

**Design as a means of personal development in the information domain-
spatial environment SPECIALIZED Secondary schools**

Abstract. The article examines the compatibility of the current requirements of the educational process to the operation and development of an information object-spatial environment specialized secondary schools as one of the factors influencing the formation of adolescent personality. The aspects of adaptability, versatility, content, individualization in the context of socially oriented design.

Keywords: specialized secondary schools, the design of the information environment, the principle of continuity of learning.

Statement of the problem. After the collapse of the Soviet Union, most of the schools after-school training and education, or cease to exist altogether (especially in small towns of the country), or significantly reduced their operations, primarily due to underfunding and that school became the institution that to the fullest extent function must satisfy the socialization process of the younger generation. Therefore, the current school except their own educational functions should serve as teaching and education.

Analysis of recent research. Recently, interest in the study of social facilities in terms of architecture and design slightly increased, including, and secondary schools. This topic is devoted to research LN Kowalski, S. Syomka, MO Polevychok, GL Kowalska, A. Dyachok more. Among the most extensive studies in recent years can be marked work OO Hrashyna concerning the design of children's developmental objective environment [1], where the basic design and ergonomic requirements, design concept and evidence-based principles of forming the subject-environmental complex social childhood.

The wording of Article goals. Identify design features subject-spatial environment specialized secondary schools as a means of personal development of the student in the current conditions of the information society.

The main part. Among the new pedagogical principles of general education reform enshrined in state educational programs, it should be noted: Multivariate models of schools, flexibility and diversity of educational technology, differentiation of forms and methods of education according to age-appropriate pupils, reduced the number of students per class. [3]

The State National Program "Education" ("Ukraine XXI Century") [2] declares that the following basic principles for its implementation: democratization, humanization, liberalization, the national focus of education. The principle of continuity of education an opportunity to deepen the comprehensive and continuous professional training, achieving integrity and continuity in training and education, the transformation of education in the acquisition process that continues throughout the life. The principle of the indivisibility of training and education is their organic combination, subordinate training content and training a cohesive and well developed personality. Stratification and variability of Education provides opportunities for a wide selection of forms of

education, educational institutions, means of training and education that meet the educational needs of the individual, the introduction of variant component of educational content, differentiation and individualisation of the educational process.

Thus, the state declares progressive trends in the development of education, and, therefore, should realize they are not alone on the pedagogical level, but also on the material, namely, the formation of domain-spatial environment children and adolescents.

The term "school" today should be seen not just as a school, not just as a secondary school, however, as some cultural process. First and foremost, this concerns the specialized secondary schools (high schools, grammar schools, educational complexes, etc.), where they have the ability to solve tasks in more fully, because from the beginning they focused on the advanced features of the educational process - the understanding the need to ensure full process of becoming a child through multilateral training and full training.

Education and training, and self-education and self-education (for children who are enrolled) - a way of life, way of thinking and state of mind (and, eventually, self-awareness). However, it is impossible to achieve these results without the systemic and systematic approach to the educational process. If the same regularity and consistency you can count on long-term and permanent effects of the educational process in the school, which may eventually grow into the principle of continuity of training and education, and so that it was not just an abstract formulation of public education programs, but became quite noticeable in specific contexts and quite conscious at some stage of personal development. Moreover, the principle of continuity can be implemented at multiple levels: first, in the long run for years and even decades to come, and secondly, within a day of the week that completion of a phase of training was not the ultimate goal of students.

The principle of continuity also implies continuous development and improvement, which at some point develop into self-development and self-improvement. Especially important is it for today's pace of social development, which accelerated more. Today it is often in crisis is in fact the principle of the transfer of knowledge to the younger generation, which is based on pattern made of experience, which immediately obsolete. Knowledge of increasingly complex, increasing in proportion. [1] If a few years ago we talked about postindustrialne or information society, then the "knowledge society", it is more appropriate to use the term "community culture" and "cultural man" as its logical forming unit (Fig. 1).

For stindustrialne (information) society		"C uspilstvo knowledge"		"C uspilstvo culture"
Liu dynamic knowing		Liu dynamic educated		"L Judah Culture»"

Figure 1. Scheme development termynov "Society Culture" and "Man of Culture "

With all this should realize that to achieve productive results would be difficult without all the components involved in the training and education of children. First,

we should take into account the environment in which the students are, including subject-spatial. At its formation, change, etc., should be very careful. If psychological environment can change quickly and often, the object-space - relatively resistant to transformation and change. However, the first and the second is equally informative. Everything that surrounds us has some information.

A personal development is not possible without the development of the environment in which it is located. This includes, and is not primarily of the material filling the spaces schooling. It can not be fixed and unchanging. This does not mean that the interior design of school buildings should be changed every day or every month to the effect created by the development.

It is impossible and unreasonable due to significant and unnecessary financial costs. Design of object-spatial environment of schools - socially oriented, and therefore has a very clear list of "consumer" and purposes. It is not commercial. "I do not make any money," but performs a very important social role - informing, training and education of future society, its formation, formation. This work is in the long term.

