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## FOREIGN LANGUAGE EDUCATIONAL ENVIRONMENT OF A MODERN UNIVERSITY IN UKRAINE

*Most universities strive to create a favourable educational environment according to modern trends and requirements. The paper analyzes and systematizes the essence of the concepts «educational environment» and «foreign-language environment» based on the research of Ukrainian and foreign scholars. Drawing on the typology of educational environments, the authors of the paper refine the understanding of the concept of a «foreign-language educational environment» based on the literature reviews. Considering the challenges of the present, caused by COVID-19, the post-COVID era, and the war in Ukraine, the factors influencing the transformation of the modern educational environment are presented and discussed. The paper organizes existing research on the explored problem and presents the authors' vision of the contemporary educational environment of a university under modern conditions. It includes the description of technologies used to address various educational needs and to meet the technological requirements. Therefore, the typical features of such an educational environment are personalization, flexibility, engagement, interactivity, availability, and multisensory and multimode experience. The creation of the aforementioned environment is possible due to specific training of the current academic staff and encouragement and professional training of future pedagogues. The experience revealed in the paper is based on the authors' work at the Faculty of Pedagogical Education of Borys Grinchenko Kyiv Metropolitan University, specifically with the students of specialties 012 Preschool Education and 013 Primary Education foreign language training.*

**Key words:** *educational environment, digital environment, foreign-language educational environment, foreign language training, university.*

## INTRODUCTION

Today, the entire educational system of Ukraine faces challenges, accompanied by various phenomena such as forced migration, educational losses, the emergence of trauma-informed learning, and similar. These factors directly impact the transformation of education in general and the educational environment in particular. The transition to a distance, sometimes blended learning format (e-learning environment), is accompanied by rapid developments in innovative teaching technologies, especially digital technologies such as artificial intelligence (AI), necessitating a systematic review of all components of the educational process. We agree that a sign of modernity is the impact on a person of changing information flow, global and regional socio-economic transformations, manifestations of growing instability, changes in lifestyle and rhythm. These and other signs of modernity cause anxiety in people of all ages (Miyer et al., 2023, p. 1413). Of particular importance today is the question of ensuring a safe and favourable modern environment for higher education institutions in Ukraine (Koval & Lytvyn, 2022). The adjustments, which result from the aforementioned factors, necessitate rethinking the understanding of the concept of the educational environment and focusing on the specific purpose of providing students with a modern foreign language educational environment.

**Background and Theory.** To explore the concept of «educational environment» and to represent the idea of the foreign language educational environment of a modern university in Ukraine, complex theoretical methods were used. The use of synthesis and analysis of scientific, pedagogical, and methodological literature relevant to the topic of the paper was conducted. Moreover, the comparison method was used to represent various points of view considering the major term «educational environment» and its derivatives «foreign language educational environment», «foreign language educational environment of a modern university», «traditional educational environment», «digital educational environment», etc.

Considering the question of the theoretical framework in terms of the research goals of the paper, various theories, and concepts related to the impact of the educational environment on students' academic performance, attitudes toward learning, and overall well-being are taken into account. One of them is L. Vygotsky's Sociocultural Theory which highlights the significance of social interactions and the social nature of learning, as well as prioritizes cultural norms in terms of shaping students' learning. Another relevant theory concerning our research is A. Maslow's Hierarchy of Needs, which emphasizes how crucial it is to give students a caring and supportive environment to meet their most basic physical and emotional needs. Self-determination theory, which emphasizes how relatedness, competence, and autonomy can improve students' motivation and involvement in the classroom also finds its place within the paper. Finally, Change Management Theory, which is vital to the educational setting because it aids in the smooth transitions and successful implementation of new projects by administrators and academic staff by providing sufficient support and adaptability within the university, was taken into account.

The education environment of the university represents a unique formation, which consists of particular components and performs a series of functions. Based on the Dundee Ready Educational Environment Measure, D. M. Yoo, & D. H. Kim's investigations prove that there is a strong correlation between students' subjective happiness and how they feel about their learning environment (2019). Indeed, the created educational environment plays a crucial role in shaping students' attitudes, awareness, and responsibilities and in terms of foreign language learning influences, the quality of foreign language competence formation and development. In terms of the rapid development of technologies and the pandemic, the transformation of the traditional educational environment into digital (e-learning) accelerates even more. Despite the difference between traditional offline and online (digital, e-learning)

environments, its role remains significant, and the tools to access its efficiency are being developed. Thus, a group of scientists (Mousavi et al., 2020) designed a new instrument called the 'e-learning educational atmosphere measure' for evaluating students' perceptions of the learning environment in the online mode. The professional evaluation of the instrument proved its ability to improve the online educational environment. The methodology offered would be useful for instructors and online course developers.

