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About

- The scientific Education & Pedagogy Journal aims to make the results of scientific research and practical activities in the field of pedagogy of education mutually accessible to international and Russian specialists.
- The founder of the journal is Tomsk State Pedagogical University.

The journal publishes:

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DEVELOPMENT OF SOCIAL COMPETENCE IN PRESCHOOL CHILDREN

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Abstract. This study aims to provide the academic community with appropriate pedagogical tools and educational strategies to promote social competence in preschool children. The authors have identified various pedagogical approaches promoting preschool children's social competence. The importance of this study lies in its theoretical and practical contribution. The results can be used to assess and promote preschool children's social competence so that they can integrate into society successfully. In addition, the results can be used in teacher training.

In the practical part of the experimental study, the authors focused on three main objectives: developing social awareness in preschool children, promoting group-based learning among peers, and teaching socially acceptable behavior. The authors suggested using problem-based learning, modeling real-life situations, and case studies to promote social competence. They also presented a framework for social competence that includes four components: cognitive, personal-regulatory, emotional, and behavioral. These components were defined according to preschool children's level of social awareness, with a focus on developing reflective competence and utilizing their sensory experiences. The study shows the importance of practicing new knowledge and transferring skills to new contexts. The results of using pedagogical tools to develop the individual components of preschool children's social competence are presented.

Keywords: *preschool children, individuality, the object of education, structure of social competence, social adaptation, social competence, pedagogical tools of influence*

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Relevance of the topic. As the education system evolves, there is a growing awareness of the need to develop targeted social competence that helps individuals to interact and communicate successfully. Preschool age is particularly important as it is here that the foundations are laid for personality development, early world views, and the skills required for later social integration. Various conceptual documents on the education and upbringing of children describe the social and normative skills expected of preschool children. However, despite increasing research interest, many aspects of early personality development have not yet been sufficiently researched. Modern studies also show a lack of well-developed, evidence-based tools to promote preschool children's social skills. The relevance of this study arises from the need to find effective pedagogical tools for developing preschool children's social competence. The challenge for the preschool education system is to justify and select appropriate methods to promote these skills in young learners effectively.

This study aims to propose practical pedagogical tools for developing preschool children's social competence based on the research conducted.

Scientific novelty – the study presents pedagogical tools for developing preschool children's social competence in an educational kindergarten environment. Theoretical significance – the study improves and deepens the psychological understanding of the importance of social competence development in early childhood.

Practical significance – the study results can be used to improve the development of social competence in preschool children and support their social adjustment. The results can also be incorporated into training programs for educators and continuing education courses.

This study's theoretical and methodological foundation is based on several key concepts. These include theories of the social nature of children's personality development (G. Dulnev, V. Kovalenko, et al.) [1, 2]; principles of social-communicative activity within the subject-activity paradigm (K. Verder, A. Leontiev, S. Rubinstein) [3]; core ideas of social competence formation in older preschool children through interpersonal interaction (E. Butyrskaya, V. Kovalenko, L. Sinopalnikova, et al.) [1, 2] and in various socialization environments (L. Abbasova, O. Galimskaya, I. Zotova, et al.) [4, 5]; and basic positions on the relationship between educational processes and children's development (S. Alekhina, V. Maslova, E. Samsonova, A. Shemanov, et al.) [6–8].

The review and analysis of recent research and teaching practice on the development of social competence in preschool children has shown that the opinions of researchers and educators differ widely (see Table 1).

Table 1

The current context of research

Research Focus	Researchers
Specific features of social competence development in preschool children with different levels of intellectual development [2, 11, 13, 15, 17, 31]	Yu. Bystrova, V. Melekhova, O. Mishenina, I. Smolyarchuk, et al.
Pedagogical tools for the development of social competence in preschool children [18, 22, 26, 27]	V. Belyakina, A. Veraksa, V. Plotnikova, P. Ivinskaya, S. Karpova, S. Ivanova, T. Simonova, et al.
Diagnostics of the current level of social competence in preschool children [3, 9, 16, 22, 24]	O. Aygunova, S. Gorshenina, N. Kumanina, I. Neyasova, N. Polkovnikova, T. Savenkova, et al.
Development of social competence in preschool children both in the school environment and at home [10, 12, 29, 32]	E. Akbasheva, N. Beloborodova, M. Gamova, M. Gorelkina, T. Lobzina, N. Filatova, T. Khanova, et al.
Preparation of students and educators to promote social competence of preschool children [30, 33]	I. Martynova, L. Tseeva, B. Panesh, R. Simbuletova, et al.

Researchers define social competence by three aspects: the process and outcome of acquiring cognitive, emotional, and behavioral interaction skills in social contexts; the learned ability to adapt one's behavior to the expectations of others; and personal qualities developed through social relationships. Researchers emphasize that the development of these competencies requires consideration of societal moral values and norms [9, 10].

The effectiveness of these qualities is assessed through constant observation and evaluation. Researchers emphasize the need to diagnose both general social competence in children of different ages and its specific components [9, 10], including cognitive development, social emotions [1, 7], ethical perceptions [11], and social qualities in various geographical and social contexts [12].

The review of various scientific publications made it possible to assess the current state of social competence in modern preschool children and identify tools for their development. The study sample included 123 preschool children from educational institutions in three historical regions of the Russian Federation – the Donetsk People's

Republic, the Lugansk People's Republic, and the city of Berdyansk in the Zaporizhzhia region. In the first stage of practical work, we identified and described the structural components for the diagnosis and development of social competence and communicative skills in older preschool children [13, 14]:

1) Cognitive component – the child shows an awareness of temporal concepts (past, present, and future), understands basic social and everyday matters, can independently make a simple plan for routine tasks or assigned activities, knows how to search for necessary information in communication, and can achieve results within the framework of age-appropriate actions.

2) Emotional component – the child understands social situations, reacts with appropriate emotions, can deal with negative feelings, and recognizes the emotions of peers and adults around them.

3) Personal-regulatory component – the ability to recognize and correct mistakes, behave appropriately in various situations, express opinions, adjust actions when necessary, and understand personal characteristics and traits.

4) Behavioral component – the ability to apply skills in practice, demonstrate independence in everyday situations, and participate in joint activities with others.

In the initial phase of the study, diagnostic instruments, observations of task performance, and structured interviews were used to determine the general developmental levels of social competence. The levels were categorized as high, adequate, average, and minimal.

A high level of social competence can be identified by the fact that the children demonstrate socially acceptable behavior appropriate to their age – they can analyze social situations according to their developmental level, demonstrate basic skills in predicting, planning, and achieving goals, and demonstrate a developed sense of social reflection. They can manage and evaluate their own behavior, demonstrate socially motivated attitudes, show empathy, use acquired skills effectively in practice, and willingly participate in joint activities with others [13, 15].

Children show a partial understanding of socially acceptable behavior at the average level of social competence. Their ability to analyze social situations appears to be occasional, and the basic skills of predicting, planning, and achieving outcomes are only emerging. Social awareness is unstable, and self-regulation skills are weak. Empathic tendencies are generally absent, and children have difficulty applying learned skills in

practice. Their ability to work effectively with peers and adults is also limited [13, 15].

A limited understanding of social behavior characterizes minimal social competence development. At this level, children do not master the socially normative aspects of behavior in public and cannot independently analyze social situations. Children lack social awareness because they cannot predict, plan, or achieve outcomes. They cannot assess or regulate their behavior and show no empathic tendencies. The children cannot apply the acquired competence in interpersonal interactions and show no interest in participating in cooperative activities [13, 15].

In the study on the formation of social competence in preschool children in the kindergarten educational space, the following methods were used, which, together with forms and tools, form the pedagogical toolkit:

- Method of life situations modeling;
- Case study method;
- Problem-based learning method.

The first method – life situations modeling – creates challenging scenarios for preschool children in their proximal developmental zone. This approach is similar to problem-based learning but requires children to act out everyday social situations. These scenarios encourage reflective thinking and the development of social competence by recognizing the situation, comparing it to past experiences, and developing appropriate behaviors. The method is specifically designed to activate visual-active and visual-imaginative thinking. As part of the educational experiment, the children are confronted with a familiar everyday situation for which a deliberately more complex solution is proposed. This approach stimulates the children's thinking, presents a problem, and encourages them to work together to transform the problematic scenario into a typical, manageable scenario. Under the teacher's guidance, the children develop solutions to overcome the situation. This method of modeling everyday situations can be used effectively in preschool as well as in special support and development sessions by speech therapists or psychologist-led training sessions on social and everyday skills.

The tasks developed with this method help preschool children acquire new social skills to more easily recognize and solve similar situations in the future and transfer them to new contexts. To ensure this, the children later work on similar situations presented by the teacher in class during

outdoor play, music lessons, or everyday activities. They can also be taken up and discussed when watching cartoons or set as tasks for the family at home. The more such experiences a child has, the richer their social experiences and the more social skills they acquire. This method is used holistically in preschool lessons and practical activities and in the corrective and developmental work of preschool speech therapists and psychologists.

By modeling everyday situations in class, in outdoor activities, in practical tasks, and in playful interaction, various objectives are to be achieved. The program initially focuses on developing the content component of preschool children's social competence. It helps them to process past, present, and future events, understand relationships, and deal with everyday social and domestic situations. It also promotes their ability to plan activities age-appropriately and verbally describe sequences of actions to achieve a particular goal. For example, children learn how to prepare a salad, what they need for an excursion in winter, how to get from home to kindergarten, or what steps they need to take to buy a chocolate bar.

Secondly, it aims to develop the emotional component of preschool children's social competence: It promotes children's understanding of age-appropriate social and everyday situations and actions, helps them to express their attitudes towards these situations, show emotions appropriately, and deal with negative emotions in a socially acceptable way.

Third, it aims to develop the behavioral component of preschoolers' social competence – the ability to actively communicate with peers and teachers to achieve common goals, engage in shared activities, collaborate on problem-solving tasks, seek help from adults or peers when needed, and offer help to other children in the group.

Fourthly, it aims to develop the personality regulation component of social competence – promoting the early stages of social reflective skills. This includes the ability to evaluate the actions of characters in stories or cartoons, reflect on the behavior of others, and discuss with teachers and peers to find solutions to problems that arise. In doing so, children gradually begin to use language patterns that convey personal attitudes and opinions, such as: 'I think... In my opinion... It seems to me that...'.

Modeling real-life situations consistent with educational programs based on the Federal State Educational Standard for preschool education was conducted according to the approved schedule.

The main techniques used by teachers in applying the situation modeling method include the following scenarios:

- A teacher presents an example of a real or fictional situation in which a character must choose an appropriate, socially acceptable behavior model.
- The teacher describes a situation and asks the children to choose a socially acceptable course of action based on their knowledge and experience.
- The teacher asks the children to describe the sequence of actions a character should perform in the proposed situation (what the character should do first, next, etc.)
- The teacher asks the children to use pictures to identify errors in a sequence of events
- The teacher asks the children to imagine what could happen to a character if an episode or action is removed from the sequence of events
- A teacher encourages the children to correctly arrange the cards, which represent a sequence of events in the given life situation
- A teacher asks the children to continue a situation and describe what will happen next.

The Life Situations Modeling method enables teachers to promote preschoolers' social competence through hands-on experiences such as communication, corrective development activities, outdoor social interactions, and family involvement. At the same time, it provides a valuable way to assess children's social competence and ability to adapt to new situations by acting out similar scenarios in future lessons. Educators can monitor social skill development through various methods, including individualized assessments, peer observations, and parental involvement, by having family members participate in role-plays that mirror everyday situations, such as solving household tasks.

In addition to the modeling method, we have also introduced the case study method. This method presents a series of social situations that are challenging for preschoolers but within their zone of proximal development. Each case is a thoroughly illustrated or described scenario accompanied by an algorithm that solves it through a sequence of actions. The development of the cases is based on L. Vygotsky's concept of learning and development and P. Galperin's theory of gradual formation of mental actions [10, 16].

The case study method should be used with life situation modeling and problem-based learning, as the latter two aim to activate children's thinking processes in a group or independently. In contrast, the case study method presents a ready-made, socially recognized solution that children remember and expect to apply in similar real-life situations. By

gaining social experience through case studies, preschoolers gradually learn to draw on this experience when tackling problem-oriented tasks within their zone of proximal development.

The teacher's algorithm for working with a case study: together with the children, determine the situation based on its essential characteristics → give them step-by-step instructions for solving such a situation → follow the instructions together with the children → achieve the result.

This clear algorithm enables preschoolers to

- find their way around the situation
- understand what such a situation consists of and how to recognize it by its essential characteristics
- learn to recognize and understand similar situations
- learn which problems in this situation can be solved independently and which require asking for help
- solve the problem with the help of adults or independently.

Different types of case studies reinforce the social competence preschool children acquire in the classroom. It is recommended that educators use a wide range of teaching tools, including case studies on social and everyday situations, case-based fairy tales, cases on time management and daily routine, cases with photo stories, and cases based on real-life events that are known to the children.

In addition to the methods described above for developing social competence in preschool children, the study also used the method of problem-based learning. This approach enables a shift from passive listening and simple repetition to active problem-solving engagement. The primary focus was creating problem situations for the children through carefully structured questions, encouraging them to give detailed, thoughtful answers. A deliberately challenging situation was created for the children, and they were encouraged to solve it by asking leading questions: "What do you have to do now? Right. Where can you find it? Who can you ask? Let's go and ask. Now you try." In this way, the children learned to ask for help, offer support, communicate with others, establish new social relationships, act independently, and remember how to deal with similar situations later.

The analysis of the pedagogical experiment made it possible to compare the children's communication skills in new situations before and after the introduction of the pedagogical tools:

- High level of communication with peers when solving common tasks: 0.00% before and 1.61% after the experiment.
- Sufficient level: 6.48% before and 16.10% after the experiment.

- Average level: 54.27% before and 64.58% after the experiment.
- Minimum level: 39.25% before and 17.71% after the experiment.

It was observed that older preschoolers showed an increased ability to work in groups when completing joint tasks. They began to actively participate in interpersonal relationships and adhere to shared norms and rules of social behavior (see Table 2).

Table 2

Comparative analysis of the level of joint communication in older preschool children

Levels	Before the experiment	After the experiment	Difference after the methodology implementation
High	0.00%	1,61%	1,61%
Sufficient	6.48%	16,10%	9,62%
Average	54.27%	64,58%	10,31%
Minimum	39.25%	17,71%	-21,54%
Dynamics of changes (module average)			10.77%

In this study, it was essential to develop communicative and social skills in the children and to ensure that these skills were reinforced in their behavior and applied in practice. To achieve this, the children were repeatedly involved in specially designed situations. During these activities, children were asked guiding questions to consolidate their understanding of the skill and the possible sequence of actions and to encourage basic prediction and planning.

Analysis of the educational experiment made it possible to compare how the children applied the newly acquired skills in their behavior before and after the specially organized sessions:

- Older preschool children were not observed to have a high level of ability to apply acquired skills in practice;
- The percentage of children who showed a sufficient level changed from 9.72% before the experiment to 20.93% after;
- The percentage of children who showed an average level increased from 24.30% to 48.48%.
- The number of children with a minimum level decreased from 65.98% to 30.59%.

