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INTERNATIONAL PRACTICES OF DESIGNING COMMUNICATIVE SCHOOL ENVIRONMENT THROUGH ART SPACES

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The relevance of the study is determined by the transformation of contemporary school education amid globalisation, internationalisation, and the increasing role of foreign-language communication in the educational process. Modern schools are gradually reconsidering the educational potential of physical infrastructure, viewing it not only as a technical component of the learning process but also as an active pedagogical instrument influencing students' communicative behaviour, motivation, creativity, and intercultural interaction. In this context, special attention is paid to art spaces as multifunctional educational environments capable of stimulating foreign-language communication through visual culture, collaborative creativity, informal interaction, and emotionally engaging educational practices. The study focuses on the experiences of China, Japan, the United States, and France, where art spaces encourage students' foreign-language interaction both during classroom activities and beyond formal lessons. The conceptual foundations of communicative educational environments, art-oriented pedagogy, and spatial approaches to foreign-language education are outlined.

The methodological basis of the study includes comparative pedagogical analysis, synthesis, systematisation, and interpretation of international educational practices. The research draws on an analysis of scholarly publications, educational concepts, school design strategies, and practical cases involving the implementation of communicative art spaces in educational institutions abroad.

The results demonstrate that foreign education systems actively use school art spaces to intensify students' communicative activity. In China, art-integrated educational environments are associated with collective creative practices and a culture of visual communication. Japanese schools emphasise harmony, aesthetics, shared responsibility, and interactive cultural spaces that support communicative behaviour. In the United States, flexible creative zones, open libraries, media studios, and multicultural artistic environments support inclusive communication and project-based foreign-language learning. French schools actively employ cultural and aesthetic environments to develop a culture of discussion, creativity, and linguistic interaction.

The authors' analysis confirms that the effectiveness of communicative art spaces depends on the integration of pedagogical goals, school design, cultural context, and educational strategies. International experience demonstrates a transition from traditional classroom-centred language instruction towards holistic educational ecosystems in which communication becomes a natural component of students' everyday school life. The study's practical significance lies in the possibility of adapting international approaches to modernise school educational environments in other national education systems.

Keywords: music space; visual space; compulsory education; functional school space; People's Republic of China; Japan; France; United States; communicative activity.

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ФОРМУВАННЯ КОМУНІКАТИВНОГО ШКІЛЬНОГО СЕРЕДОВИЩА НА ОСНОВІ АРТ-ПРОСТОРУ ЗАКЛАДУ ОСВІТИ: ЗАРУБІЖНИЙ ДОСВІД

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Актуальність дослідження зумовлена трансформацією сучасної шкільної освіти в умовах глобалізації, інтернаціоналізації та зростання ролі іншомовної комунікації в освітньому процесі. Сучасні школи поступово переосмислюють освітній потенціал фізичної інфраструктури не лише як технічної складової навчального процесу, а й як активного педагогічного інструменту, що впливає на комунікативну поведінку учнів, їхню мотивацію, креативність та міжкультурну взаємодію. У цьому контексті особлива увага приділяється арт-просторам як багатофункціональним освітнім середовищам, здатним стимулювати іншомовну комунікацію через візуальну культуру, колективну творчість, неформальну взаємодію та емоційно залучені освітні практики. Дослідження зосереджене на досвіді Китаю, Японії, Великої Британії та Франції, де арт-простори використовуються як інструменти заохочення іншомовної взаємодії учнів як під час навчальних занять, так і поза межами формального навчання. Окреслено концептуальні засади комунікативних освітніх середовищ, арт-орієнтованої педагогіки та просторових підходів в іншомовній освіті.

Методологічну основу дослідження становлять порівняльно-педагогічний аналіз, синтез, систематизація та інтерпретація міжнародних освітніх практик. Дослідження ґрунтується на аналізі наукових публікацій, освітніх концепцій, стратегій шкільного дизайну та практичних кейсів упровадження комунікативних арт-просторів у закладах освіти зарубіжних країн.

Результати дослідження демонструють, що зарубіжні освітні системи активно використовують шкільні арт-простори як інструменти інтенсифікації комунікативної діяльності учнів. У Китаї арт-інтегровані освітні середовища пов'язані з колективними творчими практиками та культурою візуальної комунікації. Японські школи акцентують увагу на гармонії, естетиці, колективній відповідальності та інтерактивних культурних просторах, що підтримують комунікативну поведінку учнів. У США для підтримки інклюзивної комунікації та проєктно-орієнтованого іншомовного навчання використовуються гнучкі творчі зони, відкриті бібліотеки, медіастудії та мультикультурні мистецькі середовища, тоді як французькі школи активно використовують культурно-естетичні середовища для розвитку дискусійної культури, креативності та мовленнєвої взаємодії.

