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The impact of the academic environment on student success

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Abstract. The academic success or failure of students in higher education institutions necessitates an in-depth investigation of the content of education and the factors influencing it. This article provided a scientific analysis of the key factors affecting students' academic performance and examined the interrelation between these factors and the academic environment. The scientific and practical relevance of the study is grounded in the increasing demand for quality education and the growing influence of the educational environment on students' academic outcomes. The purpose of the research was to identify the main factors influencing academic success among university students and to provide a comprehensive understanding of their interaction with the academic environment. The study employed systematic analysis, comparative method, survey, interview, and correlation analysis. The research involved students from higher education institutions in Kyrgyzstan. The findings revealed that internal motivation, pedagogical competence of instructors, the psychological climate of the educational environment, academic support, and collaboration among students significantly impacted academic success. The academic environment was conceptualised through three core components: infrastructural, axiological, and communicative-organisational. The analysis showed that academic failure was often linked to insufficient learning and living conditions, instructors' attitudes toward students, and discrepancies between institutional corporate culture and its ideal model. The scientific novelty lies in the fact that, for the first time, the interrelationship between the factors shaping students' academic success and the academic environment has been examined in a comprehensive manner. The practical value of the study is that its results can support higher education administrators, faculty, and policymakers in making effective decisions aimed at improving the academic environment. Consequently, this contributes directly to enhancing students' educational achievements

Keywords: academic success; educational environment; higher education institution; motivation; student achievement; academic support; corporate culture

■ INTRODUCTION

In the modern world, the quality of education is a key factor in the socio-economic development of a country. International comparative studies, including PISA, are of great importance for objective assessment of the state of education systems of different countries and determination of their competitiveness at the world level. The Kyrgyz Republic has twice participated in the PISA study – in 2003 and 2006 (PISA, 2023). The results of these studies revealed

serious problems in education in the country. Kyrgyzstan, occupying the last places in the world rankings (43rd and 57th places), proved that pupils of 7-9 grades have not reached the required level in basic educational competences.

In 2025, Kyrgyzstan will again participate in the PISA study. This will be the first cycle for the country to take place in a digital format, which will create new requirements and challenges. The study will assess the level of

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education of students in seven key competences: (1) reading and writing skills; (2) mathematical literacy; (3) scientific literacy; (4) information and communication technology literacy; (5) financial literacy; (6) cultural and civic literacy; (7) global competence. Kyrgyzstan's participation in the PISA-2025 study will make it possible to assess the current state of the education system at the international level. It will also contribute to analysing the effectiveness of the reforms, identifying strengths and weaknesses, and improving educational policy in accordance with global trends. Therefore, the relevance of this study is conditioned by the need to improve the modern education system. Such students have much better chances to continue their studies in secondary school and then in secondary and higher vocational institutions, but it can be said that their further success (failure) depends on the environment in which they study. This situation emphasises the need to study the factors of academic environment that influence students' success in education. Such strategies help students and teachers to develop experience and knowledge of working in different cultural and social environments, and encourage respect, exchange and understanding of ethnic and cultural diversity in society.

Success and unsuccessfulness in education are qualitative indicators of teachers' and students' achievements. In the article, the authors considered it as a situation reflecting the inconsistency of their educational activities with social expectations. The review of scientific publications also showed that the main focus of the study by T. Lebedeva *et al.* (2016) was on the study of factors affecting academic achievement as one of the elements of educational success. In it, analysing the statistical factors affecting the academic performance of university students, the authors concluded that such factors as the content of education, sources of income, use of free time have a significant impact on the high or low level of academic performance. However, the meaningful interpretation of the results obtained by the authors is not given in the article.

Researcher S. Lazarev (2016), studying the factors influencing learning outcomes, identified two sectors of their localisation: the first is the student's personal qualities and the second is the quality of the educational environment in which the student is located. A. Shaporov *et al.* (2019), studying the academic achievements of medical students, found that such personality traits as organisation and conscientiousness, as well as motivation to study, are associated with them. The study on academic giftedness in PRC universities by H. Tiwen (2023a) highlighted that student success encompasses not only high intelligence but also motivation, creativity, emotional intelligence, and leadership qualities. It emphasised that a tailored academic environment, utilising innovative teaching methods and modern technologies, is crucial for nurturing these diverse aspects of student potential. Analysing the historical development of academic giftedness abroad, the article by H. Tiwen (2023b) reveals that standard educational systems often fail to meet the needs of gifted students,

