

«THRESHOLD CONCEPTS» IN EDUCATION: A SYSTEMATIC REVIEW OF PEDAGOGICAL PRACTICES

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Abstract. Contemporary education faces a fundamental problem: students often acquire factual knowledge but struggle to develop a systematic understanding of a discipline. This is particularly relevant in the humanities, which require working with ambiguous concepts and interdisciplinary connections. In this context, the concept of threshold concepts — key ideas that transform and integrate subject matter — presents a systemic solution for structuring academic disciplines.

This article provides a systematic review of approaches to defining threshold concepts in international literature and compares them with analogous concepts in the Russian humanities. To compile the international review, the OpenAlex database was used with a step-by-step algorithm for searching and filtering sources, resulting in 21 unique articles. These articles describe methodologies for identifying threshold concepts, outcomes of their implementation in teaching practice, and key findings on their effects for both students and instructors. Russian sources were analyzed using search tools from the Russian Science Citation Index (RSCI).

Through comparison with domestic research, it is demonstrated that the unified framework of threshold concepts focuses and structures pedagogical approaches for achieving deep disciplinary understanding, which is a pressing objective for all levels of Russian education.

Thus, the theory of threshold concepts can become an operational framework for designing curricula based on interdisciplinary connections and the attainment of both subject-specific and meta-subject learning outcomes. In this sense, threshold concepts complement traditional approaches of developmental education, such as the Elkonin — Davydov system.

Keywords: threshold concepts, systematic reviews, Russian school educational practices.

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THE PRINCIPLE OF DIFFERENTIATION AND VARIABILITY IN TEACHING PRACTICE: ASSESSMENTS AND REQUESTS OF HISTORY AND GEOGRAPHY TEACHERS

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Abstract. The authors examine the implementation of the principle of educational differentiation and the potential for variability in the practical work of teachers of social science subjects (history and geography) in the context of the introduction of unified federal educational programs and the transition to unified state textbooks. The relevance of the study is related to the need to identify, in order to improve the set of educational materials and methodological support for teachers, (a) teachers' opinions on the possibilities of implementing the principle of educational differentiation and variability; and (b) the methodological requests of history and geography teachers related to the search for educational resources that will help ensure the achievement of state educational requirements for students with different levels of motivation and preparation, as well as diverse cognitive interests.

The study characterizes teachers' attitudes toward the principle of differentiation and their use of a differentiated approach in the study of history and geography; and identifies areas for improving educational and methodological materials that allow for more effective implementation of the principle of differentiation in the study of social science subjects. The authors conclude that there is a need to create teaching and methodological complexes (kits) in history and geography, and identify their main components. They also provide a rationale for the creation of teaching materials containing subject-based assignments of varying difficulty levels. The study revealed a methodological need for the further development of digital resources that enable interactive learning for schoolchildren, taking into account the principle of differentiation.

Keywords: unified textbook, differentiated approach in education, variability of education, teaching and methodological complex, history, geography.

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EMOTIONAL DEVELOPMENT OF SCHOOLCHILDREN BY MEANS OF FOREIGN LANGUAGE EDUCATION

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Abstract. This article substantiates the significance of emotional intelligence for the emotional and moral development of school students. Special emphasis is placed on the critical role of self-awareness and the regulation of moral feelings as prerequisites for forming stable values and value orientations in learners. The article explores the formation of such self-consciousness through the lens of foreign language culture, highlighting the need to cultivate emotional intelligence's cultural sensitivity to facilitate effective intercultural interaction, mutual understanding, and culturally mediated functioning of emotional intelligence in cross-cultural communication. The selection of teaching forms, strategies, and methods is justified with regard to the age-specific features of students' emotional development and linguistic awareness. The article is intended for educators, psychologists, and methodologists seeking to enhance the quality of emotional and moral education in the context of foreign language learning.

Keywords: emotions, feelings, emotional intelligence, emotionally developing foreign language education, emotional experience of foreign language communication, emotional sensitivity, moral self-awareness, morality, conscience, values.

