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Methodlogical Foundations of Creating A Virtual Environment in Literature Classes and International Experience

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Abstract: This article explores the methodological foundations of creating a virtual learning environment in "Literature" classes and examines international educational practices in this area. The concept of the virtual environment is analyzed in a broad sense, emphasizing its role in strengthening teacher student interaction, supporting creative activity, and ensuring interactivity. In particular, the experience of foreign countries in effectively organizing literature lessons through digital platforms, multimedia resources, and AI-powered applications is studied. The author argues that the use of virtual environments in teaching literary texts contributes to students' deeper immersion in the text, the development of aesthetic taste, and the enhancement of critical thinking. Furthermore, the article provides methodological recommendations for literature classes and demonstrates their significance in improving the effectiveness of education.

Keywords: Literature education, virtual environment, methodological foundations, international experience, interactive learning, digital platforms.

Introduction: A virtual learning environment is a specialized system designed to manage and conduct the teaching learning process between teacher and students on the basis of computer technologies. The notion of a "virtual environment" is broad and is not limited to distance education alone. Contemporary pedagogical literature that analyzes modern forms of learning defines it as follows: "A virtual environment is an artificially created space that resembles the real world but is generated through digital technologies, adding interactivity, immersion, and adaptability to the educational process" [1,137]. Unlike distance education, this environment encompasses the integrated use of digital technologies, AI-based tools, and interactive platforms both inside and outside the classroom. Virtual environments typically rely on software platforms and are referred to in foreign sources as a Learning Management System (LMS) or Virtual Learning Environment (VLE). Today such environments have become an integral part of education, expanding not only classroom instruction but also distance and blended learning opportunities. Their significance became especially evident during the COVID-19 pandemic, when traditional education worldwide was disrupted and, due to temporary school closures in many countries, the need to pivot to distance teaching and virtual platforms arose. Educational institutions were required to stand up online instruction in a short time. As a result, the advantages and shortcomings of virtual environments were tested in practice, and their role in the education system was further consolidated.

METHODS

The relevance of virtual learning environments in today's education system is explained by several factors. First, they broaden access to learning regardless of geographical location, students in different regions and countries can access high-quality textbooks, necessary learning materials, and online lectures in areas of interest. Second, they make learning more flexible students can study at a convenient time and pace or participate synchronously in live discussions. Research shows that digital technologies bring "new energy" into the learning

environment, activating students and helping them gain a deeper understanding of topics [2,6]. For today's digital generation, a virtual mode of learning that uses multimedia, interactive apps, audio-video materials, and gamification is more convenient, meaningful, and engaging than traditional methods. In this sense, the introduction of virtual environments in education is not only a need but a key requirement for improving quality and effectiveness.

Creating a virtual environment in Literature classes also yields high pedagogical impact. Whereas traditional Literature lessons usually involve working with texts, reading literary works, and oral discussion, the digital environment enriches these processes and further activates students [3, 7]. With a virtual environment, works presented in Literature textbooks can be rendered as audio or video for visual perception; students can study the author's life and era interactively and analyze texts through multimedia interpretations. Using digital storytelling also produces strong results: students create an interactive story i.e., a multimedia project based on motifs of the work they read. Maila Husni Rahiem, an associate professor at Syarif Hidayatullah State Islamic University Jakarta, emphasizes the role of digital storytelling in fostering children's interest in reading literary texts: "Enriching traditional oral storytelling with multimedia and interactive elements enlivens the learning process and increases students' motivation to learn. This method not only improves quality but also helps children develop communication and technology skills" [5, 3].

It should be noted that a virtual environment helps fully realize the principle of visual/demonstrative instruction in Literature classes. In analyzing a work, for example, a virtual whiteboard can be used to build maps or family trees and to depict relationships between characters as diagrams, which helps students form a clear idea of the plot and structure. Interactive quizzes, tests, online relays, and various educational games consolidate content, increase engagement, and encourage deeper analysis of the literary text. Pedagogical research indicates that creating a virtual environment in literary education not only increases lesson effectiveness but also shapes a positive attitude toward literary knowledge and develops independent reading, critical thinking, and creative analysis skills.