Experience of the development of online e-courses is represented by a group of researchers from Kryvyi Rih State Pedagogical University (Pererva et al., 2020). In their paper, the authors present the experience of the use of e-learning as well as the virtual learning environment. Their work is important for presented research since colleagues from Kryvyi Rih State Pedagogical University share their individual experiences in the course of online e-courses creation on the LMS Moodle platform, which is similar to the one, which is provided in Borys Grinchenko Kyiv Metropolitan University and together provides the understanding of the way web-based learning is organized within Ukraine and the level it contributes to the created educational environment different from others.

A separate part of the research is devoted to the exploration of various aspects of the educational environment based on local experiences specifically associated with the influence of the pandemic. Thus, N. Panakaje et al. (2022) highlight the global changes in the educational environment worldwide due to COVID-19 the focus of the research is made on India, Coastal Karnataka in particular. Among the components of the educational environment that were analyzed by the researchers are (1) online classes, (2) teaching and learning, (3) assessment, (4) college administration, (5) extracurricular activities, and (6) lecturers. The shift in the paper is made from the students' perspective and viewpoint, considering the educational environment and perception of online classes in post-COVID. The authors highlight how the whole concept of teaching has changed with the introduction of teaching and learning in online mode. The researchers conclude that the COVID-19 pandemic has altered students' perceptions of the educational environment and caused them to consider education from a new dimension (Panakaje et al., 2022). The other example of this perspective is the experience described, considering the forced transfer to online teaching in South Korea due to the pandemic (Leejin and Sunjoo, 2021). Analyzing the difficulties and challenges associated with the shift to remote language teaching, three possible solutions to keep a technology-mediated, sustainable environment were found. Firstly, to ensure adequate training for academic staff on the use of digital tools and their integration in online language teaching and support them with sufficient technical support. Secondly, to encourage the idea of common language lecturers' responsibility to make them become a part of sustained professional conversation. Finally, it is crucial to support lecturer-generated communities of practice where they can collaborate and take part in ongoing professional development. The idea expressed above is concordant with the results of C. Torres Martín et al. (2021) research that revealed students' dissatisfaction with their perception of the offered model of the virtual learning environment they were forced to study in. The paper suggests improvements that were revealed based on the conducted research. Considering the specifics of foreign language teaching and learning environments, they are also analyzed in terms of challenges brought by the COVID-19 pandemic and the recent trends, such as the rapid development of digital technologies and artificial intelligence. For instance, C. Leejin and C. Sunjoo (2021) focus on the strategies for the creation of a sustainable technology-mediated language learning environment and adaptation of academic staff by series of training, support, and cooperation. M. Mortazavi et al. (2021), report that Mobile-Assisted Language Learning Methods contribute to the creation of a sustainable and innovative environment and the promotion of vocabulary learning. Except for the aforementioned aspects, one of the most discussed issues

is the influence of artificial intelligence and specifically generative artificial intelligence on language learning and the environment as well.

**This paper aims** to explore the concept of «educational environment» and to analyze its varieties, as well as to represent the ideas of the foreign language educational environment of a modern university in Ukraine based on the provided literature analysis and personal teaching experience. The paper also aims to provide a technological toolkit that would be useful in terms of foreign language training in such a modern educational environment.

## METHODOLOGY

In the majority of the COVID-19 and post-COVID research articles, the focus is made on the concept of HyFlex and digital learning as well as on the development of digital competence and particularly the digital literacy of all the participants of the educational process. Therefore, the use of digital tools is one of the necessary aspects to consider in terms of the representation of the educational environment of a modern university. For that reason, the concept of a modern foreign-language educational environment would be represented with a focus on the technological aspect and the use of specific technologies that are implemented in modern online and offline auditoriums. We will structure our discussion by reasoning the theoretical background chosen for the presented paper, a literature review on the topic of research, and follow with the understanding and interpretations of the concept of «educational environment». Moreover, using the method of deduction, we will explain the phenomenon of the modern foreign-language educational environment, its typology, and its constituents. Finally, we would present the technological toolkit that could contribute to the creation of such an environment. The conclusion of our study would involve a discussion of the place of technology in terms of creating the foreign-language educational environment of a modern university.

