



## Features of Preparation of Creative Professionals in the Educational Environment of the Modern University

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### ABSTRACT

This paper presents a systematic approach to the problem of forming creative professionals in the context of university education. The essence of creative and innovative economy of the information society, the hierarchical structure of its intellectual potential. The representation of the creative class and its role in the development of modern society, about the possibilities of this new class due to its particular set of qualities, properties and characteristics. The role of modern educational institutions in the training of creative professionals, the necessity of the implementation of a number of areas of restructuring the education system to ensure the transition from education to the advanced ascertaining and perspective, reproductive education for creativity. Special attention is paid to the environmental factor and its role in shaping today demanded professional creative person. Characterize the structure of the information-educational environment and its components. The concept of the model and creative educational environment, the ways and means of transforming the current educational environment in the creative environment of formation of creative professionals.

**Keywords:** Informational and Educational Environment, Creative Professional, Creative Class

**JEL Classifications:** G32, O30

### 1. INTRODUCTION

Today, humanity is undergoing a series of deep transformations, changing the face of civilization as a whole. In a number of countries, including Russia, a transition to the stage of the information society, which is dominated by knowledge, science and culture, intellectual work. The priority is innovation and service business, are becoming more common information systems and technologies.

In the new stage of development of mankind's economy gradually gets creative and innovative nature and is characterized by:

- Continuous innovative development;
- Increasing role of human capital;
- Introduction of new methods and ways of managing human capital and intellectual and creative resources of the enterprise;

- Competition based on innovation;
- Hi-tech production;
- Free, focused and effective exchange of creative energy among all market participants (Belokrylova and Dubskaya, 2013; Kuzin, 2014; Furin, 2014).

The hierarchical structure of the intellectual potential of the creative economy can be represented by the following levels:

- Human: Health, education, professional experience, intelligence, initiative, standard of living;
- Process: Modern technology in the field of education, health, economy, production, management, the social sphere;
- Innovation: Areas of basic and applied R and D funding, innovation, intellectual property protection;
- Infrastructure: The infrastructure of education, science, health, industry, finance, communications;

- Structural: Economic levels: Micro, meso and macro levels, the structure of society, parties, unions, associations, public associations;
- International: Image and competitiveness, international relations, political and economic influence (Furin, 2014; Atanasyan, 2009).

Thus, the intellectual potential of every individual in a creative economy is the total stock of domestic assets of the person, which allows to operate on the basis of modern innovative technology that meets the institutional requirements and aimed at the development of the structural elements of the economy and society, and the implementation of effective interaction.

## 2. RESEARCH THEORY AND METHODS

### 2.1. The Role of the Creative Class in Modern Society

Today, the economic and social “arena” comes a class of people whose primary function is to create new ideas, knowledge, technologies, solving complex problems and challenges.

This class is called “creative” (creative class) and includes a subclass super creative kernel, which includes representatives of the professions in the field of programming, mathematics, architecture, engineering, science, education, art, design, and creative professionals realized in managerial occupations, business, finance, law, medicine (Belokrylova and Dubskaya, 2013; Florida, 2005).

The creative class is the key bearer of the creative qualities of innovation-oriented economy, the new owner of the means of production and non-material resources, one of the main competitive advantages of any company. It is an important factor of influence on the world of management, professional activities, communications, and the world of everyday life.

Features of the creative class as a “global drive” socio-cultural and economic space due to a distinct set of qualities, properties and characteristics. These include personality, originality, independence, constant openness and sensitivity to the new, the desire and the ability to innovate and transform the constant generation of ideas, intellectual activity, intuitive thinking, creative imagination, synergy, social orientation, altruism, the ability to work in a state high uncertainty and volatility, risk tolerance, multiculturalism, the ability to cooperate, self-esteem, the need for self-development and self-actualization, reflexivity, etc. (Barysheva, 2012; Lobanov and Naumov, 2013; Florida, 2005).

About free, independent and creative essence of creativity, creative personality writes Kuzin: “... in the work of eliminating the need for violence and coercion, creators naturally and endlessly create, enhance and distribute themselves, they are nothing and no one take away and did not suppress” (Kuzin, 2014).

Due to the active penetration of creative human capital in modern social and economic system of the world is becoming much richer, more diverse, and adaptive.

Creative class - a long-term resource of successful establishment and development of post-industrial information society and, most important accumulation of human civilization, which only need to multiply and protect.

The increasing role of the creative class as an engine of social progress, the importance of the subject, providing the transition of society in the post-industrial area, poses the problem of preparation of creative specialists as a matter of priority, professionally solved, first of all, all the educational institutions.