necessitating specialised programs and teacher training. The study underscored how responsive and differentiated academic environments, employing methods like accelerated learning and enrichment, are vital for maximising student potential. The research by A. Alekseeva (2022) demonstrated how socio-communicative competence and value-semantic priorities influence career self-realisation differently for men and women. The findings suggested that academic environments should account for these diverse motivational and value-driven predispositions to optimise professional development programs. S. Kostyu (2015) examined the psychological and pedagogical foundations of a student's worldview formation, defining academic success through an analysis of its psychological factors and the student's role as an active participant in their learning. The study underscored that a holistic academic environment must consider students' internal psychological aspects to effectively foster success.

L. Sibanda *et al.* (2015) analysed the factors influencing the academic success of students – regularity of classes, attendance and quality of assignments, the result of hard work, and determination. N. Isaeva (2014) noted that the influence of the educational environment of the school on the success of the student's personal and professional development depends on his perception and experience of the environment. According to S. Lazarev (2016), considering the general set of factors that determine learning outcomes as a complex phenomenon, 32% of them directly correspond to the educational environment. Although the impact of the educational environment on student performance is not of primary importance, its potential has not been studied in depth and is not assessed at the current level. The authors of the current study aimed to define the academic environment and its elements, as well as to consider in more detail the relationships that influence student learning.

■ MATERIALS AND METHODS

This study employed a comprehensive approach, integrating both theoretical and empirical methods. The theoretical foundation was established through a systematic analysis of academic literature spanning pedagogy, psychology, and the sociology of education. This rigorous review facilitated a conceptual analysis of “educational environment” and “academic environment”, enabling to delineate their interconnections and identify their core components. Furthermore, methods of synthesis, classification, and comparative analysis were utilised to structure existing theoretical frameworks and approaches. To ascertain the influence of the academic environment on student success and to determine the interrelationships between the identified factors, an empirical study was conducted. The study involved 5,132 students from the 1st to 5th courses of the J. Balasagyn Kyrgyz National University. These students represented 21 faculties and various fields of study. The sample was formed using a total enumeration method, drawing from students participating

in an online survey as part of the project “Assessing the quality of services provided by the J. Balasagyn State University” (2023). This approach ensured representativeness across different courses and faculties.

Empirical data collection was carried out via anonymous online questionnaires using the Google Forms platform. The questionnaire was designed to assess several key areas: students’ satisfaction with infrastructural conditions for learning and living (including lecture theatres, libraries, canteens, dormitories, and sports facilities); the psychological climate within the educational environment and their interactions with lecturers and peers; their subjective perception of the academic environment’s impact on their personal and professional development and overall academic performance; and their perception of the university’s corporate culture. Certain questions within the questionnaire were developed based on previously validated surveys for assessing the educational environment, adapted specifically to the context of higher education in the Kyrgyz Republic. The questionnaire comprised both closed-ended questions utilising Likert scales (a 5-point scale for satisfaction assessment) and open-ended questions to gather qualitative data on suggestions and perceived issues.

The online survey was conducted throughout the 2022-2023 academic year. Students were invited to complete the questionnaire voluntarily, and access was disseminated via the university’s information channels. Anonymity of participation was strictly guaranteed, which significantly contributed to eliciting candid responses. The survey adhered to the ethical guidelines for scientific research outlined in The Guidance Note of the European Commission on Ethics and Data Protection (2021). The collected quantitative data were processed using correlation analysis methods to identify relationships between various aspects of the academic environment and indicators of student academic success. The Excel statistical software package was utilised for this purpose. Qualitative data derived from the open-ended questions underwent content analysis to uncover key themes and patterns in students’ perceptions of the academic environment. Finally, the findings from the empirical investigation were correlated with the theoretical tenets to formulate comprehensive conclusions.

■ RESULTS AND DISCUSSION

Understanding the academic environment conceptual framework

In scientific literature, the concept of environment is closely related to such categories as space, environment, conditions. O. Netsenko (2015) comprehensively considers methodological principles and theoretical concepts of the phenomena of space and environment. Modern methods of understanding and studying the environment in philosophy, psychology and pedagogical sciences are based on the subject-subjective approach to socialisation, as they are aimed at identifying the subjective function of the environment. Approaches to the definition of

environment from a sociological point of view Sh. Hannanov (2011) defines the most general interpretation of the concept of “social environment” as a set of conditions that promote or hinder the transition of the subject’s activity to a certain state in the environment. This state of affairs emphasises the need to analyse the results of empirical studies of students’ satisfaction with learning conditions. Sh. Khannanov (2011), analysing the anthropocentric and exocentric concepts of the social environment, comes to the conclusion that the first is “What should the environment be like for a person to effectively develop in accordance with his life choices,” and the second is “How should a person manage the environment in order to effectively realise his personal goals and the goals of the group to which he belongs?” This conclusion is of fundamental importance in the authors’ study, since it is very important that a successful educational environment contributes to increasing the student’s potential.

