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А 43 Актуальні проблеми навчання іноземних мов для спеціальних цілей: Збірник наукових статей / Укладач: Л.І. Кузьо. Львів: ЛьвДУВС, 2023. 131 с.

У збірнику акцентовано увагу на методичних аспектах, спрямованих на розвиток мовної культури як стратегічного засобу забезпечення лінгвістичної безпеки держави; формуванні іншомовної компетентності правоохоронців України, враховуючи сучасні виклики та потреби; міжкультурній іншомовній компетентності загалом, що стає ключовою у навчальному процесі. Увага приділена організації самостійної роботи здобувачів вищої освіти, використанню інноваційних форм та методів навчання мов. Досліджено використання онлайн-навчання як альтернативної форми традиційного навчання, його переваги та виклики. Окремі дослідження присвячені викликам та можливостям, які виникають у зв'язку із сучасними умовами навчання мов, зокрема у мультикультурному аспекті, підкреслюючи важливість розуміння різноманітності культур у процесі вивчення та використання мов.

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Висновки. Справжнього патріота виховає тільки патріот. Тому так важливо, щоб у викладачів, які опікуються питаннями національно-патріотичного виховання здобувачів вищої освіти, був сформований високий рівень національно-патріотичної свідомості і громадянської компетентності та людської гідності. Адже, Хто горнеться до чужого, Того Бог карає, Свої його цураються, В хату не пускають (С. Воробкевич)

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POSITIVE LEARNING ENVIRONMENT: CREATING STRATEGIES

Abstract. A positive learning environment is pivotal for fostering effective education and promoting student well-being. This research explores the issue of creating strategies to establish and maintain positive learning environments. It delves into the importance of a conducive atmosphere for learning and highlights various strategies and practices that educators and institutions can employ to cultivate positivity within educational settings. These strategies encompass elements such as classroom

management, teacher-student relationships, the integration of technology, inclusive practices, and the incorporation of socio-emotional learning. By understanding and implementing these strategies, educators and institutions can empower learners, enhance academic achievement, and nurture a supportive and engaging environment conducive to holistic growth and development.

***Keywords:** positive learning environment, education strategies, student well-being, classroom management, teacher-student relationships, socio-emotional learning*

Анотація. Позитивна освітня атмосфера є важливою для сприяння ефективній освіті та підвищенню добробуту студентів. Дослідження розглядає питання створення стратегій для встановлення та підтримання позитивного навчального середовища. Воно детально аналізує важливість сприятливої атмосфери для навчання та виділяє різноманітні стратегії та практики, які педагоги та навчальні заклади можуть використовувати для культивування позитивності в освітніх установах. Ці стратегії включають в себе такі складові, як управління класом, відносини між викладачем і студентом, інтеграція технологій, інклюзивні практики та впровадження соціо-емоційного навчання. Зрозумівши та впровадивши ці стратегії, педагоги та навчальні заклади можуть надавати студентам можливість для розвитку, підвищувати академічні досягнення та створювати підтримуючу та захоплюючу атмосферу, сприятливу для гармонійного зростання та розвитку.

***Ключові слова:** позитивне навчальне середовище, освітні стратегії, добробут студентів, управління класом, відносини між викладачем і студентом, соціо-емоційне навчання.*

Statement of the problem. Students absorb varying insights from classroom sessions based on their surroundings. Although some may equate the term “learning environment” with the classroom, distinctions exist, encompassing diverse forms. If you're involved in education, gaining a deeper understanding of these environments can enhance the effectiveness of your teaching. This article explores the concept of a learning environment, delineates its key components for efficacy, and delves into its diverse typologies.

A learning environment is a place where learners feel comfortable, encouraged, and inspired by their surroundings. Alternative terms are “learning space”, “educational setting”, “school environment”, etc. [5]. The type of learning taking place and other variables determine the type of environment.

Analysis of the latest research. The study of learning environments is a multidisciplinary field that focuses on understanding the physical, social, psychological, and pedagogical factors that contribute to effective learning and educational experiences. Researchers in this field investigate how various aspects of the learning environment can impact learners' cognitive and emotional development, motivation, and academic performance. Readings in research on learning environments (Chism, 2006; Monahan, 2002; Hawthorne, 2022; Bandura, 1977; Che Ahmad, C. N., & Amirul, N. J., 2017; Paul, M. Milcah and Kumari, D. Ratna, 2017; Sergiy Movchan, 2023; Rusticus, S.A., Pashootan, T. & Mah, A., 2023) strongly suggest that creating a positive learning environment on the whole call for profound investigation. Although this issue is of great interest to many scholars, the information is not complete and, generally, is studied sporadically. The existent works give only insights into the essence of the learning environment and its improvement. Notably, in Ukraine, investigations into classroom learning environments are still in their early stages.

Most of the student's time in a year is spent in the classroom learning environment. Therefore, the classroom physical learning environment can have a major influence on the student [3; 6]. The field of social learning environments focuses on how social interactions and contexts influence learning. Albert Bandura's ground-breaking research significantly influenced the understanding of how individuals learn within social contexts. Bandura's social learning theory suggests that observation and modeling play a primary role in how and why people learn. Bandura's theory goes beyond the perception of learning being the result of direct experience with the environment [1].

This paper aims to delve into classroom learning environments, concentrating on their physical elements and characteristics. Furthermore, it will explore relevant theories associated with the learning environment as well as its importance. Additionally, it will

propose essential attributes and a range of practical strategies that can be used to improve the teaching and learning space.

Presenting main material. The learning environment plays a pivotal role in the teaching and learning journey, serving as a key determinant of students' educational outcomes. It has the power to ignite students' active involvement in learning and shape their conduct. Moreover, it contributes significantly to honing students' abilities and cognitive skills.

