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# PSYCHO-PEDAGOGICAL CRITERIA FOR CREATING VIRTUAL EDUCATIONAL SPACE FOR FUTURE MANAGERS OF SOCIO-CULTURAL ACTIVITIES

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**Abstract.**

*Relevance*. The urgency of the problem is determined by the need to modernize the education system on the basis of a competency-based approach, innovation, focus on the formation of a competitive, active and mobile specialist capable of self-development and self-improvement.

*Purpose*: to clarify the content of the categories "space", "educational space", "virtual educational space" and to characterize the psychological and pedagogical criteria for the formation of virtual educational space for future managers of socio-cultural activities.

*Methods*: analysis and synthesis – in order to determine the state and level of development of the research problem; generalization – to formulate conclusions on the formation of a virtual educational space for future managers of socio-cultural activities in higher education institutions.

*Results*. The analysis and the content of the categories "space", "educational space", "virtual educational space" are specified. The concept of "space" is presented as a mastered environment in which events take place, the characteristic feature of which is an inseparable connection with time. The concept of "educational space of a higher education institution" is defined as a multilevel system that is programmed horizontally, reflecting the complexity of the relationship of its subjects, and vertically, determining the dynamics of its strategic development. Virtual educational space means the whole set of content posted on the Internet (i.e. created using software or computer networks) of various educational materials. Based on the analysis of scientific works, three main directions of building a virtual educational space are clarified: distance education, online learning and blended learning.

*Conclusions*: six main psychological and pedagogical criteria for the formation of virtual educational space for future managers of socio-cultural activity were identified (motivational: motivation of higher education applicants to use modern technologies in teaching, namely the Internet, expanding their knowledge about the Internet and possibilities of its use in further professional activity; ability to self-realize their own capabilities; the need to form their own cognitive interest; integration: knowledge of a foreign language at a professional level, being able to find software for the use of Internet technologies in the future professional activity; active: forming analytical abilities to share one's own knowledge acquired with other participants in the educational process; using Internet technologies in the educational process at conferences, seminars, etc., publishing one's own work in scientific and methodical publications, development of one's own projects and their realization by means of modern computer programs and their promotion in virtual space; valuable: confidence in their professional qualities; demanding of oneself; ability to control the emotional state in future professional activity; aesthetic behavior; creative: the ability to show creativity in the application of Internet technologies; the desire to develop one's creative potential; ability to master forms and methods of management of creative professional activity; effective and reflexive: control, self-control, self-esteem, self-knowledge, self-education and self-affirmation of one's professional activity; ability to analyze the effectiveness of methods, techniques, means of using Internet technologies in the future professional activity).

**Keywords:** *distance education, online learning, blended learning, blended, education system managers.*

**Introduction**. The urgency of the problem of an integral educational space, connected with the need for a systematic transition to the foundations of an innovative, competent education system, which focuses on the formation of a competitive specialist of active, mobile, capable of self-development. This position is the main argument for the need to integrate the education system of Ukraine into the European educational space, the success of which depends on the formation of educational space in the country and, accordingly, in the region, educational institutions of any level and type. The main positions of the research are dictated by the basic principles of the strategy of innovative development of education, recorded in numerous regulatory documents (State National Program "Education (Ukraine of the 21st Century)" (1993), Laws of Ukraine "On Education" (05.09.2017), "On higher education "(edited on 01.01.2019), National Doctrine of Educational Development (2002), National Strategy for the Development of Education (2013); Documents Related to Teacher Education (Master of Organization Training Concept (2010), Continuous Development Concept pedagogical education and (2013), the Teacher State Program (2002) and others.

The rapid change in the technological era for the information and technological era leads to the realization of the inevitable changes that await the education industry. All technological revolutions in the history of mankind have been characterized by comprehensive influence, penetration into all spheres of human activity not only as an external source, but also as a matter that fills this activity. An integral part of the living environment is the educational environment. Recently, a great deal of research has appeared on the problem of educational environment. Analysis of the works of domestic scientists shows that along with the concept of environment in the national pedagogy and psychology, the concept of "space" exists. However, there is still no consensus on the definition of this concept, namely: its structure, characteristics of the basic structural components, functions, levels of interaction and features of its design.