## RESEARCH RESULTS

**The educational environment of a modern university.** The primary peculiarities of a student's education in university are his or her professional direction, acquisition of techniques and experience in handling practical cases, reinforcement of the role of professional motives of self-education and self-improvement, and disclosure of individual opportunities and students' potential. Therefore, the educational environment should create the necessary conditions to train future professionals focused on constant development, and self-improvement, which would provide him or her a high level of competitiveness, and productivity of professional activity.

The physical, social, and psychological settings in which instruction and learning occur are referred to as the educational environment. The above factors include the classroom environment, the constant interaction between students and instructors, the learning resources and materials available, as well as the general ambiance and culture of the educational establishment.

H. Polishchuk (2019) defines the educational environment of the university as the complex system of influences and conditions of personality formation using various means, technologies, and educational content; the set of requirements and examples of behavior that are adopted by the universities to provide professional and personal development of future specialists. Among the constituents of the aforementioned environment, the author names four of them: resource and technical, subject-personal, strategic-technological, sociocultural, and communicative. The first component of the educational environment (resource and technical) refers to the various resources of the university (financial, personnel, organizational), the

sufficiency of educational space, and material resources. The next component, which is subject-personal, involves the interaction of all the participants in the educational process. This interaction occurs on three different levels, which vary from the global (macro) level of the society – university to the micro one, which defines relationships between lecturer-lecturer, lecturer-students, and student-student and provides an understanding between them. Strategic-technological constituent of the educational environment refers to the implementation and the use of innovations, specifically new approaches, and technologies, that are responsible for ensuring the technologization of the educational process of a university.

Unlike the previous research, S. Smoliyk (2019) differentiates the constituents of basic and innovative educational environments. Thus, among the basic components the researcher mentions informational, social-psychological, cultural-educational, and material-technical. To the innovative environment elements, the scholar refers to spatial, informative, and communicative. The provided list is significantly enlarged by S. Lytvynova (2023). In the research devoted to the comparison of three different types of educational environments, namely traditional, immersive, and distance learning environments, Lytvynova (2023) offers 11 significant characteristics that should be taken into account in terms of exploring the concepts. Thus, the scholar focuses on the physical setting, lecturer's role, pros and cons, technology, experience, knowledge acquisition, motivation, immersion, availability, and the degree of the aforementioned immersion. It is worth mentioning the importance of methodological and technological support in the creation of one.

We agree with the idea expressed by M. Rostoka et.al. (2021) that the use of digital tools alone would not contribute to the improvement of the quality of education and the creation of the educational environment. In such a case the more holistic approach, which is addressed as a transdisciplinary one in the aforementioned scholar's article, could provide a good solution. Despite this fact, the researchers realize the role of technology in creating an open information and education environment.

**Traditional vs digital environment of a university.** In terms of the transformation of the educational environment, two different types are most commonly distinguished: traditional (classroom-based learning) and digital (e-learning). Recently, a new type of educational environment has emerged. Deriving from the digital environment, the virtual educational environment has been researched more often during the last decades.

The traditional educational environment of the university is characterized by the face-to-face interaction between the participants of the educational process. It is most often associated with the passive role of learners and the transmission of knowledge, rather than skills that are highly valued nowadays. It is also characterized by the use of traditional forms, methods, tools, and learning technologies. Furthermore, it is not student-centered, strictly scheduled, and not personalized. Finally, it is opposed to all the modern, recently emerged types of educational environments that are characterized by focusing on the student's needs and skills, much more flexible and most often equivalent to the motto «learn wherever and whenever you want». It is also personalized, diverse in learning resources, and offers a wide range of learning experiences. Most often, it considers the digital educational environment and its derivatives. In the context of globalization the achievement of IT is an extremely great breakthrough, they allow to overcome time and space, contribute to the development of science and education (Bulvinska, et al., 2023).

