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UNIVERSITY EDUCATIONAL ENVIRONMENT AND STUDENT PERSONAL LEARNING ENVIRONMENT FACTORS USING WEB 2.0

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Abstract. Rapid technological change in society contributes to the teaching-learning process. However, literature lacks analysis of the factors which allow students to take advantage of Web 2.0 environments for successful university study. The aim of the article is to reveal how the university educational environment contributes to the development of personal student learning environments with Web 2.0 technologies. In universities, operating in the modern educational paradigm, students can create their own personal learning environments, not only from specially formed educational environments, but also from other potential educational environments, such as Web 2.0. The University's program of educational environment and students' personal learning environment using Web 2.0 are relevant to five factors: student opportunities, teacher opportunities,

authorities, psychological climate, and organization of the educational environment. A student can develop personal learning environments through Web 2.0 potential learning environments having adequate information technology literacy, ability to learn, self-governing, and access. Learning success depends on how learning environments designed to meet every student's individual needs and abilities cover the need to learn at their own learning style. It is also important to assess the student's learning opportunities and material at home, enabling full education. In the development of students' personal learning environments with Web 2.0 such important factors are associated with a teacher: a teacher is able to act in the web 2.0 in education, and a teacher acts as the students' learning empowerer. Educational institutions should follow student-centered orientation to provide all the necessary material conditions. Web 2.0 environments are widely used in a potential student learning environment, due to the physical and psychological accessibility. The formation of learning environment with the use of Web 2.0 depends on student learning objectives, suggestive educational content, alternative activities, and sufficient resources.
Keywords: educational environment, personal learning environment, a potential learning environment, Web 2.0.

Computing and Internet have become an endless source and multiple communication media space. Fast-changing Internet technology has changed the concept of knowledge to the concept of information-sharing, which involves rapid data exchange [7]. The basis for this change in the educational environment is the emergence of the World Wide Web second generation (2.0). Web 2.0 is an open web based technology, where users can not only read, but also edit and share information available in the virtual social environment. Openly published information on the web is attractive to students because of its availability, easy keeping and clear presentation [4]. Web 2.0 technologies in higher education lead to increasing social networking and free encyclopedic knowledge rate in higher education. In Ukrainian institutions, however, most frequently used online tools are existing traditional teaching instruments developed by educators: classes, training programs, electronic textbooks, encyclopedias, computer dictionaries, virtual learning environments. Web 2.0 is applied wisely and for developmental purposes only in individual cases at universities [4].

In response to public demand and new emerging technological opportunities scientists began a debate on the application of Web 2.0 technologies for teaching and learning. Scholars provide research on Web 2.0 technologies application in schools (Barbour Pluogh, Richardson) [6] and higher institutions (Conole, Mayes, DeRosa, Rennie, Kennelly, Whittock, Conole, Culver, Njenga, Fourie etc. [2, 3]). These works examined different aspects of the application (student business

administration, communication, education) and analyzed individual Web 2.0 tools (social networks, blogs). Some researchers (Anderson, Hall) see Web 2.0 as a potential informal and formal learning environment for students, but they don't emphasize the distinction between an educational environment and a learning environment [1].

The aim of the article is to reveal how the university educational environment factors allow students to create their own personal learning environments with web 2.0 technologies.

Study of Ukrainian and foreign scientific literature shows the adaptation of the learning environment and educational concepts, the overview of Web 2.0 environments, and educational opportunities for higher education institutions.

In the scientific literature, any learner surrounding environment, affecting their education, is called a learning environment. A learning environment in many cases is analyzed with the aim to improve and facilitate a learner, teaching and learning processes.

According to Juceviciene, Lipinskiene [4] and other scholars general educational environment is a dynamic information space for educational activities, developed and exposed by an educator. Education in it needs supportive forms, methods, and tools, as well as other objects in the environment and its content, having certain influence on educational information and its spread to a learner. In this environment, a student works with a learning environment through educational projection of the learning environment, which is directly related to the educational environment factors.