Also today, along with the problem of space exploration, there is a problem of virtual reality, virtual worlds (virtual environment, space, etc.), which is widely discussed in the scientific literature from many points of view, namely from technical, program, social, psychological, pedagogical (Suler, 2007).

However, the notion of "space", "virtual space", in particular educational, from the point of view of pedagogy, the psychological and pedagogical criteria for the formation of virtual educational space remain unclear in the context of our study concerning the preparation of future managers of sociocultural activity.

**Sources of research.** Analysis of recent studies and publications showed that the theory of environmental approach was developed by: L. Novikova, V. Karakovsky, N. Selivanov, Y. Manuilov, M. Basov. Psychological characteristics of the educational environment were given by: I. Baev, Y. Gromyko, T. Ivolshina, E. Klimov, V. Rubtsov, V. Slobodchikov, V. Panov, V. Yasvin, and Y. Pesotsky.

Philosophical and pedagogical aspects of the educational environment were considered by M. Knyazev, N. Krylov, Y. Manuilov, S. Sergeev. The problem of monitoring the educational environment is investigated in the works of T. Vorontsova, V. Pysmenny, N. Pustovit.

Various aspects of the organization of the educational environment of the institution of higher education (hereinafter – IHE) were in the focus of scientific interest of psychologists, educators, in particular, the following problems were considered: designing innovative environment (A. Artyukhin, I. Bogdanova, I. Zadonskaya, O. Kolomok, I. Kazanzhi, V. Kozyrev); ways of humanization of the spatial and developmental environment (O. Leontiev); research of the internal educational environment as a factor of increasing the competitiveness of a higher education institution (Zh. Zaitseva, O. Nalivalkin, T. Noskov, V. Soldatkin); design and organization of information and educational environment (N. Bakhmat, A. Dresvyanina, L. Kartashov, K. Rogozina, V. Madzigon); organization of humanitarian environment (E. Martynov, R. Minzaripov); building a tolerant environment (I. Pchelintsev, N. Milanov); the influence of the educational environment on the applicants for higher education (F. Tuguz).

The problems of the educational space formation were to a greater extent investigated in the context of the educational institution management (L. Danilenko, G. Yelnikov, L. Karamushko, L. Kravchenko, V. Maslov, S. Nikolaenko, V. Pikelna, T. Shamova, etc.). Analysis of virtual educational space from the point of view of pedagogical psychology research in the works of S. Belozerova, M. Smulson, Y. Zinchenko and others.

**The purpose** of the article is to analyze and clarify the content of the categories "space", "educational space", "virtual educational space" and to define and characterize the psychological and pedagogical criteria for the formation of virtual educational space for future managers of socio-cultural activities.

**Research methods:** analysis and synthesis – to find out the state and level of development of the problem studied; generalization – to formulate conclusions on the formation of virtual educational space for future managers of socio-cultural activities in higher education institutions.

**Results and discussion.** The urgency of the problem of the educational space is caused by transformations in education, in particular, the introduction of a person-centered approach to learning, the main essence of which is to create a system of education that would be favorable for the formation of a person capable for the development, self-realization of his own potential. The task is complex and one of the main conditions for its implementation is the formation of a coherent (monolithic) educational space where a person (a higher education student) would have the opportunity to become a real subject of learning and personal development, determining the optimal trajectory for movement.

Recently, psychological and pedagogical researches devoted to the problem of providing purposefulness and systematic formation of the educational environment (educational space) have been intensified, and this is uniquely interpreted by scientists as a significant condition of self-realization of the higher education applicant in all aspects of education and life by I. Bekh, O. Savchenko, I. Rodigina, O. Sukhomlinskaya, O. Pometun.

The environment is mainly interpreted as the surrounding, the system, the conditions as a set of objectively existing phenomena that surround the person and interact with him. The problem of studying the level and nature of the relationship between a man and the natural or specially designed environment is of particular relevance (Yu. Manuilov, O. Dmitriev, N. Gontarovskaya, A. Katashov, etc.).