First, the effect of change and development can be achieved through the use of mobile, modular and transformative furniture and equipment in different areas of the institution (which is used quite often). Second, some rooms can be filled easily interchangeable and easily replaceable objects, which, in most cases, will serve as decoration. Third, the transformation of space can occur if necessary change the functional zoning, short or long term. Space techniques change very much.

The wider objective is to implement methods of space for children and adolescents. School space - is not fragmented set of functionally and compositionally unrelated objects, and holistic education system which consists of a large number of elements of one whole, whose components interact and change one of them can lead to a reorganization everyone. This is some difficulty as being solid, the environment must be adaptive to the rapidly changing requirements of the educational process for the needs of teachers and for students.

The concept of adaptability object-space environment can lay the transformation techniques of furniture, equipment and other items subject content, their mobility, to be able to radically change the functional orientation of the space, make it adapted the variables every time a new, interesting and informative.

Aspect informativeness environment revealed through the ability to convey certain information. The information is in a learning environment must be knowledge, skills, experience, and therefore must be meaningful. Thus, the environment of educational institutions should be meaningful, and consistency must be reasonable, justified, seriously thought out, calculated on the full development of personality, "healthy" members of society.

Keep in mind that all components of the design interior design schools (furniture, equipment, colors, lights, decorative elements, landscaping, etc.) not only perform their primary function, not only should help the assimilation of information - but may will serve as visual aids for teaching the subject, be it a kind of visualization will fill with content awareness, and often subconscious and child. That is why there should be a "random" objects in enriching the learning environment.

Moreover, the learning environment in the schools of this type will not only offices and audience, but also all other supporting areas of recreation, dining room and library to the playground adjacent areas and even bathrooms. Moreover, consistency does not mean the maximum filling various thematic elements (in the form of decoration, etc.). This broader universal concepts - space filling certain atmosphere, "mood" objective elements and tools, which make subjective judgments to every question, the desire to think, draw conclusions.

Due to the expansion of content filling space in the school environment there is the possibility of universalization by increasing functionality. Thus, the school has become not just an educational institution and provide the location of a large number of requirements of the modern teenager: training, education, communication, recreation, self-realization. To ensure that all these requirements are subject-spatial environment of the school should be universal. Of course, this primarily relates to ancillary areas as classrooms, above all, must fulfill its intended purpose. But ancillary areas can be arranged very versatile. Moreover, it is possible that the learning process can be integrated in the rest, and vice versa. For example, lessons in geography can be done in an open area of social science classes - walking in accordance with decorated green area, experiments in physics - on the playground, etc..

In any case, the main task of the school to encourage the child to learning, cognition, development, implementation. Perform this task can be most effectively through personal interest of the student, which is readily evident when raw, individual approach to each. And object-dimensional medium, provided the competent registration is highly effective aids in the educational process.

Teachers nominated to the architects and designers who design schools, the following requirements: you need an environment that would be attractive to children, cheerful, pleasant, friendly, that caused the desire to learn, the "homely" environment friendly. Significantly, the disciples, saying about the ideal school are willing to spend their free time at school. But at the same time, they need a space without a specific functional purpose, so that you can easily communicate freely sit, travel, enjoy life, so it was a lot of sun, flowers and decor to be able to retire. [1] Children need individual space, comfort, comfort, expression of their individuality in everything, both the emotional and the physical layer.

Conclusions. Design of object-space environment is polyfunctional information component in the formation and development of personality of students of specialized secondary schools. The purpose of socially oriented design in a specialized school should encourage children and adolescents motivation not only for the direct assimilation of knowledge and acquisition of skills, but also to the active social life, self-creativity, personal development and learning.

Prospects for further research. Further studies have to be conducted at the direction of specifying the concepts and capacity requirements and constantly changing information environment spatial domain-specialized secondary schools.

Literature

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Аннотация

Обуховская Э.В. Дизайн как средство развития личности в условиях информационной предметно–пространственной среды специализированных средних учебных заведений. Статья рассматривает вопросы соответствия современных требований учебно–воспитательного процесса и условий функционирования и развития информационной предметно–пространственной среды специализированных средних учебных заведений, как одного из факторов влияния на формирование личности подростка. Рассмотрены аспекты адаптивности, универсальности, содержательности, индивидуализации в контексте социально ориентированного дизайна.

Ключевые слова: специализированные средние учебные заведения, дизайн информационной предметно–пространственной среды, принцип непрерывности обучения.

Анотація

Обухівська Е.В. Дизайн як засіб розвитку особистості в умовах інформаційної предметно- просторового середовища спеціалізованих середніх навчальних закладів. Стаття розглядає питання відповідності сучасних вимог навчально- виховного процесу та умов функціонування і розвитку інформаційної предметно- просторового середовища спеціалізованих середніх навчальних закладів , як одного з факторів впливу на формування особистості підлітка . Розглянуто аспекти адаптивності , універсальності , змістовності , індивідуалізації в контексті соціально орієнтованого дизайну .

Ключові слова : спеціалізовані середні навчальні заклади , дизайн інформаційної предметно- просторового середовища , принцип безперервності навчання.