That the education system must meet the public demand for creative people, creative professionals, and continue to reform itself towards the creation of optimal conditions for their training.

Today, education must implement the concept of human capital, which includes professionalism, individual development, intellectual potential, and professionally significant personal characteristics.

For its formation requires an appropriate educational environment, methodology and organization of education, its educational potential. All this requires intensive use of new educational technologies, creative approaches to the construction of the educational process. Chief among these is the transition from education and information subject to professional business, by ascertaining for anticipating and perspective, from reproductive to creative.

This aspect is very important; we believe the following areas of restructuring the education system:

- Public recognition of the necessity of formation of creativity as the most important factor in the formation of a modern society;
- The establishment of a system of knowledge and a holistic view from the position of various sciences about the nature of creativity and its role in the development of the individual and society, pedagogical conditions, factors of its formation;
- The development of new value-ideological, methodological, technological base of the formation of the new approaches, models, methods, means and forms of creative training and education;
- The revising state standards of training, a set of competencies under the creative component of professions and specialties;
- The establishment of schools of creative media education aimed at developing the creative potential of all its subjects;
- The development of creative competence of students, teachers, representatives of the administration of educational institutions;
- Anticipatory creative learning, based on the long-term vision of new professions and occupations with high creative component.

### 2.2. Environmental Factors in the Formation of the Creative Person of the Modern Professional

An important role in the formation of the creative person has a protection factor. The full use of the possibilities of the

environment contributes to the personality of its free and active self-development, making it the product and the creator of its own environment, giving the vital foundation that makes it possible intellectual, moral, social and spiritual development.

Wednesday is a set of phenomena, processes, conditions affecting the studied object and ensuring the development of an individual on the basis of active existence in this environment, interaction, mutual influence and interaction of the subject with the environment (Litov, 2011).

The importance of the environment in the development of human emphasized more ancient scientists - Aristotle, Plato, Democritus, Herodotus, Hippocrates, Polybius. Huge contributions to the environmental development subjects have Rousseau, Spencer, Levin, Fromm. It is important to take the place of scientific ideas Mamardashvili determining role of social environment in the development of a creative personality.

Today the environment is a subject of study in a variety of scientific fields - philosophy, sociology, pedagogy, psychology, cultural studies, etc.

In recent studies of the educational environment (Buhvalov, Krylova, Noskova, Rubtsov, Slobodchikov et al.) Highlights the issue of studying the environment as a source of cognitive and personality changes, means development of educational institutions, the creation of conditions and tools for building a learning environment for the optimal development of individual students. Developed principles, approaches and methods of designing such an environment, monitoring, and psychological and educational assessment (Krechetnikov, 2003; Meng and Labunskaya, 2001).

Targeted and systematic formation of the creative person is carried out in the educational environment, which in the broadest sense, a subsystem of the social and cultural environment, and a collection of historical facts, circumstances, situations, and the integrity of specially organized pedagogical conditions of development of the individual.

In its ideal essence of the educational environment of the institution shall disclose the necessary capabilities and capacity of the creative potential of the individual by virtue of its decisive influence on the nature of the creative personality, performance and functionality of the target in the context of contemporary culture society (especially creative-oriented).

It acts as a diverse multi-cultural education for each individual student, and containing material, spatio-temporal, social, and communication resources for building self-concept, self-actualization, the accumulation of personal experience of communication, interaction, activities, reflection, stimulates growth, self-development and self-improvement.

Informatization of Education System allows new features to make the educational environment, significantly expanding its educational and training opportunities.

At the present stage of methodological development in the field of information educational environment defined the concept of "information educational environment," "educational space," "educational environment, realized on the basis of information and communication technologies," "virtual learning environment," "information educational environment," "information and communication educational environment," etc. (Grigorev, Zenkova, Kuznetsov, Pozdnyakova, Robert, Tryapitsyna, Kalmykov, Hachaturov et al.).

Definitions educational environment are presented in the works of many authors (Andreev, Ilchenko, Kalmykov, Korotkov, Litov, Marchenko, Nazarov, Ostroumova, Putilov, Rakitina, Sokolova, Soldatkin, Tumkovsky, Hachaturov et al.)

The concept of informatization of education of the Russian Federation determined the informational and educational environment as a system-organized set of means of communication, information resources, communication protocols, hardware and software and organizational methods, oriented to meet the educational needs of the users.

The structure of the educational environment, as a rule, are five blocks - value target, software and methodical, information and knowledge - communication, technology (Meng and Labunskaya, 2001).