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AGROTECHNICAL CLASSES IN RUSSIA: THEORETICAL AND PRACTICAL ASPECTS

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Abstract. Introduction. The article discusses the issues of the formation and development of agrotechnological classes in Russia, the history of their emergence, the state and prospects of development today. The analysis of scientific and practice-oriented materials on the problem of the topic under consideration is carried out. Career guidance activities are presented that contribute to the

formation of interest in the agricultural industry, the orientation of students to study the agricultural industry and professional self-determination in this industry. The purpose of the study is a theoretical analysis of the formation and development of interest in agricultural education in the historical aspect, the formation and prospects for the introduction of agrotechnological classes in the Russian Federation from September 2025, as well as an analysis of career guidance measures that cause schoolchildren to choose an agricultural profession. Methodology and methods of scientific research. The methodological basis of this research is: concepts of scientific substantiation of professional orientation in the agricultural sector, concepts of pre-professional training of schoolchildren and their orientation towards further professional activity in the agricultural field, modern approaches to digital transformation of agricultural education and agricultural production. Research methods: analysis of theoretical and practice-oriented studies of literary sources of information, synthesis, questioning, scaling, analysis of the results obtained, experimental research, generalization of the data obtained. The results of the research are: popularization of agricultural education, developed methodological recommendations on the effectiveness of career guidance measures that contribute to the formation of students' interest in the agricultural sector and professional self-determination in choosing an agricultural profession.

Keywords: agrotechnological classes, agroclasses, pre-professional training, professional self-determination, agricultural profession, agricultural competence, specialized classes, sustainable rural development.

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RESULTS OF MONITORING OF STUDENTS' ACADEMIC AND FREE TIME AND THEIR ASSOCIATION WITH ACHIEVEMENT AND WELL-BEING

Ekaterina S. Ostapenko

Abstract. The distribution of academic and free time is a key factor in adolescent development; however, most studies examine these domains separately, overlooking their combined influence. The present study aims to identify profiles of extracurricular academic and free time among Russian students in Grades 5–8 and to determine how these profiles are associated with academic achievement and psychological well-being, taking socio-demographic characteristics into account.

The study draws on survey data from 2,944 adolescents. Using median splits for academic and free time, we identified four temporal profiles: high academic-high free time, high academic-low free time, low academic-high free time, and low academic-low free time. Multiple regression models were used to examine associations between these profiles, grade point average, and well-being, controlling for gender, socioeconomic status, family structure, locality, and number of siblings.

The results show that academic achievement depends on the balance between academic and free time rather than on their absolute levels. Adolescents with high academic and low free time demonstrate the highest grades, whereas those with low academic and high free time show the lowest achievement. At the same time, temporal profiles are not associated with psychological well-being, which is primarily shaped by socio-demographic conditions.

These findings underscore the importance of conceptualizing time as an integrated developmental resource and demonstrate that it is the configuration of academic and free activities — rather than their isolated amounts — that is linked to adolescents' educational outcomes.

Keywords: out-of-school time, adolescents, academic outcomes, well-being, study time, leisure time.

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ON THE PROBLEM OF DEFINING A METHODOLOGY FOR RESEARCHING THE SOCIALIZATION OF CHILDREN WITH SPEECH DISABILITIES

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Abstract. The article specifies the characteristics of the category of children with speech development disabilities, defines theoretical and methodological approaches to the study of socialization of children with speech development disabilities based on the results of the analytical analysis of scientific and methodological literature of domestic and foreign authors; synthesis and generalization of the obtained theoretical data. The main attention is paid to the significance of the cultural and historical concept of development, activity-based and subject-subject approaches for solving the designated problem. The authors emphasize the importance of the following methodological guidelines: interdisciplinary integration of initial theoretical provisions; taking into account the features of «digital socialization»; the mutual influence of individual and social systems on each other in self-organizing socialization; the decisive influence of the «significant other» on the socialization of a child «with differently developed abilities»; the relationship between the volume and content of the concepts of «individuality», «subjectivity», «personalization»; a combination of the described judgments within the framework of the subject-subject approach in terms of interpreting the essence of socialization. The authors express their conviction about the potential of supplementary education, which, due to its flexibility, allows for the implementation of the presented set of ideas structuring the understanding of the socialization of children with speech disabilities, as well as the provisions of the concept of personalized education. They propose understanding the concept of personalized education as a model of education focused on educational outcomes, characterized by a nonlinear system, and aimed at developing individual agency and student self-development.

