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CREATING A COMPREHENSIVE EDUCATIONAL ENVIRONMENT FOR ACQUIRING LANGUAGES.

Abstract. Educational space refers to the physical, virtual, social, and intellectual aspects that enhance learning and knowledge transfer. This study investigates the importance of comprehensive educational settings in language acquisition, emphasizing learner-centered design, cultural immersion, and technological integration. A literature review highlights the imperative for inclusive, adaptable learning settings that foster collaboration, critical thinking, and practical applications. Research has demonstrated that a comprehensive educational approach that integrates social, cognitive, and technological elements enhances language acquisition and promotes global citizenship. This study promotes the adoption of flexible student-centered teaching methods to create dynamic and effective learning environments that link theoretical knowledge with practical applications.

Keywords: *holistic approach, language acquisition, student-centred learning, comprehensive educational environment, cultural immersion, experiential learning, critical thinking.*

INTRODUCTION

The phrase educational space denotes physical, virtual, or conceptual locations intended to enhance learning, instruction, and knowledge dissemination. The design of these environments promotes scholarly pursuits, engagement, and growth by integrating components, such as infrastructure, resources, culture, and technology. An excellent educational environment is inclusive, flexible, and adaptable. It addresses the varied requirements of learners and educators, while promoting innovation, creativity, and lifelong learning. Furthermore, a well-designed educational space fosters collaboration, critical thinking, and problem-solving skills among participants. It also encourages a sense of community and belonging, thus creating a supportive atmosphere for personal and academic development.

Within the comprehensive approach to language acquisition, it is crucial to recognize and incorporate cultural, social, and experiential factors in the teaching environment. This method seeks to establish an atmosphere that immerses learners in the target language and culture, promoting profound comprehension and appreciation of linguistic subtleties, cultural traditions, and personal development.

Integrating real-life, virtual, social, and mental aspects into the learning environment fosters an engaging, learner-centred, and culturally rich setting for language acquisition. This strategy encourages language skills, cross-cultural awareness, and student participation by using flexible classroom layout, group work, technology, and cultural immersion. This closes the gap between learning a language and its use in everyday life.

Holistic learning in language acquisition surpasses conventional approaches by acknowledging that optimal learning occurs when students actively engage and their individual needs and strengths are considered [5, p.10]. Emphasizing experiential learning, critical thinking, creativity, and self-reflection cultivates well-rounded individuals who are prepared to navigate an interconnected global environment [5, p.11], [6, p.54], [11]. A holistic framework opposes the fragmentation of subjects into isolated modules, promoting the synergistic integration of knowledge across academic domains, highlighting the intrinsic interconnectedness of diverse concepts and skills, and transcending the limitations of traditional compartmentalized educational systems. This approach fosters a deeper understanding of complex issues and encourages students to think beyond disciplinary boundaries, ultimately preparing them to tackle real-world challenges from a multi-dimensional perspective. By emphasising the interconnectedness of knowledge and skills, holistic education cultivates adaptable and innovative thinkers who are capable of navigating the complexities of an ever-evolving global landscape.

Acquiring a language requires an environment conducive to learning. Educational spaces can be categorized into physical [4, p.128], virtual [1], social [8, p.5] and intellectual [7, p.33] dimensions. The synergy between interconnected environments enhances each other's ability to create a comprehensive educational experience.

The transition from teacher-centric to student-centred methodologies underscores the importance of learning environments that facilitate collaborative, interactive, and autonomous learning [14, p.347]. Effective learning environments should be flexible, adaptive, visually appealing, technologically advanced, and conducive to a variety of teaching methods and learning activities.

The social educational environment includes the social and emotional dimensions of education, emphasizing the interactions among students, instructors, and society as a whole. The focus is on cultivating a sense of belonging, endorsing inclusive norms, and enabling encounters that enhance language acquisition. Furthermore, the social-educational environment plays a crucial role in promoting collaboration, communication, and critical thinking skills among learners. They

also contribute to creating a supportive and motivating atmosphere that fosters academic success and personal growth.

Conceptual educational spaces play a crucial role in defining educational experience by encompassing foundational concepts, attitudes, and beliefs. Dewey [7, pp.6-7] presents the notions of continuity (the influence of past experiences on future learning) and interaction (the dynamic relationship between learners and their environment). These concepts underscore the need for educational systems to be adaptable and attuned to the needs of individual learners. The conceptual framework must consider the broader social, cultural, and political contexts that influence language instruction and acquisition as these factors significantly affect students' educational experiences and outcomes [3], [12].