Проведений авторами аналіз підтверджує, що ефективність комунікативних арт-просторів залежить від інтеграції педагогічних цілей, шкільного дизайну, культурного контексту та освітніх стратегій. Міжнародний досвід демонструє перехід від традиційного класно-урочного навчання мов до цілісних освітніх екосистем, у яких комунікація стає природною складовою повсякденного шкільного життя учнів. Практичне значення дослідження полягає у можливості адаптації міжнародних підходів до модернізації шкільного освітнього середовища в інших національних системах освіти.

Ключові слова: музичний простір; візуальний простір; заклади обов'язкової освіти / школа; функціональний простір школи; КНР / Китай; Японія; Франція; США; комунікативна діяльність.

General statement of the problem and its connection with important scientific or practical tasks. The transformation of contemporary education under conditions of globalisation, digitalisation, and increasing intercultural interaction has

significantly intensified the role of communicative competence in the educational process. In modern school systems, foreign language communication is no longer considered exclusively a component of language classes but is increasingly interpreted as an integral part of students' everyday educational experience. This tendency has stimulated growing scientific and practical interest in the formation of communicative educational environments capable of encouraging spontaneous interaction, collaborative learning, creativity, and intercultural dialogue. In this context, special importance is attached to the educational potential of school infrastructure and, particularly, to the use of art spaces as pedagogically organised environments that support students' communicative activity.

The relevance of the problem stems from the need to reconsider traditional approaches to school design and educational organisation. Contemporary international educational practice demonstrates a gradual transition from standardised classroom-centred instruction towards flexible educational ecosystems in which architecture, visual culture, artistic expression, and spatial organisation actively contribute to the learning process. Art spaces are increasingly integrated into school environments as multifunctional zones that combine educational, communicative, aesthetic, and social functions (Loh, 2026). Such spaces contribute to students' communicative confidence, emotional engagement, intercultural awareness, and motivation to use foreign languages in authentic situations.

The scientific significance of this problem lies in the need to conceptualise the relationship between educational environment design, art-oriented pedagogy, and communicative activity in school education. Despite the growing number of studies devoted to educational spaces and communicative competence, the use of art spaces specifically as instruments for stimulating foreign-language interaction among school students remains insufficiently systematised within comparative pedagogical research. An analysis of international experience makes it possible to identify both universal and nationally specific approaches to organising communicative educational environments.

The practical significance of the study is connected with the possibility of adapting effective foreign practices to the modernisation of school educational environments in other countries. The experience of the United States, China, Japan, and France demonstrates different models of integrating art spaces into educational infrastructure through media laboratories, interactive galleries, multicultural creative zones, collaborative artistic projects, visual communication systems, and flexible learning environments. The study of such practices contributes to the development of modern pedagogical strategies aimed at strengthening communicative activity, intercultural interaction, and student-centred approaches in school foreign language education.

The analysis of recent research and publications. The problem of designing communicative school environments through art spaces belongs to the category of complex interdisciplinary pedagogical issues that combine educational environment studies, communicative pedagogy, foreign language education, school architecture, aesthetic education, and intercultural communication. Due to the multidimensional nature of the topic, it appears difficult to identify scientific works devoted directly and exclusively to the phenomenon of designing communicative school environments

through art spaces within compulsory education. Therefore, the analysis of recent research and publications in this article is based on an integrative approach that examines the separate components of the investigated problem and their representation in contemporary scientific discourse.

One important group of studies investigates educational environments and school infrastructure as pedagogical instruments influencing students' engagement, communication, and learning outcomes. Researchers analyse the influence of built learning spaces and flexible educational environments on students' creativity, collaboration, motivation, and educational interaction (Blackmore et al., 2011; Richardson & Mishra, 2018), confirming that school design can significantly affect communicative practices and students' participation in learning (Kalogeratos et al., 2023; Norton et al., 2024).

Another important area of research concerns the development of communicative competence, intercultural interaction, and foreign-language communication in school education. Studies in this area examine communicative and intercultural approaches to foreign-language education, emphasising the importance of emotionally engaging and culturally enriched learning environments (Schat et al., 2023; Thornhill-Miller et al., 2023; Li et al., 2023). The development of foreign-language education in different national systems has also been analysed by Wang Shouren (Wang, 2024) in relation to China and by Etsuko Shimo (Shimo, 2022) in relation to Japan's foreign-language education policy.