The position of environmental approach in education was justified for the first time by Yu. Manuilov (2010). The scientist notes that "the concept of "educational space" is a collective, marking and in no way binding expression. It does not have a strictly defined range of values and is associated with something like a container, where you can put anything you want: educational services, complexes, educational and training systems, institutions, institutes, educational practices and more".

Modern pedagogical science considers the environmental approach as a theory and technology of direct educational processes management and development of the individual or as a system of actions of the subject of management aimed at transforming the environment into the means of designing and diagnostics of the result of learning and upbringing.

Analysis of the domestic scientists researches shows that along with the concept of environment in national pedagogy and psychology, the concepts of "space" and "environment" are explored, the possibilities of using these categories in pedagogical practice are being studied.

Thus, N. Demidova (2009) does not consider these concepts to be synonymous. The author defines "educational space" as related environmental conditions that can affect a person. Being in the same space, a subject can be representative of several educational environments that will differ in their power and importance. "Educational environment" is described by the author as the interconnection of internal system-organizational conditions which closely interacts with the subject and is in mutual influence, and it provides for bilateral changes and development of both the subjects and the environment.

A number of scientists (M. Yakushkina, I. Chepurishkin) are also inclined to believe that the concepts of "environment" and "space" are not identical. For example, I. Chepurishkin noted that environment is a given object, it is not the result of constructive activity of a man, and space is the result of pedagogical development of this given object. Space is a developed environment (natural, cultural, social, informational), adapted for solving educational, training and other tasks. The author notes that space is not organized by itself or by the order from above – it is born within pedagogical reality through specially organized activity. Space can be seen as a pedagogical environment. The scientist distinguishes the following types of space, choosing the criterion of the outline and its features: space class, school, village, urban settlement, small town; allocates space on the scale of the region, the country, the space of European and world scale (Yakushkina, 2013).

The leading specialist in the field of research and design of the educational environment V. Yasvin (2001) views it as a system of influences and conditions of personality formation by a given pattern, as well as opportunities for its development contained in the social and spatial-subject environment.

Sharing the opinion of I. Chepurishkin, we will try to form our own definition of the concept of *"space" – this is a developed environment where the events occur, a characteristic feature of which is an indissoluble connection with time.*

Another concept studied in the context of the disclosure of the problem outlined by us is the "educational space". The essence of the educational space of an educational institution in sociological research is interpreted as a social space, that is, the space of social interaction of the subjects of the educational process involved into a complex system of social relations. It acts as "a form of empirical being of the educational system, socio-cultural specifics of the place of assignment to the person of vital and professionally significant social experience, which is given by the educational environment in the dialectic of possibility and reality" (Dmitrieva, 2004, p. 3]. In defining the essence of the holistic educational space of an educational institution, we used definitions offered by the scientists who investigated the problems

of holistic educational systems, in particular their integrating components through the categories of "educational environment" and "educational space" irrespective of the level and type of educational institution.

A considerable number of scientists are exploring the educational space in the context of innovative processes in education (E. Bachinskaya, G. Belyaev, S. Zdioruk, A. Katashov, A. Kukh, etc.) So, E. Bachinskaya (2007, p. 81) exploring the mechanisms of formation of the innovative educational space in the region, considers it advisable to treat it in two planes: as an environment, a territory within which the unified harmonized rules of innovation operate, and as a coherent system, the results of which are the latest ideas and original technologies.

Therefore, determining the effectiveness of the educational environment, researchers mostly use the indicators that integrally determine the quality of the educational institution, the level of functioning of the educational system.

Thus, A. Katashov (2001, p. 15) distinguishes the following parameters:

1) the effectiveness of the educational institution (the level of knowledge and cultural development of pupils or students; the degree of attractiveness of the educational institution and educational services; the degree of new technologies, programs, methods mastering; interaction with universities, a new type of educational institution);

2) comfort (aesthetics of the environment, hygienic, material and technical conditions; physiological justification of the mode of operation; the presence of choice of content, forms of education; social and psychological microclimate);

3) security of educational activity (educational and material equipment, level of normative-legal and organizational-functional security; characterization of personnel potential; level and nature of management activity).