Elements of comprehensive educational environments for language acquisition

Language acquisition is a complex process that involves cognitive, emotional, and sociocultural elements, necessitating an educational environment that considers these factors. Barbiero et al. [3] and Martínez-Ramos et al. [12] emphasise the importance of creating a supportive and inclusive educational environment that caters to the diverse needs of individual learners, taking into account the broader social, cultural, and political contexts that influence language instruction and acquisition. Martinez Ramos et al. [12] assert that establishing a comprehensive environment with the following elements will enhance student learning:

Learner-centred design: The educational environment must be tailored to accommodate the diverse demands, learning styles, and preferences of language learners. This may include adaptive seating configurations, availability of diverse materials, and options for customisation and autonomous learning.

Collaborative learning: The educational environment must promote a culture of cooperation that enables learners to participate in group activities, discussions, and peer-to-peer learning. This fosters social engagement and linguistic exchange, as learners encounter diverse perspectives, cultural norms, and communication styles, thus enhancing intercultural competence.

Immersive Cultural Experience: The educational environment must enable learners to deeply engage with the target language and culture by using authentic resources, cultural artifacts, and interactive experiences. This can enhance their comprehension of the cultural context and subtleties of the language.

Classroom design: The physical attributes of the classroom, including illumination, acoustics, spatial configuration, and furniture placement, can profoundly influence learning experience. A thoughtful design can establish an atmosphere that facilitates language acquisition, accommodates individual and collective endeavours, and promotes a sense of well-being and community.

Integrated technology: Integrating various technologies, including digital resources, language learning software, and online collaboration platforms, can improve learning experience, grant access to authentic materials, and enable language practice and feedback.

Resources: The accessibility of various resources, such as textbooks, multimedia materials, dictionaries, and reference works, can facilitate the language acquisition process and accommodate learners' diverse requirements and preferences.

Instruction and instructor: The educator's role is essential for establishing a comprehensive learning environment. Educators must be equipped with diverse pedagogical techniques, promote student involvement, and deliver language-specific feedback and assistance while acting as cultural ambassadors and facilitators of linguistic exchanges. The curriculum and course structure must be created to connect language acquisition with overarching educational objectives, including critical thinking, problem solving, and intercultural communication.

Skills development: The educational environment must offer learners opportunities to cultivate a diverse array of language competencies, including reading, writing, listening, speaking, and cultural awareness, in a balanced and thorough manner.

Community learning: Cultivating a feeling of community among language learners, enabling them to share experiences, provide mutual support, and engage in substantive interactions can enhance a comprehensive learning environment [9, p.18], [15, p.118].

Advantages of a comprehensive educational environment for language acquisition

Setting up an all-around language learning space can have many benefits, such as better language skills, the development of other skills, greater intercultural awareness and global citizenship, higher student motivation and engagement, better academic results and personal growth, and stronger links between learning and using a language in everyday life.

Students are more likely to acquire the target language and culture effectively and develop profound understanding and appreciation when they are in a supportive and stimulating environment that addresses their cognitive, affective, and sociocultural needs (Classroom as a Microcosm: Teaching Culturally Diverse Students, n.d.). Holistic education recognises and values the diverse learning methods, backgrounds, and experiences of each student, promoting a more inclusive and equitable educational environment.

Through the integration of technology, diverse resources, and community-oriented learning opportunities, students can actively investigate their interests, pursue hobbies, and relate their language acquisition to real-world situations and global challenges. Holistic language learning is based on giving students the power to be in charge of their own learning, encouraging them to explore language ideas on their own, and use what they have learned in real-life situations [5, p.11]. Integrating critical thinking, problem-solving, and intercultural communication skills into the curriculum enables educators to cultivate a global perspective in students, preparing them to be responsible and involve global citizens [2, p.25]. A holistic approach to learning fosters student empowerment, cultivates responsibility for their educational journey, encourages the exploration of personal interests, and facilitates the formation of significant connections in real-world contexts.

Implementing a holistic approach to language acquisition can significantly enhance students' academic achievements and personal development. According to Chhatlani [5, p.12] combining language learning with other important educational goals, such as critical thinking, problem solving, and intercultural communication, helps students develop a wide range of skills that are valued in both schools and workplaces. Holistic learning underscores learners' active engagement in their educational journey, promoting ownership, exploring interests, and establishing linkages to real-world experiences.

As global connectivity increases, language teaching must evolve accordingly. This research indicates that employing a holistic approach to language acquisition can prepare students for the problems of collaboration and cross-cultural communication.

Comprehensive Methodology for Language Acquisition.