A separate group of publications addresses the aesthetic and artistic dimensions of school education. In exploring the pedagogical role of arts education, arts integration, music activities, and creative practices in school environments, researchers demonstrate that artistic activities may function not only as components of aesthetic education but also as instruments for communication, collaboration, emotional development, and intercultural interaction (Bonnéry & Deslyper, 2020; Ye, 2022; Gazzano, 2024; Zhu, 2021; Kotova, 2025).

Thus, the analysis of recent scientific literature demonstrates considerable scholarly interest in separate aspects of the investigated problem, including communicative learning environments, creative school spaces, foreign language communication, aesthetic education, and compulsory schooling systems. However, despite the growing number of related studies, the issue of presenting international practices of designing communicative school environments through art spaces as an integrated pedagogical phenomenon remains insufficiently researched.

Presentation of the main research material. The problem of designing communicative school environments through art spaces should be considered within the broader transformation of modern pedagogical thought, where the educational environment is increasingly interpreted not as a passive background for instruction but as an active pedagogical construct capable of shaping students' communication patterns, social behaviour, emotional involvement, and learning motivation. Contemporary pedagogical science increasingly emphasises that communication skills, intercultural interaction, creativity, and collaborative practices cannot be effectively developed exclusively through traditional classroom instruction. This has led to the emergence of

new educational concepts that reconsider the pedagogical role of school space and artistic environments in compulsory education (Blackmore et al., 2011). One of the conceptual foundations connected with this problem is the theory of “learning environments” which interprets school infrastructure as a multidimensional educational ecosystem influencing cognitive and social development (Barroso & Dias, 2023). Another important approach is communicative pedagogy, according to which educational communication should extend beyond formal lesson structures and become integrated into students’ everyday school experience (Schat et al., 2023). The development of art-oriented pedagogy additionally highlights the role of artistic expression, visual communication, aesthetic interaction, and collaborative creativity in forming communicative competence. Closely related to this is the concept of flexible educational spaces, which promotes adaptive school environments capable of supporting teamwork, project-based learning, intercultural dialogue, and emotionally comfortable interaction among students (Kalogeratos et al., 2023). Furthermore, modern humanistic and student-centred educational theories increasingly stress the importance of emotionally engaging educational environments that stimulate students’ initiative and spontaneous participation in communication (Norton et al., 2024).

Taken together, these approaches make it possible to present contemporary ideas about the role of art spaces in the communicative environment of a modern school (Figure 1).



Figure 1: Art space as a communicative educational ecosystem

Source: created by the authors based on Blackmore et al. (2011), Barroso and Dias (2023), Schat et al. (2023), Kalogeratos et al. (2023), and Norton et al. (2024).

Despite the common global tendency towards communicative and student-centred education, different countries solve the problem of organising communicative school environments through art spaces in different ways, depending on cultural traditions, educational priorities, social values, and national pedagogical models. The article specifically focuses on schools of compulsory education because this educational stage represents the most intensive period of communicative socialisation and personality formation. It is during compulsory education that students develop stable communicative habits, interaction patterns, emotional responsiveness, and attitudes towards cooperation and intercultural dialogue. At this stage, the educational environment exerts particularly strong influence on behavioural and communicative development, making the organisation of communicative art spaces especially pedagogically significant. Therefore, the study of international practices implemented precisely within compulsory education allows identifying the most effective educational and spatial approaches for fostering students' communicative activity.

The system of *compulsory education in the United States* is characterised by diversity, flexibility, and a strong orientation towards student-centred learning. Compulsory schooling generally includes elementary school, middle school, and part of secondary education, depending on state legislation. In most states, compulsory education begins between the ages of five and seven and continues until the age of sixteen to eighteen. Basic compulsory education is usually divided into elementary education (Grades K-5 or K-6), middle school education (Grades 6–8), and high school education (Grades 9–12). Public schools constitute the dominant form of compulsory education and operate according to state educational standards while simultaneously maintaining significant autonomy in curriculum design, school infrastructure organisation, and educational innovation (Grimes, 2024).