Basing on the analysis of literary sources, we are of the opinion that the educational space of a higher education institution, by analogy with the information or social space, is determined not so much by material and physical parameters, but by the subjective form of perception, the totality of different levels and types of relationships.

We have identified the following characteristic features of a holistic educational space, which in the future will serve as fundamental indicators for determining the psychological and pedagogical criteria for the formation of virtual educational space for future managers of socio-cultural activities:

– a complex entity where different levels and types of interconnected and interdependent subsystems function;

– model of socio-cultural space where integration of spiritual and material conditions of activity of its subjects is ensured;

– the existence of a structured system of pedagogical factors, which ensures the development and self-development of the educational activities of the IHE in accordance with its development strategy;

– organic combination of generally recognized (common for all participants of the educational process) educational standards and real conditions for self-development, self-actualization, realization of creative potential of both teachers and higher education students;

– recognition the quality of the educational space as the main criterion for the formation of favorable conditions for self-realization of all subjects of the educational system;

– space as an open dynamic system in which all participants in the educational process are real subjects of purposeful formation, development and adjustment of the educational space, taking into account the common values of the educational system and their own priorities of professional activity and professional development;

– educational space is developed in the context of planned step-by-step changes, taking into account as much as possible: a) existing development experience, fixed in the collective experience of professional activity, traditions, established in IHE, problems and mistakes, which were the brake factors of development of the educational system, and therefore the educational space ; b) results of professional, scientific search of subjects of educational space, which contribute to continuous optimization of the educational system, educational process; c) joint designing of prospects for the development of the educational system, ensuring the competitiveness of the IHE;

– multichannel interconnection (the presence of diversified and multi-level types of communication) of all subjects of the educational space, ensuring coordinated interaction of all components of the educational system.

Therefore, we define the educational space of a higher education institution as a multilevel system that is programmable both horizontally, reflecting the complexity of the relationships between its subjects, and vertically, determining the dynamics of its strategic development.

The analysis of the concept of virtual educational space should start with the conceptual foundations in the scientific works of S. Belozerov (2015a). In the virtual world, the author understands a "multi-dimensional, permanently generated, server-side mass network application for many users (or a teleport-connected system of complementary territories) filled with a quasi-material virtual environment that is hosted

by many users, providing broad" opportunities for productive work and avatar-mediated life" (Belozerov, 2015a, c. 54). It is interesting that in this case activity refers to actions aimed at meeting basic psychological needs, or generally a supportive tool for social and psychological discomfort (Belozerov, 2015б).

S. Belozerov notes that there are fundamental differences between the meaning of the word "virtual" in Russian and, to add, the Ukrainian-language scientific literature, which is interpreted as "imaginary", "illusory", "surreal", "potential", and the meaning of English "virtual". In English, the word "virtual" means "almost the same, but not quite, not exactly defined" (Oxford Dictionaries Online, 2014) or "similar in substance or effect, but not formally recognized" (Merriam Webster Dictionaries Online, 2014). It is important to us that in the information technology field in all languages the following is added: "created using software or computer networks".

Therefore, international terms with the word "virtual" (virtual world, virtual reality, virtual environment, space, etc.) do not mean illusion, because a virtual object, when it is generated by a computer program, exists in reality, although it is not material. The essence and purpose of such an object remain the same. The virtual world is not required to perceive its environment as material or to appear so. The ease of recognition and intuitive use of the mainstream environment are only necessary.

However, the adjective "virtual" in English-language scientific literature is not used when it violates the exact definition of the term (for example, not used with the words consultation, therapy, pedagogy, love, friendship, psychology). In these cases, the prefix cyber or the term digital is used (Belozerov, 2015a). These points do not contradict the approach presented in our study to the definition of virtual educational space.

Considering the above, *the environment is a system of organized and natural interactions, built on managing the process of achieving the educational goal with the help of appropriate technologies.* Given that the concept of "environment" and "space" in the socio-cultural aspect are integral concepts, then under *virtual educational space we understand the entire complex of content placed on the Internet (i.e. created using software or computer networks) of various educational and other materials: courses, both systematic, which correspond to the curriculum of IHE, and "not programmatic", random, separate, so-called "training", as well as information materials, educational content on sites of another (diversified) direction and in social networks. In other words, it is Internet content that can be used for educational purposes.*

The content (that is, the courses and sites) a subject works with is his or her own virtual educational space, created from the bricks available to him or her in the Internet. It is clear that each person builds their own space in different ways, according to the purpose, readiness for self-development and availability of self-development project, level of motivation and even level of computer literacy (Smulson, 2012).