At the same time, we observed a clearly positive trend in the older preschoolers' use of the skills they had acquired. In particular, their ability to interact with peers, transfer the social skills acquired in various activities to real-life interactions, and choose appropriate ways to resolve conflict situations improved (see Table 3).

Table 3

Comparative analysis of older preschoolers' ability to apply acquired skills in practice

Levels	Before the experiment	After the experiment	Difference after the methodology implementation
High	0.00%	0.00%	0.00%
Sufficient	9.72%	20.93%	11.21%
Average	24.30%	48.48%	24.18%
Minimum	65.98%	30.59%	-35.39%
Dynamics of changes (module average)			17.70%

The pedagogical experiment has shown that teaching challenging tasks significantly stimulates the cognitive activity of preschoolers. Continuous work on similar tasks in a group of peers, whether in play, outdoor games, or recreational activities, helps to strengthen children's curiosity and stimulate them to learn [15, 17]. The overall results of the pedagogical toolkit are summarized in Table 4.

Table 4

The level of development of social competence in preschool children

Components	Levels	Preschoolers			φ/p
		Before the experiment	After the experiment	Difference after the methodology implementation	
Cognitive	high	0.00%	0.00%	0.00%	–
	suff.	17.55%	26.83%	9.28%	-0.17/0.05
	avg.	35.37%	43.11%	7.74%	-0.09/0.05
	min.	47.08%	30.05%	-17.03%	0.11/0.05
Dynamics of changes (module average)				8,51%	
Personal-Regulatory	high	0.00%	0.00%	0.00%	–
	suff.	2.03%	11.27%	9.24%	0/0.05
	avg.	31.53%	52.51%	20.98%	0.12/0.05
	min.	66.45%	36.23%	-30.22%	-0.19/0.05
Dynamics of changes (module average)				15,11%	
Emotional	high	0.00%	0.81%	0.81%	–
	suff.	2.43%	22.54%	20.11%	-1.16/0.01
	avg.	37.64%	53.31%	15.67%	-0.19/0.05
	min.	59.94%	23.35%	-36.59%	0.14/0.05
Dynamics of changes (module average)				18.30%	
Behavioral	high	0.00%	0.81%	0.81%	-
	suff.	8.10%	18.52%	10.42%	-0.27/0.01
	avg.	39.29%	56.53%	17.24%	-0.81/0.01
	min.	52.62%	24.15%	-28.47%	0.23/0.01
Dynamics of changes (module average)				24.63%	

Where 'high' – is the high level, 'suff.' – is the sufficient level, 'avg.' – is the average level, 'min.' – is the minimum level.

As shown in Table 4, the most significant positive changes in skills related to the emotional aspect of social competence were observed in preschool children. This underlines how well young children respond to the proposed pedagogical tools. These tools help children to develop an appropriate emotional understanding of age-relevant social and everyday situations as well as the actions of others – whether they are real people, fairy tale characters, or animated characters in educational media. The results also confirm the effectiveness of promoting children's ability to express emotions, show empathy, show appropriate emotional reactions in different social contexts, and gradually learn to manage negative emotions. The dynamics observed in the behavioral component indicate that the preschoolers were increasingly able to transfer the acquired skills to new contexts – especially to similar situations in real life – and to cope with them by choosing a behavioral style appropriate to the circumstances (see Table 4).

The cognitive component of social competence showed the least progress in preschool children after introducing the proposed teaching methods (see Table 4). This could be due to the children's limited social awareness and their still-developing ability to analyze social situations at this age. The use of problem-based learning and life situation modeling methods showed only the first signs of skills, such as predicting outcomes and planning actions to achieve an outcome in preschoolers. The most effective approach when working with preschoolers proved to be the use of case studies with a clear, step-by-step algorithm of actions suggested by the teacher. Further work continues to refine and justify pedagogical tools to develop the cognitive (content) aspect of social skills. A high level of social competence in the cognitive component was found in only 0.81% of children after implementing the proposed methods – a statistically expected result [13]. Therefore, we consider this study's results to be meaningful and the pedagogical tools used to be effective for preschool children.

Similar studies by Russian researchers partly support the data presented in this article. They have emphasized the positive effects of role-playing games and project-based activities on promoting the development of social competence in preschool children (A. Veraksa, V. Plotnikova, P. Ivenskaya, 2024) [18]. In these studies, role-playing games were also used as real-life case studies, while project activities allowed children to predict and plan their actions independently. However, the authors considered these methods primarily as tools for developing the regulatory component of social competence, particularly the ability to deal with anxiety [18].

Equally important are studies examining the development of social competence in children with special educational needs (V. Kovalenko, 2021; O. Zan, 2022) [2, 17]. In their work, researchers emphasize the importance of developing both the cognitive (understanding) and emotional (attitude) components of social competence in children with special needs [2, 17].

It is important to point out that the study presented in this article takes a comprehensive approach to the process of developing social competence in preschool children – a combination of cognitive understanding of social situations, regulation of actions and emotions (including anxiety), and practical consolidation of these competencies through their application in everyday behavior. Both international and Russian results demonstrate the positive effects of similar educational tools, especially when used in the form of preschool activities such as children's participation in role-playing. Studies have shown that such practices help foster respectful attitudes toward others, form teamwork skills, work under guidance, and a willingness to seek help from peers and adults (M. Başaran, 2023; J. Mahoney) [19–21].

The results of this study extend previous Russian and international research. In particular, they show that using case studies, problem-based learning, modeling of life situations, and role-playing contributes significantly to developing an important integrative personality trait in older preschoolers: social competence. These results provide clearer insights into how these pedagogical tools can promote social competence in preschool children in the context of early childhood education.

This study does not answer all questions about the search for pedagogical tools to develop social skills in preschool children. Future research on this topic could include the development of specific case studies based on real-life situations in combination with other methods to improve preschool children's communicative and social skills. An unresolved issue is the diagnosis and development of social competence in preschool children from diverse backgrounds in inclusive preschool groups. In addition, further research is needed on specific components of social competence, especially those related to the development of social experiences in preschool children.

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ПЕДАГОГИКА

СПЕЦИФИКА ФОРМИРОВАНИЯ СОЦИАЛЬНЫХ КОМПЕТЕНЦИЙ У ВОСПИТАННИКОВ ДЕТСКОГО САДА

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Аннотация. Настоящее исследование направлено на предъявление научному сообществу адекватных педагогических инструментов и средств воспитания для формирования социальной компетентности у дошкольников. Авторами определены средства воспитательного воздействия на индивидуальность воспитанника для развития социальных навыков детей в образовательном пространстве детского сада. Значимость результатов проведенного исследования определяется в теоретическом и практическом плане, что позволяет использовать их в практике изучения и развития социальных навыков у дошкольников с целью их успешной социализации, а также для включения в программы повышения квалификации педагогов.

В качестве целевых ориентиров практической части экспериментальной работы авторами избраны развитие социально направленного мышления воспитанников детского сада, запуск коллективных мыслительных процессов в группе дошкольников и усвоение ими алгоритмов социально одобряемого поведения. Средствами формирования социальных навыков определены метод проблемного обучения; метод моделирования жизненных ситуаций и метод кейсов. Авторами представлена структура социальной компетентности, включающая содержательный, личностно-регуляторный, эмоциональный и поведенческий компоненты. Компоненты определены с учетом показателей социальной осведомленности дошкольников, с опорой на развитие рефлексии у воспитанников и их чувственный опыт; а также закрепление новых знаний на практике и перенос сформированных навыков в новые условия. Представлены результаты использования педагогического инструментария для развития каждого компонента социальной компетентности у дошкольников.

Ключевые слова: *воспитанники детского сада, индивидуальность, субъект воспитания, структура социальной компетентности, социальная адаптация, социальная компетентность, средства воспитательного воздействия*

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LINGUODIDACTIC POTENTIAL OF METAPHOR IN THE PRACTICE OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract. Metaphors as a linguocognitive mechanism for conceptualizing meanings that form national images of the world is becoming the subject of interdisciplinary research examining the logic of semantic changes within the boundaries of texts. Understanding this process in a teaching and educational context can become an effective tool for language teaching by forming ideas about the peculiarities of culture represented in its structural and content units – concepts. Studying a language by identifying the value-semantic mechanisms of conceptualization allows us to recognize the text's multi-layered nature and cultural specificity.

The process of metaphorization illustrates the dynamics of meaning formation through the interaction of different conceptual domains involved in creating a figurative meaning and the emergence of the result – a valuable fragment of the linguistic image of the world or the author's version manifested in a literary text. These aspects, reflecting the very mechanism of formation and functioning of the metaphor, can form the basis for lexical and textual work in teaching Russian as a foreign language. The article discusses ways of working with linguistic and textual metaphors, taking into account the analytical plan of meaning formation, manifested in the interaction of original and figurative meanings, and the synthetic plan, realized in the text-forming function of the metaphor, in its ability to create associative-derivative connections within the text and to actualize in the learner's consciousness a holistic, emotional and semantic conception of the content. The ability to interpret a metaphor and understand its functioning helps learners to perceive the text from the point of view of events and undergo figurative, semantic, and conceptual development. A special role in this process is played by frame analysis, which identifies thematic-content blocks in the text and establishes semantic connections between them. The algorithm for analyzing text metaphors presented in this article can help to optimize students' receptive activity and the development of their communicative activity. Based on the material of the historical-philosophical essay by N. Ilyina, "The Expulsion of the Normans. The Next Task of Russian Historical Science", the frame methodology for the analysis of text metaphors is substantiated, and the modeling potential of metaphorical images is shown, which determines the logic of the linguocultural approach to working with texts. It is assumed that the text, which is rich in metaphors, cultural-historical references, and mythopoetic Old Slavic symbolism, will arouse interest because of its content and the research methods used to uncover its linguocultural meaning.

Keywords: *linguistic and textual metaphors, frame analysis of metaphors, linguodidactic potential of metaphors*

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Introduction

The anthropocentric scientific paradigm, within which the concept of metaphorization as a fundamental human cognitive operation has firmly taken root, has substantiated an interdisciplinary approach to the study of meaning formation in language and text, as well as to the analysis of forms of thinking and models of meaning generation [1–3]. The cognitive nature of metaphor has been a key to many processes associated with perceiving and processing information within the boundaries of the everyday conceptual system in which we think and act, which are recognized as metaphorical [4, p. 32].

Metaphors as a unit of a language's lexical system, linguocultural information, and the modeling of national worldviews have attracted constant interest for many years [5–8]. The ability of a metaphor to convey cultural connotations and reveal the ethnocultural specificity of the worldview determines its significance in linguodidactics in teaching foreign languages. In modern methods of teaching Russian as a foreign language, the linguodidactic potential of metaphorical vocabulary, its ability to form linguocultural competence as the ability to interpret linguistic facts against the background of culturally significant contexts, is actively discussed [9–12]. At the same time, metaphorical vocabulary often becomes a linguistic and communicative problem for students who are unwilling to deviate from the logic of simply summarizing the meanings of a word and apply interpretation strategies based on the analysis of its associative links, on contextual information, which leads to communicative failures and a misunderstanding of the possibilities of language as a cultural code.

Materials and methods

Examining the foundations of the conceptualization of the world through the analysis of metaphorical vocabulary allows us to identify the relationships between the categories of experience determined by the national characteristics of language and the peculiarities of worldview. The processes of categorization and interpretation of knowledge about the world expressed in metaphors make it possible to obtain information about the country-specific logic of human cognition. Understanding these cognitive and cultural factors in the formation of meanings and the creation of images of the world is of particular value for mastering a language and its cultural codes.

It seems that the competence base of international students can be strengthened by the skills of linguocultural analysis aimed at developing the ability to interpret the conceptual essence of a metaphor and its ability to convey linguocultural meanings in the communication process and within the limits of the text. It should be noted that the linguistic and methodological potential of working with metaphorical vocabulary is determined by the possibility of immersion in the cultural contexts of the learned language, which entails an awareness of the processual nature of the interaction between language and culture through the choice of linguistic means necessary for communication, that are figurative and emotionally significant, as well as an awareness of the result of this interaction – the linguistic image of the world in its nationally colored variability.

The metaphorical vocabulary as a linguodidactic resource enables an organic combination of approaches that actualize the technologies of functional-grammatical and communicative educational paradigms since the metaphor, from the point of view of its cognitive-linguistic content, realizes the connection between the figurative-emotional, inherently synthetic side of the perception of the meaning of a linguistic unit and the rational-logical side, which requires skills for the analytical interpretation of meanings that are significant for semantic transfer. The primary functional purpose of a metaphor is to convey understanding by understanding one thing in relation to another [4, p. 162]. This aspect of metaphor research is fundamental to the cognitive orientation of linguistics.

Researchers studying the cognitive nature of metaphor emphasize its universal character, rooted in the primary, pre-logical experience of perceiving the world – which is why basic metaphorical models can exhibit significant similarities across different languages.

The cognitive ability to model the world in a person's mind and determine their behavioral strategies was first described in the book "Metaphors We Live By" by J. Lakoff and M. Johnson. Among the works that inspired them, the authors cited the works of L. Wittgenstein, E. Roche, B. Whorf, and others [13–15]. It should be noted that the emergence of the cognitive theory of metaphor was significantly influenced by the critique of objectivism in philosophy in the second half of the 20th century on the one hand and by the 'linguistic turn' in philosophy initiated by L. Wittgenstein on the other. Lakoff and Johnson see the main feature of metaphorization as interactivity – a process of cognition based on the experience of interpreting the properties of

objects and events. This experience arises through modeling representations from a more complex, abstract conceptual sphere using information from the conceptual sphere based on concrete sensory spatial representations. What is given to people in the experience of interacting with things in pursuit of a particular goal determines understanding [4, p. 202].

Modern cognitive linguistics has extended the original understanding of the cognitive theory of metaphor by J. Lakoff and M. Johnson. In the last fifty years, the cognitive theory of metaphor has evolved from a controversial methodological novelty into a serious scientific field, overgrown with its terminology and even clichés. Metaphors as a linguocognitive tool for gaining knowledge about the world and modeling an image of the world are now of interest to linguists and various fields of expertise, including marketing, psychotherapy, and the theory of artificial intelligence.

Focusing on the study of metaphor from the point of view of its role in human thought processes, one can move simultaneously in the fields of epistemology, cognitive science, and cultural linguistics: “Human experience firstly differs from culture to culture and secondly depends on one kind of experience being understood in terms of another, i.e., our experience may be essentially metaphorical” [16, p. 183]. Metaphors create cultural reality, as much of it “is conceptualized in metaphorical terms and our understanding of the material world is partly metaphorical; metaphor plays a significant role in defining what is real for us” [16, p. 176]. It is this feature of cognitive theory that metaphors are used in foreign language teaching when it comes to explaining the phenomena of language and culture, taking into account that foreign language learners have their own cultural experiences that can be structured with the help of metaphors.