Within the framework of compulsory education, increasing attention is devoted to the development of communicative competence, intercultural awareness, collaborative learning skills, and students' social interaction. Foreign language learning occupies an important place in this process, particularly in middle and secondary school education. Spanish remains the most commonly studied foreign language in American schools due to demographic, cultural, and economic factors, as well as the large Spanish-speaking population within the country. French is traditionally the second most widespread foreign language in compulsory education, especially in academically oriented schools. German, Chinese, Japanese, and Latin are also offered in many educational institutions depending on regional priorities and school specialisation. During the last decade, the growing geopolitical and economic importance of East Asia has contributed to increased interest in Chinese language education in American schools (Office of Communications and Outreach, 2026). Foreign language instruction in the United States increasingly emphasises practical communication, intercultural interaction, collaborative projects, and authentic language use rather than exclusively grammatical competence.

One of the characteristic features of contemporary American compulsory education is the active use of creative and artistic school spaces as instruments for stimulating communicative activity among students. Educational infrastructure is

frequently designed according to the principles of flexible learning environments, where physical space itself supports communication, collaboration, creativity, and emotional engagement. School art spaces are no longer limited exclusively to traditional art classrooms; instead, they are integrated into broader communicative educational ecosystems that include media laboratories, collaborative studios, open libraries, theatre spaces, music zones, creative corridors, exhibition areas, and multifunctional common spaces. In many American schools, visual communication becomes an important pedagogical mechanism for encouraging interaction (Richardson & Mishra, 2018). Hallways, school libraries, and common areas often function as interactive exhibition spaces where students present multilingual projects, visual storytelling assignments, cultural displays, and collaborative artistic works connected with foreign language learning. Such environments stimulate spontaneous communication among students and encourage the practical use of foreign languages beyond formal classroom instruction. For example, language-learning corners decorated with cultural symbols, posters, and interactive media materials related to Spanish-speaking, French-speaking, or Chinese-speaking cultures create immersive communicative atmospheres within the school environment.

Project-based learning also significantly influences the organisation of communicative art spaces in American schools. Students frequently participate in interdisciplinary projects that combine foreign language learning with visual arts, drama, digital media, music, and performance activities. School theatres and performance spaces are widely used for staging multilingual plays, cultural festivals, debates, role-playing activities, and artistic presentations that encourage communicative confidence and authentic language interaction. Through such practices, students develop not only linguistic competence but also public speaking skills, intercultural sensitivity, teamwork abilities, and emotional expressiveness (Thornhill-Miller et al., 2023).

Another important tendency involves the integration of media and digital art spaces into communicative educational environments. Many American schools establish media centres equipped with digital technologies, video production tools, podcast studios, and interactive presentation spaces where students create multimedia projects in foreign languages. These practices reflect the influence of media literacy pedagogy and contemporary communication-oriented educational approaches (Grimes, 2024). Students become active participants in communicative production rather than passive recipients of educational content. The American approach to communicative art spaces in compulsory education is also closely connected with multiculturalism and inclusion. Since American schools operate within highly diverse social and cultural contexts, art spaces frequently serve as platforms for intercultural dialogue and identity expression. Cultural weeks, multilingual exhibitions, collaborative murals, artistic workshops, and student-designed communication zones help create emotionally supportive educational environments that encourage interaction among students from different linguistic and cultural backgrounds.

Compulsory education in Japan includes six years of elementary school (shōgakkō) and three years of lower secondary school (chūgakkō), covering the ages

from approximately six to fifteen years. This stage of education is officially guaranteed by the state and is considered one of the key foundations of Japanese society. Japanese compulsory schools traditionally focus not only on academic achievement but also on the formation of discipline, cooperation, responsibility, communication culture, and harmonious social interaction (Japan Education System, 2026). Consequently, the educational environment itself is regarded as an important pedagogical instrument influencing students' behavioural and communicative development.

Within compulsory education, foreign language learning has gradually acquired increasing importance due to globalization, international cooperation, tourism development, and Japan's participation in global economic and cultural processes. English is the dominant foreign language taught in Japanese schools and functions as the principal international communication language within the educational system. Since recent educational reforms introduced by the Ministry of Education, Culture, Sports, Science and Technology, English instruction has begun at earlier stages of elementary education and now emphasises practical communication rather than exclusively grammatical knowledge. Foreign language education in Japan increasingly focuses on communicative competence, intercultural understanding, collaborative learning, and students' confidence in authentic interaction. In some schools, particularly internationally oriented institutions, students may additionally study Chinese, Korean, French, or German; however, English remains overwhelmingly predominant within compulsory education (Shimo, 2022).