The concept of the learning environment requires a definition of the educational environment associated with teaching and learning and the learning environment – associated only with learning*)* [4, p. 37]. The learning environment in general is seen as a space in which a student, working with sources, acquires knowledge, skills and values through conscious activities that are based on the appropriateness.

Personal learning environments are chosen by each person individually according to their learning objectives, skills and experience identified in the environment. However, potential learning environment is a learner surrounding information space, which may become a personal learning environment.

Students form personal profiles according to their experience, values, motivation, and level of development. Depending on how a particular student identifies in an educational environment, a learning environment

can completely disagree or completely meet the educational environment objectives. Students identify their personal learning environments in the educational environment concerning its means. In modern educational paradigm, a student can use not only the university educational environment of resources, but also self-govern other potential educational environments, including Web 2.0 in 4 ways to develop the potential of various students' personal learning environment.

In the first case the student's personal learning environment includes the whole educational environment as well as additional potential of learning environments. This option is perfect, because the educational environment is fully identified and used, therefore, is properly organized by a student and a student is enabled to search for more sources of information in various information spaces (library, practical life, the web). In the second case the student's personal environment includes only a part of the educational environment and the use of other information resources in free learning environment. Thus, the student identifies the educational environment resources in the learning environment more accessible or attractive. In the third case the educational environment for a student does not meet full educational needs and they do not use it to compose a personal learning environment, and apply other potential resources in the learning environment. The fourth option is the student's own personal learning environment which uses only educational environment because it meets their needs, and gives opportunities of other potential resources application.

Therefore the main educational problem is to compose a personal learning environment for students which will use all the potential of learning environments, along with the entire educational environment. It is very important for the development of an educational student environment to provide all the necessary resources and to provide the opportunity to learn. Thus, education needs to improve student's activities with providing the necessary support. It is indicated that educational environment must have a deep approach to promoting characteristics. [4] Researchers state that educational environment enables thorough learning, gives student autonomy and responsibility for their own learning activities, implies student involvement in learning activities. Moreover, an educator plays the role of an enabler, creating supporting culture and student resources available with a variety of information. Active learning takes place: students solve real problems and reflect on them regularly, working in cooperation. It can be assumed that the formation of successful learning

environments in the educational environment depends on these key factors: potential students, teachers' opportunities, institutional conditions, psychological climate and environmental educational organization features.

The created educational environment of the University allows students to use Web 2.0 technologies to create their own personal learning environments. The characteristics of an educational environment are:

1. Student opportunities or the conditions necessary for a student to learn Web 2.0.

2. Teacher opportunities or necessary conditions to enable a teacher to teach students with Web 2.0.

3. Institution conditions or educational institution, educational environment that enables students to create personal learning environments with the web 2.0.

4. Psychological climate between participants in the learning process (student-student, student-teacher).

5. Organization of the educational environment – educational elements of the environment and their laws, enabling students to learn the use of Web 2.0.

Student opportunities are identified as the main opportunities for students concerning their learning capacity [4, p. 75]. Students' learning capacity is a personal quality, leading to relationships with the surrounding educational learning environments, and the ability to transform them into personal learning environments. Whether a student can work in the environment depends on several conditions:

- Competence (knowledge and skills in the subject) is linked to the student's ability to absorb information in the educational environment and ability to use information communication tools, techniques, collaborate, ability to learn independently.

- Autonomy should be understood as the ability to be independent, reflecting and making decisions. Learning environment is based on the assumption, that students should be able to adapt to a new style of learning and to new interactions with peers and teachers.

- Awareness and discipline need a direct correlation between the time spent by students in a virtual learning environment, and the final settlement of the module assessments.

- Existing experience. The students' previous learning experiences may form prejudices and thinking frame, which would stop them or create their personal profile in the educational environment.