From the analysis of the scientific works of Siemens (Siemens, Ga?evi? and Dawson, 2015) it follows that the current state and the forecast for the future concerning the three main directions of building a virtual educational space: distance education, online learning and blended learning.

The model of distance learning, which emerged after 2000, is characterized by behavioral and, later, cognitivist paradigms, in terms of pedagogy and psychology, as well as purposeful integration of different media tools. The control in this model remains largely up to the teacher and the designer-constructor of the distance learning. It is important that higher education students were mostly individually educated, and the interaction between them was limited and not included in the learning activities. However, these pedagogical approaches have proven to be very successful, and they are still widely used even in training, in which it is easy to define performance criteria. At this moment the use of e-mail, online resources, training management systems and online discussion boards are just some of the major technologies that support flexible forms of distance education.

Later, another form of distance education emerged, which really included interaction between higher education applicants and new pedagogical approaches that were based on non-classical, socio-constructivist views (Vyigotskiy, 2003).

Online learning and internet learning are special forms of distance education (Harasim, 2012), which, according to many experts, are the most popular in this century (Anderson, 2008).

Another important form of virtual learning is mixed, combined learning, or blended learning. It is defined as learning that combines traditional learning with distance learning. Discussions are still ongoing as to what percentage of traditional classroom and online learning should be considered to be combined. Some experts believe that even e-mail correspondence with the teacher is enough for this, others insist on 50-70% of remote work. Generally, such definitions of virtual education systems are offered, which in general form a virtual educational space.

Thus, in distance education teaching is carried out in a place other than place of learning, and therefore requires communication through technology and specialized institutions. Online learning is a form of

distance education where technology acts as a facilitator, the processes of learning and teaching are fully utilized through the Internet, and higher education providers and teachers are in different spatial and temporal dimensions. It does not include traditional distance education methods such as print, television and radio, video conferencing in its traditional form, videotapes / DVDs, and standalone educational programs.

Blended learning, as it was mentioned, combines traditional education and online learning. Note that educational technologies for virtual education are constantly evolving, they have passed through the following three generations of development (now the fourth stage is emerging):

1. Technology base: computer training and websites.

2. Complex systems: Learning Management Systems and Course Management Systems.

3 Fragmentation and diversification: social media, electronic software portfolios and Massive Open Online Course providers, integrated service providers.

4 Shared technologies: adaptive learning, shared infrastructures and competency models (Siemens, Ga?evi? and Dawson, 2015).

These four points – control, integration, ownership and structure – form the basis for analyzing different sets of technological tools and ways to use them in education.

Foreign experts in the conceptual model of distance learning highlight the main psychological requirements for its participants and the benefits of their consideration. It should be noted that the main psychological factors of the effective distance learning are almost completely consistent with the theoretically analyzed and experimentally substantiated factors highlighted in the works of M. Smulson, Y. Mashbits, and M. Zhaldak (2012). Among them there is an effective cooperation of higher education applicants and teachers with many degrees of students' independence, appropriate computer competence, motivation and interest of higher education applicants and teachers (the latter requires a positive attitude to the relevant distance learning technologies), high quality of educational content, taking into account the needs of students and understanding the factors of psychological discomfort.

The most important feature of the IHE virtual educational space creating technology is the concept of "educational environment", which we have previously described. Since higher education students are required to learn (to carry out an activity of studying – in the terminology of Y.I. Mashbits (2006), the main aim is to create a total educational environment for optimizing the ability to learn. And, of course, this will not be the only optimal environment for learning, "there is an infinity number of possible learning

environments, which makes the learning designing such an interesting thing." (Siemens, Ga?evi? and Dawson, 2015, 446).

Creating a IHE virtual learning space we often refer to physical components, that is to audiences and labs, or to computer technologies used in training. However, this concept is broader than the specified physical components. The key point in creating a virtual educational space is the characteristics of a higher education applicant, his or her level of motivation for learning, and so on.

