STRATEGIC GUIDELINES OF THE EDUCATIONAL INTERACTIVE ENVIRONMENT AS A BASIS TO DEVELOP THE AXIOSPHERE OF A FUTURE TEACHER

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ABSTRACT

The article examines the phenomenon of the interactive educational environment as a carefully constructed context to develop the future teacher's personality as a result of organized human productive activity where the set of relations and connections subjectively specifies that are specific conditions to develop the future teacher's axiosphere.

The relevance of this work is to explore the dialogue educational environment as a factor forming the future teacher's values, which corresponds to modern trends of development in higher pedagogical education: humanizing and using dialogues in the educational environment; purposeful intellectual and moral development of the future professional in the context of its inclusion in a variety of independent activities, individual routes of subjects in educational process; the motivation development to pedagogical activity and professional

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students' education; the personality to universal human and national values; the use in educational process of higher school and interactive technologies of education, pedagogical innovations, etc.

Appealing to the analysis of the interactive educational environment has allowed identifying and characterizing components of his conceptual model: motivational-target, informational-communicative, subject to subject, content-axiological, organizational-active and productive.

A role of principles of dialogic education is shown as: the principle of information enrichment, the principle of unity in diversity, freedom of choice, the dynamic principle, the identity principle, the principle of emotional openness.

The authors present the strategic guidelines of the interactive environment education: the development of social cooperation, using the pedagogical peaceful potential, the development of interpersonal and intergroup relations, organizing children's education as a strategic national priority.

The resource analysis of dialogue area in education led the authors to the definition of ways developing the future teacher's axiosphere, the formation of their socio-cultural, professional-pedagogical and personal values. Among the modern technologies there is dedicated interactive educational technology: a dialogue, educational discussion, a communication technology, technology of critical thinking development, technology of pedagogical workshops, moral dilemmas technology (L. Colberg).

Key words: dialogue environment education, dialogue, axiosphere of a future teacher, socio-cultural, professional-pedagogical and personal values of the teachers, the subjects of education, value-semantic interaction, modern teacher

INTRODUCTION

The modern paradigm of education and its practical realization provoke new challenges of our time. First of all, we are talking about the quality of education. The well-known formula - "the quality of education to the quality of human life" in reality shows that this dependence does exist and requires special attention, defining priorities in education, organizingeducational process, developing educational entities the unique skills to work with information, moral categories; to createenvironmentsupporting talents; to understandthe need, taking into account the high growth rates of the advanced achievements in science and technology, culture, medicine and economy.

What guidelines do you have to focus attention, talking about the way offutureeducation, its potential, the key role of the modern teacher in teaching, upbringing and student's development, the improvement in education?

A domestic researcher, academician A. G. Asmolov, justifying the priorities to modernize education, highlights the idea of developing educational environment as the basis of the national educational programme and emphasizes that in this case, education "serves as a leading social activity generating civil identity and forming people's mentality, values, social norms of individuals' behavior, large and small social groups" [1, p. 8].

Educational environment may differ in their structure, content, system of relations between subjects of education, it can be considered as the context of the educational process, and can be a tool in the educational process. We decided to strengthen the capacity of educational environment and give it the dialogueflavour. We turned primarily to the work of M. M. Bakhtin, who studied the phenomenon of dialogue, presenting it as "the carnival attitude" and identified as a process of getting knowledge. The scientist paid attention to the uniqueness of the dialogue: "There is neither first nor last word and there are no limits to the dialogic context (it goes into the boundless past and the boundless future)". [2, p. 373]. However, the most important to stress the idea of M. M. Bakhtin about the fact that a particularly important high-level dialogue as a dialogue of personalities.

Rupert Wegerif, an English researcher, analyzing the works of M. M. Bakhtin, offers his vision of a dialogue and, in particular, considers "dialogue as an goal in itself" that from his point of view, does not mean just talking for the sake of conversation, and points to a complex line todevelopindividuals and companies in the direction of greater ability for creative thinking and greater learning ability [3].

In the educational environment the particular importance has the activity of subjects in education process, and especially a teacher, who is a value center, an organizer, an inspirer, a coordinator of the educational process. Thus assessing a modern teacher, we came to the conclusion that it is very important in the process of future teachers' training to focus on assigning values to develop the axiosphere of the teacher, considering the value as an internal, emotionally mastered by the subject its activities benchmark [4, p. 164]. And at the same time, guided by the words ofJ.-P. Sartre: "as long as you don't live your life, it is nothing; you must give it sense, and value is nothing, but this sense, chosen by you" (5, p. 342), we understand that the sense is a kind of starting point, realizedby the future teacher the essence of his cognitive activity and its inclusion in the axiological educational world.

Thus, the idea to justify the issue of forming the interactive educational environment as the basis to develop the axiosphere of a future teacher came. In our opinion, creating a dialogue environment of pedagogical education in the context of forming thefuture teachers' axiosphere could resolve issues of education quality, implementingpersonalcreative potential in terms of individual trajectory to developthe subject of the educational process; active interaction between equal subjects, the sociability of a person for new experience, understanding the life sense and possible options for self-expression; and, of course, relying on the humanistic nature of the educational activities.

It is known that these values determine the parameters of actually education development, relations between subjects, activity in problem solving and innovation; they affect the search for new meanings of education, equal cooperation partners, cultural growth of a future teacher,if he has an opportunity to choice, accounting different approaches to organizesubjects' educational activity and self-development.

It is also clear that forming the interactive educational environment is able to solve the problem of future teachers'axiospheredevelopment, to create conditions for free, full communion to the humanistic value system in which people can make value choices, to express their opinion freely, to resolve value conflict, to offer important arguments, to influence cultural norms and thus be responsible for building axiological paradigm of modern education.