Value-target block includes a set of goals and values of teacher education, which can be significant for the development of achieving the goal of learning and teaching.

Program-methodical unit contains all the necessary information regarding possible strategies, forms and training programs.

Information and knowledge-block includes a system of knowledge and skills of the student that form the basis of his professional activity, as well as defining the properties of cognitive activity affecting its efficiency. In addition, it points to the role of information in the training.

The communication unit includes forms of interaction between participants of educational process.

Technology unit includes learning tools used in information and learning environment. In particular, the use of new information technologies, including telecommunication networks.

Design, development and use of information educational environment of the institution should provide the subsequent smooth integration of information across different educational institutions into a single information space of educational system of vocational education.

An important component of the educational environment is a software methodical complex, aimed at informatization of educational activity of the institution. Design, construction and operation of the educational components should be carried out in strict compliance with the extensive set of requirements and

recommendations of the psycho-pedagogical methodological and technological.

An integral component of the information educational environment should be measuring, evaluation and control of knowledge and skills of students and applicants.

There are several aspects of the computerization of the measurement, evaluation and control of the level of training, speaking in favor of the allocation of appropriate ICT as a separate component of the environment. Such aspects include a sufficiently broad class of computer tools, specifically designed to automate the measurement and control of knowledge, not directly fit into the system of formation of the educational components of the environment.

Aspects of the scientific and methodological scope of educational institutions generate separate line implementations of ICT. The need to allocate part of the special components of the environment, integrating the disparate means of information research and methodological activities carried out by teachers.

The corresponding component of the medium must not only provide the means of access to information resources, significant from the point of view of scientific activity, but also provide the tools for bibliographing, processing, storage and recording of information fragments that are important from the point of view of ongoing developments. Such funds may be helpful in organizing remote interactions of teachers in the field of scientific research (Zakharova, 2003 and the role of the creative environment in the formation of the creative personality in its ontogeny, <http://www.info-library.com.ua/libs/stattya/5721-rol-kreativnogo-seredovischa-u-formuvanni-tvorchoyi-osobistosti-v-yiyi-ontogenezi.html>).

There are also extracurricular component of the information educational environment. The scope of extracurricular activities of the institution in practice takes advantage of ICT is rarely and unsystematically.

Information technology able to rise to a higher level of extracurricular activities which are not directly related to the main content of the training activity. Obvious usefulness of computer telecommunications in extracurricular interpersonal communication.

In these areas, the quality and the level of content and methodical elaboration of appropriate ICT depends strongly on the educational effect of extracurricular activities.

The major information resources that make up the extracurricular component of the information educational environment should be a means of informing students and teachers about planned or conducted extra-curricular activities, information tools support the activities of the curators, information support for communication students, information tools needed to carry out cultural and sports activities, funds Management of extracurricular activities in school (Novikov, 2003).

Wide scope of application of ICT is an organizational-administrative activities of educational institutions. Its automation used by many software systems and shell - employment planners, the accounting system, the means of calculating teaching load and billing, electronic database of teachers, students, training tools, and many others.

In the simulation, the design and layout of the information educational environment is worth the allocation of specialized components, integrating information resources, automate processing and transfer of information within the organization and management activities of the institution.

Construction of information educational environment of the institution and its use in education will have an effect only in the case of formation of readiness of teachers to appropriate professional use of ICT tools included in the environment.

In this regard, it is necessary formation of psychological readiness of teaching staff and the administration of educational institutions in the activities with the environment, training of teachers, students operating environment with information resources, training for the operation of individual components needed to organize the exchange experience.

It should conduct scientific conferences, seminars, round tables devoted to the development and operation environment in the context of the system of higher education.

### **2.3. Creative Learning Environment: Concept, Requirements, Characteristics, Features of Functioning**

Formation of the creative person as a direct objective of training and education, strengthens the creative function of the educational environment, determines the need to create conditions for the development of creativity and creativity of students, turning them into active subjects, builders with the degree of self-esteem, openness, acceptance, freedom of judgment, opinions, views and ideas.

Thus, the educational environment is transformed into a creative learning environment - a multidimensional, individualized, self-organizing integrity, designed to create conditions conducive to the development of creative abilities of students, and to ensure their self-realization and personal growth (Krechevnikov, Litov, and Lepsky).

The overall aim of the functioning of the creative educational environment of high school Krechetnikov sees the creation of the conditions most favorable to meet the needs of each individual, preparation of high-cultural, moral and physical health of highly qualified personnel capable of independently and competently to solve the problems of managing people and technology, quickly oriented in difficult situations, having creative thinking, active lifestyle, the skills of self-education, self-education and self-examination (Krechetnikov, 2003; Krechetnikov, 2004; Krechetnikov, 2002 and Maltsev and Shibkova 2010).

