Oksana KILICHENKO,

Candidate of Pedagogical Sciences, Associate Professor, Associate Professor
of the Department of Primary Education and Educational Innovations,
Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Оксана КІЛІЧЕНКО,

кандидат педагогічних наук, доцент, доцент кафедри
педагогіки початкової освіти та освітніх інновацій,
Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
oksana.kilichenko@cnu.edu.ua
ORCID ID 0000-0001-5641-5481

Yuliia PLESHCHYNSKA,

Assistant Professor, the Department of Foreign Philology and Business Communications,
King Danylo University (Ivano-Frankivsk, Ukraine)

Юлія Плещинська,

асистент кафедри іноземної філології та бізнес-комунікацій,
Університет Короля Данила (м. Івано-Франківськ, Україна)
yuliia.pleshchynska@ukd.edu.ua
ORCID ID 0009-0006-0233-5252

KEY ASPECTS OF ORGANIZING AN EDUCATIONAL AND UPBRINGING ENVIRONMENT

Abstract. The article identifies the features and key aspects of organizing an educational environment in educational institutions in the context of the war with Russia. The concepts of "educational space," "educational environment," "educational setting," and "educational environment" are considered. The factors influencing the formation of the educational environment in educational institutions are specified. The key aspects of organizing an educational environment include purposefulness in the process of its organization, comprehensiveness, systematicity, and consistency in organizing the academic environment, influence on the personality, taking into account its individual and age characteristics, cooperation and partnership interaction between schools, parents, students, the public, and the use of various forms of organizing the educational environment.

To identify the key aspects of organizing an educational environment in educational institutions. To achieve the set goal, methods of analysis and synthesis, abstraction, and generalization were used, which made it possible to analyze the key aspects of organizing an educational environment in educational institutions and ways of their implementation.

The article considers the concept of "educational environment" in relation to the concepts of "educational space", "educational environment," and "educational environment." It points out the features and key aspects of its development and active nature. It is noted that the educational environment will be educational only through the interaction and co-creation of all participants in this process. The effectiveness of its organization is indicated, which depends on purposefulness, systematicity, consistency, diversity of forms and methods, and transparency in the educational process. It has been established that an educational environment contributes to the development and formation of personality, influences subjectivity in its organization, freedom of decision-making by individuals, and dialogue in interaction with participants in the educational process.

Keywords: educational environment, educational space, educational environment, participants in the educational process, development, educational interaction.

КЛЮЧОВІ АСПЕКТИ ОРГАНІЗАЦІЇ ВИХОВУЮЧОГО ОСВІТНЬОГО СЕРЕДОВИЩА

Анотація. У статті визначено особливості та ключові аспекти організації виховуючого середовища в закладах освіти за умов війни з росією. Розглянуто поняття «освітній простір». «освітнє середовище», «виховне середовище», «виховуюче середовище». Конкретизовано чинники формування виховного середовища в закладах освіти. До

ключових аспектів організації виховуючого середовища віднесено цілеспрямованість у процесі його організації, комплексність, системність і послідовність у організації виховуючого середовища, вплив на особистість із урахування її індивідуальних та вікових особливостей, співпраця та партнерська взаємодія школи, батьків, учнів, громадськості, використання різноманітних форм організації виховуючого середовища.

Мета статті - визначення ключових аспектів організації виховуючого освітнього середовища в закладах освіти. Для досягнення поставленої мети були використані методи аналізу та синтезу, абстрагування, узагальнення, що дало змогу проаналізувати ключові аспекти організації виховуючого освітнього середовища в закладах освіти та шляхи їх реалізації.

У статті розглянуто поняття «виховуюче середовище» у співвідношенні до понять «освітній простір», «освітнє середовище», «виховне середовище». Вказано на особливості та ключові аспекти його розвитку та діяльнісний характер. Відзначено, що освітнє середовище буде носити виховуючий характер тільки за умов взаємодії, взаємотворчості всіх учасників цього процесу. Вказано, на результативність його організації, яка залежить від цілеспрямованості, систематичності та послідовності, різноманітності форм і методів, наскрізності в освітньому процесі. З'ясовано, що виховуюче середовище сприяє розвитку і формуванню особистості, впливає на суб'єктність під час його організації, свободу ухвалення особистостями рішень, діалогічності у процесі взаємодії з учасниками освітнього процесу.

Ключові слова: виховуюче середовище, освітній простір, освітнє середовище, учасники освітнього процесу, розвиток, освітня взаємодія.