In ongoing research we decided to develop the conceptual ideas to form the interactive educational environment as the basis to develop the future teacher'axiosphere; to determine the tactics, forming value relations on the dialogue level, to incorporate the dialogue resources, regulating mechanisms of social and educational activities, future teachers' value-realization development.

Based on the analysis of the research problem, we have identified the following contradictions:

• between the studied problem to develop value orientations of future teachers and the need for theoretical and methodological justification to use interactive educational environment as the basis to develop the future teacher' axiosphere;

• between the need to implement the strategic guidelines of the interactive environment in teachers'training education and the search of pedagogical tactics, mechanisms and technologies for their implementation.

The object of our study, we determined the dialogue environment of teachers'training education. The subject of the study is the content and the specific development offuture teachers' axiosphere in the context of interactive educational environment.

The key goal of this article is to justify theoretically the development of the strategic guidelines of the interactive educational environment. It is important to identify and analyze the resources of the interactive educational environment; to justify the components of the interactive educational environment and their capabilities in shaping the value orientations of future teachers; to determine the policy, forming the value relations at thedialogue level; to justify psycho-pedagogical conditions, forming value orientations of future teachers in the context of the interactive educational environment.

Methodological Framework of the "Methodological framework"

The methodological basis of our study is, first of all, scientific ideas of dialogue and axiological approaches. In order to show the reality toachieve the goals of this research, we present a systematic literature review.

In modern conditions of socio-cultural development in our society many scientists investigate a problem of prospects in Russian education. In particular, V. I. Slobodchikov and V. Gromyko turn to the image of the new education and identify three its most important interpretation: education as a completely independent form of social practice, the optimal meeting point of the individual and society, which on the one hand ensures the integrity of the social organism, and on another - is a powerful resource of its historical development; education as a universal way to broadcast cultural-historical experience, the gift of one generation to another; the mechanism of social inheritance, the mechanism of binding people's community and their way of living, transferring and keeping norms and values of the common life over the time; education as a universal cultural-historical form, forming and developing essential forces of a person, thehuman image in history and cultural environment, a human, who is able to get self-education and thus - self-development [6].

Only such education can lay the foundation to develop human phenomena as holistic, creative, ready to a dialogue and self-development and testing these resources.

Considering specific educational environment, we refer to this characteristic as subjective educational environment/world. A.A. Bodalev [7] distinguishes three parameter ofeducational environment:

a) the amount or extent of this environment, which is defined by the fact that it actualized and imprinted in the human mind and in the immediate objective environment;

b) the extent to substantive content of this subjective environment/world with the present, the past and the future;

c) the substantial wealth dependence of subjective environment/ world from the personalmaturity.

Identified by the author characteristics are qualitative and quantitative indicators of the performance features of the system that directly affect the inner personal world, give an impetus to enrich and deep new approaches in education.

Modern scientific research (A.V. Erofeeva, M.I. Korneva, L.M. Luzina, I. M. Remorenko, V.M. Stepanov, G.A. Ferapontov, etc.), devoted to the educational environmentcreation, showing the diversity and the exceptional potential of this phenomenon. For example, the phenomenon of educational environment is studied as a factor to develop the personality as the basis of humanization in educational environment; as the system, forming students ' values of aesthetic relations, as an environment testing and implementation of non-traditional educational means and etc. This kind of researches, primarily relate to the work at educational institutions of innovative type [8, 9].

A special role in education development plays a dialogue educational environment as an educational system (environment), where there exist bilateral relations between the subjects of education; implemented a variety of bilateral and multilateral ties in the process of pedagogical activities to develop the personality and its socialization. In this respect, the basis for understanding the fundamental characteristics of education can be the ideas of the philosopher M. M. Bakhtin about the dialogue origin of the entire human life: "Life is inherently dialogical. To live means to participate in a dialogue: to inquire, to understand, to answer, to agree, etc. In this dialogue, people participateentirely andall his life: participate their eyes, lips, hands, souls, spirits, bodies, actions. A person puts himself in the word, and this word enters into the dialogic fabric of human life, into the world symposium" [10, p 318].

The dialogue educational environment represents a unique dialogue between cultures, which expands the set of direct connections and relationships, between the images of culture that lead to mutual changes. In this case we are talking about the outstanding creations of mankind, the changes of cultural patterns in value orientations, worldview, lifestyle, patterns of social behaviour [11, 98].

Dialogue of cultures actively influences the development of the individual by means of cultural traditions, cultural creative forms, through a range of relations between different actors and their connections, it contributes to the complementarityand enrichment of human culture. "The dialogue is the process of communication with the culture, the realization and

reproduction of its achievements; it is the discovery and understanding of the values of other cultures, a way of appropriating the latter, the possibility of removing political tension between states and ethnic groups. It is a necessary condition for scientific search for verity and the creative process in art. Dialogue is yourself understanding and interaction with others. It is universal and the universality of the dialogue is generally acknowledged" [9, p. 9].

Features of the dialogue in education areexplained by Yu. V. Senko: "Due to its versatility, the dialogue in education is not a story, not a fragment of a training session, as it doesn't end with a particular educational situation, independent from it, although it is prepared within it" [12, p. 153].

The interesting point of view written by the philosopher M. S. Kagan on theoretical foundations of a dialogue, expressed in a pedagogical context. The scientist believes that the dialogue is the most suitable use of a dialogue in the scientific-philosophical sense, since the use of the dialogue at this level increases the degree of spiritual communion among people. In this case, "appealingtothe dialogue is becoming a serious pedagogical problem" [13].

