

# Information Educational Environment of the Modern Buryat School



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**Abstract**— *The education system faces a new task of preparing the younger generation for life in a highly developed information environment. The information educational environment helps students form information competence, teaches them to rank, highlight the bottom line, find connections and structure information.*

*Informatization of the modern Buryat school assigns new tasks for the Buryat teachers in mastering computer technologies. The research carried out helped to identify the needs of all subjects of the educational process.*

*Identifying the needs of all subjects of the educational process, conducting an analysis of all the pedagogical conditions for implementing a high-quality educational process, led to the conclusion on the necessity to arrange an information educational environment in the modern Buryat school.*

*The information educational environment of the modern Buryat school includes multimedia, computer programs, databases, various forms of information interaction both inside and outside the organization, object-oriented programming competence of the participants of the educational process, as well as the implementation of the educational process in the electronic form, as the results of the mastering of the object-oriented programming, training materials, recording of the educational process.*

*A model of the information educational environment, the implementation of which contributes to a more effective organization of the educational process in the modern Buryat school and the activities of each of its participants has been developed.*

**Keywords:** *rural Buryat school, information educational environment, information educational environment model*

## I. INTRODUCTION

One of the main outcomes of education is the readiness and ability of graduates of the modern Buryat school to be able to

perform actions and take responsibility for them, which implies the development of self-reliance and self-organization among students. In this regard, the results of the activity of the modern Buryat school teacher shall be the formation of not the "knowledge skills abilities" system but the key competences, among which information and

communication competence occupies its special place.

Information and communication competence can be considered as a complex ability of independent search and the ability to select the necessary information, analyze, organize, present, transfer it; to develop and design objects and processes, as well as to implement projects, including in the field of individual and group human activities using information and communication technologies tools.

That is why the education system faces a new task of preparing the younger generation for life in a highly developed information environment. A graduate of the modern Buryat school will be living in a world in which the ability to competently use information and communication technologies will be critical for his life success. At the same time, we should keep in mind that one can learn to use up-to-date technologies only actively applying them in the educational process and in practice, and this involves the informatization of the modern Buryat school, the creation of an information educational environment.

Informatization of the modern Buryat school is brought out by the need to use large amounts of high-quality information in all areas of activity, on the one hand, and the impossibility of generating and processing information using traditional technologies and means of communication, on the other. The information educational environment helps students to form information competence, teaches them to rank, highlight the bottom line, find connections and structure information. Teaching can't be carried out without information technologies since they are one of the ways for students to comprehend the world, a source of additional information on the subject, methods of self-organization of work and self-education of teachers and students.

Informatization of the modern Buryat school assigns new tasks for the Buryat teachers to master computer technologies.

The requirements for personal, general cultural, and communicative qualities of a teacher are also significantly increasing. [1; p.19]

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It is not enough just to learn how to work on a computer, it takes serious methods and technologies for using information resources in the educational process, which will organically and effectively be combined with the traditional activities of teachers. The teacher should be able to create their own educational module, their curriculum, own specialized techniques. According to S.I. Arkhangelsky: "the very nature of teaching work changes, it becomes" advisory and creative". [1, p. 19]

The following have been used to identify the level of minimum user skills of teachers: a survey, observation over the work of teachers in the computer class, the analysis of the quality of electronic documentation of teachers. The following skills have been selected: general (working with the file system), working with a word processor, working with electronic spreadsheets, creating presentations, searching the Internet, using e-mail. In addition, a survey was conducted, which showed that only 25% of teachers surveyed use information and communication technologies confidently and regularly. 60% of teachers make lesson planning using information *and communication technologies, select software for* and 40% of teachers use information and communication technologies in a lesson.

The research carried out helped to identify the needs of all subjects of the educational process.

The needs of the modern Buryat school teachers are associated with the development of students' independent activities, with the introduction of information and communication technologies in the educational process and their implementation, as well as with the possibilities of obtaining the necessary information from Internet resources.

The typical needs of the modern Buryat school students are associated with viewing and listening to video-audio materials for personal needs and interests, with extracting materials from the Internet, including preparing for the Main State Exam and Unified State Exam, interaction with other students.

The needs of the administration are associated, first of all, with the optimization of the educational process, the mechanism of computerization of management activities through the creation of an open information educational environment of the modern Buryat school.

The needs of parents are associated with the possibility of quick acquaintance with the regulatory documentation of the educational organization, with the educational outcomes of students, with their active or passive participation in school activities.