One of the distinctive features of Japanese compulsory schools is the careful organisation of educational space according to principles of harmony, aesthetics, emotional comfort, and collective interaction. Japanese educational culture traditionally attributes significant importance to the visual and emotional qualities of school environments. Consequently, creative and art spaces within schools are actively used not only for artistic education but also as mechanisms for strengthening communicative activity, social cooperation, and students' emotional involvement in the educational process. In Japanese schools, communicative educational environments are often formed through the integration of visual and musical spaces, cultural activities, collective artistic projects, and multifunctional common spaces. Hallways, school entrances, stairways, libraries, and open school zones frequently display students' artistic works, multilingual posters, calligraphy exhibitions, seasonal decorations, and collaborative creative projects. Such visual environments contribute to the development of communication culture and create emotionally engaging spaces that stimulate interaction among students. Foreign language communication is often naturally incorporated into these artistic displays through bilingual presentations, English-language cultural materials, thematic exhibitions, and visual storytelling activities connected with international cultures (Allen, 2021).

An important role in Japanese schools is also played by collective artistic practices that encourage communication through cooperation. Students frequently participate in group-based projects involving music, theatre, crafts, visual arts, and school festivals (bunkasai). School cultural festivals represent one of the most significant forms of communicative and artistic activity in compulsory education.

During these events, students collaboratively prepare performances, exhibitions, multilingual presentations, cultural demonstrations, and interactive activities that frequently involve the practical use of English and intercultural communication skills. Such projects strengthen students' communicative confidence while simultaneously developing teamwork, responsibility, creativity, and public interaction abilities. Japanese schools also actively use music and performance spaces to support communicative development. Choir activities, theatrical performances, storytelling events, and collaborative musical practices contribute to verbal expression, emotional openness, and interaction within student groups (Gazzano, 2024). The integration of artistic expression into everyday school life reflects broader Japanese pedagogical principles emphasising harmony between intellectual, emotional, aesthetic, and social development. Another characteristic feature of Japanese school environments is the emphasis on flexibility and multi-functionality of educational spaces. Traditional rigid classroom structures are increasingly complemented by open communication zones, collaborative learning areas, reading corners, and interactive spaces designed to support discussion, creativity, and peer interaction. Such environments are particularly important for communicative foreign language learning, as they create psychologically comfortable conditions for students who may initially experience hesitation in verbal interaction (Ye, 2022).

The Japanese approach to designing communicative school environments through art spaces demonstrates that educational communication can be effectively strengthened through aesthetics, collective creativity, emotional comfort, and culturally integrated spatial organisation. Within compulsory education, these approaches help transform communication from a formal academic requirement into a natural element of students' everyday school experience. Consequently, Japanese schools illustrate how artistic and spatial educational solutions may contribute simultaneously to communicative competence formation, intercultural awareness, collaborative interaction, and students' holistic personal development.

The French compulsory education system has a strongly state-regulated structure, places considerable emphasis on cultural education, and has a long tradition of integrating aesthetic and civic values into the educational process. Compulsory education in France currently covers children from the age of three to sixteen, following reforms that extended compulsory schooling to preschool education. The system includes école maternelle (preschool education), école élémentaire (primary school), and collège (lower secondary school) (Mandavkar, 2022). Together, these stages form the foundation of basic education and play a central role in students' socialisation, communicative development, and cultural formation. French educational policy traditionally regards school not only as a place of academic instruction but also as a cultural environment responsible for fostering citizenship, a culture of communication, aesthetic sensitivity, and social cohesion. One distinctive characteristic of French compulsory education is the close relationship among communication, culture, and aesthetics within school environments. French schools actively use creative and art-oriented spaces to support communicative development and intercultural dialogue. Cultural education occupies a central place in national

educational policy, which explains the considerable attention devoted to the aesthetic organisation of school environments and students' participation in artistic activities (Courtioux & Maury, 2020).

Foreign language learning occupies an important place within French compulsory education. English is the dominant foreign language taught in French schools and is usually introduced during primary education. Due to globalization, international communication, and economic integration, English has become the principal language of intercultural communication within the French educational system. Spanish and German are also widely studied as second foreign languages, particularly during collège education. In some regions and specialised educational institutions, Italian, Chinese, Arabic, and other languages may also be offered depending on cultural and regional priorities. Contemporary French foreign language pedagogy increasingly emphasises communicative competence, intercultural awareness, collaborative learning, and authentic language interaction rather than traditional memorisation-based instruction. As a result, educational institutions actively seek pedagogical and spatial methods capable of supporting students' communicative activity in natural and emotionally engaging contexts.