The analysis of scientific publications showed that the concept of “educational environment” is developed more deeply by the authors than the category of “academic environment”. The concept of “educational environment” is presented in detail in the works of V. Belovolov & T. Sultanbekov (2014). S. Tarasov (2011) considers that “the educational environment is characterised as a set of social, cultural, as well as psychological and pedagogical conditions specially organised in an educational institution, as a result of which a person is formed in interaction with society.” According to N. Isaeva & L. Borisova (2013), the educational environment of a university is defined as a process that objectively includes resources for the development and formation of the personal and professional experience of all participants in the educational process, involving students in general activities. S. Tarasov (2011) believes that the elements of the educational institution environment include spatial-semantic, content-methodological, communication-organisational components. S. Lazarev (2016) notes that “the educational environment of a university is traditionally assessed by the information technology component (an indicator of information availability, the degree of use of innovative, information and telecommunication teaching aids in the educational process of a university); the intellectual component (a qualitative indicator of the teaching staff); the material component (the level of development of the material and technical base that ensures the educational process).”

According to the results of anonymous online survey of students of 1-5 years using Google Forms “Assessing the quality of services provided by the J. Balasagyn State University” (2023), the majority of students (70.8%) perceived the educational environment of the university as adaptive. They were satisfied with the conditions for their personal and professional development, but at the same time they believed that psychologically comfortable and generally favourable conditions for the successful implementation of educational and professional activities do not allow them to fully disclose and implement all their abilities.

Components of academic environment and student success

When comparing the educational and academic spheres in terms of ideology and content, academic circles as a sphere of activity are often found in scientific publications. E. Sivak & M. Yudkevich (2008) interpret the academic sphere as a set of norms and rules of educational and scientific activities characteristic of a certain community, as well as a set of resource, expert and status networks based on these norms. A. Oganyan & D. Khloptsov (2018) emphasised the multifaceted nature of the academic sphere and focus on its specific characteristics. They showed the interconnection and dependence of educational, research and expert-analytical

activities of faculty, students and community, as well as the incompleteness of formal agreements between the participants of the academic sphere and the lack of clearly defined criteria for evaluating academic activities.

Pedagogical science studies the content and mechanisms of educational processes aimed at developing and shaping the student's personality through scientific research conducted at all levels of education. The academic sphere is relevant only for the level of higher education and reflects the inseparable unity and interrelation of educational activities and scientific research. In this study, at the level of higher education the academic sphere is understood as a set of components (Table 1).

Table 1. Components of the academic environment

Infrastructure component	Axiological component	Communication and organisational component
The infrastructure of an organisation, which includes buildings, premises, etc., the material space for educational and scientific activities, material and technical equipment, scientific centres and laboratories, information infrastructure and resources).	The values of academic culture, the university's mission, its position, rules and patterns of behaviour, etc.	The subject of the integrity of the academic environment; a unified set of students, faculty and administration in education; relationships between them, style and nature of interaction, etc.

Source: compiled by the authors

Infrastructural component. Undoubtedly, the infrastructure of the university, the design and ergonomics of the building, spatial features of the campus have a significant impact on students, faculty and staff of the university. The architecture and design of buildings can influence the choice of place of study and work, the desire to study at the university, the formation of personality, as well as the efficiency of work. Researchers L. Sibanda *et al.* (2015) noted that "if universities are organised to accommodate the interests and needs of different groups, they will motivate students to engage in active learning and researchers and teachers to generate and transmit knowledge and scholarship." Buildings (spaces) can have a positive impact on efficiency, productivity (educational achievement). Learning is not limited to classrooms but continues outside the classroom through independent, group project work, which attracts students to alternative "open" spaces on campus, and their design, in turn, influences learning outcomes.