Scientists N. Morze and V. Kucherovska (2021) strive for the digital educational environment as both a necessary and sufficient condition for all parties involved in the educational process as the way to develop digital competencies. The constituents of such an environment are digital tools, technologies, and multimedia content to encourage digital literacy. Today, the intense development of digital technologies, specifically the use of

augmented reality (AR), virtual reality (VR), and mixed reality (MR) in education creates a new immersive educational environment. While giving grounds for the aforementioned constituents of this specific type of learning environment, S. Lytvynova (2023) adds multiplayer games and interactive simulations to the list. This immersive educational environment among the other advantages allows creating the unique multisensory experience, integrating simulation and gamification, and offers interactive and personalized experience. A variety of terms is used alongside the notion of a digital educational environment. The majority of them are derived from them. Thus, while reviewing the research between 2019-2023 we found the next interrelated names «online learning environment», «web-oriented educational environment», «smart learning environment», «immersive educational environment», «cloud-based learning environment», and «virtual learning environment», «cloud-based environment». This is not an exhaustive list that has a strong impact on the shaping of the modern foreign language learning environment, which will be discussed further in the paper.

**Foreign language learning environment of a modern university: trends and challenges.** In terms of the globalized multicultural and multilingual world, the knowledge of foreign languages is one of the most important components of professional training in universities for any specialist. The question of the foreign language education of future preschool and primary school teachers is even more significant since they teach children and serve as role models while demonstrating the value of acquiring new foreign languages. While mastering the linguistic and pragmatic aspects of a foreign language, a foreign language educational environment is one of the major factors that play a crucial role in language acquisition since it covers a wide range of circumstances that have an impact on learning.

In terms of foreign language acquisition, English as a second language (ESL) and English as a foreign language (EFL) environments could be defined. Besides, considering the language of the instruction used in an educational setting, bilingual and multilingual educational environments are found. The difference between the last one is in the quantity of language used during instruction and communication. Speaking about the multilingual educational environment, it is necessary to take into account the necessity of raising the student's intercultural awareness through their familiarization with aspects of the target culture/s and their interaction and communication with each other (Papadopoulos, 2021). Further in the article, we discuss the EFL bilingual environment, which is more common in the case of our local experience of teaching foreign languages at university.

The digitalization that occurs influences the process of transformation of the educational environment. One of the digitally influenced trends, which is rooted in foreign language learning is gamifying (Rueckert et al., 2020). The tradition to «gamify» learning experiences leads to the creation of a specific educational environment, that is game-based. The whole series of games and learning activities appeared applicable to the use in the educational process such as «drill and kill», «serious» games, massively multiplayer online role-playing games, and «open world» games (Ardito & Czerkowski, 2021). Instead of being a widely accepted approach to instructional design and development, gamification is a teaching strategy. The goal of gamification in the classroom is to imitate the motivations and experiences that games provide.

The evidence and experience of the use of robots in teaching foreign languages prove its efficiency since their introduction allows for reducing the anxiety of making mistakes and creating a lively and positive environment for interaction (Murphy et al., 2020). Specifying the language activities, it was proven that when it comes to establishing a productive learning environment for spoken interaction, online and robot interaction can be just as beneficial as

in-person interaction. Though the use of robots is rather rare in language learning in Ukraine, it still influences the foreign language educational environment in general.

Except for the emergence of online language platforms that could be used both as curricular and extracurricular activities, technology integration in language learning is realized via the implementation of AR and VR since they have a list of benefits to offer. Thus, C. Karacan & A. Kemal (2021) name the increase in motivation that is accompanied by the difference of modes, interactivity, engaging and entertaining learning environment, improved visualization, and increased content retention that contribute to the multiple language skills development, vocabulary, in particular, and allow saving and following the learning progress. The benefits of the use of VR in foreign language learning are quite similar to that of AR usage, except for the aforementioned aspect of suitability for special learning needs.

The main challenges that occur in terms of integration of the aforementioned trends are the quality of the technologies that refer to both individuals and universities, the specifics of the new forms of assessment that are connected with the use of supplementary digital tools, the lack of professional pieces of training for academic staff, exhausting students by the constant use of technologies and therefore loss of their attention and level of engagement. Despite the named challenges, the predominance of the benefits of introducing modern trends in the development of the foreign language learning environment overweight the difficulties and lead to significant changes in language acquisition.

**Foreign language learning environment at Borys Grinchenko Kyiv Metropolitan University's Faculty of Pedagogical Education.** Currently, the foreign language learning environment in the Faculty of Pedagogical Education of Borys Grinchenko Kyiv Metropolitan University is based on the realization of the HyFlex model, which represents a mix of classroom-based learning and learning environments (Kosharna, Petryk & Rudnik, 2023).