In French schools, art spaces are often integrated into everyday educational life rather than functioning as isolated zones for artistic instruction only. School corridors, libraries, courtyards, exhibition areas, and multifunctional halls frequently become communicative environments where students interact through visual culture, collaborative artistic projects, performances, and multilingual presentations. Artistic displays connected with literature, theatre, music, cinema, and international cultures are widely used to stimulate students' communicative interest and foreign language interaction. Such environments create emotionally rich educational atmospheres that encourage students to express ideas, discuss cultural topics, and participate in collaborative communication (Li et al., 2023). Particular importance in French compulsory education is attached to the combination of musical and visual spaces through theatrical and performative practices. School theatres, drama clubs, and performance spaces are actively used to develop students' oral communication skills in foreign languages. Students frequently participate in multilingual performances, role-playing activities, debates, and artistic presentations that combine linguistic practice with emotional and creative expression. Through theatrical communication, students gain confidence in public speaking, improve pronunciation and spontaneous speech skills, and develop intercultural understanding. French pedagogical tradition considers artistic expression an important mechanism for overcoming communicative barriers and supporting students' personal involvement in learning (Bonnéry & Deslyper, 2020).

Another important aspect involves the use of visual communication within school infrastructure. Educational spaces often contain multilingual posters, interactive cultural exhibitions, artistic installations, and student-created visual projects dedicated to different countries and cultures. Such practices support the development of intercultural competence and encourage students to perceive foreign languages as living instruments of communication connected with culture, identity, and creativity.

In many schools, libraries and media centres are transformed into flexible communicative zones combining reading spaces, digital technologies, collaborative learning areas, and cultural exhibitions. French schools also actively cooperate with museums, cultural institutions, theatres, and local artistic communities. Educational projects connected with cinema, photography, architecture, and contemporary art are integrated into school communication practices and often involve foreign language components (Acquiring cultural and creative..., 2026). Such interdisciplinary approaches strengthen students' communicative motivation and connect language learning with real cultural experience.

The system of *compulsory education in the People's Republic of China* occupies a central place within national educational policy and is regarded as an important mechanism for social development, cultural formation, and national modernisation. According to the Law of the People's Republic of China on Compulsory Education, compulsory schooling covers nine years and includes six years of primary education and three years of lower secondary education. The system is state-regulated and aimed at ensuring equal access to basic education, civic formation, moral development, and the acquisition of fundamental academic and communicative competencies (Sun, 2022). Contemporary Chinese educational reforms increasingly emphasise creativity, intercultural awareness, practical communication skills, and the formation of innovative human capital capable of functioning within a globalised environment.

Foreign language education represents an important component of compulsory schooling in China. English is the dominant foreign language taught in Chinese schools and is introduced from the primary education stage in most urban educational institutions. The importance of English language learning is connected with international economic cooperation, scientific development, technological modernisation, and China's integration into global educational and professional systems. In addition to English, some schools (particularly specialised or internationally oriented institutions) may also offer Japanese, Russian, French, German, Korean, or other foreign languages depending on regional priorities and educational programmes. However, English remains the principal foreign language within compulsory education and serves as a key instrument of intercultural communication and academic mobility (Wang, 2024).

In recent decades, Chinese educational policy has gradually shifted from examination-oriented language instruction towards communicative and competency-based approaches. This transformation has encouraged schools to search for new pedagogical and spatial methods capable of stimulating students' communicative activity, collaborative interaction, and practical use of foreign languages. Within this context, school art spaces increasingly function as important educational instruments that support communication, creativity, emotional engagement, and intercultural learning (Kotova, 2025). Chinese schools providing compulsory education actively integrate artistic and visual elements into school infrastructure in order to create educational environments that combine aesthetic influence with pedagogical functionality. School spaces are frequently designed according to principles of harmony, collective identity, visual symbolism, and

cultural representation. Art spaces in Chinese schools are not limited to traditional art classrooms but often include multifunctional cultural corridors, open exhibition zones, thematic communication areas, calligraphy spaces, music and performance rooms, digital creativity laboratories, and collaborative project environments.