The dialogue in education is deep enough represented in the works A. Bochkareva, which emphasizes the importance and necessity to use this phenomenon: "the Idea of the dialogue in education approves the concept of "existence" in a particular multiplicity or polyphony, as the identity can't exist "for itself"; it exists "for someone". You can understand the system of dialogical relations and as versatile and diverse reality of the interaction of values and meanings, realized in the pedagogical reality" [14, p. 127].

A. V. Erofeyev and E. I. Perfilieva analyzed the ability of different types of dialogue in education and came to the conclusion that the most productive dialogue is cooperation, because it "is a clear adherence to the communicative rights of the individual: to respect, in contrast to the interlocutor, the question to the interlocutor, feelings and experiences. The work of the teacher and the group in the dialogue format of cooperation is usually characterized by a clear job and teamwork" [8, p. 112].

Along with research of dialogue features we need to rethink the goals and values of education from the standpoint of humanistic educational process.

Studyingthe problems of value orientations as an important component of education is allocated a promising point of view written by K. A. Abulkhanova-Slavskaya, which can strengthen the pedagogical position in the consideration of the axiological component of education. The value orientation in her definition contacts with the foundations strategic direction of human life. K. A. Abulkhanova-Slavskaya is convinced that the most important

thing of every person's life is the definition, selection and implementation of values [15, p. 69].

The educational system, according to V. P. Zinchenko, faced with a lot-line world of values, is compelled to transform them, to deepen, to set goals and to offer support to educational activities. And the most important is to translate the values in the status of natural, immanent to education. The main value of the educational system, according to V. P. Zinchenko, is its ability to open, establish, strengthen individual valuesof the education and its subjects [16, p. 11]. This is a continuous line approaching universal values, spiritual work occurs in our education system. Considering this process and emphasizing its great significance, V. P. Zinchenko asserts the most important tenet of axiological pedagogy: the meaning of values in education is fundamentally open. This allows education to be free, diverse, which in turn is a condition for its sustainability and stability and, at the same time, the dialogue as the technique of solving different tasks.

Our study confirmed the thesis that the system of value orientations of education that exists in a particular socio - historical and cultural context, represents a psycho-pedagogical guarantor of stability of the educational process and positive personal activity. What values give stability to teacher's and pupil'spersonalitiesand identify the principles of their conduct, direct the interests and needs of the individual, regulate the motivational sphere of personality in the educational system [17].

The modern educational situation in Russia requires a search for innovative approaches to defining and implementing the qualitative features of education development. Among the promising theoretical and practical mechanisms for the education development and improvement of student's personality is the dialogue educational environment, which can stimulate the activity of the individual, develop the ability to the dialogue, understanding and student'sinteraction with other people.

According to academician I. A. Winter, a key component to organize and managethe educational process is dialogueeducational communication, which fully depends on the development of learners [18]. The study of this process will enrich the theory of dialogue and create a new methodology of dialogue educational environment, which will allow forming a modern teacher in the process of strengthening positive social change.

RESULTS

The problem to develop the future teacher axiosphere, the formation of his socio-cultural, professional-pedagogical and personal values is a key part for qualified training of the modern

teacher. There are a number of reasons, emphasizing the paramount importance ofthe future teacher axiosphere for the full organized teaching process. Firstis enlarging the content of the educational system with socio-cultural meanings, which has the deep reflection of a special attitude towards the pupil's personality, the inner world of teachers, humanistic basis of his interaction with students. Secondly, well-developed the individual value system is the foundation for the integrated development of social and cultural experience in the educational environment. And, thirdly, axiosphere of a future teacher is a kind of mechanism for self-development, stimulating the search among new teachersfor resources to organize the new educational process.

Of particular importance in the development of the future teacher'saxiosphere has continuous appeal to values, possible actualization of innovative pedagogical technologies, the students'inclusion in the process to usediverse forms of pedagogical interaction in education environment. In our opinion, the educational environment in modern conditions can play a crucial role, determining the prospects of implementing new pedagogical approaches, in axiologicalpersonal development, organizing effective teaching.

The concept of "educational environment" is now widely used in the scientific literature and has different content: "training environment", "brining upenvironment", " pedagogical environment" etc. For example, A. M. Novikov considers the phenomenon of "educational environment" as "the conjunction of all subjects and objects that are directly or indirectly involved in the educational processes, or are interested in them, or influencing them" [19, p. 137]. This approach to the definition of educational environment is detailed in the works of S. V. Ivanova, who emphasizes that "the educational environmentis the objective world, with total relevance to the objects formation, which creates and fills this environment, and at the same time the thing of the subjective activities that have the perception, the action and the impact of the subjects on this room" [20, p. 25].

In our study we consider not just an educational environment, combining objectivity and subjectivity; we confirm that professional teachers' training education will be more effective to appeal the resources of the interactive environment. We believe that the dialogue environment is a carefully constructed context to develop future teacher's personality as a result to organized human productive activity, which subjectively specifies the set of relations and connections, exceptional conditions to develop future teacher'saxiosphere.

In a broad sense, the dialogue environment is a living environment infused with different events, problems and contradictions facing views of people, their understanding and evaluation. Heterogeneous components of dialogueenvironment can interact, oppose and

demand to itself special attention, but as "dialogue" has a lot of different meanings, that itsroom implementation consider equal cooperation, teamwork in problem solving procedure, symbiotic discussion on controversial issues, the availability to choose, clarifying the particulars of the situation.

The concept of "dialogue environment " in the narrow sense represents the processes occurring in an organized sphere of activity, in this case, professional-pedagogical, educational, research, in which the student fulfills the embodiments of the positive teaching experience, interpersonal interaction, the choice of educational practices and technologies of values interiorization, updating information resources. It is clear that the presence of the interactive environment makes the process of future teachers'training interactive, spiritually and emotionally rich, psychologically acute and stimulating the cultural growth of the modern teacher.