In the study entitled "Assessing the quality of services provided by the J. Balasagyn State University" (2023), an anonymous online survey was conducted using Google Forms among students studying in the 1st-5th years of the 2022-2023 academic year, with a total of 5,132 respondents from among students studying in each direction of 21 faculties of the university. Of the 100% students who were able to be assessed, 41% gave the following rating: comfortable and safe study and living environment including auditorium, library, canteen, hostel, sports facilities, etc. As the provided data show, the infrastructural component by its individual indicators can contribute to the development of students' potential and become one of the environmental factors of students' academic performance.

Axiological component. Self-determination based on values is an important stage in the development of a

student's personal axiological potential. Academic maturity is the final stage in the development of a student's personal axiological potential. The more developed the axiological potential of a student studying at a university, the higher the quality of his or her professional life and professional activity. The development of students' axiological potential in the educational process is ensured as a result of a number of interrelated conditions and actions, which are: actualisation of values in the content of education; creation of conditions for value self-determination of a future specialist in the educational environment of a university; implementation of the axiological component in industrial practice; introduction of a model reflecting the logic of development of axiological potential, which links such stages as adaptation, orientation and personalisation in the learning process; Only when students' mastery of fundamental knowledge and modern information technologies is based on the integration of intellectual, communicative and creative skills, this process will be sustainable and effective.

In the study of the axiological foundations of higher education, the substantiation of issues of developing the corporate culture of the university, integrating traditional research and innovation areas, as well as finding the optimal balance between classical academic values and post-academic values is of particular importance. This process varies depending on the practice of modernising the university and the macro-regional context of each national education system focused on social and market values. To develop the axiological potential of the student's personality, it is necessary to take into account the following value aspects for a qualitative change in his value attitude to his educational activities, to himself and to his future professional activities (Table 2).

Table 2. Aspects of development of personal axiological potential of a student

Academic values	Values for personal growth and wellbeing of students	Values of civil society	Organisational values
■ Institutional independence; ■ Fundamentalism; ■ Academic freedom; ■ Academic solidarity (collegiality); ■ Fostering innovation; ■ Professional competence; ■ New paradigms of teaching and research; ■ Academic responsibility; ■ Unity of the educational and research process; ■ Academic mobility; ■ Critical thinking; ■ Mentoring model of teacher-student relationships (involvement in the scientific community); ■ Interdisciplinary research; ■ International cooperation of teachers; ■ Elitist nature of university education.	■ Self-determination; ■ Self-realisation; ■ Individuality; ■ Subject-subject relations; ■ Continuous learning; ■ Adaptation of the individual to the environment and situation; ■ Professional mobility; ■ Health; ■ Corporatism; ■ Competitiveness.	■ Freedom, democracy; ■ Transparency; ■ Social justice; ■ Tolerance; ■ Ethical behaviour; ■ Cultural diversity; ■ Social responsibility; ■ Inclusiveness.	■ Decision-making through the coordination of opinions and interests; ■ Freedom in conducting scientific research; ■ Status hierarchy based on scientific authority; ■ Technologisation of educational activities; ■ Standardisation of the quality of education (educational programs); ■ Creation of material values and creation of knowledge; ■ Competitiveness of the university; ■ Availability of educational programs for foreign students; ■ Strategic partnership of the university with business structures.

Source: compiled by the authors

The concept of axiologisation defines the theoretical and methodological basis for the development of student's axiological potential in the educational process. Within its framework, the first basic provision is the law of increasing needs. It characterises the internal aspirations and tendencies of the student's development aimed at values as a driving force. The second position notes that the process of formation of students' value orientations is based on the coordinated action of special mechanisms. These mechanisms are search, evaluation, selection and design. These mechanisms allow each student to consciously comprehend the world of values and determine their personal orientation. The third position considers students' cognitive independence as the initial stage of axiological potential of personality, and this indicator indicates their internal readiness for cognition, self-development and responsible choice. All these provisions emphasise the essence of value formation on the basis of student's personal development.