Keywords: socialization, speech development, children with speech disabilities, socialization of children with speech disabilities, additional education.

For citation: Loginova L. G., Molodkova S. A. On the problem of defining a methodology for researching the socialization of children with speech disabilities. *Domestic and Foreign Pedagogy*. 2026;1(1):74–82. (In Russ.). doi: 10.24412/2224–0772–2026–111–74–82

DEVELOPMENT OF INDEPENDENCE FOR PREVENTING DIFFICULTIES IN EDUCATION OF PRIMARY SCHOOL STUDENTS

Oksana A. Rydze

Abstract. The organization of a primary school student's activities and cooperation with partners in the educational process (classmates, other students, teachers and school staff) is one of the main outcomes of the primary school education (FSES PSE: Federal State Educational Standard for Primary School Education). This achievement is supported by the development of universal cognitive, regulatory, and communicative learning activities during teaching and educating the primary school students. The organization of their progressive development is one of the key tasks of the modern teacher. A student's underdevelopment in learning process leads to learning difficulties that influence the work on any content. Key challenges include: evaluating one's ideas and actions, organizing one's academic and extracurricular activities, doing homework, making and adjusting plans, and making one's own decisions. The development of learning independence as a characteristic of successful learning activities can be organized in each lesson. The article considers two options for developing students' independence to prevent learning difficulties: through the inclusion of independent actions in the structure of the lesson and the organization of group interaction of students.

Keywords: primary school student, learning independence, prevention of difficulties, lesson structure, group interaction.

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A PEDAGOGICAL MODEL FOR ACADEMIC WRITING INSTRUCTION IN HIGHER EDUCATION

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Abstract. The article substantiates the need for a systemic approach to teaching academic writing in the context of contemporary higher education requirements and the development of scholarly communication. Based on an analysis of international and Russian research, the study clarifies the role of writing as a cognitive and discursive activity associated with the formation of a researcher's position. A mixed-type methodological model of academic writing instruction is proposed, integrating regulatory standards with practice-oriented support. The model includes target, content-related, organizational, and assessment components, ensuring a gradual development of writing competencies from basic to advanced levels. The article discusses key instructional formats such as writing workshops, digital feedback, multiple text versions, and peer review. The practical significance lies in the adaptability of the model across disciplines. Prospects for further research concern the development of diagnostic tools for tracking the dynamics of writing competencies and evaluating the impact of digital feedback technologies on the quality of academic texts.

Keywords: academic writing; methodological model; writing practices; scholarly communication; academic writing competencies; feedback; peer review; regulatory standards; authorial identity.

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CONCEPTUALIZATION OF THE EDUCATIONAL ENVIRONMENT: FROM CLASSICAL APPROACHES TO DIGITAL TRANSFORMATIONS

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Natalia V. Tolkacheva

Abstract. In the context of dynamic transformations within the modern educational system, driven by digitalization, globalization, and shifts in educational paradigms, the challenge of maintaining a balance between innovation and tradition becomes critically relevant. The educational environment of a university, as a key element of this system, not only adapts to changes but also acts as a stabilizer, ensuring the continuity of academic traditions, the integrity of pedagogical processes, and the resilience of institutional structures. However, like any system, the educational environment is constantly evolving, including in response to contemporary realities. This article aims to conceptualize the terminology associated with the phenomenon of the educational environment. It provides a comparative analysis of the definitions of «educational environment» and «educational space», identifying their overlapping and distinguishing features. The study reignites the debate on the need for terminological differentiation between these categories.

The methodological framework of the research includes: a comprehensive approach, enabling the analysis of the environment within the context of its characteristic features and functions; and a comparative review of academic studies. The results of the study encompass: a classification of approaches to interpreting the educational environment; an accentuated analysis of its characteristics

and functions; and an original definition of the term «educational environment».

In conclusion, the article substantiates the pivotal role of the educational environment as a driver of an educational institution's competitiveness.