In the center of the interactive environment there is the dialogue as a unique strategic component. The phenomenon of «adialogue" multifaceted presented in the work of the Russian philosopher M. Bakhtin, who emphasized that the dialogue permeates "all relationships and manifestations of human life, everything that has meaning and value..." [21, p. 71]. Scientist sees a dialogue as a constant, continuous development, a subtle interaction: "Dialogue is not a mean but the end itself.... Only in communion, during the interaction a person with a person is revealed "a human in a person", as for others as for himself.... To be - it means to communicate in a dialogue way. When the dialogue ends, everything ends. Therefore, the dialogue, in fact, cannot and should not come to an end" [21, p.433].

Philosopher and culturologist V.S., Bibler created the technology of the cultural dialogue, represented the dialogue as following:

• "a dialogue, the dialogueness is an integral component of the internal content of the individual;

• polyphony of the world ("the carnival attitude" according to M. Bakhtin) exists in the individual consciousness in the form of internal dialogue;

• the main event in the dialogue - the endless deployment of new meanings of each participating in the dialogue cultural phenomenon;

• the dialogue is not a manifestation of the contradictions, but coexistence and cooperation not reduced to the single unit consciousness, not the generalization, but the communication of various forms of understanding;

• contemporary thinking is constructed according to cultural models and schemas, involving dialogical communicating of the highest achievements of the human mind, consciousness, being with the results of previous eras" [22; 23, p. 132].

Indeed, the dialogue in all its manifestations reflects the inner world of the individual; it imposes substantial system of cultural meanings of participants, their value preferences. Whereby the fundamental importance is to build relationships between people as a process, characterized by positivity, openness, trust and cross-prepotent

Analyzing the dialogue environment as a developing system, as a kind of culturalindicator of education, we decided to determine its potential and identify the main components of this structure.

Like other complex phenomena, the dialogueenvironment of teachers' training education at the University includes the following conceptual model: motivational-target, informational - communicative, subject - subject, content-axiological, organizational-active and productive.

The dominant feature in relation to all the presented components has a **motivational-target component**. This component is considered as a reference point, which builds and operates the dialogueenvironment, formulating the key ideas determining the purpose and objectives of proposed principles, motives of activity, displaying values, etc.

The purpose of this education area primarily lies in the creation, development and existence of a multidimensional semantic environment, where the personal, professional and social values of the future teachers, incentive mechanisms to disclose human diversity, equality of viewpoints, respect for the other position, the actual interaction between subjects, etc.

The first strategic objective of our study we have identified as the development of social cooperation in a form of unique relations system between various subjects and institutions, interested in qualified education and building values among subjects of pedagogical system, which is responsible for the future of the individual and all large humanity [24].

The second strategic goal is the use of the potential pedagogical peace building from the standpoint of the actual people interaction of different age and social status, capable tosolve complex social and cultural issues, to find a compromise, to agree on solutions that involve high responsibility and establish peace [25].

The most difficult seems to us the third strategic goal that is to develop interpersonal and intergroup relations, characterized by respect for the person, representatives of other nationalities, their culture and way of life, focus on inter-ethnic interaction in the context of a dialogue, solving problems.

Finally, another strategic goal is children's education as a strategic national priority, involving moral and spiritual development of the personality using the "variation of educational systems and technologies on the formation of individual trajectory of personal development for the child, taking into account his needs, interests and abilities" [26, p.5].

A dedicated strategic objective in modern conditions are presented as the most significant and complex, its solution depends on the development of education, understanding the individual and society values, cultural interaction between equal subjects, respect to each other, recognizing principles of tolerance, freedom and responsibility.

Among the objectives of the interactive educational environment, we determined such provisions, which created special conditions for the environmental functioning in developing and emerging modes:

• acquisition the dialogue educational experience created by the efforts of subjects in educational process;

• regulation of inter-cultural, inter-group, inter-subject interaction as a mechanism to settle any disputes;

• developing understanding among the subjects of education as the basis to design structural relations between the participants of communication;

• creating a respectful and caring attitude to the values of students and teachers in the educational process;

• designing dialogue educational environment as the world of the present and the future;

• perception, action, impact of the subjects on the dialogue environment education;

• creating a positive emotional image of the interactive educational environment.

The dialogue environment of pedagogical education develops on the basis of principles that set the parameters of the system. Let us characterize some of the principles.

The principle of information enrichment Dialogue involves the transmission, reflection and the exchange of information. Moreover, the information in the context of dialogue requires a special relationship to it: it is available to the dialogue participants, commented upon, explained, and accompanied by arguments, interpreted and transmitted to the partner. As a result, we can obtain new or enriched information.

The principle of unity in diversity The dialogue implies diversity opinions, diverse positions and points of view. However, the ability to find common ground, opportunities to combine, to show understanding and respect for the partner, allows you to remain free and to unite in diversity. Close enough to its meaning **the principle of freedom choice** in terms of functioning in the interactive environment. This principle guides the participant in the

dialogue to show responsibility as the ability to analyze in detail the situation and to foresee the consequences of the proposed information and final decision.

The principle of dynamism The dialogue is changing phenomenon, as a living organism, which has a necessity for mobility, a great variation of meanings, inner tensions, the active search for creative solutions, but also a desire for stability as the ability to maintain the turned position.

The principle of individuality provides the uniqueness of each participant in the dialogue, worthy of respect and understanding. Partners can offer original ideas, different interpretations of the expressed positions, can express correctly extraordinary judgments, emphasizing the identity and uniqueness of the individual. In the context of the dialogue the most evident subjectivity is combined with the addition to the positions of the participants.

The principle of emotional openness is expressed primarily in the fact that the dialogue participants demonstrate their rapport, the naturalness and attractiveness, the dialogue environment filled with sincere emotions and feelings, aware of their relationships with other people.