Communicative and organisational component. Within this component, the authors focus on the relationship between students and teachers as the two main subjects of the academic environment. S. Jafari & A. Asgari (2020) found in their study that there is a significant positive relationship between the academic achievements of the study group, teacher-student interaction and academic motivation. Students' success in learning depends on their interaction with teachers. The nature of the relationship with teachers in the educational process can significantly affect the personal and professional development of students. According to the researchers, the effectiveness of the educational process depends on how well the teacher matches the image of the ideal teacher in the minds of students. Authors M. Ulug *et al.* (2011) noted that a positive teacher attitude improves student performance and success: 91.2% of students believed that a positive teacher attitude improves performance, only 0.9% believed that it reduces success,

and 7.9% believed that it does not affect performance. Researchers V. Labunskaya & A. Bzezyan (2018) noted that the influence of a teacher's appearance on students' academic achievement is one of the elements of success in education. According to them, students are more likely to participate in lessons with teachers who have a pleasant appearance and believe that such teachers contribute to the effective implementation of educational goals. In addition, L. Makarova & M. Startsev (2017) highlighted "areas of disharmony that reflect possible reasons for dissatisfaction with the relationship between teachers and students." The researchers also highlighted the main problematic aspects of their current interaction as "inconsistency of value orientations and lack of motivation for reflective thinking in their activities." I. Cheremiskina & V. Rashchupkina (2018) in their study identified the authoritarian style of interaction between teachers and students as one of the problem areas, defining the discrepancy between the real and desired image of the teacher.

Therefore, warm relationships with teachers and emotional support from classmates can contribute to students' academic success. A favourable climate in a group improves students' mood, promotes cooperation with classmates and teachers, and reveals personal and creative potential. Creating a favourable climate in a group of students improves students' emotional state, promotes constructive cooperation with classmates and teachers, and reveals personal and creative potential. The distinctive features of such a climate are: maintaining a positive attitude, a life-loving optimistic outlook, the prevalence of mutual support and approval in relationships; building social ties based on cooperation, mutual assistance and warm, trusting relationships; a positive attitude of group members to joint activities and leisure; developing a fair, respectful attitude towards each member of the group (including support for the weak and assistance to new students); special attention to such personal qualities as responsibility, honesty, hard

work, kindness and politeness; sincere interest and empathy for the successes or failures of each student in the group.

In addition, students' academic success largely depends on their interaction with teachers. Relationships with teachers in the educational process can affect the personal and professional development of students. Also, T. Ryabova (2020) emphasised that social and psychological factors are becoming important risk factors for students' academic success. During the study, the authors managed to identify "lack of relationship with the teacher" as one of the social and psychological factors affecting students' academic failure. Thus, the educational environment of modern universities is a complex socio-cultural and multicultural area where global and ethnocultural interests are skilfully combined. Therefore, the strategy for managing the educational process of universities should include issues of forming moral and spiritual values and functional and pedagogical qualities of managers. This is one of the important conditions for effective professional activity in a multicultural society.

■ CONCLUSIONS

In the modern world, the quality of education is considered a key factor in the socio-economic development of the country. The results of Kyrgyzstan's participation in the international PISA study revealed serious problems in the education system and the importance of external environmental factors. In order to meet modern educational challenges, it was necessary to conduct an in-depth study of the characteristics of the educational environment and the academic environment that affect the academic success of students. The results of the study revealed that the academic achievements of students are significantly influenced by the learning conditions, the quality of the educational environment, the personal qualities and motivation of the student. The academic environment, in turn, reflects the inextricable link between education and scientific activity and acts as a factor creating conditions for the personal and professional development of students.

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The results of the empirical study showed a positive perception of the educational environment by students, but it was also noted that the full potential of the environment is not fully utilised. Infrastructure, axiological, communication and organisational components were identified as the main components that directly affect the success of students. Thus, to ensure the academic success of students, it is necessary to develop the educational environment, improve its infrastructural, methodological and social aspects. Scientific research conducted in this direction and the findings contribute to the effective planning of activities aimed at bringing the education system of Kyrgyzstan closer to world standards, developing the potential of students and strengthening the intellectual resources of society.

One of the main findings of this study was that educational programs should be aimed at strengthening interpersonal relationships and connections between students and teachers, as well as developing a sense of belonging to the academic environment. These factors are considered important components for improving students' academic performance. Future research should evaluate models developed in different learning environments and among multilingual students. It is necessary to provide students with an educational environment that creates optimal conditions for strengthening students' sense of belonging to the academic environment and increasing their academic achievement. This issue should be a subject for further scientific research.