The e-learning environment is created with the use of the pre-designed electronic courses based on the LMS Moodle platform and the use of conference tools such as Zoom or Google Meet for the ability to provide both types of online learning: synchronous and asynchronous as well as HyFlex modes.

The foreign language training of students of 012 Preschool Education and 013 Primary Education at the Faculty of Pedagogical Education in Borys Grinchenko Kyiv Metropolitan University is provided by the Foreign Languages and Methodology Department. The staff of the Department developed a series of online courses for 012 Preschool Education specialty students («Foreign language with teaching methods», «Practice of oral and written speech», «Modern technologies of teaching a foreign language to preschool children», «Integrated practical foreign language course», «Linguistic and Cultural Studies», «Foreign language education with teaching methods», «Methodology of teaching a foreign language to preschool children») and for 013 Primary Education specialty students («Foreign language education: Foreign language with teaching methods», «Practice of oral and written speech», «Modern technologies of foreign languages teaching in primary school», «Modern English with practice», «Integrated practical foreign language course», «Linguistic and Cultural Studies»). The above-mentioned list of courses proves the emphasis of the content on the professional direction that correlates to the requirements of the modern teachers' training, and their educational and professional programs, which are approved by Borys Grinchenko Kyiv Metropolitan University in accordance with the legislative framework of Ukraine.

While creating the aforementioned e-courses with the LMS Moodle platform, the possibility of the synchronous and asynchronous modes' usage was taken into consideration. Taking into account the specifics of the subject, which is a foreign language, and the primary aim of the formation of the foreign language communicative competence of future preschool and primary school teachers, the provided courses involved the design of activities for the development of language forms and skills. The content of the e-courses corresponds to the

developed syllabuses of the aforementioned disciplines and reflects their structure. Lectures, seminars, practical classes, self-study tasks, and module tests are most commonly presented in each course. The use of supplementary digital resources and teaching tools among others allows the incorporation of such technologies as interactive group learning, pair work, project work, and web quests as well as blended learning, flipped classroom, HyFlex learning, and individual self-learning. Also, the assessment at the beginning of each year allows for identifying students' backgrounds and providing them with extra support and differentiating tasks if necessary.

**Interactive technologies.** This is the most widespread technology used within the classroom, despite its format of face-to-face, online, or offline learning. Due to the leading approach in foreign language learning, which is defined as the communicative approach, communication, and interaction in language classes become crucial. Interaction occurs in different directions, most commonly between lecturer-student and student-student, or within a group of students. To provide this opportunity, the advantages of Google Meet or Zoom conference tools are used. The whole range of digital technologies that are further discussed in the Technological Toolkit section is applicable in terms of providing such an interactive digital environment.

**Blended learning, Hybrid learning, Flipped classroom.** The use of blended learning refers to the mix of face-to-face and online learning experiences. It combines the best practices of both learning types to provide comprehensive and flexible education experiences. Among the advantages of the approach are the better accessibility of course materials, integration of technologies, personalization, and individualization of the learning process with a focus on different paces and individual needs. Being student-centered by nature enhances engagement and interactivity and encourages cooperation.

**HyFlex learning.** The use of HyFlex learning became widespread in terms of the war in Ukraine. It allowed students from abroad into the educational process. This approach allows them to make preferences in the modes of learning, such as attending face-to-face class, joining it online (synchronously), or using the recorded content (asynchronously). The specific feature is the simultaneous delivery of content to different types of learners combined in one educational environment, which requires the creation of both favourable auditoriums and virtual educational environments. The focus is on ensuring equal conditions and access to resources, as well as support for diverse learning needs. The collaborative tools and platforms are a must.

**Mobile Learning.** The use of mobile learning allows students to use their own devices and to have access to the created virtual educational environment at any time of day at night. It can contribute to the approach known as «bring your own device» (BYOD) or refer to Mobile-Assisted Language Learning. In any case, the use of personal gadgets allows for personalizing and flexibility of the educational process.