Visual communication occupies a particularly important role in Chinese school environments. School walls, corridors, and common spaces often contain multilingual posters, inspirational cultural quotations, student-created artistic works, and thematic visual installations connected with Chinese and international culture. Such visual environments help immerse students in communicative contexts and support the practical integration of foreign language vocabulary into everyday educational life. English-language signs, international cultural displays, and artistic presentations related to global traditions are widely used to normalise foreign language communication beyond formal lessons. Collective artistic practices also represent a characteristic feature of Chinese compulsory education. Educational institutions frequently organise collaborative creative projects where students prepare exhibitions, performances, thematic festivals, and intercultural presentations using foreign languages as instruments of communication (Zhu, 2021). School festivals dedicated to international cultures, English-language weeks, theatrical performances, music events, and public speaking competitions encourage students to practice communicative interaction in emotionally engaging and socially significant contexts. Such practices correspond with broader Chinese educational goals connected with collective participation, social harmony, and moral education.

Another important tendency involves the integration of digital technologies and media art into communicative educational environments. Many contemporary Chinese schools establish multimedia zones and smart educational spaces where students create digital presentations, video projects, visual storytelling products, and interactive exhibitions in foreign languages (Zhang et al., 2025). These practices reflect China's broader strategy of educational digitalisation and innovation-oriented development. Through media creativity and collaborative digital communication, students develop both foreign language competence and technological literacy. Chinese educational culture also places considerable emphasis on the emotional and aesthetic atmosphere of school environments. Educational spaces are frequently designed to promote order, concentration, cooperation, and collective responsibility. Artistic decoration, natural elements, symbolic colours, and culturally meaningful visual compositions contribute to creating emotionally supportive environments that encourage respectful communication and collaborative interaction among students.

The analysis conducted for this study enabled the authors to identify the types of art spaces used in international educational practice and the corresponding forms of foreign-language activity among school students, as presented in Table 1.

Table 1

**Types of art spaces and corresponding forms of foreign-language activity
among school students in international educational practice**

Countries where the type is dominant	Main forms of art space	Influence on the formation of students' communicative activity
USA, Canada, Australia	Media studios, open libraries, digital laboratories, multimedia zones, spaces for podcasts, video projects and presentations	Stimulate the practical use of a foreign language through multimedia content, video presentations, podcasts and digital storytelling; develop public speaking, teamwork and communication skills in real- life contexts.
USA, France, Great Britain	Theatre spaces, stages, drama rooms, assembly halls, spaces for role play and performative practices	Develop oral speech, pronunciation, spontaneous verbal response, emotional expressiveness and communicative confidence through performances, debates, role plays, dramatisations and intercultural presentations.
China, Japan, France	Visual corridors, school galleries, exhibition zones, walls with students' works, thematic art installations	Create a permanent visual-communicative environment in which a foreign language is used not only during lessons but also in everyday school space; activate description, explanation, discussion, presentation and interpretation of visual materials.
China, Japan, South Korea	Collective creative spaces, workshops, zones for joint artistic projects, festival and cultural spaces	Support group foreign-language interaction through exhibitions, festivals, cultural weeks, collective posters and creative presentations; develop cooperation, negotiation, role distribution and team communication skills.
France, Italy, Spain	Cultural-aesthetic spaces, school museums, art corners, heritage interaction spaces, literary and artistic zones	Promote discussion culture, argumentation, description of cultural phenomena and interpretation of artistic objects; combine foreign-language learning with cultural education and intercultural competence formation.
Japan, Finland, Sweden	Harmonised aesthetic spaces, calm communication zones, reading corners, spaces for informal interaction	Create psychologically comfortable conditions for foreign-language communication, reduce fear of mistakes, and support dialogue, attentive listening, pair work and group interaction.

Continued from Table 1

China, Singapore, South Korea	Smart classrooms, digital art spaces, interactive screens, visual modelling zones, spaces for AI and AR/VR projects	Activate foreign-language activity through interactive presentations, digital exhibitions, virtual tours and commentary on visual models; combine linguistic, digital and creative competencies.
USA, Canada, Great Britain, Australia	Multicultural art zones, cultural corners, identity spaces, exhibitions of world cultures	Develop intercultural communication, tolerance and readiness for dialogue; encourage students to present their own culture in a foreign language, compare cultural practices and interact with representatives of different linguistic and cultural groups.
France, USA, China, Japan	School festival spaces, zones for cultural weeks, celebrations, fairs and public presentations	Provide natural situations for foreign-language communication beyond the formal lesson; support the transition from classroom language exercises to authentic communicative actions: presenting, explaining, inviting, discussing and public speaking.
China, France, Japan, USA	Integrated project-based art spaces combining visual arts, music, theatre, digital technologies and language learning	Form a holistic communicative school ecosystem in which a foreign language becomes a means of creative, research-based, cultural and social interaction; support motivation, creativity, communicative confidence and intercultural openness.