In describing the mechanism of metaphorization, J. Lakoff and M. Johnson state that the conceptual structure of a metaphor is formed at the intersection of features of different conceptual domains – the source domain and the target domain. Creating a metaphorical meaning occurs as a semantic shift in which a category mistake (combining features from different conceptual domains and taxonomic classes in a figurative sense) is transformed into an emotionally and evaluatively meaningful outcome. In Lakoff and Johnson’s concept, metaphor is thus seen as a cognitive phenomenon that reflects and organizes the process of understanding. In human mental activity, metaphor is significant as a mechanism for organizing a basic cognitive operation – analogy. By

emphasizing this capacity of metaphorical assimilation, the authors of the book introduce the *conceptual metaphor*. Like a mental mechanism embedded in a person's conceptual system, it structures their experience of understanding complex phenomena with abstract semantics. The different types of models of conceptual metaphors identified by the authors – orientational, structural, and ontological – indicate the main directions for modeling ideas about the world. Orientational metaphors are universal in nature, as they mainly refer to the position of the human body in physical space. Structural metaphors are developed differently in different cultures and, accordingly, in different languages. It is assumed that ontological metaphors are the most difficult for native speakers to reflect on, as they receive their expression with the participation of grammatical formalization. As an example, the authors cite the most widespread models in European culture with the initial values of *object*, *substance*, and *container*, which serve as the basis for understanding many subject areas. In European linguistic culture, for example, the concept of time is traditionally conceptualized as an *object*, which allows this category to be objectified in language through nouns, and this type of object can be diverse and receive its expression in relation to another object in the form of a *container* (a day has 24 hours). Thus, metaphorical language in its expression can give specific directions for understanding and interpreting the world and determine the logic of behavior in it.

Research results

Analyzing metaphorical vocabulary through the lens of cultural function highlights recurring patterns in how meanings are interpreted and transmitted in various life contexts. When working with metaphorical vocabulary, it is therefore important to consider the culturally determined differences in the mental processing of information. For example, orientation metaphors may be associated with specific linguistic and cultural concepts that require additional explanations. In China, for instance, metaphors such as “*позади остались воспоминания о пройденных испытаниях (memories of trials overcome are left behind)*” or “*впереди была неизвестность (uncertainty lied ahead)*” may appear ambiguous. Ideas about events that are metaphorically localized are an expression of an ethnocultural peculiarity in understanding the world: the unknown is a concept from the realm of probabilities; hence, it is localized behind the speaker, and

conversely, ideas about the past are localized in the plane of the observable, thus visible in front of oneself.

Of course, such aspects of metaphor comprehension are also important when working with texts and idiomatic expressions. The most successful metaphors for analyses seem to be structural and ontological, which allow us to understand the whole through its composed elements. The point is that a holistic metaphorical image can be understood by analyzing frames – conceptual structures contained in the metaphorical meaning in implicit form and actualized in particular contexts.

Thus, a frame is “a structured fragment of knowledge about the world in a particular part of it, formed in the mind around an entity as a generalized, summarizing idea of the domain of its existence” [17, p. 62].

The cognitive theory of metaphor focuses on the frame as a mental category that actualizes a set of typical features important for understanding the situation, its typical participants, and their relationships [17, p. 39]. With the help of frame structures, past experiences are generalized, and “consciousness predicts changes in the state of objects in the external world, the development and content of events and their interrelation” [18, p. 284].

Framing as a mental-linguistic strategy for obtaining and structuring experiences is determined by mental, linguistic, and sociocultural mechanisms of information processing that allow these experiences to be organically assimilated as a set of necessary cognitive procedures reduced to basic operations of analysis and synthesis. It seems that the inclusion of framing technology in working with texts allows us to perceive better the logical-eventual structures of the text and the associative-figurative emotional structures at its core.

Frame theory is relevant to a variety of humanities disciplines in connection with the problem of explaining (especially in machine translation and foreign language teaching) hidden elements of meaning. For native speakers, these elements are self-evident and require no additional explanation: for example, it is self-evident that you get presents on holidays, that you get grades in a class, and that you buy theater tickets. For foreign language learners, the typical nature of information about objects and phenomena is assimilated by the contexts presented in the language. The meaning and significance of frame-based metaphor theory in this context is that this tool can be used to acquire the missing knowledge in the perception of textual information. The domain of comprehensibility can be extended by turning to the modeling of

images and situations that are associatively and logically linked. It should also be considered that frames include static data structures and dynamic ones that give an idea of how one should behave in certain circumstances [17, p. 73].

A language teaching methodology that takes the frame approach into account takes culturally specific patterns of understanding and behavior into account. In teaching, a frame can be viewed as a model of cognitive-linguistic activity that aims to identify separate, independent, and simultaneously interconnected elements that organize an integral structure – a metaphorical image. The frame reflects “the mechanism of thinking (choice) in the formation of a linguistic message” [13, p. 61] and includes “linguistic models as a means of expressing human knowledge about the world and external pragmatic factors that determine the speaker’s choice of linguistic means to realize his communicative intention” [13, p. 61].

The frame analysis of the metaphor makes it possible to include linguocultural contexts in the process of understanding an image, as it conveys a three-dimensional understanding of the situation in the complex of elements it describes. The linguodidactic potential of a conceptual metaphor as a multi-component unit is thus revealed in the analysis of its systemic and structural properties. The cultural context, which reveals the characteristics of the metaphor from the perspective of the national worldview, determines the model’s main features for analyzing metaphorical vocabulary. When working with a conceptual metaphor, you must first learn to understand its systemic nature, which manifests itself in using a frame structure, the analysis of which reflects its structure’s analytical and synthetic principles. This logic of the structure of metaphorical meaning must be conveyed to students interpreting metaphors in the context of national culture. Thus, when working with phraseosemantic units, explaining the figurative meaning is as important as carrying out a linguocultural analysis incorporating culturally shaped contexts. As an example, let us consider the main points of the analysis of the phraseosemantic expression’ *планета – наш дом* (*Translation from Russian: the planet is our home*).’ At the stage of conceptualization of the problem, which is determined by the question of why this can be said about the planet, why the planet can be imagined as our home, you can focus on tasks aimed at the analytical level of perception, offering to interpret the image of home from the point of view of conceptual structures – frames that are significant for the formation of a metaphor and understanding its multi-component

composition. These may be conceptual frames that capture culturally significant meanings and emphasize the importance of the selected elements for the figurative content of the metaphor: *порог* (threshold) (*стоять на пороге открытий* (Translation from Russian: *standing on the threshold of discovery*)), *окно* (window) (*открыть окно в будущее* (Translation from Russian: *opening a window to the future*)), *труба* (drain) (*вылететь в трубу* (Translation from Russian: *going down the drain*)), *ниша* (niche) (*найти свою нишу в повседневности* (Translation from Russian: *finding one's niche in everyday life*)), *чердак* (attic) (*спрятать на чердаке воспоминаний* (Translation from Russian: *hiding memories in the attic*)). It can be seen that the boundaries of each selected frame are determined by the figurative and conceptual content created by the metaphorical transfer. For students at the advanced level of TORFL 2, tasks may be set to explain metaphorical expressions in micro-contexts – proverbs, idioms, and slogans. At the next synthetic level, it is important to recognize the metaphor's functional capabilities in the text's space. In this context, students can be offered tasks to develop semantic reading skills [19–22]. This includes the task of 1) identifying metaphorical images in the text, 2) comparing them with figurative neutral units, 3) making inferred semantic connections with other metaphorical units in the text within the frame of a conceptual metaphorical model that provides direction for the development of meanings and images, 4) searching for similar metaphorical images (models) in the mother tongue, 5) comparing the metaphorical models of the mother tongue and the target language to find similarities and differences in the conceptual structures. The last stage is about strengthening the skills of interpretation and language use by writing different types of texts: Mini-essays, essays, advertising texts with a social focus, and representation of the planet as home.

When working with a text containing metaphorical models – integral figurative-emotional systems of the text resulting from the metaphorical use of the basic textual metaphor, it seems important to rely on the understanding of the synthetic, associative-derivative nature of the textual metaphor, on its ability to set the direction of meaning perception and to organize the reader's attention. In this case, a foreign language teacher who uses metaphor to explain a text's meaning can draw on framing theory to build linguistic and communicative competence. By working within the frame, the learner's thinking is given a clear guideline to incorporate the impulse inherent in the learning task into the speaking activity.

In order to highlight a frame, one must propose a specific structure for organizing thought, which can be formally expressed through a diagram or a pictorial representation. Thus, one of the proposals in the literature is to work on creating pedagogical ontologies in the form of small diagrams representing the keywords of the subject and the links between them [17, pp. 126–127].

Computational linguistics traditionally teaches how to make connections between concepts in ontologies, where they form the basis for the work of electronic search engines. This mainly involves the identification of classes within a general concept, i.e., the operations of analysis and synthesis. For linguodidactics, such work seems to be very useful since analyzing a single metaphor involves an analytical activity to analyze the individual elements that make it up and synthetic operations regarding the final understanding of the metaphor and its functional meaning.

At an advanced level of language learning (TRFL 2 and above), work with metaphors should be structured to maintain interest in continuous language practice and extend vocabulary. The texts proposed at this level should stimulate students' communicative activity and deepen their knowledge of the language and the new culture.

In this sense, texts that depict the traditions of the Russian people and contain many visual images are practically useful. The metaphors in such tasks also structure the perception of the text due to their visual and illustrative capabilities. Such visualized diagrams make it possible to isolate thematically, figuratively, and associatively organized blocks, i.e., frames [17, p. 116]. Frames provide the direction for linguistic activity when students are working on the text; they structure thinking, help with the targeted formulation of statements in responses to tasks, and provide the impetus for communication within a specific and comprehensible frame.

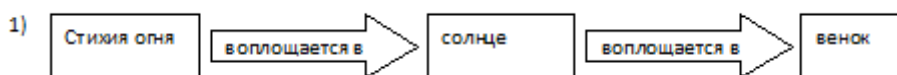
You can use the text “Exile of the Normans. The Next Task of Russian Historiography” by Natalia Ilyina as material for working with metaphors [23]. In this work on the philosophy of Russian history and culture, the author creates a holistic account of Slavic myths and rituals based on a corpus of pre-revolutionary sources. The anthropological focus of the author's worldview is expressed in the answers to the questions: How did people live throughout the year, which events and holidays did they participate in, and in which images did their mythological consciousness express?

In Natalia Ilyina's interpretation, the basic metaphors of the elements of fire and water give movement to the entire ancient Slavic world. This is very clearly expressed in the passage dedicated to the ritual of welcoming spring, which we offer for advanced students [23, pp. 157–158]. The text by N. Ilyina describes the swing ritual: neighboring branches of growing birch trees are tied into a kind of 'living' swing – for mermaids and humans. The symbolism of the swing unites the elements of water and fire.

The task before reading the text should explain the special features of the text from the perspective of linguoculturology and familiarize the students with individual lexical units (e.g., “качальный обряд”, “мистерия”, “Великий четверг” (Translation from Russian: “swing rite,” “mystery,” “Maundy Thursday”) and others).

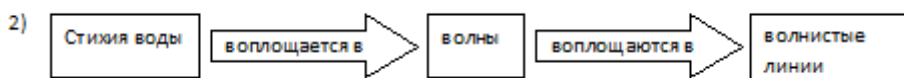
After reading the text, tasks are offered to search for individual text passages according to the suggested diagram. In each diagram, a single phrase or sentence of the text containing an image or metaphor is coded. These diagrams are mini-ontologies with basic concepts (represented in rectangular blocks) and functional connections between them (in the inscriptions of the arrows). Students are, therefore, given ready-made frame diagrams that they have to fill in with textual content. In the course of working on a task, the perception of the material is structured, and its visual reception is shaped.

The general task is formulated as follows: “Find and read text passages in which the following semantic structures are expressed.” We will give you examples of such structures and their coded sentences.



(Eng.: Element of fire → is embodied in → sun → is embodied in → wreath)

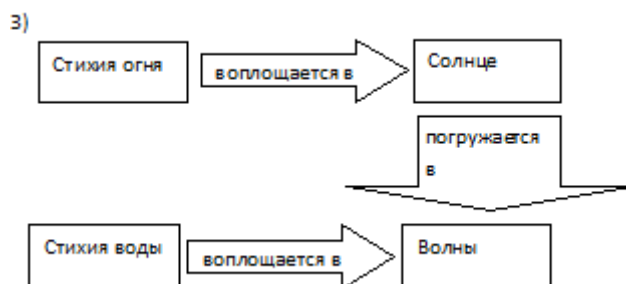
A coded excerpt from the text: “Стихия огня принимает в обряде образ венка – символа солнца (Translation from Russian: The element of fire takes on the image of a wreath in the ritual – a symbol of the sun).”



(Eng.: Element of water → is embodied in → waves → are embodied in → wavy lines)

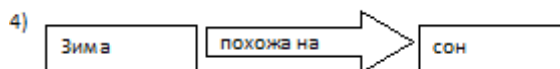
A coded excerpt from the text: “В самом деле, именно водной стихией, волной, дается первообраз качания, и с незапамятных

времен знаком воды были волнистые линии, украшающие, как мы знаем, и праславянскую керамику (Translation from Russian: *Indeed, it is the water element, the wave, that represents the prototype of swinging, and the sign of water has always been the wavy lines that, as we know, adorn pre-Slavic ceramics*). ”



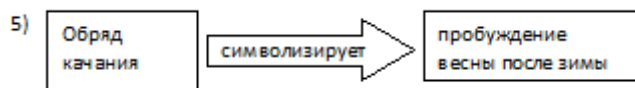
(Eng.: Element of fire → is embodied in → sun → is immersed in → Element of water → is embodied in → waves)

Coded excerpt from the text: “Качание венка указывает на солнце и огонь, погруженный в воду, символ обновляемой, возрождающейся жизни (Translation from Russian: *The swinging of the wreath shows the sun and fire immersed in water, a symbol of renewed, reborn life*). ”



(Eng.: Winter → is like → dream)

Coded excerpts from the text: “холодный сон земного мира; долгий зимний сон (Translation from Russian: *the cold dream of the earthly world; long winter dream*). ”



(Eng.: Swing rite → symbolizes → awakening of spring after winter)

Coded excerpts from the text: “В этом действе русалка являлась как богиня весны, разгоняющая холодный сон земного мира; Так как экстатические действия древних язычников подсказывались им жизнью природы, то их экстаз и должен был быть сопереживанием ее весны, весеннего безумства, сменяющего долгий зимний сон (Translation from Russian: *In this action the mermaid appeared as the goddess of spring, who drives away the cold sleep of the earthly world.*

Since the ecstatic actions of the ancient pagans were inspired by the life of nature, their ecstasy was regarded as the empathy of its spring, the spring madness that replaces the long winter sleep).”



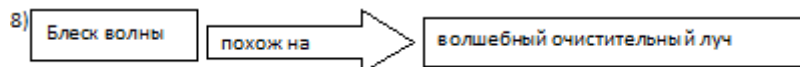
(Eng.: Swing rite → feels like → ecstasy → feels like → awakening of spring after winter)

Coded excerpts from the text: “Так как экстатические действия древних язычников подсказывались им жизнью природы, то их экстаз и должен был быть сопереживанием ее весны, весеннего безумства, сменяющего долгий зимний сон (Translation from Russian: Since the life of nature triggered the ecstatic actions of the ancient pagans, their ecstasy should be empathy for its spring, the spring madness that replaces the long winter sleep).”



