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INFORMATION AND EDUCATIONAL ENVIRONMENT IN THE PROVISION OF ACADEMIC ACTIVITY: AN EXAMPLE OF THE PARADIGM OF THE ENVIRONMENT

Abstract: *In this scientific article, the changing social and psychological changes in the information and educational environment, in today's society, where the process of informatization is intensively developing, human self-awareness through education, ensuring the development of "spiritual self", mastering tangible and intangible creative activities, information about his aspirations to demonstrate.*

The article also explains that the dynamic change of the educational environment in this educational process is a key factor in development, and therefore the definition of internal and external motives for academic activity, the role of the information-educational environment in this process is one of the current psychological issues.

Key words: *learning environment, external motive, internal motive, information exchange, environmental paradigm, productivity, postmodernism theory, virtual learning, mind management.*

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Introduction

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A. who is studying the paradigm of the environment in a systematic A.Denes[1], M.Keitsch[2], T.V.Maeng[3], V.I.Slobodchikov[4], G.Y.Belyaev[5], V.A.Kazirev[6], N.A.Kargapoltsev [7] scientists such as have shown that the environment, fully expressed in information, interactive, cooperative-orientated and adapted to Real-life situations, has an impact on the type of activity and productivity. In science, there are a number of models that show it as a new pedagogy of the educational environment. Taking into account the objectives and functions of the model, the information and educational environment can be divided into the following models:

a model that influences and provides conditions for the development of an individual;

communicative-orientated social environment model with communicative impact;

dynamic model that provides systematic productivity of educational activities;

model of management and organization of educational space;

a model that provides conditions for the systematic improvement of personal qualities of educational subjects, etc.

In today's society, where the process of informatization is intensively developing, a person in the medium of education is striving for self-awareness, ensuring the development of the "spiritual men", mastering the type of material and non-material creative activity, manifesting himself. In this educational process, the educational environment is dynamically changing, becoming the main factor of development. Therefore, the determination of the internal and external motivations of educational activities in the provision of academic performance, the role of the information and educational environment in the process are considered one of the topical psychological topics.

On the ideas of the theory of postmodernism, the connotation of knowledge and skills in educational practice, verbally and noverbal transmission of subjective experiences in the educational process

interprets the information-educational environment in the form of discursive practice[8]. In the provision of academic activity, there are such approaches, the tendency to express the information and educational environment in different contexts. It is possible to indicate two aspects of the process separately:

the first aspect is that it acquires theoretical meaning, perceives the process of education as a psychological system and links it with the culmination of the formation of each of its components (elements) as a systematist;

the second aspect is that the practical content and the efficiency of the educational activities of the subjects of the bunda is directly related to the fact that the OTMs are intensively engaged in the connection with the labor market, ensuring the effectiveness of the educational activities.

As G.E.Kazarskaya pointed out, regardless of the context in which this process is explained, the main emphasis is on the determination of mexanizm to increase educational activity[9]. In particular, the adoption of normative-legal documents on the broad application of Information Technologies on the basis of the requirements and needs of society and educational entities at the state level took the leading place in the research direction of researchers and scientists of the sphere, taking into account the sentence shular interpretation on the basis of such contexts as socio-communicative, As a result, carrying out reforms to improve the process by studying various aspects of the information and educational environment is associated with the informatization of the educational system. In order to have a clear picture of the issue, it is necessary to express an attitude to the concept of an information-education environment. Information and educational environment, this is a complex of information technologies and telecommunication technologies, which is considered a system of educational resources in electronic form and applies to ensure the assimilation of knowledge, skills and skills defined by the educational program. Psychological evaluation is also necessary in relation to this relationship on the basis of a scientific and practical point of view. Because there is a structure, function and content of the information and education environment, and the validity of the latter two to ensure the development of the individual is considered a subject that is studied directly within the framework of the science of psychology. In I.V.Robert's research, the information and education environment is shown as part of social communication, expressed in the form of an adapted socio-cultural system, and its contents, which optimizes the educational environment, emphasise the importance of balance divisibility. In our opinion, given the educational environment, educational resources and the integrity of up-to-date educational information, as I.V.Robert pointed out, in the information and education environment, such content as socio-cultural, socio-psychological, psychological-pedagogical are embodied[10]. A.A.Saveleva expressed her information and educational environment in the manner of computer-based communication and showed her in the manner of multifunctional cultural interaction for the preparation of students for practice, acquisition of practical skills and exchange of subjects with experiments[11]. A.A.Kuznesov and T.N.Y.Suvorova considers this issue to be a static approach and communicates the information and educational environment from a rational, programmatic and organizational-methodical point of view, information transfer and cooperation documents to the address[12]. In this relationship, the transmission and reception of information is manifested as a communicative need while there are other private-psychological and private-cultural aspects of communicative need[13]. For this reason, it should be noted that a group of scientists have shown that the information and education environment is valid on the basis of electronic and digital media, showing the style of the information part of the educational space. Bunda, content and software as well as additional information and communicative contacts are available[14]. A.A.Kuznesov and T.N.Suvorova, the authors indicate the existence of consumer demands and needs that dominate the information-educational environment. If the discussion is directly concerned with the information and educational environment in the provision of academic activity, the subjects and institutions of education as consumers will participate and formulate consumer requirements. Academic activity is manifested in the form of interest in the subjects that are being mastered on the basis of the educational program, in the perspective of the specialty that it occupies, in the form of aspirations that are related to the acquisition of a position, the manifestation of leadership. A.A.Andreev showed that the information-educational environment consists of three components (Elements) [15]. These are material-technical, financial-economic and regulatory-legal. In the provision of academic activity, If we express an attitude on the basis of A.A.Adreev's approach, then each composition will have a holistic form as a result of its application in interrelationships, entering into the range of means that provide academic activity. In this respect, P.Dzeban's opinion is remarkable. In his opinion, the information-educational environment is this, a unit of all the data, technologies and means of their use of the educational space[16]. A.A.Adreev and P.Dzeban views have in common that the export telecommunications systems are applicable to the needs for information.

