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A. Kokarieva, Yu. Pryshupa

THE EDUCATIONAL INFORMATION ENVIRONMENT AS A CONDITION FOR THE SUCCESS OF A LINGUISTIC PERSONALITY FORMATION

Abstract

The article reveals the features of the modern educational information environment for the success of linguistic personality formation.

*The authors of the article prove the importance of integrating the educational and information environment into the pedagogical process, where all component processes are exposed to personality formation, influence the professional formation of the future specialist and play a significant role in the formation of linguistic personality. **The purpose of the article** is the theoretical substantiation and empirical study of the level of the educational and information environment influence on language personality formation success in higher education institutions. **The research tasks** are focused on the scientific substantiation of the concepts of "educational and information environment" and "linguistic personality"; identification of factors in the formation of linguistic identity success; analysis and interpretation of research results regarding the influence of the educational and information environment on the linguistic personality formation. **The results of the study** prove that the educational and information environment is a combination of the latest information technologies and modern pedagogical developments, which should lead to the maximum effect of a sufficient educational process. Various roles of the educational and information environment in the educational process are considered. Where the specified environment can be both a means of supporting the educational process and a means of implementing blended learning. In our study, the educational and informational environment is considered in the paradigm of the distance learning organization. The classification of the levels of the information and educational space and the requirements for distance learning is revealed. The research proposes and justifies the choice of Internet technologies to create a new level of education and information environment. Research also proved the establishment of contact between all participants of the educational process; sample settings are necessary when the students' load of educational material is determined. In the course of questionnaires and surveys of participants in the educational and pedagogical process of technical universities, the peculiarities of the organization of professional training of future specialists in the conditions of distance learning, their influence on the success of language personality formation, and motivation to study were established. **Conclusions.** Summarizing the results of the study on the influence of the educational and information environment on linguistic personality formation, the authors substantiate the need for learning a foreign language. On the basis of productive educational activities, the development of a foreign language is a component of forming a linguistic personality. It is noted that the use of Internet resources creates conditions for the implementation of an individual and differentiated approach to foreign language learning as well as forms the ability to work, analyse and evaluate information. The article reveals the advantages of implementing an educational and information environment during distance learning of foreign languages and emphasizes that despite all the problems of introducing the specified form of education into the educational process, the educational and information environment helped both teachers and students to discover new opportunities, to get a new positive experience of working with Internet platforms and digital tools, and also contributed to the success of linguistic personality formation.*

Key words: *higher education; educational and informational environment; linguistic personality formation; information and communication technologies; educational process*

Introduction. The world experience of researching modern changes taking place in the information and educational space of higher education institutions, the rapid information flow changes in the educational environment, the integration and differentiation of scientific fields, and the requirements of the labour market contributed to the formation of a new educational and information environment in the educational process of the institution of higher education. There, educational individuals must be aware of both the professional and personal expediency of its components, identifying and correcting those factors that inhibit or deform the achievement of success and the quality of the professional and

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personal development of the future specialist, taking into account language training.

Most researchers (V. Bykov, O. Glazunova, Yu. Zhuk, V. Kukharenko, O. Kovtun, E. Luzik, N. Morse, V. Oliinyk, E. Polat, V. Rakhmanov, O. Spirin, M. Fitsula and others) proved, that the creation of an educational and informational environment in a professional educational institution involves:

- prompt updating of educational information in the context of the development of science, technology, and culture;
- qualitative change in methods and forms of educational work;
- obtaining operational information about the level of cognitive abilities and educational achievements of each student of higher education and timely making corrections in the method of acquiring knowledge;
- strengthening interdisciplinary connections in education, the ensuring of reality phenomena study multiplicity;
- increasing the amount of individual work due to the sequence that is optimal for each student, the material perception speed and the possibility of self-monitoring the acquired knowledge quality.

As a result of the scientific works content analysis where the specified problem of the issue was considered, the researchers single out a single space of the education system as part of the global educational space, which includes the educational space of the educational institution as a component. The pedagogical process of higher education institutions is dynamic and permanent, its development is cyclical. Thus, in the "Ukrainian Pedagogical Dictionary," S. Honcharenko defines the pedagogical process as a purposeful, consciously organized, dynamic interaction of pedagogues and educators, in the process of which socially necessary tasks of education and harmonious training of students are solved. (Honcharenko, p. 17).

In our opinion, the definition of the educational and information environment provided by the researcher O. Morgulets is interesting, namely, as a system of informational educational resources and information and communication technologies, which ensures the interconnection of the participants of the educational process and is aimed at achieving the maximum quality of the training of specialists (Morgulets, 2015).