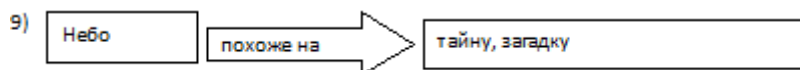
(Eng.: Sun → is like → magical source of energy)

Coded excerpts from the text: “В день Купалы... воды заливают землю, а солнечные лучи, обновленные грозой, несут ей жар и свет. На цветущих, благоухающих лугах чудодейственной силой наполняются целебные травы... (Translation from Russian: On the day of Kupala... the waters flood the earth, and the sun’s rays, renewed by a thunderstorm, bring it warmth and light. On blooming, fragrant meadows, the healing herbs are filled with miraculous powers...).”



(Eng.: Shimmer of the wave → is like → magical cleansing ray)

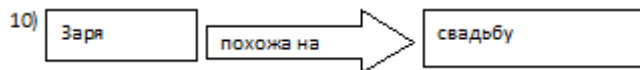
Coded excerpts from the text: “Души людей очищаются в эту ночь от злых побуждений серебряным блеском речной волны (Translation from Russian: The souls of men are cleansed of evil motives on this night by the silver glow of the river wave).”



(Eng.: Sky → is like → mystery, enigma)

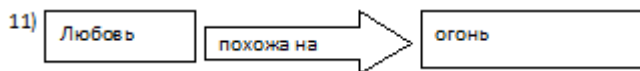
Coded excerpts from the text: “По разумению древнего славянина, в день кипения природы происходит “раскрытие небес”, т.е.

обнаружение божественных сущностей мира, объединяющих и земных тварей (Translation from Russian: According to the understanding of the ancient Slavs, the ‘opening of heaven’ takes place on the day of the boiling of nature, i.e., the discovery of the divine essences of the world, which unite the earthly creatures).”



(Eng.: Dawn → is like → wedding)

Coded excerpts from the text: “Утром, на заре, можно видеть, как солнце, «играя», т.е. радуясь и танцуя, встречает луну, древнейшее божество влаги: это – свадьба небесных светил, она освящает и земной брак человека (Translation from Russian: In the morning, at dawn, the sun is seen ‘playing,’ i.e., rejoicing and dancing, it meets the moon, the ancient deity of moisture: this is the wedding of the heavenly bodies, it sanctifies the earthly marriage of man).”



(Eng.: Love → is like → fire)

Coded excerpts from the text: “...без слов он познает чужого человека, угадывает его думу, и в каждом человеческом сердце он властен зажечь любовь... (Translation from Russian: without words, he gets to know a stranger, guesses his thoughts, and in every human heart, he can kindle love.)

Next, students are asked to create their own metaphors based on similar diagrams. Let’s use the following structure as an example:



(Eng.: Spring → is like → awakening from sleep)

Variants of the correct answer: “пробуждение природы ото сна; пробуждение земного мира (Translation from Russian: The awakening of nature from sleep; the awakening of the earthly world).”

Now that students have a figurative frame for their argument, you can stimulate their speech acts by asking the following questions: “*What traditions are there in your culture that are associated with the arrival of spring? Are there special games, actions, and rituals?*”; “*What traditions associated with trees are there in your culture?*”; “*What traditions associated with water and fire are there in your culture?*”;

“What traditions associated with the experience of ecstasy in motion are there in your culture?”

Conclusion

The cognitive theory of metaphor thus has great potential for applied developments in the field of didactics of Russian as a foreign language, as it activates a large layer of knowledge in Russian language mentality. The use of a frame approach in analyzing language and text metaphors is due to the need to ensure a more intensive assimilation of increasing knowledge, improve students' communicative competence, and form systems thinking. For advanced foreign language learners, working with metaphors and frames is helpful because it can stimulate the development of communication skills and provide an impetus for forming new ontological connections between words and their expression in language. The frame approach makes it possible to establish logical-structural connections between objects and phenomena recognizable through a foreign language in students' minds and to actualize new meanings relevant to the understanding of contexts, ethnic and linguistic-cultural contexts. It seems that frame analysis of language and textual material can form a heuristic model for the acquisition of knowledge about language and culture and, through appropriate tasks, consolidate the logic of analytical processing of information and its synthesis as a process of building figurative, semantic, associative connections between textual elements. In addition to maintaining interest in the language, such tasks should help to develop students' linguistic competence at a new level in the context of linguistic and cultural knowledge.

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ЛИНГВОДИДАКТИЧЕСКИЙ ПОТЕНЦИАЛ МЕТАФОРЫ В ПРАКТИКЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. Метафора как лингвокогнитивный механизм концептуализации смыслов, формирующих национальные картины мира, становится предметом междисциплинарных исследований, рассматривающих логику семантических изменений в границах как слова, так и текста. Способы понимания этого процесса в учебно-образовательном контексте могут стать эффективным инструментом обучения языку, формирования представлений о специфике культуры, репрезентированной в ее структурно-содержательных единицах – концептах. Изучение языка через выявление ценностно-смысловых механизмов концептуализации позволяет увидеть многослойный характер текста, получить представление о его культурной специфике.

Процесс метафоризации демонстрирует динамику образования смысла через взаимодействие разных понятийных областей, участвующих в создании переносного значения, и формирование результата – ценностного фрагмента языковой картины мира или ее индивидуально-авторской версии, проявленный в художественном тексте. Эти аспекты, отражающие сам механизм образования и функционирования метафоры, могут стать основой для лексической и текстовой работы на занятиях по русскому языку как иностранному. В статье рассматриваются способы работы с языковой и текстовой метафорами, учитывающие аналитический план формирования значения, проявленный во взаимодействии исходных и переносных смыслов, и синтетический, реализуемый в текстообразующей функции метафоры, в ее способности порождать в границах текста ассоциативно-деривационные связи и актуализировать в сознании обучающегося целостное, эмоционально-смысловое представление о содержании. Умение интерпретировать метафору, понимание специфики ее функционирования способствует тому, что учащиеся воспринимают текст не только с точки зрения событийности, но и в образно-смысловом, концептуальном развертывании. Особая роль в этом процессе отводится фреймовому анализу, с помощью которого в тексте выделяются предметно-содержательные блоки и устанавливаются смысловые связи между ними. Представленный в работе алгоритм анализа текстовых метафор может способствовать оптимизации рецептивной деятельности учащихся, развитию их коммуникативной деятельности. На материале историко-философского очерка Н. Ильиной «Изгнание норманнов. Очередная задача русской исторической науки» обосновывается фреймовая методика анализа текстовых метафор, демонстрируется моделирующий потенциал метафорических

образов, определяющий логику лингвокультурологического подхода к работе с текстом. Предполагается, что текст, насыщенный метафорами, культурно-историческими отсылками и мифопоэтической древнеславянской символикой, вызовет интерес не только своей содержательной стороной, но и теми способами изучения, в которых раскрывается его лингвокультурный смысл.

Ключевые слова: языковая и текстовая метафоры, фреймовый анализ метафоры, лингводидактический потенциал метафоры

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VOCAL PEDAGOGY AS A CONTEMPORARY SCIENTIFIC DIRECTION

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Abstract. The study examines the essence, definition, principles, and methods of vocal (voice) pedagogy as a vast area of music pedagogy, rapidly growing and developing, taking shape in the mainstream of the pedagogy of culture and art and, at the same time, general pedagogy. Contemporary trends and problems existing in vocal pedagogy are summarized. The topics studied within the framework of this pedagogy concern the theory of vocal pedagogy, its history, methodology, and the education of vocalists. The historical stages of its development are outlined. It is determined that this development is specific to each country. At the same time, often the influence of some musical and vocal traditions of some countries (for example, of European countries) on others (for example, Russia, China), their mutual influence at various historical stages.

The focus of vocal pedagogy as a scientific direction also includes its phenomena, approaches, principles of implementation, and outstanding representatives. The problems of vocal pedagogy include insufficient unity in understanding and using its terminology, difficulties in implementing an individual approach to training vocalists, insufficiently effective use of health-saving and digital teaching technologies, and low efficiency of some teaching methods. Comparative vocal pedagogy, which examines the features of vocal schools, systems, and traditions of training vocalists in different countries, has been rapidly developing recently. In recent years, the number of comparative scientific papers devoted to the training of vocalists in China has increased in Russian science; even more such works are published by Chinese researchers studying Russian vocal pedagogy.

Keywords: *vocal pedagogy, contemporary vocal pedagogy, principles of vocal pedagogy, history of vocal pedagogy, problems of contemporary vocal pedagogy*

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Today, there are several types of pedagogical sciences (general, special, comparative, age-specific, and industry-specific) and a large number of attributive additions to the term ‘pedagogy,’ which are contained in the titles and content of scientific articles and teaching aids, for example, pedagogy of surprise, pedagogy of delight; creative, gentle, entertaining, and positive pedagogy.

Vocal (voice) pedagogy, as one of the areas of professional pedagogy, covers a wide range of aspects related to singing, including physiological, artistic, genre, and historical elements. Its main sections include voice classification, phonetics, phonation, the singer's diction and articulation, the singing's physical processes, various elements, voice health, vocal styles, and other aspects. The scientific study of vocal pedagogy is implemented within the pedagogy framework and in related fields, such as medicine, art history, history, cultural studies, and theater arts, making it diverse in teaching, preparation, and training methods. Vocal pedagogy may differ in specialization, areas, and conditions of research. For example, children's vocal pedagogy, youth, pop, and jazz are distinguished. There is also vocal pedagogy in additional and inclusive education, emphasizing its multifaceted nature.

Vocal pedagogy did not immediately become an independent field and an object of scientific analysis, but at present, it is a relevant subject of research that is often interdisciplinary in nature. An exact definition and chronological description of the stages of formation and development of vocal pedagogy, especially in different regions of the world, is hardly possible. Moreover, solving such questions is probably more relevant for sciences such as art history and cultural studies. Nevertheless, it is impossible to ignore this issue in the context of pedagogical science. Researchers believe that people have been singing since prehistoric times, and this point of view is shared even by those who are far from scientific research.

M. Hoch, professor of singing at Auburn University, has first of all, without claiming complete objectivity in the chronology he presents, worked out the most important historical milestones of this development, which are mentioned in abbreviated form below:

- Recognition of the importance of singing as part of a complete humanistic education by thinkers of the ancient Greek world;

- the existence in Rome of an official “school of singing” (presumably a choir school) after the founding of the early Roman Catholic Church;

- the appearance of written pedagogical works on singing in the Renaissance;

- the era of “bel canto”;

- the emergence of various methods for the voice, graded textbooks, and practical training;

- the beginning of the movement towards the twentieth century, an anatomical understanding of the singing voice, the invention of the laryngoscope, which allows indirect observation of the vocal cords;

- the emergence of formal professional organizations of singing teachers in the twentieth century in some countries;
- the beginning of a new era of vocal pedagogy based on facts (“fact-based” era);
- the emergence of acoustic theory (vocal acoustics/acoustics of the singing voice);
- the emergence of a systematic approach to vocal pedagogy;
- the emergence of vocology as an interdisciplinary science and practice of voice habilitation;
- the adoption of non-classical or contemporary commercial music styles into mainstream vocal pedagogy [1].

The opinions of scientists and specialists in the field of vocal pedagogy at the initial stage of its scientific development vary depending on the musical culture of the country they represent and consider a priority. However, one cannot fail to note the significance of any significant and confirmed contribution to this development. For example, American researchers such as M. Hoch highlight the appearance of two key books in 1967: “The Science of Vocal Pedagogy: Theory and Application” (D. Appelman) and “Singing: The Mechanism and the Technic” (W. Vennard). Also, in 1986, the book “The Structure of Singing” (R. Miller) was published. Contemporary teachers often divide vocal pedagogy into two eras: “historical” and new, “fact-based.” There is good reason to consider 1967 as the boundary between these two periods, with the publication of the works of D. Appelman and W. Vennard, which are based on anatomy and physiology and focus on vocal function, thus opening the way for the era of “evidence-based” vocal pedagogy [2].

Russian scholars discuss the emergence of the Russian classical vocal school and the development of its pedagogical traditions in the 18th and 19th centuries. Its founders include A. Varlamov, M. Glinka, and A. Dargomyzhsky. This topic is studied in detail by N. Kosovtsov [3]. It is worth emphasizing that the first Russian vocal teachers were precisely the composers who laid the foundations of the national opera. As for China, the first teaching aids for vocal training, mainly books on singing, appeared in the 1920s and 1930s, although at that time, most vocal teachers in the country were foreigners [4]. Therefore, it is difficult to unambiguously determine the beginning of the modern stage of development of vocal pedagogy at the global level. This phenomenon has its characteristics in each country, although the influence of certain traditions (musical and vocal) of one country (for example, European) on

others (for example, Russia or China) and mutual influence in different historical eras are undeniable.

If we talk about *contemporary interpretations of the essence of vocal pedagogy and its definitions*, then, according to co-authors O. Fedotova and Liu Xuan, it represents a theoretical expansion of the pedagogy of culture. Vocal pedagogy covers mass and solo performances that arose within the framework of traditional cultures and modern singing, including classical (opera) and popular culture [5, p. 654]. Similar concepts related to vocal pedagogy include “vocal education,” “vocal art,” “vocal methodology,” and “vocal mastery.” Researcher L. Suslenkova, analyzing vocal pedagogy in the humanitarian and philosophical context, emphasizes that its definition should include not only special skills in organizing vocal and pedagogical activities but also knowledge in such areas as philosophy, psychology, medicine, and physiology [6, p. 163]. This statement can be considered justified. Other scientists, such as M. Belousenko and I. Starodubtseva, describe vocal pedagogy as a system of individual singing training based on performing traditions and the rich experience of highly qualified teachers and outstanding vocalists [7, p. 120]. In higher education, it is considered a science of upbringing and education of a professional performer [7, p. 247].

Most likely, the diversity of definitions of vocal pedagogy is due to the fact that this area of pedagogical science develops both in theoretical and practical aspects, being at the intersection of various disciplines. There is an opinion that this area has a significant gap between theory and practice. Researchers A. Rollings Bigler and K. Osborne argue that this gap can be overcome by introducing the evidence-based medicine (EBM) model in the context of singing and vocal pedagogy. Evidence-based voice pedagogy (EBVP) involves an inclusive approach that combines vocal research, student goals and perspectives, and a variety of methods used by vocal teachers to gain experience [8].

There are many *reasons for distinguishing vocal pedagogy as a separate scientific and pedagogical direction*. Currently, the history of its development, modern trends, topics, research methods, and specialized terminology are described in varying degrees of detail. Among the current trends in this scientific and pedagogical direction, one can note integration, internationalization, and digitalization, as well as the development of a technical base for studying the mechanisms of the singing voice. The possibilities for its improvement through online master classes and social networks are also expanding. However, some

experts in this field, such as E. Evstafieva and E. Manistina, believe that vocal pedagogy has a conservative nature, and the art of opera singing is surrounded by myths and stereotypes, the destruction of which can be difficult or even impossible [9].