• Motivation. Students must understand why they learn and what the driving force is. Motivating a student will use more learning resources (potential learning environments) to achieve deep understanding of the subject.

• The student's individual learning style. Learning success depends on how learning environments designed to meet every student's individual needs and abilities cover the need to learn at their own learning style. It is also important to assess the student's learning opportunities and material at home. Student material options determine how much time and resources a student may spend learning. In order to use a variety of Web 2.0 tools, students must have access to a computer.

In the development of students' personal learning environments with Web 2.0 such important factors are associated with a teacher: a teacher is able to act in the web 2.0 in education (ICT literacy, subject didactics, didactics of e-learning), and a teacher acts as the students' learning empowerer (communicates, supports students). In order to increase the real possibilities of the implementation of Web 2.0 tools-based learning in higher education institutions their authorities must meet the following conditions: both students and a teacher realize that student contribution and involvement affects achievement; and learning processes as well as products influence the final assessment [2].

Educational institutions should follow student-centred orientation to provide all the necessary material conditions (technology, internet access).

In addition, the development of students' personal learning environments with Web 2.0 includes such important organizational factors:

1. Student learning objectives.
2. Suggestive Educational Content (personalized changing content).
3. Alternative activities (active and interactive activities).
4. Sufficient resources.

In conclusion, it can be said that the University's program of educational environment and students' personal learning environment using Web 2.0 are relevant to five factors:

1. Student opportunities. A student can develop personal learning environments through Web 2.0 potential learning environments having adequate information technology literacy, ability to learn, self-governing, and access.

2. Teacher opportunities. To create a lecturer programmed educational environment they should be able to use Web 2.0 and to act as a tutor empowered.

3. Authorities. That would be acceptable for students' personal learning environments of Web 2.0-based formation that educational institution follows the student centered orientation and availability of the material in Web 2.0.

4. Psychological climate.

5. Organization of the educational environment. The educational environment should be organized in a way that effectively applies Web 2.0 educational options.

In universities, operating in the modern educational paradigm, students can create their own personal learning environments, not only from specially formed educational environments, but also from other potential educational environments, such as Web 2.0. Web 2.0 environments are widely used in a potential student learning environment, due to the physical and psychological accessibility. However, for these environments to be efficient it is necessary to create institutional conditions and a favorable psychological climate in the proper organization of the educational environment.

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METHODOLOGICAL PREREQUISITES OF FORMING FUTURE TEACHER'S CULTURE OF FEELINGS

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Abstract. *The article presents theoretical background for experimental work aimed at purposeful formation of future teachers' culture of feelings. It has been shown, that it is the integration of knowledge on Pedagogy, Philosophy, Psychology and Culturology and other subjects that is determinative in choosing definite conditions of the formation of future teachers' culture of feelings in their academic and professional training.*

The processes of society modernization in some ways determine the changes in people's views and spiritual orientations. At the same time one can observe some undesirable tendencies towards ruining the human nature wholeness, towards disbalance of human feelings with dominating hypocrisy and lowering the level of empathiness. Considering this, the urgent problem of the present time is the problem of implanting personality's culture of feelings, which is developing in terms of person's value orientations and moral and aesthetic ideals.

In order to carry out this activity, teachers should expertise in feelings, their role in establishing harmonious relationships with surrounding people; to be able to show their feelings in socially accepted and approved way. Taking this into account, the task is set for pedagogical education to provide future teachers with certain knowledge about their own feelings, to teach them to understand their own and other people's emotional states; to give the idea of the ways of showing their own emotions and improve the ability to control them.

Keywords: *culture of feelings, emotional sphere, culturology, psychology*

Modern stage of Ukrainian life is characterized by political, economic, spiritual changes related to nationhood and *sovereignty* establishment. Social renewal of society involves activation of nation's spiritual potential. The processes of society modernization in some ways determine the changes in people's views and spiritual orientations. At the same time one can observe some undesirable tendencies towards ruining the human nature wholeness, towards disbalance of human feelings with