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PEDAGOGICAL CONDITIONS FOR IMPROVING THE ELECTRONIC LEARNING ENVIRONMENT

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To improve the professional activity of future engineers based on the electronic learning environment, it is necessary to identify the pedagogical conditions that contribute to the successful functioning of each component of this process. Conditions are the decisive factor of their effectiveness, as they constitute the very environment in which the necessary phenomena and processes arise, exist, and develop. These conditions are consciously created in the pedagogical and educational process to ensure the most effective formation and flow of the desired process. According to V.I. Andreev [1], pedagogical conditions are the result of "the purposeful selection, design, and application of content elements, methods, as well as organizational forms of teaching to achieve the set goals" [4].

By pedagogical conditions, we mean a set of interrelated conditions necessary to create a purposeful educational process using an electronic learning environment and to ensure the formation of a personality with specified qualities. It helps to implement the most important target parameters of using the electronic learning environment in improving the professional activity of future engineers.

In addition to pedagogical aspects, psychological and physiological factors significantly influence the use of the electronic learning environment in improving the professional activity of future engineers.

The **psychological aspect** is based on the position of forming the needs of future engineers for professional activity using the electronic learning environment, ensuring self-regulation, activity, and cognitive interest of the future engineer's personality, taking into account mental processes, characteristics, and states of the individual.

The **physiological aspect** involves studying the laws of cognition and understanding the changes that occur when using the electronic learning environment. The **valeological aspect** is related to establishing conditions and requirements that help preserve health during the activities of engineers in the information environment.

Creative subject-matter: interaction between the teacher and future engineers. Co-authorship is a subject-oriented process of a joint search for truth. It follows from the cooperation of the teacher and the future engineer in teaching that education takes the form of dialogue. Here, the teacher's worldview interacts with the engineer's worldview, and the educational process proceeds at a personally significant level, turning into a mutual process. The subject-subject interaction of the teacher and the future engineer transforms the educational approach into a factor of development in human-to-human relationships. In this process, the teacher becomes a co-author of the pedagogical process they are creating.

Creative environment: the necessity of a creative teacher and their creative potential. A creative environment primarily requires: freedom of thought and self-expression; nurturing curiosity and the ability to think outside the box; pedagogical influence; an optimistic attitude in creative educational-cognitive activities; creative communication; creating a creative climate; and stimulating the independence of future engineers. A creative climate is created not only by raising interest, the need for unconventional thinking for non-standard solutions, but also by awakening the desire to use and implement new, unusual, and creative achievements of other people.

Ensuring the creative activity and independence of future engineers in the educational process. The transformation of creative potential into real-time opportunities is ensured through individual activity. The creative activity defined by V.I. Andreev [1] characterizes not only a deeper penetration into the essence of phenomena and their interrelationships, but also the desire to find a way to apply knowledge and skills in new situations. The criterion for the level of formed creative activity is the engineer's interest in the theoretical understanding of the studied phenomena and processes, their independent search, and solving problems that arise in cognitive and practical activities. A specific feature of this level is the manifestation of high moral qualities, perseverance, and broad, firm cognitive interests. The pedagogical tools for achieving the level of creative activity are those that implement a research approach in the educational process and ensure the independence of future engineers.

Formation of an individual activity style and self-expression. According to L.I. Bozhovich [2], an individual style represents a holistic personality in all the diversity of its personal characteristics. The individual style of activity expresses the qualitative aspect of abilities and the uniqueness of action methods. Due to adaptive and compensatory functions, its formation ensures significant success in any type of activity, activates the motivational sphere, and strengthens a positive attitude toward work. Being formed in one type of activity, it facilitates the process of mastering them and is easily transferred to other types of activities. The individual style of activity creates the integral unity of a person and ensures their development.

At each stage of educational activity, a situation of success serves as a tool to evoke a positive attitude toward learning. At the same time, it becomes a condition for developing a local attitude into an active, conscious, and creative attitude toward the entire activity.

The teacher's creation of success situations in the educational process allows activating and forming achievement motivation. It significantly increases the level of positive emotionality of engineers and prevents burnout, anxiety, and other negative mental states. This approach fully reveals and displays the engineer's personality, changing the status of engineers who experience psychological isolation among their peers [3].

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