An analysis of publications on the given topic demonstrated that researchers in the field of vocal pedagogy are attracted by its phenomena (such as Russian romance and “bel canto”), the history of development in different countries and in different eras, approaches, various aspects and foundations (methodological, technological, acoustic, theoretical, psycholinguistic, psychophysiological, neurolinguistic, educational and upbringing), as well as methods, principles and outstanding representatives of this field.

Contemporary vocal pedagogy is enriched with *new approaches, methods, and concepts*. One such method is EVT (Estill Voice Training), which was created in the USA in 1988 but gained popularity in other countries much later. The developer of this method is Jo Estill, a vocal specialist. EVT is focused on the development of vocal skills through the analysis of the voice creation process, which allows you to control certain elements of the vocal mechanism. By mastering the conscious movement of each structure, you can significantly improve the quality of the voice. Without going into details of the method, we emphasize that Jo Estill identifies three key aspects of voice use: “craft” – control of the vocal mechanism, “artistry” – choice of repertoire and context, and “performance magic” – interaction with the audience. In the article by D. Ashrapova, dedicated to innovations in vocal pedagogy, an image is presented that helps to better understand the essence of these concepts [10] (Figure 1).

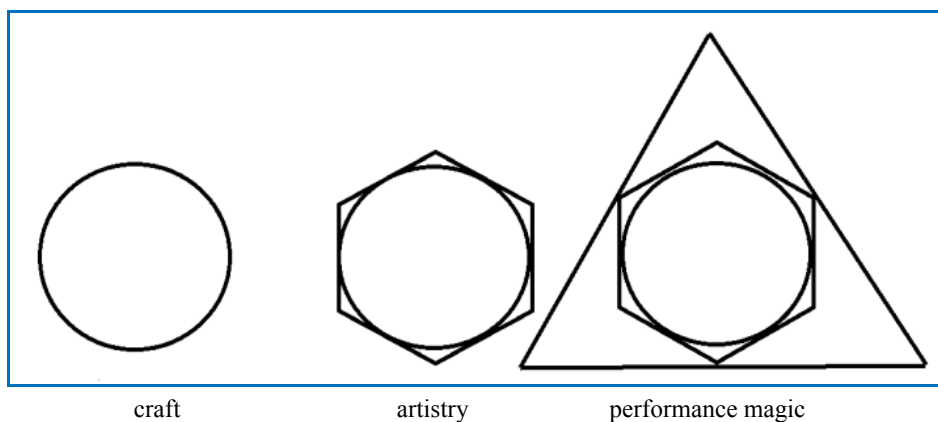


Fig. 1. Structural sections of the Jo Estill method [10]

Recently, articles have appeared that emphasize the need for evidence-based vocal pedagogy (EBVP). In particular, the works of such an author as K. Ragan [11] are worth noting. The term ‘evidence-based vocal pedagogy’ emphasizes the scientific basis of this approach, its practical focus, and factual content [11, p. 157]. The essence of EBVP is illustrated by K. Ragan in her article using the diagram below (Figure 2), where EBVP is at the intersection of three components: voice research, the experience and knowledge of the vocal teacher, and the goals and prospects of students. Some Russian researchers and practitioners in the field of vocal pedagogy also recognize the importance of this approach. For example, in Russia, a textbook, “Evidence-Based Pedagogy in Voice Development and Singing Teaching” was published (author: Viktor Emelyanov, 2023).

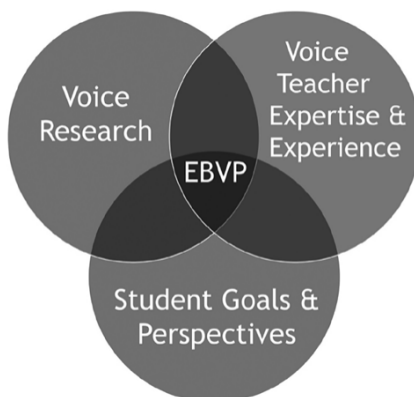


Fig. 2. Evidence-Based Vocal Pedagogy [11, p. 159]

K. Ragan also emphasizes the need for a holistic approach to vocal education that takes into account traditional empirical methods used in the past. He emphasizes the importance of the teacher’s experience and the goals and perspective of students as individuals in their interactions with the vocal teacher. In addition, he emphasizes the importance of research in vocal science [11]. Similar views on vocal education can be seen in the comprehensive framework and model of vocal pedagogy proposed by theorists and practitioners A. Rollings Bigler and K. Osborne (see Figure 3).

Traditional approaches to teaching in vocal pedagogy generally correspond to the methods used in education in a broader sense. In general, this includes verbal, practical, and visual methods [12], but these methods have their own characteristics that are important to consider. For example, researchers E. Evstafieva and E. Manistina emphasize the dangers and pitfalls of the “teaching through

demonstration” method in vocal pedagogy: “In vocal pedagogy, perhaps more than anywhere else, the “show” method of working is used. As a result, there is a widespread belief among students of the SHUV (school-college-university) system that you can only learn to sing from a teacher with the same voice type as the vocalist and that classes with a different voice can be harmful. This is a completely wrong belief” [9, p. 52].

The specialized *terminology in the field of vocal pedagogy* includes such terms as “vocal technique,” “vocal register,” “vocal resonance,” “vocal range,” “vocal breathing,” “vocal diction,” “timbre,” “articulation,” and others. However, it cannot be claimed that this terminological system is completely free of contradictions. As M. Hoch and his colleague M. Sandage from Auburn University mentioned in their joint work, harmonizing terminology is essential for successfully integrating vocal pedagogy and vocal science. Contradictions are observed among various groups using this terminology, such as classical singing teachers, theater vocal and contemporary popular music teachers, speech therapists, vocal researchers, choir directors, and performers in general. To achieve mutual understanding and create a common language, five aspects of vocal technique should be considered: vocal loudness and intensity, breath control, singer’s formant and resonance, vibrato, and registration. The discussion of these aspects should be based on physiology and pedagogical literature from such fields as speech therapy, acoustics, laryngeal biomechanics, and vocal performance pedagogy. The authors emphasize the importance of terms free from disciplinary bias, and work is underway to create a general vocal pedagogy for the 21st century that will be interdisciplinary [13].

In addition to the difficulties with a uniform understanding and application of terms, the problems of modern vocal pedagogy include the difficulties in implementing an individual approach to training vocalists [14]. There are also problems with teachers: many of them were trained in solo singing but did not receive an education in music pedagogy and began teaching due to a lack of jobs in the oversaturated market of vocal specialists [9]. In addition, there is insufficient effectiveness in the use of technologies aimed at maintaining health and phonopedic exercises, as well as the use of some unproductive methods to overcome speech defects in teaching singing.

Foreign researchers and members of the “Voice Pedagogy Interest Group” A. Rollings Bigler and K. Osborne emphasize an important problem in the rapidly developing field of vocal teaching: the lack of licensing or certification requirements for such teachers, both in the past

and at present, which complicates the development of practical training programs for vocal teachers and singing in general. Criticism has been raised about opening a vocal studio and accepting students without the proper training, experience, or qualifications as a teacher [8].

The same researchers (A. Rollings Bigler and K. Osborne), in their joint work on vocal pedagogy for the 21st century, presented and characterized the structure and model of this field based on the results of two summits (2015 and 2018) of teachers of academic vocal pedagogy from different parts of the United States and Canada. Representatives of thirty-five unique universities offering programs in classical music, musical theater, and contemporary commercial music directions participated in these events (see Figure 3). The figure shows a structure that illustrates the interactive nature of the vocal learning environment, which implies the dynamic construction of knowledge and teaching methodology. It considers internal and external interactions, i.e., outside the learning space, for example, outside the vocal studio. The teacher and student operate in a community of various professionals, such as artists, business people, and health professionals. The ideal vocal teacher effectively supports the student in the process of contextualizing, evaluating, and interpreting the opinions of these professionals.

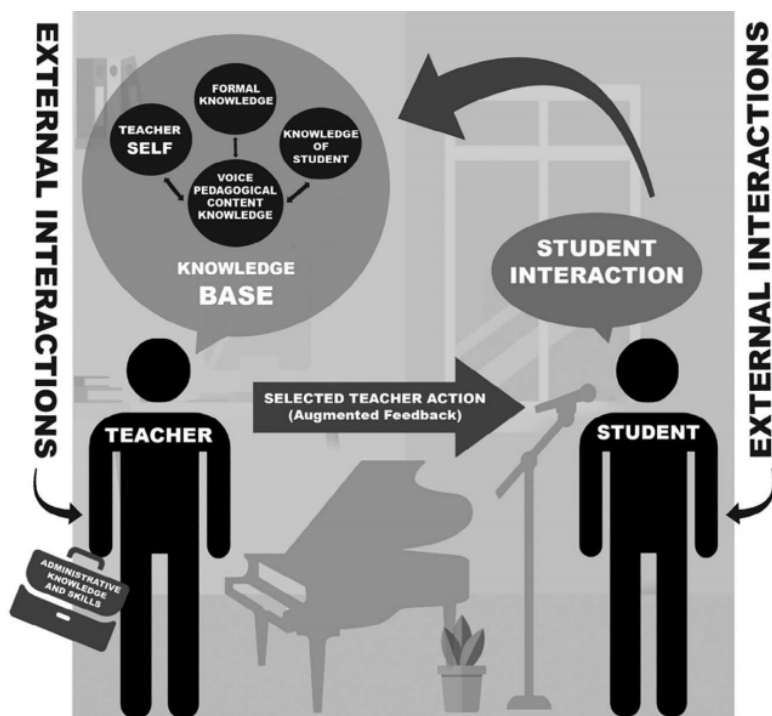


Fig. 3. The Comprehensive Structure and Model of Vocal Pedagogy [8, p. 17]

The ideal vocal teacher's knowledge base consists of four key categories of information that assist in diagnosing, guiding, and mentoring students in the studio:

- Teacher self: includes artistic and practical experience, teaching philosophy, beliefs, aesthetic preferences, and the teacher's personality traits, behavior, and attitudes.

- Formal knowledge: the teacher's theoretical, practical, and general pedagogical knowledge acquired through teaching.

- Knowledge of students: understanding and observing students' actions and utterances in the studio and other situations.

- Voice pedagogical content knowledge: the ability to translate this knowledge into effective and sound vocal teaching methods tailored to the needs of each student and the educational environment.

Selected teacher action is an extended pedagogical action that can be conveyed in a variety of effective ways, such as speech, modeling, drawing, gestures, or written instructions. As for administrative knowledge and skills, they relate to computer technology, business, and managing vocal training programs in educational institutions or private studios.

As for the principles of vocal pedagogy, V. Sivova, one of the founders of the St. Petersburg school of Russian folk singing, noted that in Russia in the mid-20th century, vocal teachers adhered to a number of Sivov's classical principles [15, p. 16]. These included an individual approach, harmony of artistic and technical development, consistency and gradualness of training, and the transition from simple to complex and continuous improvement. Most teachers at this time had the training of academic singers or choral conductors. These principles and the basics of general pedagogy continue to be applied today. In L. Rudin's manual, 15 vocal and speech pedagogy principles were formulated, which he called "golden." Some of these principles concern the features of the vocal apparatus as a functional system, as well as the sanitary and hygienic requirements for preserving the voice, phonation breathing, and resonant voice formation. The pedagogical aspect is especially noticeable in the principles that emphasize the equivalence of vocal technique and work on speech, regular classes to develop technical skills, the inadmissibility of exceeding the vocal or speech load according to the curriculum, especially in the first years, the prohibition of using violent methods, forcing the expansion of the range and selecting a repertoire taking into account three types of readiness of the student: technical, psychological and physical [16, pp. 44–45].

In the mid-20th century, the teacher and singer Shen Xiang developed key principles in China that became the basis for training vocalists. These principles included studying the development of the head, heart, and body, which implied an objective assessment of one's own weaknesses to transform them into strengths, developing the emotional sphere, turning to artistic images, and working with the voice. Modern Chinese researcher Chzhan Shuge argues that these principles became the basis for modern vocal pedagogy in China, which includes three main components: emotional-creative, intellectual, and vocal-technical [17, p. 331].

As for vocal pedagogy, the researchers Liu Xuan and O. Fedotova identified seven main sections: theory, history, methodology, education, and others [18]. They took the built-in search system of the RSCI database as the basis for their search and looked through the first hundred publications from the list proposed by the system for the presence of the desired key combinations in their titles. Table 1 (the first two columns) reflects the corresponding number by thematic clusters. In turn, the authors of this research attempted to establish the dynamics of the distribution of publications in the same thematic areas in the same system at the beginning of 2025. Table 1 (column 3) also includes the identified number of publications.

Table 1

Research topics in the field of vocal pedagogy according to the Russian Science Citation Index Database (RSCI DB); 2023 and 2025

Research topics (RSCI DB)	Number of articles identified	
	Research by Liu Xuan, O. Fedotova, 2023 [18]	Authors' research, 2025
Musical Culture	6	46
Methodology of Vocal Pedagogy	24	47
Education of Young Vocalists	9	17
Vocal Pedagogy in Individual Countries	14	52
Contribution of Vocal Teachers	10	16
History of Vocal Pedagogy	17	35
Theory of Vocal Pedagogy	20	37

Of interest are the possible prospects for the nearest development of vocal pedagogy. M. Hoch, based on the analysis of current publications

on the relevant topic, sees them in the study of the role of the brain in singing (cognition, perception, procedural learning, neuroplasticity), the theory of motor learning (Lynn Helding) and a new approach to the intersection of the interdisciplinary “voice team” (“evidence-based vocal pedagogy”) – a term for a triumvirate core group consisting of a singing teacher, a speech therapist and an otolaryngologist (Kari Ragan) [1].

At the same time, comparative vocal pedagogy is actively developing. This direction studies the features of various vocal schools worldwide, their systems, cultural and professional traditions, and methods of training vocalists in different countries. Frequent and long-term international contacts in the fields of culture, art, and education, as well as music competitions, contribute to the study of issues of the internationalization of vocal pedagogy, cross-cultural analysis of vocal education in different countries, and its comparison with similar systems in their own country. Such analysis is important, as it helps to understand the features and approaches to forming vocal techniques in different countries and comprehend the nature of national singing schools. This, in turn, can contribute to the development of more effective methods and techniques for teaching vocalists, taking into account their individual characteristics and changes in global trends. Clearly, the national characteristics of vocal education methods and performing arts largely depend on the cultural traditions of these countries. There are general principles of setting vocal technique and improving artistic skills characteristic of well-known vocal centers such as Russia, China, Germany, and Japan [19, p. 238].

Recently, researchers have noted the obvious: There is a growing interest in vocal performance issues and an increase in the publication activity of authors studying vocal pedagogy in China [18]. This statement can be supplemented: a similar trend is observed among Chinese researchers, mainly beginners, who are interested in vocal pedagogy and the culture of Russia. Thus, in recent years, many articles by Chinese scientists have appeared, devoted, for example, to the methods of teaching vocals in the Russian vocal school, a review of Russian scientific works on the theory and methods of vocal pedagogy, as well as the development of modern vocal and musical education in Russia and other topics.

