefits of the information environment include the following:

− one side of the activity in which a person is considered as a participant in the communication process (obtained and existing knowledge transformed into new, which then become personal);

− forms of communication system that historically;

− information infrastructure created a society that allows communicating the scale corresponding to the level of development of the society (publishers, libraries, information centers, databases, media, etc.).

We believe that the basis of information and educational activities can serve computer-oriented learning environment, which are trained certain educational qualification level, reflecting the specific needs of professional media (future employment) and meets state requirements training specific industry needs of regional development , individual to individual, striving to get an education and to ensure further growth, actively using while improving information and educational infrastructure basis.

In view of the foregoing in computer-oriented learning environment only understand information and educational space, based on the information integration of computer and telecommunication technologies (virtual libraries, distributed databases, optimally structured educational and methodical complex) and aimed at self-identity.

Expand the role computer-oriented learning environment as binary information and education activity-procedural systems and information technology complex scientific and methodological staffing of the educational process that can contribute to the proper level and quality of education.

We proved that formed computer-oriented learning environment:

- Teacher (determines the content of the course program, the selection of textbooks, teaching methods, communication style, etc.);

- Teaching staff of the institution (specifies general requirements for students and traditions of the institution, the stored form of relations between teacher and student groups, specialized educational institution, etc.);

- The state as a public institution (define material support education in general, the social order on the formation of a system of knowledge and beliefs, learning objectives).