INTRODUCTION

The problem formulation. There is a war going on in Ukraine. The state's future depends on the generation studying, forming, and being educated in modern schools. Therefore, the problem of creating an educational environment for patriots of Ukraine is relevant.

M. Stelmakhovich (2011, p. 41) noted that the primary goal of national education is "the acquisition of social experience by the younger generation, the inheritance of the spiritual achievements of the Ukrainian people, the achievement of a high culture of interethnic relations, and the formation in young people, regardless of their nationality, of the personal traits of citizens of the Ukrainian state, developed spirituality, physical perfection, and moral, artistic, aesthetic, legal, labor, and environmental culture."

Sofia Rusova (1923, p. 132) emphasized the creation of a unified, active school, which acts "not only as the main means of spreading public education, but also as the center where public consciousness is born, nurtured, and best strengthened, where the foundation is laid for the state unification of all inhabitants of a single territory, and where their national consciousness is built."

Therefore, the task of teachers is to create conditions in which primary school students develop their abilities, respond creatively to challenges, and feel their connection to society and a free Ukraine, as indicated in the State Standard for Primary Schools (2018). To this end, it is necessary to organize an educational environment in the classroom that includes a system of conditions, relationships, and interactions that contribute to the development, socialization, and formation of the student's personality.

Analysis of recent research and publications. The problem of organizing education, the educational process, and the academic environment is always relevant. G. Vashchenko, V. Sukhomlinsky, A. Makarenko, K. Ushinsky, and others have studied it. Among contemporary researchers studying the educational environment that would contribute to the upbringing of individuals, it is worth mentioning I. Bekh, O. Vyshnevsky, V. Gusak, M. Isaev, N. Kostrytsia, V. Meleshko, M. Oliyar, O. Pysarchuk, M. Stelmakhovich, and others.

V. Sukhomlinsky repeatedly emphasized the role of the environment in shaping a child's personality. In his work "Pavlysh Secondary School," he noted that the environment is everything that surrounds a child, the community in which they live and interact. It is necessary to distinguish between the internal environment of the student community and the external environment (Sukhomlynsky, 1977). "Education through the environment, the atmosphere created by the students themselves, things that enrich the spiritual life of the community, is, in our opinion, one of the most subtle areas of the pedagogical process" (Sukhomlynsky, V., 1977. Vol. 4. P. 89). When organizing the educational environment, it is crucial to take into account that it is "not something static and unchanging, but something that is created, renewed, and improved by the students themselves" (Sukhomlinsky, V., 1977. Vol. 3. P. 304).

K. Ushinsky attached particular importance to defining the goal of education. He wrote: "Entrusting the pure and impressionable souls of children to education, entrusting it to instill in them their first and therefore deepest traits, we have every right to ask the educator what goals he will pursue in his work and to demand a clear and categorical answer to this question" (Ushinsky K., 2010. p. 263).

THE PURPOSE OF THE RESEARCH: To identify the key aspects of organizing an educational environment in educational institutions.

RESEARCH METHODS

To achieve the set goal, methods of analysis and synthesis, abstraction, and generalization were used, which made it possible to analyze the key aspects of organizing an educational environment in educational institutions and ways of implementing them.

RESULTS OF THE RESEARCH

To define the concept of "educational environment," it is necessary to analyze such concepts as "educational space," "educational environment," and "educational setting." In modern pedagogical theory and practice, there is no consensus on the concepts of "educational environment" and "educational space." We believe that "When we talk about educational space, we mean a set of conditions that are interconnected in a certain way and can

influence a person's education" (Kilenchenko O., 2010). At the same time, when analyzing the concept of "educational space," it should be noted that it does not necessarily include the person learning. Educational space is a system of interconnected educational institutions, online resources, cultural and social conditions that create opportunities for continuous education.

The "educational environment" concept also reflects the interrelated conditions that enable education. These include: material and technical resources (classrooms, equipment, ICT), methodological support, pedagogical technologies, and the social and psychological atmosphere in the group. However, it is local, with the mandatory presence of the student studying in the educational environment, their mutual influence, and interaction. "Therefore, when we talk about the educational environment, we mean the impact of educational conditions on the student (as well as the impact of the student on the conditions in which learning takes place)" (Kilenchenko O., 2010).

In other words, we consider the educational environment to be the "microclimate" of the school or classroom where students are directly taught, and the "educational space" to be the "macroenvironment," which includes not only classroom learning but also standards, Internet resources, museums, extracurricular clubs, libraries, etc.