From the point of view of the management of educational processes in the information and education environment, the information and education environment as a whole is a direct link between the function of process provision, technical and

educational-methodological aspects to the subjects of education. I.G.Zakharova said that it is an open system and is considered a cultural, software-methodical, organizational and technical resource. If so, S.M.Arakelyan[17] and K.M.Ushakov[18] it is worth noting that the information-learning environment, say information management during the organization of this education.

To date, there is no concerted approach in the study of the degree of influence of internal and external motivations on educational performance in the provision of academic performance in the information and education environment. But, according to the results of psychological analysis of the pedagogical process, the following relations are formed regarding the formation and development of the information and educational environment:

as a result of the integration of virtual and traditional education, it has led to the development of the information and educational environment;

visualization of the information-learning environment with the preservation of traditional education;

synthesis of virtual, traditional and mixed education, strengthening the information and educational environment;

as a result of the increasing demand for competent specialists in the labor market, the integration of education has formed and strengthened the information and educational environment.

A number of factors influence in the provision of academic performance in an information learning environment. In this case, internal and external motives of educational activity, organizational-methodical, normative-legal, scientific-practical, etc.can be specified separately. In our view, the definition of the degree of influence of any factor is necessary for a more theoretical discussion, and in the provision of academic activity, it is desirable, first, to describe the positive changes in educational activities in the form of the development of an information society, and secondly, to describe modern education as a theoretical-methodological phenomenon, thirdly, in the process.

The motivations of educational activities in providing academic performance in an information-learning environment can be expressed in different ways. Gao Ikhun studied students' educational activities (in the English language sample), showed interest, aspiration for success, desire to travel abroad, social responsibility, personal development and media influence etc. [19]. In this, the need to study the essence of motivation becomes relevant, it is considered acceptable to approach E.P.Ilin on the basis of the three-dimensional structure of motivation. In his opinion, the content of motivation is needed, embodying such content as" internal filter " and target[20]. Thus, in ensuring academic activity in the information and education environment, it is expedient to use the theory of the three-component structure of the motivation proposed by E.P.Ilin. In this place, one should also consider the internal causes of motivation, i.e. internal cause (need), external stimulus/stimulus (goal) and personal regression, which should be analyzed in another context. Because motivation is formed on the basis of internal strength (need) and external stimuli/stimuli (goals), it is perceived by the individual in the manner of self-regulation (implementation of regression) [21].

In the theory of motivation[22] there are various cosepsions to study them, V.E.Milman divided the educational motivation into internal and external vs. external [23], which defined the motivations that arise in the activity subject on the basis of internal needs and arise on the basis of external goals. Although, internal and external motivation has been studied within the framework of various theoretical paradigms, it is desirable to indicate separately the research of M.Chiksentmixayi and A.E.Gottfried. They studied the subject – internal motivations independently in the form of "opposition" to external motivations, describing dihotomy as two poles[24]. In this case, internal motivations are indicated in the form of a "barrier" of external motivations, which ensures a positive-stable course of the activity of the subject. V.I.Chirkov, however, studied the expression of motivations in the pattern of behavior, saw that external motivations are like stimuli (stimuli).

The information and educational environment in the provision of academic activity plays a practical role in the formation of internal motivations and external educational motivations, performing a number of functions.

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