

STUDY GROUP AS ORGANIZED SYSTEM IN THE VIRTUAL EDUCATIONAL ENVIRONMENT

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The proper group organization and management of group members as a whole and each individual in particular within the virtual educational environment are considered to be the principal factors which determine the effective training process. It is known that in the terms of motivation individuals join a group because they believe that it will satisfy some need (in our case the need of the group members for learning). That is why it is of vital importance for every teacher to be good at the socio-psychological regularities of group processes functioning in order to provide the effective processes of on-line education and training.

In spite of the fact that a lot of scientists have dedicated their works to the investigation of the various aspects of group dynamics in the virtual environment i.e. the ways groups should be organized and developed during on-line teaching (e.g., McKenna and Green (2002), Becker (2003), Koh and Hill (2009) and other authors the veru problem of study group as organized system in the virtual educational environment has not been investigated in a proper way. The results of the analysis of the serious of the scientific sources testify about the fact that nowadays the problem of management providing of group development in the virtual educational environment (i.e. group dynamics) is a popular field of study but has not been investigated up-to-the level. Particularly it is essential to study the study group as organized system not as isolated phenomena but as the interrelated processes of social interaction in the virtual educational environment.

The knowledge of the psychological peculiarities of the organization and group dynamics in the virtual environment will give a teacher the opportunity to regulate group processes and influence upon group dynamics for its effective organization and development on the grounds of social-psychological determinants of group influence upon individuals and organize group working up-to- the level. It is of vital importance to mention that it is important to see the interrelationship individual group.

In our investigation we have taken into our account the fact that social group as organized system in the virtual educational environment is a multidisciplinary phenomenon. The various aspects of such group types have been the investigation subjects of such sciences as anthropology, biology, psychology, sociology, philosophy, medicine, and others.

In order to rise in effectiveness of teaching process within the framework of the virtual reality the teacher is to cover the following aspects: the utility of divergent managerial styles, group structure and climate, and types of management training. Moreover the teacher has to be competent as for the group dynamics peculiarities in the very virtual environment. We consider group as a system. Social groups cannot function as organized systems without some kind of behavioral or other process that causes the individuals composing the group to stay together for an appreciable length of time. That is why social organization is initially dependent upon group formation and differences in system of behavior between individuals

within the species, would determine the nature of the groups that were formed in the virtual reality.

The role of group dynamics in the process of organization development in the virtual environment is to be considered: 1) in the terms of perception (group members should be aware of their relations to others; 2) in terms of motivation (individuals join a group because they believe that it will satisfy some need in the very virtual environment; 3) in terms of goals (it is closely related to those based on motivation) - group goal achievement is rewarding; 4) in terms of organization - any group is considered to be an organized system; 5) in the terms of interdependency - group members are interdependent; 6) in the terms of interaction - (it is a form of interdependence) – in the essence of groupness according to Shaw (1976 pp. 6-10). The role of the teacher is one of the most important roles associated with positions in study group structure and in the system “teacher and the degree of group cohesion”. It is of vital importance to be absolutely clear about quality norms and standards and concrete deadlines; it is essential for students to know in what way their particular efforts fit into the overall organizational scheme of social group as organized system in the virtual educational environment

As for the effective organization of group activity it is necessary to remember about ability, motivation, environmental factors, organizational goals proper organization of group activity and personnel interaction in group on the grounds of organizational rationality based on the peculiarities of the virtual environment. For proper individual activity it is essential to use problem-based learning based on Mashbits concept (1987) in the context of using teaching psycho-pedagogical technology based on the choice of optimum teaching methods under the conditions on the basis of socio-psychological determinants of group influence.

The ways of the further investigation of the problem we are interested in are the aspects of effective teacher’s problem-based learning communication strategies in the virtual environment.

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