It is impossible not to pay attention to the achievements and crises inherent in modern vocal pedagogy in both countries. Based on the analysis of scientific research devoted to this topic, we will highlight the most significant moments. In particular, the achievements of vocal

pedagogy in China include the development of a national school of academic singing, which occurs in parallel with the study and application of methods from other countries; active research in such areas as the psychology of vocal performance and the aesthetics of vocal art. In Russia, the achievements of modern vocal pedagogy include an emphasis on an individual approach, practical training, humane and democratic interaction between teachers and students, spiritual and moral education, and the presence of systematized training for both performers and vocal teachers.

Researchers argue that vocal pedagogy in China faces several problems. First, there is a limited choice of courses for training vocalists, which may negatively affect the development of the individual talents of performers. Second, there is a shortage of highly qualified teachers. In addition, no disciplines would contribute to the development of emotional perception and the disclosure of stylistic and genre features of musical works. There are also contradictions between modern requirements for vocal education and the actual results of training vocalists. In 2015, Yao Wei, in his dissertation, pointed out that vocal art in China is significantly ahead of its theoretical study [20, p. 4]. Later, in 2019, H. Du and G. Ovsyankina, in their joint study analyzing the pros and cons of vocal education in various educational institutions in the country, concluded that there is still a lack of scientific research in the field of vocal pedagogy; this aspect of the theoretical base is actually at the initial stage of development [21, p. 213].

In Russian vocal pedagogy, there are currently problems related to insufficient coordination in the development of specialist professional skills in the field of vocal art and their spiritual and moral growth. There is also a shortage of academic disciplines that could ensure a balance between the musical and humanitarian training of vocalists. In addition, no single, generally accepted, and systematized set of works would contribute to the comprehensive improvement of vocal skills.

Internationalization and dialogue of cultures are the leading trends in vocal pedagogy, stimulating mutual study and awareness of the value of their own traditions in vocal education. It is easy to predict the growth of such mutual interest in the development of vocal pedagogy in such countries as China and Russia. Thus, at the current stage of development of this pedagogy and vocal performance in these countries, much in common can be traced: experiencing feelings and emotional empathy during performance; internationalization of academic vocal pedagogy; understanding, recognition of the great value and prestige of vocal

education; intercultural interaction between the two countries; maintaining interest in European vocal schools; strengthening of global trends in humanization, individualization of education, the key goal of which is the upbringing of a comprehensively developed, creative person of a new formation.

The prospects for strengthening and intensifying cooperation in vocal art and education are promising and impressive; mutually agreed projects and initiatives support them. Thus, 2024 and 2025 have been declared the cross years of culture of China and Russia, within which more than 230 events are planned. In January 2025, a scientific and creative center for the study of musical ties between the two countries was opened at the Gnessin Russian Academy of Music. The center's activities will be aimed at translating and publishing textbooks that will help to bring the awareness and understanding of the two musical cultures closer to each other; holding creative, scientific, and educational events; researching and popularizing musical interaction between the two countries in science, performance, and education. Similar centers should also appear in China this year (at the China Conservatory of Music in Beijing and the Shanghai Conservatory).

Here are some other examples of cooperation between two countries (Russia and China) in the field of vocal arts and vocal pedagogy in recent years:

- Holding the 5th International Competition of Musicians-Performers “China-Russia Cup” (organizers: Moscow State Institute of Culture and Yancheng State Normal University), 2023;
- establishment of the Russian-Chinese Musical Union (Harbin), 2023;
- coordination of a large-scale project of the Moscow State Conservatory named after P. Tchaikovsky to create a new university in China in the coming years, 2024;
- performance in Russia of the orchestra of the China National Center for the Performing Arts (Moscow), 2024;
- concert “From Baroque to Modernity” in honor of the 76th anniversary of the establishment of diplomatic relations between Russia and China (Small Hall of the Moscow State Tchaikovsky Conservatory; Moscow Chamber Orchestra of New Music conducted by Zhang Siqing, performers from China), 2024;
- performance of the Joint Russian-Chinese Youth Symphony Orchestra in the Great Hall of the Tchaikovsky Conservatory “Friendship Concert”). 2024;

– launch of the project by the Chinese Conservatory and the Gnessin Russian Academy of Sciences to create a Center for Academic and Creative Exchanges of Representatives of the Two Countries in the Field of Music, 2025;

– large-scale joint Russian-Chinese concert dedicated to the 80th anniversary of the Great Victory, 2025.

Thus, vocal pedagogy continues its rapid development, and we are about to see new facets and results of this development, including in the direction of its internationalization, mutual study of relevant experience in different countries, and mutual cultural and pedagogical growth.

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ВОКАЛЬНАЯ ПЕДАГОГИКА КАК СОВРЕМЕННОЕ НАУЧНОЕ НАПРАВЛЕНИЕ

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Аннотация. В исследовании рассмотрены суть, определение, принципы и методы вокальной педагогики или педагогики вокала как обширной области музыкальной педагогики, быстрорастущей и быстроразвивающейся, оформляющейся в русле педагогики культуры и искусства и одновременно общей педагогики. Данное направление педагогической науки развивается на уровне теории и практики, на стыке различных областей знаний. Обобщены современные тенденции, проблемы, существующие в вокальной педагогике. Изучаемая в рамках данной педагогики тематика касается, прежде всего, теории вокальной педагогики, ее истории, методики, воспитания вокалистов. Обозначены исторические этапы ее развития. Определено, что данное развитие специфично для каждой страны. При этом нередко влияние некоторых музыкальных, вокальных традиций одних стран (например, стран Европы) на другие (например, на Россию, Китай), их взаимовлияние на различных исторических этапах.

В фокусе вокальной педагогики как научного направления также есть: ее феномены; подходы; основы реализации; выдающиеся представители. Традиционные методы обучения в рамках вокальной педагогики соотносятся с существующими методами в педагогике в целом. Проблемы вокальной педагогики включают: недостаточное единство в понимании и использовании ее терминологии; сложности реализации индивидуального подхода при подготовке вокалистов; недостаточно эффективное использование здоровьесберегающих и цифровых технологий обучения; низкая результативность некоторых методик обучения.

Стремительным развитием в последнее время характеризуется и сравнительная вокальная педагогика, где рассматриваются особенности вокальных школ, системы, традиции подготовки вокалистов в разных странах. В российской науке в последние годы увеличилось количество сопоставительных научных трудов, посвященных подготовке вокалистов в Китае, ещё больше таких трудов у китайских исследователей, изучающих русскую вокальную педагогику.

Ключевые слова: *вокальная педагогика, современная вокальная педагогика, принципы вокальной педагогики, история вокальной педагогики, проблемы современной вокальной педагогики*

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THE EFFECTS OF EMOTIONAL INTERACTIONS BETWEEN PARENTS AND CHILDREN ON THE EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL CHILDREN

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Abstract. The implementation of the Federal State Educational Standard for primary education emphasizes the central importance of moral development and highlights the cultivation of ethical foundations, kindness, emotional intelligence, and empathy. As psychologist Lev Vygotsky noted, learning and emotions are closely linked. Such holistic development enhances children's cognitive abilities and social adaptation. Today's socio-economic and educational changes have led to increasingly complex interpersonal dynamics and greater demands on emotional competence. Therefore, it is particularly important to understand the predictors of emotional intelligence development in primary school students. Mother-child interactions characterized by emotional connectedness, acceptance, and support promote emotional initiative, empathy, and self-regulation in children. This process is not a mere transfer of knowledge but a dynamic collaboration – mothers share emotional experiences while children actively develop new ways of responding.

This study aims to examine the development of emotional intelligence in primary school children concerning the mothers' emotional background, focusing on maternal sensitivity, emotional acceptance, and emotional expressions of emotional interaction.

Diagnostic instruments included: 'Emotional identification Method' by E. Izotova; 'Emotional pictogram Method' (modified by M. Kuzmischeva); 'What – Why – How?' projective method by M. Nguyen; 'Child-Parent Emotional Interaction Questionnaire' by E. Zakharova.

The results indicate that maternal emotional sensitivity, warm physical affection, and consistent emotional support positively influence children's ability to recognize emotions, the development of empathy, and the ability to self-regulate. Low maternal attention to the child's emotional state and lack of empathy may contribute to children's emotional development difficulties, emphasizing the importance of mindful and attentive parenting. The study results have practical implications for the design of psychological and educational family support programs aimed at improving parents' emotional competence and fostering an environment conducive to balanced emotional development in primary school children.

Keywords: *child-parent interaction, emotional development, psychological well-being, emotional competence, primary school children*

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Introduction

During primary school, children's emotions become more complex and stable. As they interact more with others and develop self-awareness, their emotions become more stable and complex. They become better at recognizing and understanding emotions and, at the same time, learn to control their emotional reactions [1]. Children's social and emotional development helps to prevent future emotional and behavioral problems. As psychologist L. Vygotsky stated, "emotions are the 'core element' of mental life, especially in children" [2]. Emotional intelligence helps children recognize and understand their own emotions, identify emotions in others, learn to express emotions appropriately, develop self-control over emotional responses, and learn from experience, which leads to success [3–5].

Research shows that low emotional intelligence has a negative impact on academic achievement, critical thinking skills, interpersonal relationships, decision-making abilities, and overall social well-being [6–11].

Emotional intelligence in children develops under various influences, with the family playing a central role [12–16]. Prominent psychologists such as L. Vygotsky, A. Zaporozhets, and A. Kosheleva emphasize the crucial importance of an authoritative adult figure (especially parents) for children's emotional and moral development. Parent-child interactions fundamentally influence personality formation, as this primary relationship provides children with their first communication skills, tools for emotion regulation, and the foundations for meaningful emotional relationships with others.

Parents help children recognize, identify, and understand their feelings. They explain where emotions come from, their consequences, and how to deal with them constructively. Children gradually learn about the full spectrum of human emotions through this process. Some parents divide emotions into 'good' and 'bad'. They encourage positive feelings and suppress negative feelings. With this approach, parents want to promote a positive worldview in their children. However, studies indicate that this strict categorization of emotions hinders emotional development, preventing children from experiencing the full range of emotions [17, 18].

As a result, children's emotional sensitivity may be suppressed, which can lead to psychological instability. When parents ignore certain emotions that they deem unacceptable during children's emotional development, this can lead to relationship difficulties, difficulties in adapting to new situations, and confusion between personal desires and responsibilities due to weak personal boundaries. It may also lead to psychosomatic problems. If a child does not experience the full range of emotions, including negative emotions, they may have difficulty recognizing and responding to the emotions of others, making social interactions difficult.

Parents should not protect their children from negative emotions but allow them to experience the full range of emotions. This expands their emotional world and helps them understand themselves, recognize their true wants and needs, set clear personal boundaries, respect the boundaries, and develop effective communication skills.

An effective emotional bond with a child, characterized by an unconditionally positive context of the parent, significantly enhances the child's development, especially emotional development. Studies by M. Lisina, J. Langmeier, and Z. Matejček confirm that negative attitudes toward children do not go unnoticed and often lead to psychological deprivation. Low levels of emotional sensitivity or excessive parental overprotection can lead to difficulties in emotional development, such as emotional distancing or the inability to empathize [19, 20].

According to these researchers, children need to receive positive behavioral signals from their environment during infancy and early childhood, and unconditional acceptance forms the basis for harmonious future development. While relationships develop with the specifics of preschool and early school age, a continuous positive attitude from close adults remains the fundamental factor in forming a balanced personality.

Several studies examine the components of emotional interaction with a child and the different approaches to parenting practice. According to

E. Zakharova, a mother's positive attitude largely depends on her ability to understand her child's needs and emotional states. Such understanding supports the development of the child's emotional sphere and promotes harmonious relationships. Research shows that a mother who responds correctly to her child's emotional signals lays the foundation for healthy self-esteem, self-regulation, and empathy. The link between maternal sensitivity and a child's emotional resilience underlines the importance of a conscious and attentive parenting style, which positively impacts children's psychological well-being [21].

The study by L. Komlik and V. Merenkova confirms that the emotional intelligence of parents is closely linked to the nature of the parent-child relationship. The results show that fathers have higher emotional intelligence than mothers in all measured parameters. The predominant parenting style among the participants was identified as indulgent overprotection. Correlation analysis revealed a significant relationship between parenting style and emotional intelligence of parents in families with primary school-aged children ($k = 0.585$, $p \leq 0.001$), supporting the hypothesis that these factors are related [22].

Despite the considerable number of studies on emotional intelligence and parent-child relationships, there is still a lack of research on how specific aspects of emotional interaction, such as sensitivity, support, and empathy, influence the development of each component of emotional intelligence in children.

This study aims to investigate the development of emotional intelligence in primary school children in the context of their mothers' emotional backgrounds, focusing on maternal sensitivity, emotional acceptance, and behavioral expressions of emotional interaction.

Psychological research confirms the importance of maternal emotional state for children's emotional intelligence development and shows significant correlations between the emotional intelligence level of children and their mothers [22]. Mothers, therefore, play an especially important role in this process. A strong emotional bond with the mother lays the foundation for a child's healthy personality development. By providing emotional support and security, she creates a stable basis for the child's development.

The methods used

An empirical study on the development of emotional intelligence of primary school children in relation to their emotional interaction with mothers was conducted on a sample of 120 participants. The sample included 60 children aged 9 to 10 years (28 boys and 32 girls) without

developmental anomalies and 60 mothers aged 32 to 41 from Kazan, Republic of Tatarstan.

The following methods listed in Table 1 were used for diagnosis.

Table 1

Methods Used in the Study

Diagnostic Instruments	Objectives
For children of primary school age	
‘Emotional Identification method’ (Izotova, 2004) (Diagnostic Series No. 2) [23]	This method assesses the perception of expressive (facial) signs, the understanding of emotional content, the identification of emotions, the verbalization and reproduction of emotions (expressiveness and control), the activation of emotional experiences and representations, and individual emotional characteristics
‘Emotional Pictogram method’ (modified from Kuzmishcheva, 2002) [24]	This method is used to identify characteristics of emotional development, especially the cognitive-affective components of emotional intelligence in children of primary school age
‘What – Why – How?’ method (Nguyen, 2008) [25]	This instrument analyzes a child’s ability to consider another person’s emotional state, show empathy and caring, and assess emotional intelligence
For the mothers of the children	
‘Parent–Child Emotional Interaction Questionnaire’ (Zakharova, 2002) [21]	This questionnaire is used to assess the emotional background of mothers in relation to their children. It includes the following blocks: – Empathy – Emotional acceptance – Behavioral effects of emotional interaction

Results and Discussion

The data obtained from the methods used for diagnosis show that most primary school children studied have an average level of emotional intelligence development and its components (Figure 1).