Based on the fact that the environment is a real activity in the conditions under which human development takes place, the educational and information environment is based on a systemic approach: in accordance with the principle of the generality of the system. And therefore, all the objects included in the correspondence between space and environment, as well as space and environment itself, are systems. According to E. Luzik, a systematically organized set of informational, technical, educational, and methodical support is inextricably linked with a person as a subject of the educational process; a single information and educational space, built using the integration of information on traditional and electronic media, information and communication technologies, includes electronic libraries, distributed databases, educational and methodological complexes and an expanded apparatus of didactic tools (Luzik, 2019).

Ways of human interaction with the environment are determined by the structure of the environment and the actions of the teacher, who selects certain elements from the environment and initiates the student's interaction with them.

As the main attention in our research was directed to the identification and fixation of the mechanisms of linguistic personality formation and the influence effectiveness of the educational and informational environment, we consider it as a complex of components that ensures the systematic integration of new educational and informational environment into the process of future specialists formation and their readiness for speech activity.

The study goals in an educational and informational environment are the development of those abilities of an individual that are necessary for him and society. The focus of language education today is its huge socializing potential. The subject component of the educational environment is primarily related to the design of conditions, search, and selection of materials that ensure the solution of practical, general educational, developmental and educational tasks by means of the language being studied. Methodical "navigator" for the teacher is various Internet portals and didactic platforms.

A foreign language is also a tool for forming a linguistic personality and a linguistic environment. On the basis of the thematic content of educational programs and manuals, as well as the application of adequate methods and techniques of presentation, a model of the socio-cultural space of education seekers is created, which is manifested in the formation of their ideas about the surrounding world and the determination of their place in it. In this logic, we use the following definition of the educational and informational environment as a working one - it is a synthetic, systemic formation that accumulates intellectual, cultural, programmatic, organizational, and technical resources and the application of a wide

range of traditional and new information technologies and their technical means that are used to achieve the goals of education, upbringing, and personality development.

However, due to the deterioration of the epidemiological situation in the world, and later Russian aggression, in Ukraine there was an emergency transfer of education to a distance format and conducting classes online during the academic years 2020- 2022. Higher education institutions, forced to work with students remotely on the recommendation of the Ministry of Education, should be aware of this difference in evaluating the effectiveness of so-called "online learning" with the use of distance educational technologies. Nowadays, all face-to-face classes (lectures, practical) in higher education institutions have been transferred to the online environment, and teachers are forced to organize the educational process of students using distance learning technologies based on various methods of supplying electronic content and available communication tools of participants in the educational process in electronic information and educational environment (Rakhmanov, 2019). Such a transition to distance learning is a forced measure, but today universities are already better prepared for this radical restructuring of the educational process than it was in the spring of 2020, taking into account the level of development of the information infrastructure, the provision of disciplines with electronic educational resources, and the readiness of teachers to use digital platforms and services in the educational process. But there are many unsolved problems still regarding the improvement of the quality of forced distance learning in extreme conditions (Konoplianyk, 2022).

Thus, the educational and information environment directly affects the processes of personality formation in modern conditions and therefore performs informative and communicative functions, as well as promotes the implementation of those types of activities related to the use of computers and new information technologies. Therefore, we believe that the modernization and restructuring of the existing process of personality formation, in particular in universities under the conditions of the educational and information environment, is now an objective process of linguistic personality development, and is also relevant for our research.

The purpose of the article is the theoretical justification and empirical study of the level of education and information environment influence on the success of language personality formation in institutions of higher education.

The tasks of the research are focused on the scientific substantiation of the concepts "educational and information environment"; "linguistic personality"; identification of factors of success in the formation of linguistic identity; analysis and interpretation of research results regarding the influence of the educational and information environment on the linguistic personality formation.

Methods. To realize our research goal, a set of methods of scientific knowledge was used: comparison; systematization; generalization; interpretation; testing method, as well as analysis and synthesis – to characterize the key concepts of the study; analysis of documents – to study scientific sources, normative, legislative acts; systematization and generalization – for the formulation of conclusions and recommendations, which made it possible to find out the advantages of creativity development in the process of professional training of students of higher education; empirical (interviewing, questionnaires, observation of the educational process).

The results. Realization of the educational and information environment potential as one of the significant trends of the modern educational system has led to the classification of distance learning models depending on the technologies that dominate education, as well as the general approach to education. A detailed examination of teaching foreign languages peculiarities in the conditions of distance learning in the modern educational and information environment, in addition to the fact that significant components of foreign language content learning are methods of activity, that is, learning various types of speech activity, namely speaking, listening, reading and writing. Language is a carrier of information, and the goal of foreign language learning arises in the formation of communicative thoughts that create a complete picture of a linguistic personality formation, and not in the study of a certain range of ideas and concepts. Linguistic concepts and knowledge about the language system, and the necessity of language functioning as a communication experience are exceptional. So, it should be noted that a foreign language acts both as a goal and as a means of forming a linguistic personality, where the personality is connected with the language.