Called principles of the interactive environment development is able to stimulate educational practice and affect the quality of relations between subjects of education, seeking to understand the semantic features of interpersonal culture, the content of education and interaction partners.

The defining component of interactive environment in teachers' training education as a motivational target, we decided to emphasize on the development of personal explanation as a mechanism or a mean of motivation and activities for future teachers. Motives that we consider important, depends on the impulse activity, and determining the quality of educational activities are in the system of relations "person to person". These include:

Motivation	Actual motivations
Personal	The motive of personal development as the inclusion in the processes that contribute to positive personality changes
	The motive of respect - underline the achievements and the dignity of the individual
	The motive of self-realization as a creative person
Professionally valuable	The competence motive - the desire to responsibly build a working system with people
	The motive of affiliation as a willingness to maintain relations with other

	people.
	The motive desire for success as a manifestation of personal achievements in educational activities
Social	The motive of stability, security, confidence in future, security of honor the teachers, the strength of teachers' status in the team
	The motive of social interaction, communication as the transmission system and the exchange of information, feelings, and actions
Self-development	The motive of self-assertion, achieving social success
	The motive of independence in professional activities
	The motive of self-development as the persistence in the process of realization abilities and the desire to feel competence, that expectation, the anticipation of new pleasant experiences and impressions

Addressing to the system of value orientations – the future teachers' axiosphere, we consider it necessary to show their connection with the motives of the individual. Motives and values encourage personal activity, only reasons are situational and fluid, and the values of sustainable, visitation and even contribute to the emergence of a specifically-situational explanation [27, p. 224-225].

Our study focuses on the development of the future teachers'axiosphere as a unique base of professional formation of the personality. We define the teacher'saxiosphere as a system of various values that directly affect personal self-expression, communication among actors of the educational system, opening new sides of the relationship betweena teacher and a student, the quality and effectiveness of the educational process. In our opinion, theteacher'svalue is an internal, emotionally mastered regulator of his activities that determines his attitude toward the world and to himself, modeling the contents and the scope of their professional activities [28, p. 83]. That's why we decided to base our study of the value orientations typology, including personal, professional, pedagogical and socio - cultural values which show the richness of the axiological culture of the modern teacher (Fig. 1).

Fig. 1. - The system of teachers' value orientations

If you try to answer the question - how much dialogue environment education can stimulate the value oriented development, how personal, professional, pedagogical and socio-cultural values affect behavior and manifested in all fields of human activities, the response occurs in the systematic examination of problems: value orientation in the context teachers' education interactive environment provide a critical link between personality, its inner world and the

environment. The strategic guidelines of the interactive environmental education: the social cooperation development, using the peaceful pedagogical potential, the development of interpersonal and intergroup relations, organizingchildren'seducation as a strategic national priority - determine relevant contentaxiological educational system as a valuable continuum with heuristic and predictive power.

We emphasize the importance of the information and communication component in the interactive environment, which involves the development of meaningful information about the communicative processes, had to create semantic image of constructive interaction, about the communicative practices that fill the communication and influence management activities and human behavior, adopting decisions in the conditions of dialogue environment.

The relevance of the information and communication component, the dialogue environment due to the fact that the interaction of subjects in these conditions should focus on the goal of communication is acceptance of each other as absolute values and pragmatic tasks – the exchange of information, feelings, actions, patterns of behavior based on mutual interest and humane relations between participants [28, p. 95-96]. In other words, to realize the communication will be the factor that optimizes the educational process and its result in the context of the interactive environment.

S. K. Bondyreva, an academician, underlines the need for special attention to the resources of the interactive environment: "the characteristic of the ongoing dialogue, interpersonal and intercultural, - the ability to interact competently and effectually, pedagogically adequate, i.e. considering and directing the situation, psychologically feasible, i.e., knowing and continuing to study the source" [29, p. 4].

The dialogue modeling an educational environment, it should be noted that the information and communication component may be implemented as a sequence of several stages:

• prognostic stage: modeling of communication entities; organization of communication, managing communication in the developing educational process; analyze the system of communication and modeling communication in future activities;

• the planning phase of the communicative structure of activities: defining goals and objectives, positioning pedagogic and moral-psychological situations; taking into account the individual characteristics of the teacher and the students;

• the stage of the initial period of the communication: organizing direct interaction between participants, precise defining the planned model of the communication; updating the terms and structure of the communication; starting the direct communication;

• stage of the pedagogical process management in the interactive environment: the establishment of psychological contact for the transmission and perception of information, feelings, actions; using elements of conversation, dialogue, rhetorical questions, examples and situations of surprise, reflection, etc.; the development of collective truth-seeking; a combination of business and personal approaches; the inclusion of socio-psychological resources.

• the analysis phase of communication system: assessing the quality of communication, analyzing the content of the work and projecting further communication entities within the dialogue environment.

For the full implementation of information and communication component in the interactive environment it should be considered the interaction potential of the subject in communication:

• implementation of communication, understanding people as the conditions of the dialogue aspiration for the interaction between opposites;

• purposeful exchange of ideas, emotions, actions, patterns of behavior in the contact groups of communication;

• the spirit of cooperation, collegiality and professional community among teachers and students;

• the manifestation of personal meaning, positive emotions, motives and value orientations of interacting partners;

• the need satisfaction for understanding, sympathy, empathy;

• express themselves using available means of communication etc.

It would be possible to list the provisions which determine the quality interaction of the subjects within communication, but we will only emphasize that in the context of the interactive environmentyou should remember about the need to use intercommunicate role of problematic communication, where there is the cooperation, and each member plays the adopted role and implement the value orientation, the content of the activity, an adequate strategy of interaction, rights and obligations of participant in the educational process. In addition, pedagogical communication is a unique basis to develop different potentials of the individual.