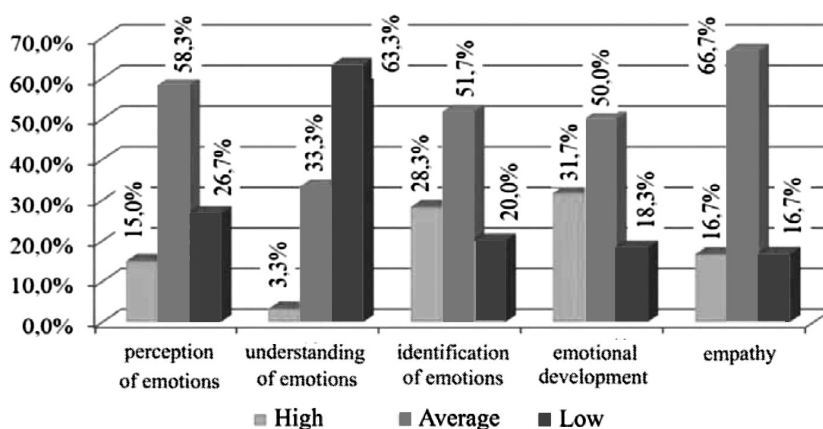


Fig. 1. Results of the assessment of emotional intelligence in primary school children

The emotional interaction between parents and children was analyzed using I. Zakharova's questionnaire includes 11 variables divided into three main categories: Empathy, emotional acceptance, and behavioral expressions of emotional interaction [21].

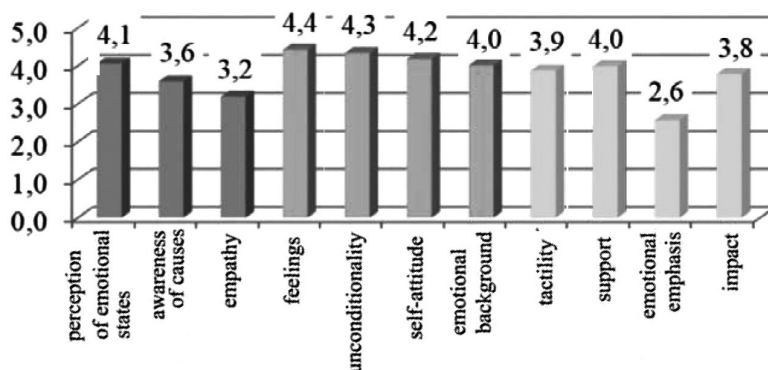


Fig. 2. Average values of the emotional interaction of mothers with their children, based on the 'Questionnaire on emotional interaction between parents and children' by E. Zakharova

According to the results of the mothers' responses, the highest scores were found in the area of emotional acceptance (see Fig. 2). This dimension reflects the emotions experienced by the mother during interactions with her child, the unconditional acceptance of the child, and the mother's self-perception in her parental role.

All of these variables belong to the emotional acceptance block, which had the highest values among the mothers surveyed and was significantly higher than the average values of the other interaction blocks. These results indicate that the mothers in the study can be emotionally responsive and open, showing a high degree of acceptance towards their children and an appropriate perception of their parental role. However, despite their high sensitivity, these mothers are not always able to fully understand the underlying causes of their children's emotional experiences. Their limited capacity for deep empathy may be due to a heavy workload, which can negatively impact their emotional engagement in their children's daily lives. If a mother is unable to spend enough time with her child due to her work commitments, the risk of emotional alienation between parents and children increases.

The lowest score in the study was achieved on the emotional emphasis scale. This suggests that mothers cannot accurately perceive their children's emotions or establish an emotional interaction based on these emotional markers. This finding suggests that many mothers have difficulty recognizing and understanding their children's emotional experiences.

Similar results were found in the study by A. Petrova, “*Maternal Perceptions of the Child’s Individual Psychological Characteristics as a Factor in Parent-Child Emotional Interaction*,” where the emotional emphasis scale also had the lowest mean score – 2.0 [26].

In our study, although the mothers showed an average ability to recognize their child’s emotional state, the low scores on the Emotional Emphasis Scale may indicate that although they understand their child’s emotions, they do not always consider them in their interactions. Instead, they often rely on their emotional state, mood, or assumed normative expectations. This could be because mothers who focus heavily on their parenting goals do not always consider the children’s age-specific or individual emotional needs in the communication and parenting process.

Although mothers recognize their children’s emotional states, they often do not consider them significant and do not actively try to resolve them. The low scores on the empathy scale also confirm this. While mothers can understand and influence their children’s emotional experiences, they rarely consider the specific nature of these physical and emotional states when setting expectations for the child. This may be due to the influence of societal and school expectations that lead parents to prioritize the outward appearance of successful parenting over the actual emotional needs of their child.

A comparative analysis was conducted using the Mann–Whitney *U*-test to determine significant differences in the indicators measured. The results showed statistically significant gender differences: the scores for empathy were significantly higher in the girls’ group than in the boys’ group ($p = 0.002$). This indicates that girls show a greater capacity for empathy than boys. Researchers often explain the higher empathic ability of women compared to men with traditional gender roles – women are expected to be caring and emotionally oriented, while men are often encouraged to be independent and competitive. These patterns are reinforced by the socialization of children according to gender norms [27].

Significant differences were also found in relation to family structure. In particular, scores on the support scale were significantly higher for mothers raising their children without a partner than for mothers from two-parent families ($p = 0.004$). This suggests that single mothers tend to be more emotionally involved in their children’s lives, possibly to compensate for the absence of the father. In addition, children from single-parent families scored significantly higher on the scales for emotional development ($p = 0.019$) and empathy ($p = 0.050$) than their

peers from two-parent families. This could indicate that children who grow up in households with only one parent have greater emotional sensitivity and empathy.

We applied the Kruskal–Wallis test to investigate how different indicators influence the variability and degree of expression of emotional traits and assess the differences between them. In addition to the clear differences, some less obvious correlations were also found. For example, several core variables related to mothers' emotional state – empathy ($p = 0.002$), emotional reactivity ($p = 0.007$), self-perception as a parent ($p = 0.028$), and tactile interaction ($p = 0.027$) – were stronger in mothers whose children had a low level of emotion identification. This may suggest that children with difficulty recognizing emotions need more emotional support, causing their mothers to respond more empathically, show more sensitivity, display more physical affection, and show a greater sense of parental responsibility. However, when maternal control becomes too strong, children may have fewer opportunities to manage emotionally difficult situations themselves. These findings are consistent with previous studies on mothers' attitudes toward preschool children, which found that modern parenting methods lead to more control and overprotection. This trend is often associated with increased maternal anxiety [28].

The non-parametric Spearman's rank correlation method was used to identify correlational relationships between indicators of emotional intelligence in younger schoolchildren and the emotional state of their mothers (see Table 2).

As shown in Table 2, significant correlations were found between the components of emotional intelligence in primary school children (perception of emotions, identification of emotions, emotional development, and empathy) and various indicators of their mothers' emotional state (perception of emotions, awareness of causes, empathy, emotional expression in interaction, tactfulness, emotional support, sensitivity to the child's emotional state, and influence on the child's emotional state).

Regarding children's empathy as a component of emotional intelligence, there were statistically significant positive relationships between maternal empathy (Spearman's $r = 0.276$, $p \leq 0.05$) and maternal emotional support (Spearman's $r = 0.302$, $p \leq 0.05$). This suggests an expected correlation: The higher the mothers' level of empathy and emotional support, the more empathic their children tend to be.

Table 2

*Correlation Between the Emotional Intelligence of Primary School Children
and the Emotional Interaction Between Mother and Child*

Emotional mother-child Interaction		Components of emotional Intelligence in primary school children									
		Standard score					Raw score				
		understanding of emotions	perception of emotions	identification of emotions	emotional development	empathy	understanding of emotions	perception of emotions	identification of emotions	emotional development	empathy
Perception of emotional states	rs	0.106	-0.112	0.231	0.361**	0.151	0.160	-0.115	0.116	0.313*	0.084
	p	0.422	0.396	0.075	0.005	0.249	0.222	0.380	0.376	0.015	0.524
Awareness of causes	rs	-0.135	-0.027	0.120	0.364**	-0.196	-0.104	0.050	-0.010	0.399**	-0.243
	p	0.303	0.836	0.360	0.004	0.133	0.429	0.702	0.937	0.002	0.061
Empathy	rs	0.187	-0.242	0.041	0.019	0.276*	0.198	-0.155	0.137	0.061	0.190
	p	0.153	0.063	0.757	0.885	0.033	0.129	0.238	0.298	0.641	0.147
Feelings	rs	0.096	-0.034	0.371**	0.230	0.090	0.156	-0.159	0.257*	0.140	0.071
	p	0.464	0.796	0.003	0.077	0.492	0.233	0.226	0.047	0.287	0.590
Unconditionality	rs	0.020	-0.191	0.240	0.170	0.050	0.009	-0.176	0.178	0.221	0.066
	p	0.878	0.143	0.065	0.194	0.705	0.945	0.178	0.173	0.090	0.615
Self-attitude	rs	0.135	0.092	0.177	0.162	0.003	0.044	-0.054	0.142	0.078	0.005
	p	0.305	0.483	0.176	0.217	0.980	0.737	0.685	0.278	0.553	0.972
Emotional background	rs	-0.029	0.003	0.184	0.161	0.179	0.036	-0.114	0.177	0.124	0.172
	p	0.824	0.983	0.160	0.218	0.170	0.784	0.386	0.177	0.343	0.188
Tactility	rs	0.091	-0.134	0.349**	0.459**	0.006	0.112	-0.089	0.303*	0.451**	0.081
	p	0.488	0.306	0.006	0.000	0.964	0.395	0.497	0.018	0.000	0.541
Support	rs	0.085	-0.023	0.292*	0.348**	0.229	0.139	-0.005	0.289*	0.350**	0.302*
	p	0.517	0.863	0.024	0.006	0.079	0.289	0.969	0.025	0.006	0.019
Emotional emphasis	rs	0.004	0.267*	0.007	0.149	0.181	0.112	0.283*	0.009	0.150	0.071
	p	0.976	0.039	0.956	0.255	0.167	0.393	0.029	0.944	0.253	0.591
Impact	rs	0.092	0.006	0.336**	0.006	0.114	0.177	-0.165	0.181	-0.108	0.123
	p	0.485	0.964	0.009	0.965	0.386	0.175	0.209	0.167	0.410	0.348

Notation hereinafter: rs – Spearman correlation coefficient, p – significance level.

*. The correlation is significant at the 0.05 level (two-sided)

**. The correlation is significant at the level of 0.01 (two-sided)

Emotion identification in primary school children was also significantly correlated with several maternal emotion indicators: emotional expression in interaction ($r = 0.371$, $p \leq 0.01$), tactility

($r = 0.349$, $p \leq 0.01$), emotional support ($r = 0.292$, $p \leq 0.05$) and influence on the child's emotional state ($r = 0.336$, $p \leq 0.01$). These results suggest that children's ability to recognize emotions is better developed when their mothers are emotionally expressive, physically affectionate, highly involved, and sensitive to their children's emotional state.

Elementary school children's emotional development showed significant positive correlations with several aspects of their mothers' emotional state: awareness of children's emotional state ($r = 0.361$, $p \leq 0.01$), awareness of causes ($r = 0.364$, $p \leq 0.01$), emotional support ($r = 0.459$, $p \leq 0.01$), and ability to influence the child's emotional state ($r = 0.348$, $p \leq 0.01$).

A high level of emotional development in children is associated with emotionally empathetic mothers who accurately recognize and understand the causes of their children's emotions, consistently support them, and effectively respond to their children's emotional needs. In other words, a child's emotional development is equally shaped by the mother's emotional sensitivity and behavior.

Conclusion

Mothers' emotional state can strongly influence children's emotional development. Children who feel rejected, ignored, or overly controlled often exhibit negative behaviors to get the attention they lack – they seek connection by any means necessary. In contrast, the mother's emotional availability, sensitivity, responsiveness, and physical affection help to foster the child's ability to empathize, self-regulate, and deal effectively with emotions. The family is a child's 'miniature universe' and shapes their first steps into the wider world. In this space, children pick up patterns of behavior and often mirror the actions of their parents. When parents take their role seriously and are aware of the power of their example, they naturally pass on the traits and values they wish to impart through their daily actions and interactions.

Such parenting is intentional and conscious. It is characterized by consistent self-awareness, respectful communication, emotional awareness, and an active interest in the emotional atmosphere of the family. These factors promote a caring atmosphere in which the child's personality can develop harmoniously and sustainably.

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ПСИХОЛОГИЯ

ВЛИЯНИЕ ДЕТСКО-РОДИТЕЛЬСКОГО ЭМОЦИОНАЛЬНОГО ВЗАИМОДЕЙСТВИЯ НА ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ МЛАДШЕГО ШКОЛЬНИКА

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Аннотация. Внедрение федерального государственного стандарта начального общего образования определяет высокое значение нравственного воспитания, развития этических чувств, эмоционально-нравственной отзывчивости, доброжелательности, понимания и сопереживания чувствам других людей. Согласно положениям Л.С. Выготского о синергии интеллектуальной и эмоционально-волевой сферы личности, нельзя рассматривать процессы познания в отрыве от эмоций, что безусловно отражается в повышении эффективности функционирования и успешной социализации ребенка. Процесс социально-экономических и образовательных преобразований на современном этапе сопровождается усложнением межличностных взаимодействий и повышением требований к эмоциональной компетентности личности, особую актуальность приобретает исследование предикторов, влияющих на развитие эмоционального интеллекта в младшем школьном возрасте. Взаимодействие матери и ребенка, основанное на чувствительности, эмоциональном принятии и поддержке, создает условия для формирования у ребенка инициативности в эмоциональной сфере, способности к эмпатии и саморегуляции. Однако это взаимодействие не сводится к простой передаче знаний или навыков, а представляет собой сложный процесс сотрудничества, где мать выступает как носитель эмоционального опыта, а ребенок – как активный участник, осваивающий новые способы эмоционального реагирования. *Цель исследования* заключается в изучении особенностей развития эмоционального интеллекта детей младшего школьного возраста в сопряженности с эмоциональным фоном матерей по отношению к своим детям через оценку их чувствительности,

эмоционального принятия и поведенческих проявлений эмоционального взаимодействия. В диагностических целях использовались: методика «Эмоциональная идентификация» Е.И. Изотовой; «Эмоциональная пиктограмма» (модификация М.А. Кузьмищевой); проективная методика «Что – почему – как?» М.А. Нгуен; «Опросник детско-родительского эмоционального взаимодействия» Е.И. Захаровой.

Установлено, что высокий уровень эмоциональной чувствительности, тактильности и поддержки со стороны матерей способствует развитию у детей способности к идентификации эмоций, эмпатии и эмоциональной саморегуляции. При этом низкие показатели ориентации на эмоциональное состояние ребенка и эмпатии у матерей могут приводить к трудностям в эмоциональном развитии детей, что подчеркивает важность осознанного и внимательного подхода к воспитанию. Результаты исследования имеют практическую значимость для разработки программ психолого-педагогической поддержки семей, направленных на повышение эмоциональной грамотности родителей и создание условий для гармоничного развития эмоциональной сферы младших школьников.