In our research, we focused on the integration of the educational and informational environment and optimization of the process of linguistic personality formation in the conditions of the English-language project. The topics of the studied materials reflect the essence and functions of language training, which contribute to language environment formation.

We conducted a study of the activities of about 50 foreign language teachers in the Kyiv region

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(2021-2022). The results showed that the following components contribute to the formation of linguistic personality: speech; language (linguistic); sociolinguistic; country studies; discursive; awareness of authentic speech; linguistic methodical; methodical mobility.

During the survey, the teachers were asked the following questions:

- 1) what difficulties did you encounter during the first year of remote work?
- 2) what exactly caused the desire to turn to the educational and information environment?
- 3) what "gaps" in methodical knowledge of teaching English language students do you feel so far?
- 4) do you consider it necessary to expand professional psychological and pedagogical knowledge on the use of information technologies?
- 5) what forms of increasing professionalism do you consider to be productive?
- 6) are you satisfied with the didactic content as an English teacher?

The respondents expressed a desire to use the educational and information environment for teaching the subject: 75.89% in urban areas and 65.74% in rural areas. 53.95% of urban teachers and 58.73% of rural teachers felt the need to update their psychological and pedagogical knowledge on the use of information technologies. 8% and 14.12%, respectively, found it necessary to update their knowledge of a foreign language. The obtained data, in our opinion, correspond to the general trend identified by scientists: teachers do not feel the need to improve foreign language communicative competence, since, as a rule, they acquire a thorough knowledge of a foreign language at the university. There is an urgent need to acquire knowledge of the method of teaching the subject by means of computer technologies. A survey of students majoring in "Philology" (70 people in the 1st-2nd years and 50 people in the 4th year) in 2021 showed that they mainly learn the material using Internet platforms and educational sites. When answering the question: "What will you focus on in conducting lessons, if you happen to work as an English teacher?", almost all students indicated – the use of an educational and information environment.

The research above gives grounds for asserting that certain opportunities in the intensification of the educational process are provided by work on the Internet. Students offer various tasks to search for certain information. Sites that should be used for foreign language concepts can be divided into informative and educational. On information sites, you can find interesting information for preparing independent, creative works, and projects. Educational sites are clearly structured sites that have different levels of difficulty. Such sites are useful and interesting for learning English. In addition, in this country, there are such narrowly focused platforms (Kahoot, Genial.ly, H5P, Duolingo, Edmodo) where the material is presented according to the four types of speech activities (reading, listening, writing, and speaking), and attention is paid to study of phonetics, vocabulary and grammar.

Therefore, the formation of a linguistic personality in the conditions of extraordinary events still remains a serious test for all participants of the educational process. But student youth are armed with the most modern mobile communication devices that combine the functionality of a mobile phone and a personal computer (smartphones and iPhones), feel free to use the Internet, and easily navigate various search programs. Therefore, the use of an educational and informational environment is not only an important but also a necessary condition for language teaching in a professional direction in higher education at the current stage.

Discussion. In our opinion, the success of a linguistic personality formation is facilitated by a methodically competently created foreign language environment in a non-linguistic higher education institution. The main focus of the research was aimed at identifying and recording the mechanisms of language personality formation and the impact of the effectiveness of the educational and informational environment. Linguistic personality as the most important component of personality as a whole is a generalized image of the bearer of consciousness, the national language picture of the world, speech knowledge, skills, language culture, and culture of communication. At the same time, it is necessary to realize that language is a universal means not only of communication but also of the entire being of a nation with all the signs that characterize its value and content, which ensures a comprehensive process of education of a linguistic personality. The basis of the study was the language environment, which is understood as the space for the implementation of basic educational programs, and the spread of European languages (primarily English), which ensures the acquisition and processing of information related to the content of the disciplines provided for by educational and research mobility programs. The focus on productive educational activity in the Internet environment allows to ensure the conditions for the personal and activity nature of independent work on the learning language, independent goal setting, and expansion of needs in the field of language and culture studies; searching for and determining the personal meaning of learning a foreign language and trying out one's capabilities; increasing the level of

motivation; development of personal autonomy and creativity; expanding the possibilities of her socialization and continuous linguistic development. Working in an educational and information environment, which is familiar to university students, makes the process of forming a linguistic personality easier and more interesting for them. Also, among the advantages of organizing such an environment, we note the ability to collect all tasks and educational materials on one platform, remind students about the deadlines for completing and returning tasks, the ability for students to monitor their learning results during the semester, constant feedback, the ability to attach completed tasks in various formats. The teacher can share content and useful course materials, track and monitor student progress, and implement digital learning tools to convey the necessary learning information or as a visualization tool or control tool. Designing and creating an information and educational environment in the conditions of a holistic pedagogical process as a modern pedagogical process of the higher education institutions and also as a system in which a set of related elements interact with each other and form a certain integrity.