As already noted, another component of interactive environment in teacher's education is subject-subject one. This component was partly presented as it includes active participants in the educational process: students, professors, teachers, heads of educational system. As noted by A. V. Brushlinsky, the subject "is always inextricably linked to other people, and however autonomous, independent, relatively isolated. Not only society affects a man, but a man as

member of society. He is the object of these influences and the subject, in one degree or another affecting the society. Here there is not the unilateral, butbilateral dependence. This recognizes the absolute value as human beings with absolute rights to freedom, self-development etc." [30, p. 507]. Indeed, the subjects of education, as a rule, are in equal relationship, building activities on the principles of cooperation and democratization, implement a learning opportunity in the dialogue.

In conditions when teacher and student have subject positions, their relations with the possibility to create implementation of joint activities, exchange of experience and values, active participation in the dialogue environment of pedagogical education among free and responsible people.

The teacher as a participant in the dialogue understands and uses the ideas of personally-oriented approach:

• to recognize the main value of education as a distinctive and uniquephenomenon;

• the teacher's attitude to a student as an individual, as a separate, responsible entity of educational interaction and self-actualization;

• actualization of intellectual, communicative, creative, artistic, physical and other students 'abilities;

• to provide the student an opportunity to be a partner, promoting freedom for independent decision-making, creativity, selecting the content and learningmethods, models of behavior.

A student in a dialogue environment of pedagogical education, first of all, learn to be a holistic and creative individual, to comprehend their actions, to anticipate their consequences for other people, developing internal motivation, and thereby contributes to self-actualization, enrichment and the development of subjective experience.

Searching the answers to social, professional and personal issues, the modern student reconciles their ideological position, sharpens senses, develops interpersonal and intercultural contacts, develops strategies and tactics of interaction with other people, picks arguments, tests various social roles.

In other words, both teacher and student are subjects of education, sources of educational and transformational activity, included in a certain culture and in organizational, intellectual, communicative and other relations with other people. The opportunity to build these relationships on the basis of humanistic traditions and skillful use of communication tools and of the results of subjects interaction in terms of a perfect goal, making partners to each other as the absolute value, will allow to create comfortable conditions for the development of the

axiosphere of the future teacher and to inform the strategic guidelines of the interactive educational environment.

The next component of the dialogue environment in teacher's education is a **content-axiological** one. It includes a collection of personal, professional, pedagogical and socio-cultural values, which are presented and developed on a cognitive, emotive and activity levels. The cognitive subsystem of value orientations help the individual through a hierarchy of constructs to understand the world, to build relationships, to interpret information, to determine value preferences, to show the dialogue potential.

Emotive subsystem is shown through assessment of relatively sustainable human feelings to the objects of value systems: the emotional-valuable attitude to the world, man, life and its changes, its connections and feelings. This subsystem presents the highest human feelings - spiritual, moral, aesthetic, intellectual etc.

It is crucial to stress the resources of the activity or behavior of the subsystem on value orientations, which are associated with the organizing process of human activities, the implementation of values, implementation of vital and professional plans and programs. Undoubtedly, all named subsystems of value orientations are in the relationship, strengthening or weakening the actualization process of value orientations.

Meanwhile, the American psychologist M. Rokich, analyzing the patterns of human values, emphasizing their role in predicting individual behavior and asserted that distinctive individual or group norms and behavior could often be attributed to particular models of commitment to the universal value orientations. However, he singled out three essential characteristics of values: knowledge of what is desirable; the affectivity and related to it emotions; behavioral component that leads to action [31, p. 5-7].

Typology of value orientations in our study includes personal, professional and pedagogical and socio-cultural values. This decision was taken in conjunction with the future teachers. Most participants noted that the presented values can reflect not only a wide range ofteachers' values, but also to emphasize the resources of the interactive educational environment.

So, personal property is received, perceived and taken by the human components of his life purpose, a promising future plans, the source of personalself-control. G. Allport emphasized that the value in his understanding is a personal meaning. They, being personal "level of importance", always have fundamental value and are included in the structure of "I" [32]. Personal values determine the perception of the person, his outlook, understanding the diversity of life and its moral foundations. They reflect the attitude to life at the level of meaning and emotional manifestations, the importance of life choices.

In the conditions of forming and developing interactive environment education for the assessment of personal values, the following criteriacan be used:

• personal understanding life purpose

• openness of teacher/student for new experience

• ability to express their opinionsconsistently and logically;

• desire to understand the views, opinions and reasons of other people;

• willingness to make conversation, discussion and dialogue;

• the manifestation of firmness and consistency on principle matters;

• activity and responsibility of the individual.

It is known that professional and pedagogical values constitute a system of ideas, meanings, principles, ideals that are the basis of pedagogical activities in education. Professional - pedagogical values - patience, understanding, civility, responsibility, creativity, harmony - stimulate a special look at the person, subject to subject interaction of participants in educational system, implementation of diverse connections among people, regulating relations with reality as the condition to developinteractive environment education. In this dialogueenvironment education actualizes the provisions to assess the potential of professional-pedagogical values:

• responsibleunderstanding and implementation of teacher professional activities in the context of student's personal development;

• analyzing and interpreting the system of relations in the pedagogical environment;

• respectful and caring attitude of the teacher to the values of subjects in education;

• recognizing the diversity of views, broad meaning, equality of viewpoints and reasoning approaches;

• the ability to use the mechanisms of relieving internal tensions, to resolve differences, to overcome differences, etc.