Research has indicated that holistic learning resembles an ever-expanding spiral. Students begin with minimal or no understanding, and with each exposure to new material, they assimilate and accommodate it within their existing knowledge framework [13, p.317]. This process extends beyond the classroom, encompassing learning that occurs both within and outside of school, frequently in a subconscious or inadvertent manner.

A holistic approach to language learning recognizes an inseparable connection between languages and cultures. As infants learn a language, they not only obtain a new system of existing knowledge but also cultivate new insights and perspectives on the world [10, p.7]. According to one author, language acquisition transcends the mere learning of new linguistic structures; it involves the expansion of one's identification repertoire and cultivation of novel modes of comprehension regarding the target culture.

A comprehensive language-learning environment should provide students with opportunities to engage with the target language and culture in various authentic, immersive, and significant contexts. This may encompass activities such as cultural trips, community-oriented projects, and opportunities for authentic interactions with native speakers. These interactions enhance linguistic abilities while cultivating empathy, respect, and cross-cultural comprehension; hence, they develop learners' global citizenship competencies [5, p.10]. Moreover, the holistic approach acknowledges the significance of fostering a supportive and inclusive educational atmosphere, in which students feel secure enough to take risks, make mistakes, and derive lessons from their experiences.

Unlike traditional approaches, which focus on rote memory and grammar rules, the holistic approach prioritizes experiential learning, critical thinking, creativity, and self-reflection [6, p.55], [11]. This suggests that educators should encourage students to actively engage in the learning process, explore their interests, and apply concepts to real-world situations. Holistic learning acknowledges that individuals achieve optimal learning outcomes when actively involved in the process and when their varied needs and strengths are considered. By fostering active engagement, exploration, and introspection, instructors can facilitate students' comprehension of the language and culture under study, while also improving their academic performance and personal development.

Learner-centred teaching practices entail students assuming the roles of active participants in their education and making decisions about the content they study, the methods they employ for learning, and the criteria by which their work is assessed, which is a fundamental principle of holistic education [11]. A key tenet is the integration of knowledge across disciplines, acknowledging that concepts and skills are interrelated and should not be examined in isolation. Holistic education emphasises the necessity of empowering students to become self-directed learners by cultivating a sense of ownership and accountability in their educational experiences.

MATERIALS AND METHODS

The objective of this study is to examine the constraints of conventional language teaching methods, identify the essential elements required for a comprehensive and effective approach to language instruction, and evaluate the practical implications of this approach for language educators. This study analyses the limitations of traditional teaching methods, including rote memorisation and grammar-translation approaches, in promoting communicative competence and student engagement. This study examined elements that include contextualized learning, student-centered methodologies, and technology integration that enhance a comprehensive instructional framework. Finally, it addresses how these findings can be used to guide and improve language instructors' teaching techniques, ultimately leading to better language acquisition outcomes.

Four classes at two different schools were observed. Four 9-grade English classes in two schools in Astana, situated in different locations, were studied. Two parallel classes from each school were selected for research credibility and class observation forms were filled out. Voluntary students completed a brief survey. Survey questions were designed to examine the students' attitudes towards the lessons and their organizations, resources, and visuals use, their self-assessment of their language proficiency, and activities they fulfil while in the class and outside of it. The students were observed once a week for 10 weeks. Surveys were offered to volunteers and held in the last three weeks. Fifteen students completed the survey.

The English teachers who taught the four classes were interviewed during the research period, and questions for the interviews were prepared beforehand and were identical. The teachers were informed of confidentiality and signed consent forms.

Qualitative data were gathered through classroom observations, interviews with teachers, and surveys with students. Informed consent was obtained from all subjects. Confidence and anonymity were preserved throughout the study. To protect the welfare of participants, stringent steps were enacted to guarantee compliance with ethical norms. The participants' names and the institutions in which they study were coded.

RESULTS

This study examined the teaching environments of two different schools in Astana, analysing how a holistic approach versus a more traditional approach affects students' engagement, learning experiences, and language proficiency. Observations, surveys, and teacher interviews provided qualitative insights into classroom dynamics.

School A: Holistic Teaching Environment Classroom Observations Engaging and interactive lessons were observed, incorporating various teaching methodologies, such as group discussions, project-based learning, and multimedia integration. Teachers frequently use visual aids, real-world examples, and hands-on activities to enhance comprehension and retention. Student collaboration was encouraged, fostering peer learning and increasing engagement.

Survey Results: 80% of students reported enjoying the lessons due to the variety of activities and engaging teaching style. The majority of students felt confident in their English proficiency, attributing it to the dynamic nature of the lessons. The students noted that they often practiced English outside the classroom through assignments and self-initiated activities.