IHEs are often analyzed by the remote education environment from the point of view of the teacher, because in the conditions of the environment uncertainty and dynamic, the teacher may not have any means of controlling, such as the characteristics and resources of the higher education student, though taking into account them, but it has complete control over the other components, like a choice of content offered and means of higher education applicant supporting. There is a set of subcomponents that need to be discussed at each particular time and which needs to be decided (content structure, practice, feedback, technology use, evaluation methods, etc.).

However, in the situation of instability, chaos, complexity and uncertainty of the modern world in general, and virtual reality in particular, which clearly illustrates such instability, the main focus should be made on developing a willingness to find their own non-trivial approaches to decision-making, solving problems i.e. higher education applicant's intellect development.

O. Poddyakov (2015) in his writings states that in the conditions of the dynamism and mobility of the modern world, the emergence of completely new activities in previously unknown fields, education should be directed mainly to the formation of competences renewal of competences. He calls this education, in which the ability of the individual to actively explore the novelty and complexity of the changing world, invent original strategies of activity, "the school of uncertainty". And then it is about the value of finding, creating and using situations of uncertainty as a "dynamic reserve of different paths of development" (Asmolov, 2012).

Therefore, in view of the above, among the main psychological and pedagogical criteria for the formation of virtual educational space of future managers of sociocultural activity, we distinguish six criteria: motivational, integration, activity, value, creative and effective-reflexive *(table 1).*

**Conclusions.** Thus, the analysis of views on the definitions of the terms "educational environment" and "educational space" gives reason to argue that, as a whole, the educational environment is considered by modern scholars in terms of its functionality, namely as: the system of influences of personality formation

conditions; an educational space where the personality is socialized and developed; a modeled environment for realizing the capabilities of the individual. The content and structure of the term "virtual educational space" is technological in nature and represents the entire complex of content that is placed on the Internet (i.e. created through software or computer networks) of various educational and other materials.

Considering that the virtual educational space is formed by such virtual educational systems as: distance education, Internet learning (learning and teaching processes take place entirely using the Internet, and students and teachers are in different spatial and temporal dimensions), blended learning that combines traditional education and e-learning and the characteristics of a holistic educational space, we have identified six main criteria for the formation of a virtual educational space for future managers of socio-cultures new activities: motivational (motivation of higher education students to use modern technologies in teaching, namely the Internet, expanding knowledge about the Internet and the possibility of its application in further professional activities; the ability to self-realization of their own capabilities; the need to form their own cognitive interest); integration (knowledge of a foreign language at a professional level; the ability

to select software for the use of Internet technologies in further professional activities); activity (formation of abilities to share the acquired knowledge with other participants of educational process; use of Internet technologies in educational process at conferences, seminars, etc., publication of own developments in scientific and methodical editions, development of own projects and their realization by means of modern computer programs and advancement them in cyberspace); value (confidence in their professional qualities; demanding of themselves; the ability to control their emotional state in future professional activities; aesthetic behavior); creative (ability to show creative abilities in the application of Internet technologies; desire to develop their creative potential; ability to master the forms and methods of managing creative professional activity); effective-reflexive (control, self-control, self-assessment, self-knowledge, self-education and self-affirmation of the professional activity; ability to analyze efficiency of methods, receptions, means of use of Internet technologies in the further professional activity).

A promising direction for further research should be the development of a model of realization of the virtual educational space of a higher education institution for training managers of socio-cultural activities.