Establishing the needs of all subjects of the educational process, carrying out an analysis of all the pedagogical conditions for implementing a high-quality educational process, have entailed the conclusion that it is necessary to organize an information educational environment in the modern Buryat school. The introduction of the new Federal Educational Standard, according to which the question arose of moving to another level of computerization of all aspects of the school requires the same.

"The educational environment (or the environment of education) shall mean the system of impacts and conditions for the formation of a personality according to a given pattern, as well as the opportunities for its development contained in the social and spatial-objective environment."

[4; p.6] In addition, the Federal Educational Standard of a new generation requires the design and construction of a developing educational environment of an organization carrying out educational activities, one of the components of which is the information educational environment. [2; p.3]

The information educational environment is a systematically organized aggregate of data transmission means, information resources, interaction protocols, hardware-software and organizational-methodical support, focused on meeting the needs of users for information services and educational resources.

The model of information educational environment of the modern Buryat school includes five sections:

- information environment creation;
- computerization and automation of organizational and administrative management activities;
- introduction of information technology in the educational process;
- forming the information culture of participants to the educational process;
- interaction of the family and the modern Buryat school through a unified information space.

The information educational environment of the modern Buryat school includes multimedia, software, databases, various forms of information interaction both inside and outside the organization, information and communication technologies competence of participants to the educational process, as well as electronic planning of the educational process, preservation of the work of participants in the educational process, as the results of the mastering of the object-oriented programming, training materials, recording of the educational process.

The implementation of the model contributes to a more efficient organization of the educational process in the modern Buryat school and the activities of each of its participants. The effectiveness and quality of the information educational environment of the modern Buryat school is determined by an aggregate of interrelated and interdependent components of its activities:

### ANALAYTICAL RESULTS & DISCUSSIONS

*- Information resources of the modern Buryat school:*

1. books, disks, files, computer programs, electronic tutorials;
2. Methodological elaborations of teachers, students' work, scientific publications, and research results.

*-Educational organization's databases that include:*

1. personal data of all subjects of the educational process;
2. the outcomes of the modern Buryat school;
3. material and technical base, etc.

*-remote learning and e-learning system:*

1. feasible educational program;
2. teaching children not attending school who for various reasons;
3. training according to the programs of specialized and additional training.

-The system of automated knowledge monitoring provides for the implementation of the boundary and thematic control, interim and final certification. The accumulation of students' performance results will be similar to the portfolio.

At all stages of the model implementation, the following is provided for:

- computer monitoring of students' learning level;
- establishing computerized data files for educational Programs, a developments bank dedicated to the use of information and communication technologies in the educational process and educational activities;
- the widespread use of educational resources, including electronic ones;
- The use of information technology in working with gifted children, children with disabilities;
- fitting out with computer equipment and multimedia;
- provision of modern electronic learning materials.

Directions of activity of the modern Buryat school administration towards the implementation of organizational and administrative activities

1. Monitoring the quality of education.
2. Introduction of electronic document management.
3. Holding training workshops on the introduction of information technologies in the educational process.
4. Computerization of the school library.
5. Creating an electronic database of school's teaching staff, students and parents.
6. Creating and maintaining a school website, web-pages of individual school projects.

Directions of activity of the modern Buryat school teachers towards the implementation of the model

1. The use of information resources of the Internet in the organization of cognitive activity of schoolchildren in the classroom, in the organization of specialized and supplementary education of children.
2. Remote education, advanced training, self-education.
3. Creating own software products, the design and use of media libraries.
4. Maintaining own pages, forums, blogs on the school website.

Directions of activity of the modern Buryat school students towards the implementation of the model

1. The use of information resources of the Internet during self-education, preparation for a lesson, in extracurricular activities, Main State Exam and Unified State Exam.
2. Remote learning.
3. Discussion of current issues on the online forum of the school web-site.

Directions of activity of the parents of the modern Buryat school students towards the implementation of the model

1. Attending computer literacy courses.
2. Obtaining information about the schedule of studies, about ongoing school events and their results via the school website
3. Online communication with school management and teachers on the school website forum.
4. Internet acquaintance with the regulatory and legal support of the educational process.

Thus, the establishment of an information educational environment allots new tasks for the modern Buryat school administration, such as arranging the uninterrupted

functioning of technology and the network, and supporting the software and hardware used in the educational process; providing methodological support to teachers using new information technologies in the educational process, students, the administration on the practical use of software and hardware, supporting them in the installation of new software, Internet technologies in conducting lessons and extracurricular activities, organizing support for the participation of students in competitions, discussions, remote learning and counseling.

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