Source: created by the authors based on Barroso and Dias (2023), Blackmore et al. (2011), Bonnéry and Deslyper (2020), Gazzano (2024), Kalogeratos et al. (2023), Kotova (2025), Norton et al. (2024), Richardson and Mishra (2018), Schat et al. (2023), Thornhill-Miller et al. (2023), and Ye (2022).

In contemporary schools, the art space is no longer only a place for aesthetic education or the display of students' creative works. It functions as a multifunctional pedagogical environment in which language practice, intercultural interaction, collective creativity, digital communication and emotionally engaged learning are combined. The comparative analysis of practices used in the United States, China, Japan, France and other countries shows that the most effective models are those in which space, pedagogical purpose and students' communicative activity form an integral educational ecosystem. For Ukraine, this experience is especially relevant in the context of modernising the school educational environment, implementing the competency-based approach and strengthening students' foreign-language training. Under the conditions of the New Ukrainian School, European integration, the development of digital education and the need to restore educational infrastructure after war-related destruction, art spaces may become an important resource for renewing

school life. They should be considered as environments that support not only creativity but also real foreign-language interaction, psychological comfort, intercultural openness, teamwork and students' social cohesion. Therefore, adapting international approaches to the organisation of communicative art spaces may help Ukrainian schools move from episodic language exercises towards the natural use of a foreign language in everyday educational communication.

Conclusions. Today the design of communicative school environments through art spaces has become an important direction of contemporary educational transformation within compulsory education systems. The analysis of international practices implemented in the United States, China, Japan, and France confirms that school infrastructure is increasingly interpreted not merely as a physical environment for instruction but as an active pedagogical instrument capable of influencing students' communicative behaviour, intercultural interaction, creativity, emotional involvement, and motivation towards foreign language communication. Modern educational systems actively integrate artistic, visual, performative, and flexible spatial solutions into school environments in order to stimulate authentic communicative activity among students. Despite differences in cultural traditions, educational priorities, and pedagogical models, all countries under consideration demonstrate a common tendency towards the creation of communicatively oriented educational ecosystems in which communication extends beyond the formal classroom and becomes part of students' everyday school experience. At the same time, each country solves the problem of organizing communicative art spaces according to its own educational philosophy and sociocultural context. American schools emphasise multicultural creativity and project-based communication; Chinese educational institutions focus on collective artistic practices and visual culture; Japanese schools prioritize harmony, aesthetics, and emotionally balanced interaction; French schools integrate communication with cultural and aesthetic education. The practical significance of the research lies in the possibility of adapting effective international approaches to the modernization of school educational environments in other national educational systems. The findings of the study may serve as a theoretical and practical basis for the further development of communicative, student-centred, and culturally enriched educational environments in compulsory education.

Future research may focus on developing a theoretical model of a communicative school environment designed through art spaces and identifying the pedagogical conditions necessary for its effective implementation in compulsory education. Particular attention should be paid to examining the impact of different types of art spaces on students' communicative competence, intercultural awareness, and foreign language interaction. Comparative investigations involving a broader range of countries, as well as analyses of digital and hybrid art spaces, may further contribute to understanding contemporary approaches to communicative environment design and their potential adaptation within various national educational systems.

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Олена ЗАГДАЙ: дослідження – збір даних, упорядкування, написання частини статті, присвяченої досвіду Франції;.

Любов КАЛАШНИК: дослідження – збір даних, упорядкування, написання частини статті, присвяченої досвіду КНР та Японії, написання – чернетка;

Яна ЛЕВЧЕНКО: дослідження – збір даних, упорядкування, написання частини статті, присвяченої досвіду США, написання – огляд та редагування.

Фінансування

Дослідження виконано без фінансової підтримки

Декларація конфлікту інтересів

Олена ЗАГДАЙ заявляє про відсутність конфлікту інтересів.

Любов КАЛАШНИК є членом редакційної колегії збірника наукових праць «Засоби навчальної та науково-дослідної роботи». У зв'язку з цим не брала участі у процесі рецензування або прийнятті рішення щодо публікації цієї статті.

Яна ЛЕВЧЕНКО заявляє про відсутність конфлікту інтересів.

Використання штучного інтелекту

Автори стверджують, що при створенні цієї статті технології штучного інтелекту використовувалися виключно для покращення якості англійської мови для репрезентування матеріалів дослідження.

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