Table 1
*Psychological and pedagogical criteria for the formation of virtual educational space for future managers of socio-cultural activity*

| Criteria | Indicator |
|---|---|
| Motivational | • motivation of higher education applicants to use modern technologies, such as the Internet, to increase their knowledge of the Internet and to use it in their further professional activities;<br>• the ability to self-fulfill their own capabilities;<br>• the need to form their own cognitive interest. |
| Integration | • speaking a foreign language at a professional level;<br>• the ability to find software tools for the use of Internet technologies in the future professional activity. |
| Activity | • forming analytical skills to share their own acquired knowledge with other participants in the educational process;<br>• using the Internet technologies in the educational process at conferences, seminars, etc., publishing their own works in scientific and methodical publications, developing their own projects and their implementation through modern computer programs and promoting them in the virtual space. |
| Value | • confidence in their professional skills; self-demanding;<br>• ability to control their emotional state in future professional activity;<br>• Aesthetic behavior. |
| Creative | • the ability to demonstrate creativity in the application of Internet technologies;<br>• the desire to develop their creative potential;<br>• ability to master the forms and methods of managing creative professional activity. |
| Effective-reflexive | • control, self-control, self-esteem, self-knowledge, self-education and self-assertion of their professional activity;<br>• ability to analyze the effectiveness of methods, techniques, means of using Internet technologies in the future professional activity. |

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# Психолого-педагогічні критерії формування віртуального освітнього простору майбутніх менеджерів соціокультурної діяльності

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**Реферат.**

*Актуальність* проблеми визначається необхідністю модернізації системи освіти на засадах компетентнісного підходу, інноваційності, орієнтації на формування конкурентоздатного, активного й мобільного фахівця, здатного до саморозвитку і самовдосконалення.

*Мета:* уточнити зміст категорій "простір", "освітній простір", "віртуальний освітній простір" та охарактеризувати психолого-педагогічні критерії формування віртуального освітнього простору майбутніх менеджерів соціокультурної діяльності.

*Методи:* аналіз і синтез – з метою з'ясування стану та рівня розробленості досліджуваної проблеми; узагальнення – для формулювання висновків щодо формування віртуального освітнього простору майбутніх менеджерів соціокультурної діяльності в закладах вищої освіти.

*Результати.* Здійснено аналіз та уточнено зміст категорій: "простір", "освітній простір", "віртуальний освітній простір". Поняття "простір" представлено як освоєне середовище, в якому відбуваються події, характерною особливістю якого є нерозривний зв'язок із часом. Поняття "освітній простір закладу вищої освіти" визначено як багаторівневу систему, що програмується по горизонталі, відображаючи всю складність взаємовідносин її суб'єктів,

і по вертикалі, визначаючи динаміку її стратегічного розвитку. Під віртуальним освітнім простором розуміється весь комплекс контенту розміщених в Інтернеті (тобто створених за допомогою програмного забезпечення або комп'ютерних мереж) різноманітних матеріалів навчального характеру. На основі аналізу наукових праць з'ясовано три основні напрями побудови віртуального освітнього простору: дистанційної освіти, онлайн-навчання і змішаного (blended) навчання.

*Висновки:* Визначено шість основних психолого-педагогічних критеріїв формування віртуального освітнього простору майбутніх менеджерів соціокультурної діяльності: мотиваційний (вмотивованість здобувачів вищої освіти до використання в навчанні сучасних технологій, а саме: Інтернет, розширення знань про Інтернет та можливості його застосування в подальшій професійній діяльності; здатність до самореалізації власних можливостей; потреба у формуванні власного пізнавального інтересу); інтеграційний (знання іноземної мови на професійному рівні; вміння підібрати програмні засоби для застосування Інтернет-технологій у подальшій професійній діяльності); діяльнісний (формування здібностей ділитися набутими знаннями з іншими учасниками освітнього процесу; використання Інтернет-технологій в освітньому процесі на конференціях, семінарах тощо, публікації власних напрацювань у наукових та методичних виданнях, розроблення власних проектів та їх реалізація за допомогою сучасних комп'ютерних програм та просування їх у віртуальному просторі); ціннісний (упевненість у своїх професійних якостях; вимогливість до себе; вміння контролювати свій емоційний стан у майбутній професійній діяльності; естетична поведінка); творчий (здатність проявити творчі здібності у застосуванні Інтернет-технологій; прагнення до розвитку свого творчого потенціалу; уміння оволодіти формами та методами управління творчою професійною діяльністю); результативно-рефлексивний (контроль, самоконтроль, самооцінка, самопізнання, самовиховання та самоствердження своєї професійної діяльності; вміння аналізувати ефективність методів, прийомів, засобів використання Інтернет-технологій у подальшій професійній діяльності).