By examining the definitions provided by different scholars in their works it is possible to ascertain the real essence of a learning environment. Che Ahmad, C. N., & Amirul, N. J. give a rather general definition of the learning environment as “the social context, psychological and pedagogical which can affect learning, achievement, and attitudes of the students. The learning environment and features that are in it play a major role in improving learning in schools and are identified as major determinants of student learning. A learning environment is capable of stimulating students to engage in the learning process and be able to influence the behavior of students as well as to assist in the development of their skill or cognitive perception [2, p. 51].

Sergiy Movchan states that a learning environment is the physical and psychological space in which learning takes place. It includes both the physical elements such as classrooms, furniture, materials, technology, and other resources as well as the social dynamics between the teacher or instructor and student or among students themselves. The author distinguishes three primary types of learning environments: Physical, Psychological, and Emotional.

The physical learning environment encompasses all aspects related to physical space – classroom layout, furniture arrangement, materials available for use, access to technology, visual cues, lighting levels as well as overall safety considerations.

The psychological learning environment involves factors such as teacher/instructor expectations as well as how teachers interact with their students. This environment should foster trust between students and their instructors so that they can build on their knowledge without fear or judgment.

An emotional learning environment should promote positive emotions such as hope or joy while minimizing negative emotions like fear or doubt regarding a student's ability to learn new material or complete tasks successfully within the classroom setting. Teachers can help create this kind of environment by taking time to get to know their students' interests outside of school work or activities they enjoy doing together in class beyond just lectures or exams [9].

A conducive and motivating learning atmosphere can enhance both the enjoyment and active participation of students. Moreover, it has the potential to enhance the quality of teaching and learning, ultimately leading to improved academic outcomes. Consequently, educational institutions must make a dedicated effort to ensure that they offer their students the most favorable learning environment possible.

To ensure the learning environment is as positive and purposeful as possible Hannah Hawthorne proposes to implement the following issues:

- *Be welcoming*

Create a strong sense of togetherness and unity within your class. Your positive affirmation might be exactly what a student needs to hear. Building strong teacher-student relationships based on mutual understanding allows you to gain the respect of your classes, as well as demonstrate key social skills.

- *Ask the students*

Speak to the students to find out what a positive environment looks like to them. This should encompass their physical, social, and emotional environments. Consider creating a working party or sending out surveys to involve as much student voice as possible.

- *Personalise*

Remember that the learning environment you create for your students will need to be adapted to suit individual children's needs. Students with communication support needs and/or special educational needs (SEN) may, for example, require adaptations to their immediate environment to support them in accessing the curriculum. Being aware of each of your students' needs, and tracking how these change over time, will help you to make the right accommodations to your teaching and learning space.

- *Follow routines*

From supporting transitions to welcoming new students, there are innumerable benefits of adopting clear routines and practices. Effective practitioners follow agreed routines and standards. These might include rules for classroom discussion, entering and leaving the room, how to behave in the classroom, how to register, and how to listen. For routines to become accepted and commonplace, they must be universally understood. Therefore, ensure that *all* members of the school community know and understand the school's expectations.

- *Engage*

Provide students with access to an enriching and engaging curriculum. This progressive approach to curriculum management will help you to nurture inquisitive and inspired learners. To increase inclusivity and stimulate curiosity, consider a multisensory approach. Similarly, think carefully about the way you communicate with students so that your lessons are as impactful as possible. Let your passion for the subject shine through. Remember, enthusiasm is infectious.

- *Be flexible*

Think about how you can utilise the physical items in your space to best suit learning. Think sofas, lounge beanbags, and stools, as well as more flexible table configurations. These can be used during group work to boost creativity and provide students with more autonomy in class discussions.

- *Build resilience*

Teachers should create a culture of experimentation. Students need to realise that making mistakes is an essential part of learning. Reworking and revising allow students to cement their understanding. If a student tells you they “can’t” do something, correct them by stating, “you can’t do it yet”. This growth mindset approach is especially important in primary settings so that young people feel more prepared for any challenges they may face. This positive reinforcement also continually reminds your students that you care about each of them individually and that you’re committed to their success.

- *Reward*

Consider all of your learners on a continuum and embrace neurodiversity. Your students will come to you with differing needs, experiences, targets, and levels of ability. Whether they've made a small step or a giant leap, they deserve to feel proud of themselves. Remember, rewards don't have to be material. Simply telling a student exactly what they did well and praising them for it can be enough.

- *Be positive*

Display your belief and confidence in the students' abilities through phrases such as, "I know you can ...". Encourage the students in your class to have a go, even if they are apprehensive by using phrases such as, "I'll try but I need some help ...". When your students tell you that they're "not good at X", introduce a climate of possibility within your response. For example, "Yes, I understand that you're getting a little bit mixed up, but let's see which element you're struggling with."

- *Give freedom*

Limited involvement in decision making may cause some students to disengage from university life. Aim to provide students with autonomy and choice. Give them a "stake" in their university community [4].

An encouraging learning atmosphere has the potential to facilitate the growth of all students. However, when a student lacks a safe and stable environment, their capacity to learn is significantly impaired.

Conclusions. It is difficult not to agree that a positive learning environment is forever "under construction". It will need to be constantly adapted to suit your students' needs. Wherever you are in your teaching career, it's important to take the time to reflect upon the learning environment that your students experience. This reflection will help you to consider which elements need strengthening or altering to bolster the teaching and learning provision on offer [4].

Hence, enhancing the quality of the learning environment appears to have the potential to boost the effectiveness of both teaching and learning processes. Consequently, the learning environment stands as a crucial aspect deserving careful consideration and attention due to its capacity to influence individuals.

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