To sum up, based on the literary reviews and our own experience we understand that the modern foreign language learning environment of the university is an innovative environment, which is supported by digital technologies and tools, highly immersive and flexible, personalized, and constantly developing. It is a complex formation that could have multiple interpretations and could be explained as an umbrella term. The role of the lecturer in such an educational environment is to be able to identify students' needs, coordinate and moderate their individual learning trajectories, support with a variety of solutions by providing the main and supplementary tools for acquiring the necessary language skills and competence and to be ready to systematically upgrade the individual knowledge considering the technologies that appear and improve continuously. Beyond question is the fact that the creation of such an aforementioned environment is possible due to the use of the specific methods, forms, and tools of the foreign language training of future professionals that allow



today's students to gain necessary foreign language skills in terms of the defined by syllabus subject-matter, which makes the discussion of the useful Technological Toolkit an essential part of our paper.

**Technological Toolkit.** The use of digital technologies is inevitable. While being educated in the digital environment, the use of the aforementioned technologies facilitates collaboration, inclusion, and involvement of all the participants in the educational environment (Zabolotska et al., 2021). Also, it allows diversifying the mode of training. Moreover, it is difficult to overestimate their role in terms of wartime in Ukraine, since the use of digital technologies made it possible to sustain the educational process (Kovalchuk, 2023). By transitioning to online learning providing access to it and giving the possibility to adapt to crises, digital technologies contributed to the development of the virtual environment where collaboration and communication were enhanced, and digital literacy skills development via the use of specific digital tools. Finally, the incorporation of digital technologies in education promotes creativity in teaching methods and strengthens the system's ability to withstand unanticipated difficulties and emergencies. Therefore, the offered technological toolkit covers the needs and meets the requirements dictated by the modern foreign language educational environment.

**Digital tools and applications.** Considering the educational process where foreign languages are learned in distance, HyFlex, and similar modes, the use of main and supplementary tools is necessary. In such a case, the predesigned course on Moodle platform, Google Classroom, or similar is the obligatory thing. The learning process should be held with the use of various digital tools. The first group of applications is responsible for the realization of online conferences (Zoom, Google Meet). The next group of tools allows performing a wide range of didactic purposes such as presenting materials (Canva, Google Doc, Genially, PowToon), group interaction and project work (Google Jamboard, Padlet, Google Docs), extra assessment excluding LMS Moodle (Formative, Google Forms), watching, creating and sharing movies and clips (YouTube, TED-Ed, Teacher Tube, Flip, PlayPosit, Edpuzzle, InShot), creating flashcards (Quizlet, Anki, Quizlet), creating and use of stories (StoryBird, StoryJumper), creating audio recordings (Vocaroo), playing interactive language games (LearningApps, WordWall), creating word clouds (Word Art), creating concept maps (Xmind), creating polls (Mentimeter), creating interactive images (ThingLink), quizzes (Kahoot), etc. The list of provided digital tools is not exhaustive and may be enlarged, but it gives a general idea of the ways of using technologies to build up the digital foreign language learning environment.

**Augmented reality.** The applications of augmented reality vary based on the lecturer's involvement in the process of their creation. Therefore, it is necessary to be guided by the classification of AR technologies offered by C. Karacan & A. Kemal (2021). The use of AR occurs within one of the three possible groups: image-based AR, markerless AR, and creation-based AR. The group, which requires less effort from the lecturer, is the image-based AR since it works with ready-made materials. Being time-saving in preparation for the classes, they also limit the lecturer's creativity and cover the narrow part of educational needs, which is connected with the number of themes they offer. The cards to introduce this type of AR should be ordered via the Internet or physically purchased in a shop. Since the second category of AR does not involve a specific set of cards, it works without any necessary trigger photo on various physical surfaces and could be used widely rather than the previous AR type. The AR, which provides the highest level of creativity and involvement, is creation-based AR. Though this is the most engaging type of AR, it is limited to a free application available.

The first type of AR, which is image-based, is represented by such software as Octalnd 4D+, Animal 4D+, Space 4D+, Dinosaur 4D+, and others. AR. The second group of AR applications, which is markerless, is introduced by a series of tools. Flashcards-Animal

Alphabet, Mondly AR, and Catchy Words AR are some of the known AR applications that are used in terms of foreign language learning. In case there is a need to create a unique AR experience, Unite AR and Metaverse are the best solutions from the third, creation-based AR type. The last, the Metaverse Studio application, is a free tool that offers a wide range of options that are useful in foreign language learning. Among the didactic potential of the Metaverse are possibilities to create phonic, vocabulary, grammar, storytelling, puzzles, and trivia game activities. Also, among the available options are the creation of warm-ups and polls, as well as integration into project work with the media wall or as a tool for providing comprehension.