Conclusions. Summarizing the results of the study on the influence of the educational and informational environment as an effective condition for the success of linguistic personality formation, we rely on the accessibility of students to a meaningful and informational environment and the ability to implement various types of interaction: chats, e-mail, presentations, language learning in real-time, etc. significantly enriches the interaction of the subjects of this environment. It should be noted that the roles of both subjects in the new environment have also changed. The teacher does not act as a distributor of knowledge and information (as it is traditionally accepted), but in the role of a consultant, assistant, partner, and coordinator of the cognitive process, and the student is an active subject of the educational process, aimed at the conscious development of relevant professional competencies. The success of a linguistic personality formation in the conditions of an educational and information environment is the development of those abilities of the individual that did not provide him and society. The focus of language education today is its huge socializing potential, as well as the advantage of innovative technical means of learning. All this is a source of authenticity, carries a living modern language, and gives a true picture of culture. A foreign language is a tool for the formation of a linguistic personality. On the basis of the thematic content of educational programs and manuals, as well as the use of adequate methods and techniques of presentation, the socio-cultural space of the individual is modelled, which is expressed in the formation of his phenomena about the surrounding world and the determination of his place in it.

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А. Кокарева, Ю. Пришупа

ОСВІТНЬО-ІНФОРМАЦІЙНЕ СЕРЕДОВИЩЕ ЯК УМОВА УСПІШНОСТІ ФОРМУВАННЯ МОВНОЇ ОСОБИСТОСТІ

Резюме

У статті розкриваються особливості сучасного освітнього середовища для успішності формування мовної особистості.

*Автори статті доводять важливість інтегрування освітньо-інформаційного середовища у педагогічний процес у якому всі складові процеси підпорядковуються формуванню особистості впливають на професійне становлення майбутнього фахівця та відіграють суттєву роль при формуванні мовної особистості. **Мета статті** полягає в теоретичному обґрунтуванні та емпіричному дослідженні рівня впливу освітньо-інформаційного середовища на успішність формування мовної особистості у ЗВТО. **Завдання дослідження** зосереджені на науковому обґрунтуванні понять «освітньо-інформаційне середовище», «мовна особистість»; виявленні чинників успішності формування мовної особистості; аналізі та інтерпретації результатів дослідження щодо впливу освітньо-інформаційного середовища на формування мовної особистості. **Результати** дослідження доводять, що освітньо-інформаційне середовище – це поєднання новітніх інформаційних технологій та сучасних педагогічних здобутків, поєднання яких повинно призвести до максимального ефекту відносно навчального процесу. Розглянуто різні ролі освітньо-інформаційного середовища у навчальному процесі. Де зазначене середовище може бути як засобом підтримки навчального процесу, так і засобом для впровадження змішаного навчання. У нашому дослідженні освітньо-інформаційне середовище розглядається в парадигмі організації дистанційного навчання. Виявляється класифікація рівнів інформаційно-освітнього простору та вимоги, які пред'являються до дистанційного навчання. У дослідженні пропонується та обґрунтовується вибір інтернет технологій для створення освітньо-інформаційного середовища нового рівня. Також дослідження довели необхідність встановлення контакту між усіма учасниками освітнього процесу; необхідність встановлення пріоритетів при визначенні навантаження студентів навчальним матеріалом. У ході анкетування й опитування учасників освітньо-педагогічного процесу технічних університетів було встановлено особливості організації професійної підготовки майбутніх фахівців в умовах дистанційного навчання, їхній вплив на успішність формування мовної особистості та мотивацію до навчання. **Висновки.** Підсумовуючи результати дослідження щодо впливу освітньо-інформаційного середовища на формування мовної особистості автори обґрунтовують необхідність навчання іноземної мови. На основі розвитку продуктивної навчальної діяльності іноземна мова є складовою процесу формування мовної особистості. Зазначається, що використання інтернет-ресурсів створює умови для реалізації індивідуального та диференційованого підходу до навчання іноземної мови а також формує уміння працювати, аналізувати та оцінювати інформацію. Стаття розкриває переваги впровадження освітньо-інформаційного середовища під час дистанційного навчання іноземних мов та наголошує, що незважаючи на всі проблеми впровадження зазначеної форми навчання в освітній процес, освітньо-інформаційне середовище допомогло як викладачам, так і студентам відкрити для себе нові можливості, отримати новий позитивний досвід роботи з інтернет платформами та цифровими інструментами, а також сприяло успішності формуванню мовної особистості.*

***Ключові слова:** вища освіта; освітньо-інформаційне середовище; формування мовної особистості; інформаційно-комунікаційні технології; навчальний процес*