Teacher Interviews: Teachers emphasized the importance of student-centred learning and expressed satisfaction with their ability to cater to different learning styles. They highlight the availability of resources and administrative support as key contributors to an effective learning environment. The school administration assisted in organizing extracurricular activities.

School B: Traditional Teaching Approach Classroom Observations: Lessons were predominantly less engaging with minimal student activity, and most students were involved in individual or pair work. Teachers relied heavily on textbooks, with limited use of supplementary materials, such as visual aids or interactive activities. Interactive board use was minimal and comprised approximately 20-25% of the whole class time. Student engagement was lower, with some students being disengaged or distracted. Some students would come to class without course books and would share one for two.

DISCUSSION

The comparative analysis of Schools A and B offers compelling evidence regarding the impact of distinct pedagogical approaches on student engagement, language proficiency, and overall educational experiences. The findings indicate that a comprehensive, student-centred approach, as implemented at School A, cultivates a more dynamic and supportive learning environment, thereby enhancing students' motivation and confidence in language use. Conversely, the traditional, teacher-centred methodology employed at School B appears to impede student engagement and the meaningful practice of language skills.

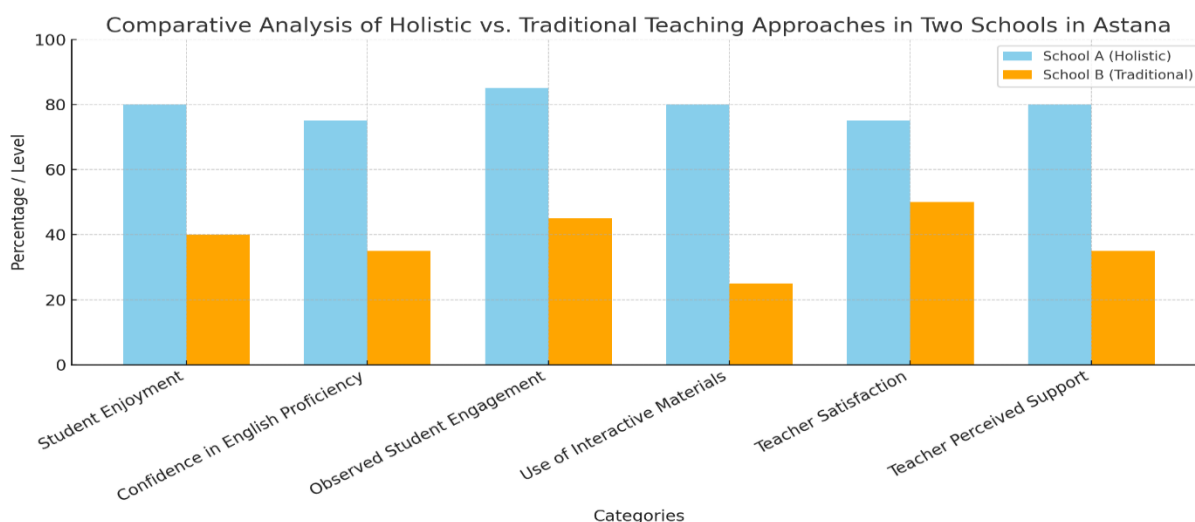
Observations at School A revealed the integration of various pedagogical strategies, including project-based learning, collaborative assignments, and multimedia tools, which effectively engaged students and promoted peer interaction. This aligns with constructivist learning theories, which emphasize the importance of social interaction and experiential learning in knowledge construction. The positive student survey responses, with 80% expressing satisfaction and increased confidence in using English, further support the assertion that diverse, interactive pedagogical approaches significantly enhance both emotional and cognitive outcomes. Additionally, students' willingness to pursue language learning beyond the classroom suggests that holistic environments not only facilitate immediate learning but also encourage self-directed learning practices.

In contrast, School B's reliance on traditional textbook-based instruction with limited interaction is associated with diminished student interest and skill development. The lack of technology and group work in the classroom contributed to a more passive learning environment. Only 40% of students reported enjoying the lessons, with many indicating a lack of motivation and no improvement in their language skills. The emphasis on test preparation rather than effective communication in English may hinder students' ability to apply their language skills in real-world contexts. This corroborates previous findings suggesting that conventional methods may perpetuate rote memorization rather than fostering practical language use.

Interviews with teachers from both schools underscored the critical role of institutional support in shaping pedagogical practices. Teachers at School A reported access to resources and administrative support, enabling them to employ a wide range of teaching methods. Conversely, teachers at School B identified structural challenges, including rigid curricula, excessive workloads,

and limited opportunities for professional development, as significant barriers to pedagogical innovation.