Keywords: educational environment, educational space, typology of educational environments, conceptualization, digital transformation, characteristics of the educational environment, functions of the educational environment.

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THE ROLE OF FOREIGN LANGUAGE TEACHING METHODOLOGY IN THE TRAINING OF FUTURE TEACHERS

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Abstract. Introduction. The purpose of this article: to show how the need of the state and society for pedagogical personnel of a new format makes it necessary to change the educational paradigm, to make certain changes to it, based on scientific results, the needs of society and the requirements of the state. The article simulates a possible solution to the problem. The article describes ways to solve the problem. The functions and responsibilities of the trainee teacher at the school are described.

Materials and methods. To conduct this study, work was studied in the field of general didactics, professional pedagogy, methods of teaching a non-native language in a higher educational institution. Research methods such as: a) analysis of scientific literature were also used; b) analysis of regulatory documents on the organization of foreign language education at school and higher educational institution; c) studying the experience of universities in training foreign language teachers; d) monitoring the organization of the educational process with colleagues; e) modeling of the educational process in new social conditions; f) systematization of their own pedagogical experience in teaching the language at school and in the field of higher education.

Literature review. When writing this article, the author turned to sources related to personal and professional issues of training future teachers, with their functional literacy. The article describes such concepts as «student experience,» «functional literacy,» «student readiness for professional service.» The article draws on material related to the new model of Russian higher education. which is built according to the formula: «from combining study with work - to joint work with study.

Study results. The work names the challenges faced by secondary educational institutions in terms of their provision with teaching staff. The article describes the alleged actions of persons and institutions involved in the implementation of the Law.

Discussion and conclusion. The article describes the renewal of the educational process for the training of teachers and their referral to schools as a trainee teacher in a foreign language. Attention is drawn to the place in the school of a new teacher, a trainee teacher. The school as an employer is designed to consolidate the novice teacher in his team, to create all the conditions for his work.

Keywords: educational institution, student of pedagogical university, teacher-trainee, functional literacy of student, professional readiness of student, student experience, competencies of foreign language teacher, employer, teacher-mentor, professional growth of teacher-trainee.

For citation: Shamov A. N. The role of foreign language teaching methodology in the training of future teachers. *Domestic and Foreign Pedagogy*. 2026;1(1):113–128. (In Russ.). doi: 10.24412/2224–0772–2026–111–113–128

Abstract. The active implementation of digital educational technologies in the higher education system underscores the need to rethink and adapt traditional psychological and pedagogical constructs, such as learning motivation and academic engagement. This article presents the results of a comparative empirical study aimed at identifying the specifics of learning motivation and engagement in the educational process among students in linguistic and non-linguistic fields within the digital educational environment. The assessment was conducted on a sample of 128 students using a set of validated methodologies, including the motivation questionnaire by T. O. Gordeeva and E. N. Osin and the MES-U scale for assessing engagement. The study revealed statistically significant differences in the structure and degree of expression of the studied indicators between the two groups. Students in linguistic fields demonstrated higher levels of intrinsic and professional motivation, whereas students in non-linguistic fields were characterized by a dominance of extrinsic motivation and an instrumental approach to learning. It was found that the engagement of linguistics students is more closely associated with the content of learning activities and academic communication, while for non-linguistics students, the key factors are the clarity of the digital course organization and its practical orientation. Correlation analysis confirmed a strong link between intrinsic motivation and engagement among linguistics students and the dependence of behavioral activity on external stimuli among non-linguistics students. Based on the findings, practical recommendations are formulated for the differentiated design of digital educational environments aimed at enhancing the effectiveness of the learning process for different categories of students.

Keywords: learning motivation, academic engagement, digital educational environment, educational psychology, psychodiagnostics, students, linguistic fields, non-linguistic fields, comparative analysis.