We consider it necessary to introduce his own definition of creative learning environment. According to our understanding, creative

learning environment - a multi-component, integrative, variability, adaptive, dynamic education, creating and implementing a system of conditions for a self-actualization and development of the student as a creative person, an active subject of the creator, capable of producing creative ideas, projects, technology and products.

In this definition to focus on the most important characteristics of a creative educational environment and the formation is a creative and not a creative person, a person of high social efficiency and productivity.

In this environment, as key objectives in favor of the formation of knowledge and skills in the field of organization of independent, creative work, creativity, creative thinking and the formation of a creative personality, values and motivational core of such a person.

Our model of creative educational environment (Zlobina, Eliseeva), illustratively presented in a joint monographic work. "The use of information and communication and multimedia technologies in education" (Ilina et al., 2011) is allowed to allocate its basic function blocks. To these we carried a block of goal setting, organizational-activity unit, a creative performance, control and evaluation and correction blocks (Krivykh, 2001).

In the block of goal-setting creative information and educational environment (CIEE) built an entire subsystem tasks as accurately covering the necessary components focus on the development of the creative person and the use of all this to facilitate the learning process capabilities.

Organizational-activity unit CIEE implemented in accordance with the set goals and outline directly creates conditions for achieving them. To them we include the regulatory and technological controls the establishment and functioning of the information environment; approaches, methods, forms and means of establishing a creative educational information environment; hardware and technical facilities and information infrastructure CIEE; software for automation of various services, software and methodological support for the organization of the educational process; information resources of educational institutions, etc.

Implemented organizational-activity unit model allows you to actively operate creatively productive unit, as created and operating creative educational environment must "produce" a kind of creative products - ideas, hypotheses, opinions, concepts, projects and other derivatives of the specially organized in the information environment the creative process, estimated as creative results and produced both by teachers as samples and results of operations, as well as by students in joint activities with the teachers in the course of specially organized collective creative activity (Ilina et al., 2011).

Test and evaluation and corrective CIEE units are implementing educational goals and objectives, but also related to the productive unit for evaluation of the degree of efficiency of the results of creative students, their degree of artistic maturity, the nature of the process of formation of the creative person in a specially created educational environment.

System diagnostics productivity of creative information educational environment carried out in accordance with the criteria of effectiveness of information the creative environment of high school, as well as based on the results obtained by assessing the quality of creative products (Ilina et al., 2011).

Achieved results allow to evaluate existing deviations from the defined educational goals vectors and create a system of compensation protection as productive and creative at the level of situational measures or entire programs, systems and concepts include, if necessary, on any block in the model of the information educational creative environment, including, and blocks associated with goal setting, a correct targets. Allow to predict the further development of information systems with creative educational component.

Our analysis of an array of features and characteristics of creative educational environment offered by a number of authors (Eremina, Ilyazova, Krechevnikov, Kuzmin, Lepsky, Litov et al.), as well as their own vision and the results of empirical studies have allowed us to identify a significant number of the required properties and characteristics of a creative educational environment, to which we are: Integrity, transparency, continuity, adaptability, flexibility, multi-level, synergy, interconnectivity, continuity, multi-variant, inexhaustible, redundancy, uncertainty, problem, criticality, interactivity, being involved enrolled in independent study and creative work, the processes of self-knowledge and self-development, motivation on creativity and learning, variability at individual and collective, democracy, tolerance, humanity, morality, reflexivity, mentality, productivity, efficiency, etc. (Akhmetov and Kalyuzhny, 2002).

Formation of the creative person on the ideals of goodness, love, justice, respect, acceptance of others, the importance of knowledge, discovery, creativity's value and allows you to lay the ideological base that defines social transformative nature of the creator, the continuity of its movement in the direction of discovery and innovation, constant creative self.

Only by relying on the true values of human civilization and the man himself, constantly broadcasting them through creative educational environment, we will get a person with high social orientation and altruistic, with a predominance of motives high level - self-development, creativity, and accomplishment of discovery and enrichment of knowledge, implementation of innovations in the life enhance the public good, the harmonization of society - the person with the true essence of the creator.

Creative learning environment should always be open to the society, the public demands, trends in the development of science, education, business, economy, social sphere, new ideas, technologies, approaches, to adapt to the changing environment, filled with new meanings, functions, variations, and represents a separate educational projects carry a environmental ideas that you can offer to society, production, business.