Analyzing the concept of "educational environment," we note that it is the environment in which a child lives, with its complex system of stimuli for development, which is often difficult to perceive and define, both in terms of planned interactions and spontaneous, unorganized influences, both positive and negative (Izdebska, 1967, p. 155). We define it as a system of conditions and influences (social, cultural, natural, informational) where the educational process occurs in an objective reality, regardless of its real impact on the child. At school, pedagogical conditions play a significant role (cooperation, co-creation, support, partnership, democratic communication style). In contrast, in the family, such conditions include moral guidelines, and in society, cultural, historical, and national traditions.

The educational environment is more active, a purposeful space surrounding the child, the sphere of their life activity. It includes a system of conditions, relationships, and influences that surround the child and contribute to their socialization and moral, intellectual, and creative development. It must be pedagogically thought out and aimed at forming values, norms of behavior, and developing the student's personality.

In other words, the educational environment is a broader concept and includes conditions, while the academic environment is its practical implementation (i.e., it reflects a targeted educational influence).

It should be noted that the educational environment of the class is a component of many educational systems. As M. Gagarin notes, "The educational environment is one of the main components of the educational system of a general secondary education institution, which enables its (the system's) existence, effective functioning, and interaction of the subjects of the educational system (system-forming activities, communication, relations between participants in the educational system, management, self-management)" (Gagarin M., 2021). In other words, various factors influence the development of the individual. As scientific and pedagogical research shows, the main factors in the formation of the educational environment include:

1. Social factors can be divided into macrofactors, mesofactors, and microfactors. Macrofactors include the influence of the educational environment of the world, the state, etc. Mesofactors include the influence of the nation, region, school, and specific information environments. Microfactors include the impact of social groups that directly affect particular individuals: the class and school community, relationships between students and teachers, communication style, and the influence of family and friends.

2. Cultural influences include national traditions, spiritual values, art, and cultural events.

3. Educational factors include curriculum content, teaching methods, teaching and learning technologies, and the organization of educational and extracurricular activities.

4. Natural factors are determined by environmental conditions and ways of interacting with nature.

5. Information factors include the influence of the media, the Internet, and digital resources.

6. The emotional climate in the classroom determines psychological and pedagogical factors, the use of an individual approach, and the development of motivation.

However, it should be noted that the educational environment's development is influenced by how children interact. V. Orzhechovska and T. Fedorchenko (2014, p. 14) note that participants in the educational system master the environment to ensure the viability and development of the system.

The educational environment's effectiveness depends on the schoolchildren's activities in its organization.

The key aspects of the educational environment include:

1. Purposefulness. The process of organizing the educational environment is created with a clear goal in mind — the education and development of the personality of the younger schoolchild. Education is critical during the "war for Ukraine's independence — the struggle for independence, sovereignty, territorial integrity, and inviolability of Ukraine against the aggression of the Russian Federation" (2025). The educational environment of the classroom should be aimed at implementing national-patriotic education, which should be the foundation of the entire educational process. Therefore, "the goal of national-patriotic education is to develop self-sufficient citizens who are patriots of Ukraine, humanists, and democrats, ready to fulfill their civic and constitutional duties, to inherit the spiritual and cultural heritage of the Ukrainian people, to achieve a high culture of relations, forming an active civic position, and affirming the national identity of citizens based on the spiritual and moral values of the Ukrainian people and national identity" (Concept of National Patriotic Education in the Ukrainian Education System, 2022).

K.D. Ushynsky attached particular importance to defining the goal of education. He wrote: "Entrusting the pure and impressionable souls of children to education, entrusting it to instill in them the first, and therefore the deepest, traits,

, we have every right to ask the educator what goals he will pursue in his work and to demand a clear and categorical answer to this question" (Ushinsky K., 2010, p. 263). To solve it, several tasks must be solved. G. Vashchenko wrote back in 1947 that: "The educational process includes universal, national, and individual tasks. Universal human tasks are revealed in the New Testament and the works of the best European educators; individual tasks arise from the natural characteristics of each young person and their abilities; national tasks are dictated to us by the past and present of the people. All these tasks are organically linked" (Vashchenko G., 2010, p. 394).

2. Complexity. The educational environment is the practical implementation of the academic environment and therefore should include external and internal factors that influence primary school students. The popular thesis about education being carried out only in the educational process is one-sided. Schoolchildren are educated to be conscious, self-sufficient, and creative in organizing extracurricular educational activities through the cooperation of teachers, students, parents, and the community. Comprehensiveness in education means combining different areas, methods, and forms of academic work into a system aimed at the harmonious development of primary school students. It focuses on the simultaneous development of the following areas of a child's personality: national, civic and patriotic, intellectual, moral, labor, aesthetic, and physical.