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Аннотация. Студенттердин жогорку окуу жайларындагы ийгилиги же ийгиликсиздиги билим берүүнүн мазмунун жана академиялык жетишкендиктерге таасир этүүчү факторлорду терең талдоо зарылдыгына басым жасайт. Бул макалада студенттердин академиялык ийгилигин аныктоочу негизги факторлор, ошондой эле алардын калыптанышында академиялык чөйрөнүн ролу каралат. Изилдөөнүн илимий жана практикалык актуалдуулугу билим берүүнүн сапатына болгон талаптардын өсүшү жана студенттердин билим алуусунун натыйжаларына билим берүү чөйрөсүнүн таасиринин күчөшү менен шартталган. Изилдөөнүн максаты студенттердин академиялык ийгилигине таасир этүүчү негизги факторлорду аныктоо жана бул факторлордун академиялык чөйрө менен байланышын аныктоо болуп саналат. Иш системалык анализ, салыштырма метод, анкета, интервью жана корреляциялык анализ ыкмаларын колдонгон. Эмпирикалык маалыматтар Кыргызстандын жогорку окуу жайларында окуган студенттерди сурамжылоонун негизинде чогултулган. Натыйжада, академиялык ийгиликтин деңгээлине ички мотивация, мугалимдердин педагогикалык чеберчилиги, билим берүү чөйрөсүндөгү психологиялык климат, академиялык колдоо жана студенттердин кызматташтыгы олуттуу таасир этет. Академиялык чөйрө үч компоненттин жыйындысы катары каралат: инфраструктуралык, аксиологиялык жана коммуникативдик-уюштуруучулук. Илимий талдоо көрсөткөндөй, студенттердин ийгиликсиздигинин себептери катары – окуу жана жашоо үчүн жетишсиз шарттар, мугалимдердин студенттерге болгон мамилеси жана жогорку окуу жайынын корпоративдик маданиятынын идеалдуу моделге шайкеш келбестиги белгиленди. Илимий жаңылыгы – студенттердин академиялык ийгилигин шарттаган факторлор менен академиялык чөйрөнүн өз ара байланыштары биринчи ирет комплекстүү түрдө изилденип жатканында. Практикалык баалуулугу – алынган жыйынтыктар жогорку окуу жайлардын жетекчилигине, окутуучуларына жана билим берүү саясатын жүргүзүүчү адистерге академиялык чөйрөнү өркүндөтүү боюнча эффективдүү чечимдерди кабыл алууга негиз берет. Бул өз кезегинде студенттердин билим алуудагы жетишкендиктерин жогорулатууга түздөн-түз өбөлгө түзөт.

Негизги сөздөр: академиялык ийгилик; билим берүү чөйрөсү; жогорку окуу жайы; мотивация; студенттердин жетишкендиги; академиялык колдоо; корпоративдик маданият

Влияние академической среды на успешность студентов

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Аннотация. Успешность или неуспешность студентов в процессе обучения в высших учебных заведениях акцентирует внимание на необходимости глубокого анализа содержания образования и факторов, влияющих на академическую успеваемость. В настоящей статье рассмотрены ключевые факторы, определяющие академический успех студентов, а также роль академической среды в их формировании. Научная и практическая актуальность исследования обусловлена ростом требований к качеству образования и усиливающимся влиянием образовательной среды на результаты обучения студентов. Целью исследования было выявление основных факторов, влияющих на академическую успешность студентов вузов, и определение взаимосвязи этих факторов с академической средой. В работе применялись методы системного анализа, сравнительный метод, анкетирование, интервью и корреляционный анализ. Эмпирические данные были собраны на основе опроса студентов, обучающихся в вузах Кыргызской Республики. Результаты показали, что на уровень академической успешности значительное влияние оказывали внутренняя мотивация, педагогическое мастерство преподавателей, психологический климат в образовательной среде, академическая поддержка и сотрудничество между студентами. Академическая среда рассмотрена как совокупность трех компонентов: инфраструктурного, аксиологического и коммуникативно-организационного. Среди проанализированных индикаторов авторы выделили в качестве причины академических неудач недостаточную комфортность условий для обучения и проживания, в качестве объекта воздействия – отношение преподавателей к студентам, а также несоответствие фактической корпоративной культуры вуза желаемому эталонному уровню. Научная новизна исследования заключается в комплексном анализе взаимосвязи между факторами академической успешности студентов и академической средой, что ранее не рассматривалось столь системно. Практическая значимость результатов заключается в возможности их применения администрацией вузов, преподавателями и разработчиками образовательной политики для принятия эффективных решений, направленных на совершенствование академической среды и повышение учебных достижений студентов в системе высшего образования

Ключевые слова: академическая успеваемость; образовательная среда; высшее учебное заведение; мотивация; достижения студентов; академическая поддержка; корпоративная культура