Ключевые слова: *детско-родительское взаимодействие, эмоциональное развитие, психологическое благополучие, эмоциональная грамотность, младшие школьники.*

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PATHWAYS TO PSYCHOLOGICAL HEALTH EDUCATION INTEGRATION IN CHINA'S PRIMARY, SECONDARY SCHOOLS, AND UNIVERSITIES

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Abstract. Integrating psychological health education in primary and secondary schools and universities emphasizes the coherent development of psychological health education at all levels, which is critical. This approach requires that each level – primary, secondary, and university – takes into account the psychological developmental characteristics of students and carefully tailors the objectives and content of psychological health education to age and cognitive maturity. The aim is to introduce psychological education gradually and systematically, striking a balance between age-specific differences and the progressive development of educational content. As an essential part of the ideological and political educational framework of China's new era, psychological education plays a crucial role in promoting students' psychological well-being at all levels of schooling. Achieving full integration requires a theoretical foundation rooted in developmental psychology, pedagogy, and coordinated educational policies and systems. This includes consistently designing and implementing curricula, teacher training, and theoretical instruction. In addition, psychological health education should be provided both online and offline, including digital platforms, lectures, and mental health activities, and promote close collaboration between schools and families. Such coordinated efforts are essential for promoting children and adolescents' comprehensive development and mental and physical well-being.

Keywords: *primary, secondary schools, and universities, psychological education integration, pathways*

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Introduction

On December 26, 2019, 12 ministries and commissions of the State Council jointly issued the Action Program for a Healthy China – Action Program for the Psychological Health of Children and Adolescents (2019–2022), which states that “schools of all levels and all types should establish psychological service platforms or rely on school nurses and other personnel to carry out psychological health services for students.” [1]. In

2019, the concept of ‘integrating psychological health education into universities, secondary schools, and primary schools’ was introduced.

Presently, domestic research focuses more on interpreting policies and improving educational methods, while the problem of integrated psychological health education in China mainly focuses on how to link different school years together effectively. “Therefore, to promote ‘integration,’ it is necessary to explore the model of home-school connection, focus on the articulation of curriculum, and emphasize the application practice, following the characteristics of different levels of primary and secondary schools, to realize the organic unity of psychological health education in primary, secondary school and universities, from superficiality to depth, step by step and in a way that is interconnected.”[2].

What is the integration of psychological education in primary and secondary schools and universities?

“The integration of psychological education in all levels of education is to emphasize the articulation of psychological health education in primary, secondary schools and university, meaning that primary, secondary schools and university must follow the characteristics of students’ psychological development, accurately regulate the objectives and content of psychological health education at different age education stages, and carry out psychological health education step by step, so as to realize the unity of the age difference and the progressivity of content in psychological health education.” [3].

The importance of integrating psychological education in primary, secondary schools, and universities

1. Psychological education is one of the sub-systems of China’s new-age concept of ideology and politics

As one of the three recent sub-systems added to the Chinese New Age concept of ideology and politics, psychological education is a distinctive feature of current psychological health education in China. Human psychological education includes three major theoretical foundations: the theory of free and all-round human development, the theory of people-oriented development, and the happiness theory of positive psychology. Psychological education related to the creation of morality is a specialty of the current work of psychological health education in China. In the new era, psychological health education can only play an essential role in psychological education if it remains firmly focused on educating people and adheres to the combination of heart education and moral education.

2. Perspectives on the psychological well-being of primary, secondary school, and university students

The current situation of the psychological health of primary, secondary, and university students is unsatisfactory, e.g., “too much emphasis on examination education, neglect of quality education,” “rote learning, lack of training of potential development,” “only learning book knowledge, lack of practical exercises, leading to the belief that examination education is detached from the needs of human and social development to deal with the examination and the pursuit of higher education rate for the ultimate goal of the traditional education model” is not conducive to the psychological development of primary, secondary and university students. The one-sided emphasis on imparting knowledge, neglecting the healthy mental and physical development of minors and the healthy development of their personality, emphasizing intellectual education over moral education, physical education, esthetic education, and labor education, and weakening the extracurricular problems in their management, solution, and understanding have seriously affected the cultivation of minors’ physical and mental health. This condition is not only far from the requirements of parents but also contradicts the understanding of talent in modern times.

At the same time, some undesirable social trends in the social climate are also a hidden force in society. They have a significant influence on the formation of minors’ outlook on life, the formation of their psychological characteristics, and the choice of their behavior. Hedonism, money worship, and extreme individualism have poisoned the minds of young people and led to personality problems such as hypocrisy and lack of openness, self-centeredness, lack of cooperation, enterprise, and sense of responsibility, weak sense of order and lack of self-discipline, a squandering of wealth and pursuit of high consumption, and so on. Obviously, poor social customs have become an important factor that affects the mental health of minors and students.

Theoretical basis for the integration of psychological education in primary, secondary schools, and universities

1. Developmental psychology – based on psychological characteristics of psycho-pedagogical integration of primary, secondary schools, and university

C. Eriksen, a renowned scientist in developmental psychology, has divided a person’s life into eight different phases, each associated with psychological conflicts and important tasks that need to be solved or

mastered. “There are five stages that are closely related to schooling, namely the primary school stage involving school age (7–12 years), the lower secondary school stage involving adolescence (12–15 years), the upper secondary school stage involving early adulthood (15–18 years), and the undergraduate and postgraduate stages involving young adulthood (18–25 years).” [4]. “Developmental psychology means the science of the study of purely individual mental development.” [5]. “Developmental psychology, as a psychological science that studies the laws of inner development of individuals at different times, studies the changing patterns of individual psychological development and maturity.” [6]. Human beings’ physical and mental development is a developmental process of continuous change, but different stages will show different psychological characteristics.

2. Pedagogic

From the point of view of pedagogical principles, it is an important principle of school education to provide an education that meets the developmental needs of students. We believe that education can only be suitable for each student if it is appropriate to the student’s age and stage of development. “The essence of promoting the integration of psychological health education in primary and secondary schools and universities is to make psychological health education deeper and more detailed, to ensure that students are the mainstay of psychological health education, and to meet their developmental needs. This is an important measure to promote the realization of independent, self-help mental health education, and a concrete manifestation of the shift from an educational model to a service model of psychological health education.” [7].

Requirements for the integration of psychological education

1. Policy and institutional integration

Rather than being a single guiding document for primary, secondary, and university levels, the currently available documents provide macro-guidelines for mental health education at primary, secondary, and university levels, respectively, and there are no guiding statements about the interface between mental health education at primary, secondary, and university levels. Such incoherence and incompleteness at the institutional level inevitably leads to ruptures and interruptions in the work of different school segments, which is not objectively conducive to promoting the integration of psychological health education at the primary, secondary school, and university levels and naturally prevents

the effective articulation and unification of the work and implementation process. As the integrated development of the educational situation continues to progress, it is objectively necessary to establish a system of effective articulation, integrated management, and overall promotion at the organizational, management, and policy levels.

For example, the construction and improvement of the psychological guidance system can ensure the promotion and implementation of psychological health education in schools. Promoting the integrated construction of the psychological guidance system is the fundamental prerequisite for integrating psychological health education. The Orientation Program for Primary and Secondary School Mental Health Education (revised in 2012) specifies the teaching contents for each level of primary and secondary school mental health education, which is significant for guiding the interface between primary and secondary school mental health education. However, there is no specific system governing the interface between university and primary and secondary school mental health education; mental health education exists and struggles in its own ways. University students are at a similar age to high school students. They are facing many transitions in their lives, such as leaving their families and entering into long-term romantic relationships, which must be taken into consideration when promoting the integration of mental health education.

2. Educational articulation

Teachers

Given the severe shortage of teachers, there is an urgent need for government authorities to pay attention to and support the development of a community of ‘full-time and part-time’ psychological health teachers.

A team of teachers with excellent professional knowledge and entrepreneurial skills is the guarantee of the resources and strength of mental health education. At present, schools at all levels and in all types of schools are facing a shortage of teachers, most schools and universities in recent years in accordance with the requirements of the Ministry of Education to meet the basic standards, but also with the help of part-time staff to complete the work, primary and secondary schools are equipped with full-time teachers with psychological health education in a handful of schools, only a few demonstration schools to pay relative attention. “Moreover, not to mention the fact that so many part-time teachers have no professional background in psychology, even

professional counselors lack a sound guarantee of continuing education and training and a system of supervision, and it is difficult for them to meet the needs of the general public of teachers and students in terms of their operational ability. It should also be emphasized that psychological health education has been marginalized in the day-to-day management of schools and has become a ‘work of conscience,’ with much of the work relying on teachers’ professionalism and pedagogical sensibilities.” [8].

It is recommended that a platform be set up to appoint panels of experts to implement the various tasks. Currently, primary and secondary schools are relatively weak in terms of teacher strength due to the lack of clear regulations. Through the platform, primary and secondary schools and universities can jointly discuss and share psychological health experts on the design of graded and classified activities, curriculum contents, and teaching methods. “Universities can use their professional strengths to advance primary and secondary schools by regularly organizing flexible and lively teaching seminars and exchanges on psychological health education in primary and secondary schools and universities (e.g., case studies, high-quality teaching materials, and teaching videos).” [9].

Curriculum integration

Integration of psychological health education programs is a core element of integrating psychological health education in primary and secondary schools and universities. There are three undesirable trends in the current mental health education: firstly, the psychological health education curricula of universities, secondary, and primary schools repeat each other, and there is no difference in the contents of the psychological health curricula received by the university, secondary and primary schools students; secondly, there is a misalignment of curricula, that is to say, the psychological health education curricula received by students do not conform to the characteristics of the stage of students’ psychological development and the contents taught cannot be adapted to the actual psychological needs of the students; and thirdly, there is a disjunction of the psychological health education between different school segments, and there is a lack of understanding between students and their psychological development. For example, some students may not have received courses on peer interaction in primary and secondary schools, and when they go to university, they are directly taught about romantic interaction, which will be much less effective. “Therefore, the integration of psychological health education should make full use of the

findings of the study on the integration of moral education programs, and work on the preparation of scientific and unified syllabuses, standards, and teaching materials.” [10]. There are differences in the theory of psychological health education programmes in primary, secondary schools, and universities, and how they can be coherent as a whole is a pressing issue for curriculum integration.

Curriculum construction, as the core carrier of mental health education, in the new era, we should first take “establishing morality and nurturing new generations to take up the great responsibility of the nation” as the starting and ending point and plan the curriculum system in an integrated manner from the high level of psychological nurturing. At the same time, we should follow the universal law of developmental psychology on individual development, satisfy the psychological needs of students in different stages of their schooling, and promote the development of positive psychological qualities in students as the goal. For example, the development of interpersonal skills, social adaptability, emotional regulation, and self-awareness should be taken into account at all levels of study so that the curriculum requirements for psychological health at all levels of study can be effectively promoted in accordance with the tasks of students’ psychosocial development.

In recent years, the quality of teaching materials for psychological health education in schools at all levels and of all kinds has varied, and there is a great deal of confusion and variety. “The content and structural design of many textbooks do not focus on the psychological development tasks of the age group and the new problems of the times. The content is old and out of touch with students’ real lives, and there is no organic combination of knowledge with activity design and case presentation, so they cannot satisfy students’ interest in learning and teachers’ enthusiasm for teaching. This situation is reflected in the fact that primary and secondary school students’ preference for psychological health programs is significantly lower than that of colleges and universities.” [11].

Care is taken to analyze and manage the various elements of the system in order to achieve a systematic approach to management. As an independent system, the structure of psychological health education, its internal elements of the structure of management, the structure of objectives, the structure of the curriculum, the structure of teaching materials, and the structure of activities have a certain hierarchy and relationship, with each element occupying a certain position in the whole system. Against the background of the new needs of the new era, it is

necessary to systematically study the integration of universities, secondary schools, and primary schools and continuously adjust and improve their irrationalities to meet the needs of development.

Psychological health activities

In the whole school education work, psychological health education can include teaching various subjects, psychological counseling, various activities, campus culture, public relations, home-school liaison, classroom teachers' work, and other aspects. In terms of scope, it may be directed to all students, to a small number of struggling students, or to individual students; in terms of purpose, it may be corrective, preventive, or developmental; in terms of domain, it may be cognitive, emotional, personality, behavioral, and so on. And no matter what specific activities are carried out, they can focus on the actual situation of the school and allow students to participate fully, so the traditional meaning of psychological health education activities is currently the primary way and effective carrier of the school to carry out psychological education.

Network activities can create an emotional buffer zone for students to alleviate and relieve all kinds of misunderstandings, contradictions, entanglements, and pressures in their daily learning and life in society, family, and school. Traditional psychological health education development is targeted by collecting, evaluating, and analyzing valuable data in the network to keep up with the actual situation.

3. Cooperation between families and schools

In psychological health education for minors, we have found that relying solely on schools to carry out this work often results in half the effort or even in vain.

Family education plays an extremely important and irreplaceable role in improving the nation's quality and creating a new generation. "The advantage of family education lies in the fact that parents have sufficient time and conditions to provide their children with early and individual education and can influence their children's development through meticulous daily life. However, some parents lack the awareness to participate in school education and do not regard participation as their right and duty, and once their children have gone to school, they shift the responsibility of educating their children entirely to the school; there are also some parents who have an incorrect outlook on talents, parenthood, children and parenting, or whose parents are of low caliber, lacking in good personal and interpersonal skills, which to a large extent hampers

the all-round development of the child and the fulfillment of the child's personality.” [12].

Therefore, cooperation between home and school should be strengthened so that parents support school education, schools guide family education, and the quality of parental education is improved. so that family education and school education harmonize with each other and form a synergy to promote the all-round development of children and adolescents and their healthy physical and psychological growth.

Conclusion

The integration of psychological education in primary, secondary schools, and universities requires the use of developmental psychology and pedagogy as a theoretical basis, the integration of policies or systems, the articulation of education at all levels of schooling, including the holism and consistency of teachers and theoretical curricula, the implementation of online psychological education, offline lectures and other mental health activities, and close cooperation between families and schools to form a synergy that promotes the all-round development of adolescents and children and their physical and psychological health and growth.

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ИССЛЕДОВАНИЕ ПУТИ ПРОСВЕЩЕНИЯ В ОБЛАСТИ ПСИХИЧЕСКОГО ЗДОРОВЬЯ В НАЧАЛЬНЫХ, СРЕДНИХ ШКОЛАХ И УНИВЕРСИТЕТАХ КИТАЯ

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Аннотация. Интеграция просвещения в области требований психического здоровья в начальных, средних школах и университетах подчеркивает их связность в просветительской с образовательной деятельностью в учебных заведениях. Это означает, что начальные, средние школы и университеты должны учитывать особенности психологического развития учащихся, точно определить цели и содержание педагогической деятельности на разных возрастных этапах обучения, а также осуществлять психологическое просвещение сопровождение постепенно и упорядоченно, чтобы обеспечить единство возрастных различий по возрасту и с последовательностью развития содержания в просвещении в области психического здоровья. В качестве одной из подтем идейно-политического воспитания Китая, просвещение в области психического здоровья обучающихся нуждается в интеграции на всех уровнях образования, для того, чтобы осуществлять интеграцию политических курсов или систем, обеспечивать последовательности просветительной деятельности на разных этапах образования, в том числе и преподавателей и теоретических занятий. Кроме мероприятий на тему психического здоровья в онлайн и офлайн форматах, родители и образовательные учреждения должны прилагать совместное усилие с целью способствовать развитию детей на всех аспектах, в том числе и физическому и психическому.

Ключевые слова: *начальные, средние школы и университеты, просвещение образование в области психического здоровья, пути реализации психического здоровья*

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