3. Systemic and consistent organization of the educational environment. Systemic organization is a mandatory aspect in organizing the academic environment as a holistic, coordinated system where all elements and influences are interconnected and aimed at achieving a single goal—the formation of a harmonious personality in the student. Systematicity is closely related to the planning of the educational process. After all, it is through the definition of a system of actions, measures, interrelationships, and interactions with other educational systems that an educational influence on the child's personality is exerted.

An important aspect is adherence to consistency and a step-by-step approach in the process of creating and developing an educational environment in the classroom, which means a step-by-step, logically coordinated, and well-founded interaction between teachers, students, parents, and the community, where each subsequent stage is based on the previous one, contributing to the gradual development of students.

"At the same time, it should be borne in mind that Ukraine has an ancient and magnificent culture and history, as well as experience of statehood, which are a powerful source and solid foundation for the education of children and young people. They have already entered the educational and general educational space, but current social processes require their rethinking, which opens up new opportunities for the educational sphere" (Concept of National Patriotic Education in the Ukrainian Education System, 2022).

4. The influence on the personality of primary school pupils is a key aspect of the organisation of the educational environment, because it is at this age that a child's basic moral, intellectual and social qualities are formed, their self-awareness is shaped, and their character traits, values and behavioural skills are formed. Primary school is a sensitive period for implementing national-patriotic education and forming historical memory (Kilichenko O., Nakonechna L., 2022). It should be noted that influencing the development of a child's personality does not mean that the child is not critical in this process.

They must be active participants and co-creators of this process.

Today, unfortunately, we see Russia's attempt to enslave the minds and erase the national identity of Ukrainian children through indoctrination and militarization.

The ideological indoctrination widely used by Russia today is a deliberate process of instilling in children specific worldview ideas, political views, and beliefs, which they assimilate as their own, acting dogmatically and uncritically in accordance with them. It should be noted that this process is widely used both with children who have been forcibly taken from temporarily occupied territories and with children through social networks.

When organizing the educational environment, it is imperative to consider children's characteristics, abilities, needs, and motivations according to age and regional affiliation.

5. A key aspect of the educational environment is the functioning triangle of "school-parents-student." There must be constant interaction between the student's family and the school. Today, almost every class has children with special educational needs, children who are internally displaced persons, and children whose parents have been killed or seriously injured. Teachers should organize the educational process so that parents become partners with the school and the teaching staff in jointly implementing tasks.

The Concept of National Patriotic Education in the Ukrainian Education System (2022) points out the need to actively involve families in the education process.

6. An important aspect is the use of various forms of organizing the educational process in extracurricular activities, subject to the following requirements:
- The forms should be accessible, engaging, and emotionally rich so that students' creativity, independent initiative, and self-expression can flow during the process.
- Consistency in the educational process: the knowledge acquired in class is the basis for its deepening and expansion in extracurricular educational work.
- It is not necessary to overload students with educational activities.
- It is not necessary to use many visual aids, various clothing, or educational and information technologies.
- It is necessary to use various forms and methods of educational work.

- When organizing educational work, it is necessary to adhere to the age characteristics of children in terms of the duration of the forms of work. In particular, in grades 1-2, educational activities are held for 10-15 minutes, major holidays for up to 30 minutes; in grades 3-4, they are held for 20-30 minutes, major holidays for up to 45 minutes.
- Active involvement and co-creation of children in the preparation for the organization and conduct of educational activities.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

When choosing forms and methods to organize the educational environment effectively, it is vital to be familiar with the basic classifications. We believe that the following classification is optimal in modern conditions:

a) considering the number of participants in the educational process (forms are individual, group, and mass).

b) taking into account the location of the educational process (school: classroom, gym, auditorium, school library, school museums, and extracurricular: libraries, parks, theaters, etc.).

c) taking into account the time of the event (during and after school hours). Among extracurricular activities, the following should be highlighted: circles of friends, oral magazines, literary and musical compositions, quizzes, discussions, projects, themed holidays and events, game technologies (quests, business and role-playing games, situational modeling).

The following extracurricular activities are special in creating an educational environment in modern conditions: volunteer initiatives, excursions, and hikes. Developing the Internet is worth using media education and digital forms: creating multimedia presentations, children's blogs, and interactive comics. Thus, the educational environment contributes to the development and formation of personality, influences subjectivity in its organization, freedom of decision-making by individuals, and dialogue in interaction with participants in the educational process.

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