These findings underscore the need for systemic reforms, including professional development initiatives and administrative policies that prioritize learner-centred education. In conclusion, this study demonstrates that educational settings grounded in holistic, interactive methodologies more effectively enhance student engagement and language acquisition. The results underscore the importance of flexible teaching methods, institutional support, and available resources in providing meaningful language learning experiences. Moving forward, educational stakeholders should consider revising practices and investing in strategies that empower educators and engage students.



CONCLUSION

This research underscores the critical significance of creating comprehensive educational environments that facilitate the effective acquisition of foreign languages by adopting a holistic perspective. An analysis of theoretical frameworks and practical classroom observations reveals that language acquisition is optimized when educational settings address learners' cognitive, emotional, social, and cultural characteristics. The combination of adaptable classroom layouts, cooperative teaching methods, immersive cultural experiences, and technological resources promotes not only language proficiency, but also the cultivation of vital twenty-first-century skills, including intercultural communication, critical thinking, and learner autonomy.

The comparative analysis of two schools—one utilising a holistic approach and the other following conventional methodologies—substantiates the assertion that dynamic, student-centred learning settings markedly improve student motivation, engagement, and linguistic outcomes. Conversely, conventional methodologies, which are frequently hindered by inflexible curricula and scarce resources, tend to stifle learner autonomy and restrict opportunities for substantive language engagement. These results show that schools need to change in ways that place a higher priority on new teaching methods, making resources easier to access, and giving teachers more professional support.

Given these observations, it is essential that language education policies and practices transition into a more integrated, inclusive, and immersive framework. Educators must be empowered through ongoing professional development and structural support to create learning experiences that transcend disciplinary borders and foster global citizenship. A comprehensive educational environment is not just a setting for language instruction; it also actively influences learners' linguistic progression and overall human growth. Consequently, embracing a holistic, learner-centred approach in language teaching signifies not only a pedagogical progression, but also a strategic necessity in equipping students for significant engagement in an increasingly interconnected and multilingual global landscape.

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Кешенді білім беру ортасын құру негізінде тілдерді меңгеру.

А. Б. Нуржанова

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Білім беру кеңістігі оқыту мен білім беруді жақсартатын физикалық, виртуалды, әлеуметтік және интеллектуалдық аспектілерді білдіреді. Бұл зерттеу тілді меңгерудегі жан-жақты білім беру параметрлерінің маңыздылығын зерттейді, оқушыға бағытталған дизайнға, мәдениетке енуге және технологиялық интеграцияға баса назар аударады. Әдебиеттерге шолу ынтымақтастыққа, сыни тұрғыдан ойлауға және практикалық қолдануға ықпал ететін инклюзивті, бейімделгіш оқыту параметрлерінің қажеттілігін көрсетеді. Зерттеулер көрсеткендей, әлеуметтік, танымдық және технологиялық элементтерді біріктіретін жан-жақты білім беру тәсілі тілді меңгеруді жақсартады және жаһандық азаматтыққа ықпал етеді. Бұл зерттеу теориялық білімді практикалық қолданбалармен байланыстыратын динамикалық және тиімді оқу орталарын құру үшін студенттерге бағытталған икемді оқыту әдістерін қабылдауға ықпал етеді.

Түйінді сөздер: тұтастық әдісі, тілді меңгеру, оқушыға бағытталған оқыту, жан-жақты білім беру ортасы, мәдени иммерсия, тәжірибелік оқыту, сыни тұрғыдан ойлау.

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Создание комплексной образовательной среды для овладения иностранными языками.

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Образовательное пространство включает в себя физические, виртуальные, социальные и интеллектуальные аспекты, которые способствуют обучению и передаче знаний. В этом исследовании рассматривается важность всесторонних образовательных условий для овладения языком, при этом особое внимание уделяется дизайну, ориентированному на учащихся, культурному погружению и технологической интеграции. Обзор литературы подчеркивает необходимость создания инклюзивных, адаптируемых условий обучения, способствующих сотрудничеству, критическому мышлению и практическому применению. Исследования показали, что комплексный образовательный подход, который объединяет социальные, когнитивные и технологические элементы, улучшает усвоение языка и способствует развитию глобального гражданства. Это исследование способствует внедрению гибких методов обучения, ориентированных на учащихся, для создания динамичной и эффективной среды обучения, которая связывает теоретические знания с практическим применением.

Ключевые слова: целостный подход, овладение языком, личностно-ориентированное обучение, комплексная образовательная среда, культурное погружение, эмпирическое обучение, критическое мышление.

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