Asserting the ideas about the importance of socio-cultural values for the modernteacher is confirmed in their characteristics and potentials. This axiological system is composed of moral and aesthetic imperatives, especially the national world which includes language, traditions, distinctive culture and ideals. A special place among the socio-cultural values is a social equality, humanism as a key characteristic of the pedagogical relation, art in its diversity and uniqueness.

The formation of the interactive educational environment is a process based, according to V. S. Bibler, "polyphony of the world", an infinite number of life purpose, creativity, relationships, cultural models, social control, and intercultural interaction. An extraordinary

content of interactive education environment creates conditions for functioning the socio-cultural values and their impact on the development of the future teacher'sinner personality.

Let's imagine another component of the interactive environment in teacher's training education - **organizational activity**. This feature demonstrates the features of the technological side of the organizational activity among participants in the educational process, it contains the forms, methods, tools, implementing technologies of pedagogical system and situational interaction, building interpersonal, intergroup, intercultural relations, coordinatingsubjects'efforts of pedagogical process, to ensure optimal conditions for dialogue activities.

Studying interactive environment of teacher's education, we used the resources of academic disciplines "Pedagogics", "Innovative technologies in education", a creative discussion clubs "The point of view", "World of music - music in the world."

Original dialogue education can be provided using interactive technologies of pedagogical environment. We tested interactive technologies that emphasize the uniqueness of the individual, his value and freedom, have dialogue potential, opportunities for creativity and productive exchange of ideas. These technologies include: a dialogue, teaching and discussions, technology of communication, critical thinking developmenttechnology, technology of pedagogical workshops, technology of moral dilemmas (L. Colberg).

As the basic model of interactive dialogue technology we use the variant of the actual dialogueimplementation, which we define as a way of understanding ourselves and the surrounding reality in terms of the subjective meanings of communication [33, p. 176]. The process of implementing a dialogue is an exchange of information as the substance of the conversation and the interlocutors, their inner world and level of formation of communicative and cultural dialogue. For us it was important in this process to search the meaning of values based on the multi-faceted range of experiences.

Interactive technology creates opportunities to broadcast personal characteristics, identity, singularity of communicants, the ability to full self-realization, the ability to determine the meaning of phenomena and processes, being critical, etc. Among the characteristic features of a dialogue it is possible to allocate an objective problem; subjectively experienced the situation of finding meanings; the participants community in the dialogue; "each other's domination"; the incompleteness of the result, stimulating mental activity and so on [33, p. 177].

Organized dialogue technology involves a series of steps that allow you to implement the main objectives: deep analysis of the problem, understanding its value-semantic content, the

development of cultural dialogue. The successful implementation of dialogue technology is accompanied by the following conditions:

• the availability of sufficient maturity and independence to discuss issues;

• developing the ability to argue their position, point of view;

• finding different ways of information transmission;

• the presence of contact between the participants;

• creating a favorable psychological microclimate;

• the orderliness combination of the discussions with the lack of regulation;

• supporting the free exchange of opinions etc [33, p.180].

It can be seen from the presented characteristics, the dialogue is a kind of laboratory, spiritual sphere; it is impossible without disclosure of human potential, joint search of truth. In this "laboratory" there is no knowledge in finished form, have the meanings, problems and options of search: using trust as the key to interaction, system issues, updating knowledge gaps are identified, develop their creative abilities, etc.

Dialogue involves delicate work with different kinds of information. Moreover, this process must rely on extensive exchange of existing knowledge, familiarity with the features of all (or many) participants, the coexistence of diverse opinions on the same issue, promoting different approaches to the same problem, the opportunity to experience the fun and enthusiasm to make critical comments, stimulating the search for common ground, group consensus, etc [33, p. 177].

Dialogue technology in modern education is particularly important because, firstly, emphasize the value of identity, produce positive attitudes towards people, including yourself, point to the need for equality in relationships; the second, they imply a brightly developed the spiritual qualities of the personality, respect and care about each person, empathy, ability to feel with another person; the third, the naturalness and openness of the relationship is a significant indicator of personality development.

System interactive educational environment includes another component - productive. This component implies the need for appraisal activities as teachers/lecturersand pupils/students, to determine the quality of the obtained results, match acquired skills of dialogue nature to their characteristics that have been emphasized by us in the research process. Equally important, summing up the work, to determine the development level of the future teacher'saxiosphere presented the qualities of a student and showing kindness, love, freedom, care, identity, beauty, etc., especially in the system of relations "person to person".

Productive component focused on organizing diagnosis using a variety of methods (questionnaire M. Rokicha, the scale of dialogic interpersonal relationships (S. V. Juhnovskogo), method A. Mehrabyan and M. Sh. Magomed-Eminova "Affiliation of motivation" questionnaire of S. K. Nartova-Bochvar "the Sovereignty of psychological environment", the questionnaire of interpersonal relations V. Schutz, method of expert evaluations, etc.). This activity allows to identify the dynamics of the research results, both positive and, perhaps, showing deviations or difficulties.

The results can be a basis for further research: aims and objectives forming the interactive educational environment and ways of their further implementation; incentiveactivity motives; further development of dialogue competence, the mechanisms of values interiorization.

DISCUSSIONS

Studying the strategic guidelines of the interactive educational environment as the basis to develop the axiosphere of the future teacher is a set of problems that connected to this pedagogical search, to answer the questions about how and what kind of value orientation it is important to develop among future teachers; what is the potential of interactive educationalenvironment and how it can be shaped and built as developing and self-developing environment. And in addition, it is important to analyze the strategic guidelines, which in modern conditions are defined by the state as the projected pulses, capable in the course of its development in the long term positively affect the formation of the interactive educational environment.

