Mariia Kuleshova
Kyiv National University of Construction and Architecture
(Kyiv, Ukraine)
Olena Panina
Kyiv National University of Construction and Architecture
(Kyiv, Ukraine)

THE ROLE OF INTERIOR RECREATIONAL DESIGN IN SHAPING THE EDUCATIONAL ENVIRONMENT OF UNIVERSITIES

The modern space in institutions of higher education is less and less reduced only to classrooms and corridors. The educational environment is also formed by recreation areas, namely places for short rest, restoration of attention, informal communication and independent work. In universities, these functions are performed by the following recreational spaces: waiting areas, student hubs, corridors, spaces for group interaction, dining rooms or dining rooms.The purpose of the study — is to determine the role of recreational interior spaces in the formation of the educational environment of universities and to identify patterns of influence of key interior parameters on recovery, comfort, behavioral scenarios and educational activity of education seekers.

The topic is important because the design of educational spaces has a direct physical and psychological impact on users. Several studies are proposed for consideration, on the basis of which theses are supported. A study by Shaimaa Gad, Walaa Noor, Marwa Kamer emphasized that lighting, color, planning decisions, and other interior factors are reflected in the health, behavior, and academic performance of students [3]. At the same time, the work emphasizes the lack of complex generalized approaches that could «manage» design of university educational spaces for maximum student efficiency [3].

The problem of the modern environment of the university is the gap between the needs of users and real spatial solutions. First of all, in many educational buildings, recreational areas do not have scenario, psychologically comfortable and ergonomic design –, low intensity of use or desolation is recorded. Secondly, the principle of

human-centricity, which involves space not only serving functions but also forming behavior and a sense of belonging, is often ignored.

The experience of modern higher education institutions also suggests that the shortage of quality conditions, in particular furniture and equipment, ergonomic comfort and insolation of premises, is associated with a lower level of satisfaction with the environment, and a color palette can increase tension or cause lethargy. These observations, in my opinion, are relevant for university recreational spaces because they should be the ones that switch users from overload mode to recovery mode.

Recreational interiors of the university should be considered as an active tool for the formation of an educational environment that simultaneously supports recovery, non-formal learning and social interaction. This is justified by the fact that the characteristics of the interior, such as air quality, lighting, acoustics, colors, and furniture, directly affect the well-being, behavior, and performance of users of educational spaces. In addition, comfort and «emotional quality» space are related to performance and overall satisfaction with the educational environment. Therefore, the application of an approach based on knowledge about human behavior allows you to move from intuitive design to well-founded principles of designing recreational areas in institutions of higher education [3].

The authors of the article «How Does The Interior Design of Learning Spaces Impact The Students` Health, Behavior, and Performance? » they emphasize precisely that the physical parameters of the environment have not only utilitarian, but also psychological significance: they can increase or, on the contrary, reduce concentration, cause fatigue, irritation or discomfort, as well as form behavioral scenarios [3]. In keeping with this logic, recreational areas are crucial in rebooting, reducing tensions between educational activities, and restoring resources for more productive work. [3]. At the same time, in a study in the article [2] "The Role of Interior Design in Enhancing Happiness and Comfort at Educational Institutions in Saudi Arabia: A Case Study of

Girls' College of Science and Arts, King Khalid University", the author emphasizes that comfort and a sense of satisfaction with the space of the environment are directly related to the performance and overall assessment of the quality of the educational space. Therefore, the problems of insufficient or inconvenient furniture, unsuccessful color solutions and lack of natural lighting reduce the attractiveness of the space and require purposeful redesign or modernization of spaces.

In practical terms, this means that the interior of a given recreation area must be scripted and variable: contain different types of planning solutions for long-term use or a short rest, individual pause, informal work and group interaction, and provide balance for different use scenarios [2]. The article «USING THE KNOWLEDGE OF HUMAN BEHAVIOR IN ARCHITECTURAL DESIGN» [4] emphasizes the need to design based on knowledge about human behavior, taking into account the psychology of the environment, according to which design should proceed from the real needs, characteristics and limitations of users and take into account the socio-cultural context, so that the space is not «intuitive» or decorative, but works as a well-founded system that supports well-being and educational processes [4].

The research base relies on the analysis of scientific publications [4], highlighting the influence of interior parameters on the well-being, behavior and productivity of users of educational spaces, as well as on the materials of our own bachelor's qualification work on the topic «Modernization of spaces 4 of the NAU» building.

Recreational spaces of higher education institutions are an important component of the educational environment, as they provide conditions for short recovery, informal interaction and independent work, and therefore indirectly affect the educational activity and motivation of students. Their effectiveness is determined not by formal availability, but by the quality of spatial and environmental parameters and qualities: microclimate and air quality, lighting, acoustics, coloristics, ergonomics and furniture, as well as scenario zoning with a balance between open and semi-private planning solutions and zones of different intensity. Using human-centered and behaviorally oriented

approaches in design can transform recreation areas into a functional resource that maintains well-being, restorative effect, and integral quality of the university environment. The quality of the internal environment is the basis of the restorative effect of recreational areas. Namely: air quality and temperature comfort are directly related to well-being, fatigue, concentration and feeling of comfort; the interior enhances or can destroy the psychological safety and subjective quality of the space. The recreational space's usefulness is determined by its ergonomics and furnishing. Lighting and color shape emotional perception and can both support recovery and provoke fatigue or tension.

REFERENCES

1. Towards a Sustainable Interior Design for Classrooms as an Approach to an Enriching Learning Environment for Design and Arts Students: King Faisal University as a Model. MDPI. URL: https://www.mdpi.com/2071-1050/17/11/4806 (дата звернення: 30.11.2025).
2. The Role of Interior Design in Enhancing Happiness and Comfort at Educational Institutions in Saudi Arabia: A Case Study of Girls' College of Science and Arts, King Khalid University. ResearchGate. URL: https://www.researchgate.net/publication/364971977_The_Role_of_Interior_Design_in_Enhancing_Happiness_and_Comfort_at_Educational_Institutions_in_Saudi_Arabia_A_Case_Study_of_Girls'_College_of_Science_and_Arts_King_Khalid_University (дата звернення: 30.11.2025).
3. How does the interior design of learning spaces impact the students health, behavior, and performance. ResearchGate. URL: https://www.researchgate.net/publication/364655795_How_Does_The_Interior_Design_of_Learning_Spaces_Impact_The_Students_Health_Behavior_and_Performance (дата звернення: 30.11.2025).
4. Eren Y, Feyzan Erkip A. Using the Knowledge of Human Behavior in Architectural Design. Inter Archit Environ Des. Published online 2017:378-384. URL: https://www.irbnet.de/daten/iconda/CIB16711.pdf (дата звернення: 30.11.2025).