**Virtual reality.** While the use of AR technologies occurs within the defined 3 groups, the use of VR is directed by the classification offered by Lan (2020). The scholar defines such types of VR as entertainment, social networking, visual experiences, creation, and operation. Despite the certain restrictions on the use of VR technologies that are caused by the considerably high price for the equipment and some medical conditions that occur in the process of its use, it becomes more widespread and the amount of software for VR implementation in the auditorium grows constantly. Among the already available programs, there is a great variety to try on.

The first is the Language Lab application, specifically aimed at foreign language learning, based on the TPR approach, and aimed at students with A1–B1 levels. It offers several game modes, lessons, open worlds, games, and community or social space. The extra feature that makes it more engaging is the possibility to chat with native speakers or other language learners via the Discord instant messaging social platform. The perfect example of the cinematic narration type of VR film is Mayflower or Solar Systems VR, which also belongs to the Discovery VR type. The common examples of visual experience (VR museums) type are such programs as Great Paintings VR and the Omni Gallery. Google Earth VR and Brink Traveler represent the visual experiences category or VR travelling type. One more useful educational VR tool is DryErase, which is an interactive whiteboard that allows creating sessions via YouTube in real-time and is limitless in terms of writing space.

The aforementioned list of useful technologies and tools is not comprehensive due to the limits of the paper and the rapid development of software. While new technologies appear and develop, the others become chargeable or completely stop functioning or lose technical support and are not upgraded anymore. The integration of the recommended technologies would contribute to the creation of the foreign language educational environment of a modern university.

## CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The foreign language educational environment of a modern university is a complex formation. It encompasses a lot of derivative types of the digital educational environment, such as virtual, immersive, online, smart, and similar. The common features of such an environment are personalization, flexibility, engagement, interactivity, availability, and multisensory and multimode experience. By providing motivation and engagement, such an environment proves to contribute to multiple language skills and aspects of improvement. Being influenced by the rapid development of technologies, such a new environment requires specifically trained academic staff and encouraged pedagogues, who are constantly willing to train and grow, and try new digital tools and design assessment tools. Meeting these professional requirements in mastering the latest technologies, such as AR and VR, would contribute to the creation of this innovative foreign language educational environment.

Furthermore, additional research is necessary to analyze the transformation of the modern digital environment, which is influenced by the recently emerging AI tools and

specifically generative AI tools that are much discussed and explored. Also, the lack of empirical data makes the following empirical research a need.

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## ІНШОМОВНЕ ОСВІТНЄ СЕРЕДОВИЩЕ СУЧАСНОГО УНІВЕРСИТЕТУ УКРАЇНИ

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*Більшість університетів прагнуть створити сприятливе освітнє середовище відповідно до сучасних тенденцій та вимог. У роботі проаналізовано та систематизовано сутність понять «освітнє середовище» та «іношомовне середовище» на основі досліджень українських та зарубіжних вчених. Спираючись на типологію освітніх середовищ та аналіз*

*літератури, автори статті уточнюють розуміння поняття «ініомовне освітнє середовище». З огляду на виклики сучасності, спричинені COVID-19, епохою пост-COVID-19 та війною в Україні, представлено та обговорено чинники, що впливають на трансформацію сучасного освітнього середовища. У статті упорядковано наявні наукові розвідки з досліджуваної проблеми та представлено авторське бачення сучасного освітнього середовища сучасного університету в умовах сьогодення, яке передбачає опис технологій, що використовуються для задоволення різноманітних освітніх потреб і задоволення технологічних вимог. Таким чином, типовими рисами такого освітнього середовища є персоналізація, гнучкість, залученість, інтерактивність, доступність, а також мультисенсорний і багатомодальний досвід. Створення зазначеного середовища можливе завдяки спеціалізованій підготовці нинішнього професорсько-викладацького складу та стимулюванню та професійній підготовці майбутніх педагогів. Розкритий у статті досвід базується на роботі авторів на Факультеті педагогічної освіти Київського столичного університету імені Бориса Грінченка, а саме зі студентами спеціальностей 012 Дошкільна освіта та 013 Початкова освіта.*

**Ключові слова:** *університет, ініомовна підготовка, ініомовне освітнє середовище, освітнє середовище, цифрове середовище.*