Value problems are studied by many scientists. Dynamics of views and positions on values and value orientation in social sciences is associated with M. Weber, V. Windelband, N. Hartmann, E. Durkheim, K. Klakhon, I. S. Kon, A. N. Leontiev, G. Lotze, A. Maslow, T. Parsons, M.Rokich, J.-P. Sartre, W. Thomas and F. Znaniecki, M. Scheler, S. Schwarz, etc.

In the works of O. G. Drobnicki, A. G. Zdravomyslov, V. P. Tugarinov and others investigated the theoretical foundations formingpersonal orientations value. The problem to influence the environment on the formation of students'value orientations studied by Yu.S. Manuilov, R.E.Maiorova, A.V. Mudrik, V. A. Yasvin, etc.

With teaching positions, the problem of values was considered by Sh. A. Amonashvili, N.A.Astashova, E.V. Bondarevskaya, O.S. Gazman, N.I. Derekleeva, M.G. Kazakina, V.A.Karakovskiy, N.D. Nikandrov, L.I. Novikova, Z.I. Ravkin, V.A. Slastenin, N.E. Schurkova, etc.

The problem of professional pedagogical value orientations are mainly investigated at the level of definition and analysis of the values range of the modern teachers, their comparative characteristics with other professions, attempts to classifyteacher'svalue orientations. The issues related to thephenomenon definition of value orientations in pedagogical plane, the ways and means of their focusedfuture teacher's development, were considered insufficient, which is probably due to the complexity, interdisciplinary, multi-functionality, the dynamism of the value orientationphenomenon.

Questions on dialogue development are based on the works written by M.M. Bakhtin, M.S.Kagan, Yu. M. Lotman. Cultural meanings of a dialogue are reflected in the studies of G.M.Andreeva, V. S. Bibler, V. V. Gorshkova, etc.; educational and psychological foundations for the development of the dialogue presented in works of V. S. Bibler, R. Wegerif, V. Dilthey, M. S. Kagan, M.V. Klarin, S. M. Kurganov, K. Rogers, J. V. Sen'ko, T. A. Florenskaya, etc.

Researching the problem of a dialogue there are widely used the results obtained in the study of communication psychology, B. G. Ananyev and his followers V. N. Myasishchev, A.A.Leontiev, A.A. Bodalev, etc.

The concept of "educational dialogue" and "dialogue training" is defined in a number of studies of the last decade: L.L. Balakina, O.V. Bochkareva, G.A. Semenova, N.G. Uskova, etc.

However, the problem of forming future teacher'saxiospherein the conditions of interactive educationalenvironment requires research and reflection.

CONCLUSION

A theoretical study interactive educational environment as the basis to develop the axiosphere of the future teacher and strategic orientation of its formation helped to identify the resources of the interactive education environment; to justify its features and capabilities in thevalue orientations development of future teachers; to determine the policy of forming the value relations at the dialogiclevel.

In the result, we came to the conclusion that the dialogue environment is a carefully constructed context to develop future teacher's personality, as a result organized human productive activity where subjectively specifies the set of relations and connections are exceptional conditions for developing the axiosphere of a future teacher.

The dialogueeducationalenvironmentprovides appealing tostrategic orientations that contribute to the definition of the key provisions in the futureeducation development and fill it

axiological -dialogic sense: the development of social cooperation, the use of the pedagogical potential for peacekeeping, the development of interpersonal and intergroup relations, organizingchildren'seducation as a strategic national priority.

Conceptual model of shaping the interactive environment of professional teacher education can be effective in the presence of theset of psycho-pedagogical conditions:

• partners of interactive educational environment must learn to be open to relationships with people as a presentation to participants of dialogue the internal senses of their position based on its deep understanding;

• implementing the position in the dialogue, the participant in this process needs to be configured on the task to hear the partner, to take his ideas of meaning and orientation;

• important is the availability of informational, emotional, and behavioral response as a feedback on characteristics of interpersonal interaction;

• the development of variable seeing the world through a constructive exchange of subjects', ideas, meanings, positions in terms of interaction;

• expanding the personal experience of the participants in the dialogue using the non-judgmental partner's attitude and the suggested information;

• using the dialogue possibilities of verbal and non-verbal characteristics ofinformation transmission;

• engaging in the dialogue the internal mechanisms of personal development and interpersonal relations: awareness, beliefs, interest, imitation, identification, etc.

• building relationships with a partner on the basis of subtle psychological instrumentation (attention, empathy, sense of innovation, creativity, gratitude, etc.).

Axiosphere of a future teacher in the process of forming interactive environment during teacher's education, when faced with the need to determine the orientation on the activity of the individual, receiving a unique opportunity to appeal to value orientations, which reinforce the understanding of the other person and help to build educational process as the world of culture and the system of creative implementation in joint activities.

RECOMMENDATIONS

The article is valuable to researchers of the problems dealing with modern teachers' training, because, firstly, show the system of values that should be possessed by the teacher of the XXI century, able to carry out educational work efficiently and professionally, focusing on humanistic values. Secondly, the paper presents the conceptual model and the key characteristics of the interactive educational environment, understanding and implementation

of which may create a special atmosphere in the context of humanitarian future teachers' training, organizing an interactive system for students,aimed to develop dialogue and communicative competencies.

Thirdly, the article proposed strategic guidelines of the interactive educational environment, which require modern teachers to define their attitude towards the complex socio-cultural issues.

The article can be interesting for teachers, because it sets values and motivational level of professional activity of the teacher, and the text and the ideas contained in it, can be a sort of stimulus forteachers'activity, improving professional competence.

The article may be useful for students as a pedagogical as non-pedagogical profile, in order to think about the meaning of pedagogical activities and implement the key ideas of the work in the system "person to person".

The article can be an important reference for researchers specifying on the problems of the educational system, since it has started the resources study of the interactive educational environment and has made prerequisites to implement different directions of improvement in modern educational system.

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