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INTERACTION BETWEEN THE COMPOSER, THE PERFORMER, AND THE LISTENER FOR THE DEVELOPMENT OF MUSIC EDUCATION

Igor M. Krasilnikov

Abstract. Introduction. Due to the divergence of artistic aspirations of composers, performers and listeners, achieving a harmonious interaction of their activities is difficult, which leads to negative consequences for the development of musical art. And overcoming the contradictions that arise between these subjects of communication is an important task of general and professional music education. *The problem* is to bring together the artistic aspirations of future composers, performers and listeners based on their creative interaction within the framework of general and professional music education. *The aim* is to identify ways to develop the abilities of future composers, performers and listeners for creative collaboration. *Methodology:* intonation theory by B. V. Asafiev; T. Adorno's typology of listening environment; the concept of musical education by D. B. Kabalevsky. *Results:* to bring artistic aspirations closer together, it is necessary to involve future composers and performers in creative cooperation, to introduce them to various categories of listeners; schoolchildren should be involved in musical-intonation activities, including not only listening to music, but also composing and performing it, including on the basis of creative interaction with professional composers and performers. *Conclusion.* Increasing the interest of composers, performers and listeners in each other's activities in the process of musical education will contribute to the convergence of their artistic aspirations and the development of musical art.

Keywords: composer, performer, listener, musical communication, music education.

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THE LINGUODIDACTIC POTENTIAL OF THE AI-POWERED TEXTBOOK

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Abstract. The article describes the concept of «intelligent online textbook» as a qualitatively new digital didactic unit. The research problem is the need to scientifically comprehend and structure the didactic potential of a new generation of educational tools — intelligent online textbooks that integrate artificial intelligence (AI) technologies. The purpose of this article is to conduct a comprehensive analysis of the linguodidactic potential of AI-textbooks, identifying their key characteristics, which fundamentally distinguish it from both traditional printed textbooks and static electronic educational resources, as well as didactic functions and prospects of application in the practice of teaching foreign languages. The methodological basis of the work is a system analysis, which allows us to consider an AI-textbook as an integral linguodidactic system. We used such theoretical methods as comparative analysis of scientific literature on digital linguodidactics, adaptive learning and educational technologies; conceptual modeling of the textbook architecture. The empirical base was formed by scientific publications and reviews of modern educational platforms using AI (Duolingo Max, Carnegie Learning, Knewton Alta), which made it possible to identify current trends and practice-oriented learning models. As a result of the study a multi-level model of an AI-powered textbook was developed, which is structured along three main vectors. First, personalization of the learning trajectory: the AI-textbook is able to analyze the user's actions in real time, diagnose gaps, predict the zones of nearest development and adapt the content, the level of complexity of exercises and the pace of passing. This realizes the principle of adaptability at a new level [2]. Second, intelligent interactive practice: the introduction of chatbots based on large language models (LLM), the system of automatic generation and verification of tasks, as well as tools for analyzing pronunciation and written speech creates an immersive environment for practicing speech skills, as close as possible to real communication [7]. Third, analytics and metacognitive support: the textbook provides the teacher and the learner with detailed analytics of performance, identifies persistent errors, and provides recommendations. For the student, it builds skills of reflection and self-regulation, and for the instructor it frees up time for creative and consultative work [10; 11]. Thus, the linguodidactic potential of an online textbook with AI significantly exceeds the possibilities of static digital resources. It transforms the role of the learner into an active participant (co-constructor) of the educational process, and the role of the teacher into a tutor and facilitator. Data ethics, digital inequality and preserving the socio-communicative dimension of learning remain key challenges for implementation. Further research should focus on developing pedagogical scenarios for optimal hybrid interaction «student — AI-textbook — teacher» and assessing the long-term impact of such systems on the formation of learners' foreign language communicative competence.

Keywords: textbook, online textbook, artificial intelligence (AI), linguodidactics, tutor, facilitator, personalization, foreign languages, students, digital technologies.

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ON THE PHENOMENAL SUCCESS OF SOVIET EDUCATION

Filipp R. Shakirov

Abstract. Two types of assessments of Soviet education from the early 1920s to the mid-1950s are presented. Assessments «from outside» were given mainly by foreigners. Assessments «from inside» were given by officials and famous people of that time. Both of them noted the significant successes of Soviet education, which were achieved in a short historical period. Meanwhile, in assessments «from inside» the emphasis was placed on the shortcomings of Soviet education.

Keywords: civic consciousness of Soviet people, results of social formation of Soviet citizens, People's Commissariat of Education of the RSFSR, Soviet pedagogy.

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