RESULT

Organizing a virtual environment in Literature lessons lies at the intersection of pedagogy, information technology, and literary studies. Its scientific–methodological aspects include:

- Theoretical conceptual foundations. Implementing a virtual environment in the teaching-learning process is rooted in modern pedagogical concepts, particularly constructivism and interactive teaching theories. According to constructivism, the learner independently discovers and constructs knowledge, with the teacher acting as a guide. A virtual environment aligns with this theory by enabling independent work, inquiry, and discovery.

- Integration with the TPACK (Technological Pedagogical Content Knowledge) model. The integration of a teacher's technological, pedagogical, and content knowledge is a key methodological dimension. A Literature teacher must not only be able to use digital technologies but also apply them to serve specific goals of literary education. It is not enough to know the tools; teachers must know which topics and methods suit students' developmental levels. The TPACK model brings together technology, pedagogy, and content. Studies show that improving teachers' techno-pedagogical competence is the essential condition for effective use of virtual environments. This model helps teachers view digital technologies not only as technical tools but also as educational methods. Therefore, training Literature teachers to use modern digital tools and improving their qualifications is a methodological objective.

- Research approaches and examining practice. Comparative study of international and local experiences is crucial. Research conducted in advanced education systems of the U.S., Europe, and Asia on implementing virtual environments, digitizing the learning process, pilot projects, achieved successes, and encountered problems - can be analyzed to develop effective models for virtual environments in literary education.

- Measurement and evaluation criteria. Evaluating the effectiveness of virtual environments is also methodologically important. While results in traditional lessons are typically assessed via tests and oral/written checks, virtual environments allow for learning analytics-assessing student activity on the platform, assignment completion time, discussion participation, and more. Within this research area, it is necessary to develop online assessment criteria suitable for Literature lessons and substantiate their validity and reliability. For instance, research is needed on indicators for assessing critical thinking or the ability to analyze literary texts in a virtual environment.

Overall, creating a virtual environment in literary education requires a comprehensive scientific-methodological approach. It calls for integrative consideration of theoretical foundations, pedagogical principles, technological tools, and assessment methods in light of both international and local

experience.

DISCUSSION

It should also be emphasized that virtual environments are grounded in a learner-centered approach: the individual level and abilities of each student are taken into account. They make this feasible by allowing learners to study at convenient times, revisit materials as needed, and consult additional sources. Virtual environments also align with social learning theory by promoting collaboration and interaction. As Richard Mayer, one of the founders of cognitive theory, has shown, “The human mind receives information through two main channels-visual (images, graphics, videos) and verbal (text, speech, sound). When information is presented in a coordinated way across these two channels, learning is better understood, processed, and retained” [4, 75].

From this perspective, the didactic affordances of virtual environments can be classified as follows:

- they provide richness and variety of information-one platform can combine text, images, audio and video materials, and interactive exercises;

- they enable interactivity-students move from passive listeners to active participants;

- they offer flexibility-teachers can modify content, add resources, or assign individualized tasks as needed;

- they facilitate remote collaboration-students can work in groups to write essays via Padlet, Microsoft 365, or Google Classroom, complete tasks on platforms like Wordwall and BookWidgets, and jointly analyze literary works in discussion forums.

Pedagogical research emphasizes that certain didactic principles must receive special attention when using virtual teaching models. In particular, the virtual environment should be structured to support independent learning, encourage active interaction, reinforce knowledge through visual means, and create a collaborative learning atmosphere.

CONCLUSION

The functions of a virtual learning environment differ significantly from those of a traditional classroom. The teacher posts, organizes, and shares instructional materials through an electronic platform. On an LMS, for example, the teacher uploads course materials and systematically organizes digital textbooks, lecture notes, video lessons, and assignments by topic this is the informational function of the virtual environment.

In a virtual environment, the teacher manages the lesson not only as an information transmitter but as a facilitator creating conditions for independent work, guiding, and monitoring students. Students become active subjects rather than passive listeners: they conduct small inquiries, work in groups to analyze, review one another’s creative work, and so on. Properly organized, the didactic possibilities and pedagogical functions of a virtual environment converge to cultivate active, independent, critically thinking, creative individuals goals that align with the competency-based aims of the national education system.

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