The high adaptability of creative educational environment allows the individual interacting with her ability to learn to focus on the

society, clearly see the needs and interests, to take into account the vector of development of society and its main trends (Melnikova, 2006; Rubtsov and Ivoshina, 2002; Suzdaltsev, 2008).

Society becomes an interesting emerging among creative person, is gradually becoming the main object of attention, under which in the near future it will adjust his life faithfully serve, strive for harmony, incorporating into the stream of social development, filling his own energy, ideas and innovations.

Inclusion in the creative information-educational environment mechanisms problematic uncertainty controversial decisions, attitudes, positions, proposals based on critical, intellectual activity, independence, originality of ideas, the search for new, unusual removes the usual barriers “inert” perception of the world, fear changes and change, a constant desire to preserve stability, conservatism and simplicity, “blindness,” standardizing, paving the way students in understanding the changes taking place, all fundamental transition to a new unevenness human civilization - the era of knowledge, innovation, creativity, management, economics, education, science.

Creative learning environment should be a kind of multicultural education, having an individual character for each student, medium to build your own “I,” which provides the creation of conditions to update the student’s inner world, his creative growth, opportunities for self-realization, the transformation of the world and himself.

This environment should provide the ability to share with the teacher-tutor, mentor or independently form individual educational trajectory, optimum focusing on the possibility of self-discovery and self-discovery, activation of creative abilities.

In this environment, you need to create an atmosphere of creativity, freedom, internal looseness, democracy, equality, trust, openness, optimism, joy, attention, high empathy. At the same time there should be no harsh criticism and unfair assessment.

Creative person must accept and appreciate their creativity, to feel the support, interest in the achievements, the results available to take the initiative, express opinions, attitudes and feelings, to believe in their own strength and ability to have adequate self-esteem, to strive for reflection.

We need to encourage critical thinking, intuition, imagination, originality of the proposed solutions, strengthen commitment to an active self-realization, self-consciously self-creation.

Creating a creative learning environment with a set of these properties and characteristics we will:

- Make the transition from studying assimilation image of the world as a system of knowledge to the creation of image of the world as a way of thinking,
- Self-image as an active knowing and acting creative subject, the person with the vector of self-development and self-improvement;
- Implement strategies creative pedagogy and innovative psychology;

- Prepare a new class of creative professionals, capable of large-scale reforms and opening up, creating the conditions for a rapid transition to an era of knowledge, creative ideas and innovations.

### 3. CONCLUDING REMARKS

A creative educational environment in higher education is an important step towards the convergence of science, business and innovation through the effective training of a truly creative class of professionals capable of producing new ideas, programs and projects, active innovation, to the further development of creative management, creative economy, and advanced Russian science.

The possibilities of such an environment are related to the presence of a kind of launch pad for the personal development of students of different profiles in terms of active disclosure of their creative abilities, the formation of the required in various professional fields of creative and creative potential of the graduates, attracting at the stage of high school training success and tending to the development of talented young people to participate in the development of promising creative projects, ideas, suggestions, aimed at a significant creative element in their creation.

Creative informational and educational environment of high school - a major virtual marketplace, providing full coverage of theoretical and applied research in the field of creativity, personality, formation of creativity among representatives of various professions.

This platform provides an active testing of advanced methods and techniques focused on creative development of students, creates conditions for the formation of the creative team of scientists, pedagogical technologists, trainers and consultants to develop and adapt evidence-based and practice-oriented system of creative students.

In general, the creation of creative-oriented educational information environment in the higher education system is fundamentally changes the approach to the organization of training of students, giving the process of learning more application oriented, optimization and rationality, completeness of information, highly relevant in providing the necessary competence, dynamism and constant educational soderzhatelno- organizational flexibility.

In such a system of training clearly sees the meaning of subject-subject interaction between teachers and students, overcoming together stereotypes and formalism in the perception of the learning process, discovering the great value of the process of transmission and acquisition of knowledge and skills as a long-term foundation of the subsequent formation, professional growth and development specialist, personality is aware of the need for mandatory inclusion in a professional activity of creative and creative components.

Refocusing the modern system of education in the formation of the creative person creates a powerful base for its full development and self-realization, self-disclosure and harmonization, allows

the use of diverse resource potential of the individual, painlessly adapt to the changing social reality, to find new approaches to solving the problems and difficulties to develop and improve themselves, without fear of uncertainty and novelty, fun and full of life, preserving the physical and psycho-emotional health, providing, in general, improved procedural and methodological basis of human life creator.

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