

ALL-RUSSIAN SCHOOL OLYMPIAD: GENERAL OVERVIEW AND DEVELOPMENT TRENDS

Maxim A. Kostenko

Abstract. The All-Russian Olympiad of Schoolchildren (hereinafter referred to as the All-Russian Olympiad or the Olympiad) is the largest Olympiad in our country, with more than 7 million schoolchildren participating annually, and the number of participants exceeding 20 million. The Olympiad is held in 24 subjects and consists of four stages: school, municipal, regional, and final. A number of publications on individual subjects have been devoted to examining the features of conceptual approaches to the selection of content, finding new forms of Olympiad tasks, and analyzing the success of schoolchildren's performance at various stages of the Olympiad. However, there are currently no publications providing a general overview, dynamics, or trends in the development of VSOSh.

In addition to relying on the traditions that have been established over the years of the Olympiad, it is necessary to search for new forms and methods of improving the mechanisms of the All-Russian Olympiad, which meet the new challenges of the modern world. This article provides a brief historical overview, measures aimed at improving the Olympiad movement, and statistical data that allow us to determine the popularity of the All-Russian Olympiad subjects and the degree of involvement of students in terms of subjects and stages of the Olympiad.

Keywords: All-Russian Olympiad for Schoolchildren, history of the Olympiad, school stage, municipal stage, regional stage, final stage, statistics, dynamics, and development of the Olympiad.

For citation: Kostenko M. A. All-Russian School Olympiad: General Overview and Development Trends. *Domestic and Foreign Pedagogy*. 2026;1(2):6–22. (In Russ.). doi: 10.24412/2224–0772–2026–112–6–22

MULTIDISCIPLINARY ALL-RUSSIAN OLYMPIAD: EXPERIENCE OF HELDING

Elena A. Smirnova,
Olga V. Budnikova,
Alexey N. Khaulin

Abstract. Subject Olympiads are viewed in the context of modern times as a mechanism for strengthening Russia's intellectual potential. They receive significant support from the government, which is evident in the consistent creation of conditions for the development of exceptionally gifted children. Every year, up to 7 million students register for the competitions. More than 3,000 individuals receive diplomas. The All-Russian Olympiad of Schoolchildren (VSOSh) in Labor (Technology) serves as a key platform for the Olympiad movement, which was held for the 25th time this year.

Labor (technology) synthesizes the achievements of science, culture, technology, and art, openly demonstrating the qualitative indicators of society's development, and reflects various structures of its spiritual life through artistic means.

The study presents analytical aspects of the results of the theoretical and practical tasks. The statistical indicators are quite high, which means that the Olympiad focuses on relevant issues.

Keywords: All-Russian Labor School (technology), analytics, regional imbalances, educational inequality, Olympiad tasks, digital transformation of education, and development vectors.

Acknowledgements: The authors express their gratitude to the Federal Center for the Olympiad Movement (Moscow) for supporting and hosting the Labor (Technology) Olympiads for 25 years.

We also express our gratitude to the organizers of all stages of the Labor (Technology) Olympiad. We thank the heads of the regions (Moscow, St. Petersburg, and the Republic of Tatarstan) where the final stages (the most complex and resource-intensive) of the All-Russian Olympiad of Schoolchildren in

Labor (Technology) have been held in recent years for their support of young people and the excellent organization of the competition process for the various rounds.

We express special gratitude to one of the founders of the Labor (Technology) Olympiad, Doctor of Physics and Mathematics, Professor Yuri Leontyevich Khotuntsev, who created the scientific basis for the Labor (Technology) Olympiad.

We remember with gratitude Olga Alekseevna Kozhina, PhD in pedagogy, associate professor, and artist, who stood at the origins of the All-Russian Olympiad of Schoolchildren and actively promoted creative projects as a key component of project-based culture. Her deep understanding of the principles of working with gifted children and her consulting with teachers allowed the Olympiad to reach a new level of development.

We thank all participants of the Labor (Technology) Olympiad for their creative approach, diligence, pursuit of knowledge, respect for folk traditions and cultural heritage, and desire to demonstrate their proactive approach to life in the context of the country's future development.

For citation: Smirnova E. A., Budnikova O. V., Khaulin A. N. Multidisciplinary All-Russian Olympiad: Experience of Holding. *Domestic and Foreign Pedagogy*. 2026;1(2):23–44. (In Russ.). doi: 10.24412/2224–0772–2026–112–23–44

MOSCOW MATHEMATICAL OLYMPIAD, ALL-RUSSIAN SCHOOL MATHEMATICAL OLYMPIAD, TOURNAMENT OF TOWNS: HISTORY MILESTONES, PROBLEM FEATURES AND POSSIBILITIES OF THEIR APPLICATION IN THE SCHOOL EDUCATION SYSTEM

Viktor V. Furin,
Ivan V. Yaschenko

Abstract. Introduction. School Olympiads in mathematics are an effective tool for developing students' creative abilities and developing the competencies necessary for successful study of all academic subjects. Moscow mathematicians have been holding the Moscow Mathematical Olympiad (MMO), the All-Russian School Mathematical Olympiad (ARSMO), and the Tournament of Towns (ToT) for many years. The problems of these mass olympiads, which have a rich tradition, possess a number of distinctive features that have evolved over the years of evolution of the respective intellectual competitions. *Purpose of the study.* To identify key milestones in the history of these three mathematics olympiads, identify the characteristics of their problems, and explore the potential for their application in the general education system to achieve various educational goals. *Methodology:* systems, historical-analytical, and student-centered approaches. *Research methods:* comparative historical analysis, systematization, and classification.

Results. The historical development of the MMO, ARSMO, and ToT is traced. The features of the tasks of the specified intellectual competitions are emphasized. The potential for using these problems to implement three levels of mathematics learning in comprehensive schools (basic, advanced, and creative) is explored. The main areas for applying these problems in organizing various types of student activities (classroom, extracurricular, supplementary education, preparation for future professional and creative work) and for teacher professional development are highlighted. It is noted that solving a number of MMO and ToT problems, formulated as mathematical problems, can serve as an intensive stimulus for students to initiate independent creative work in mathematics, which is an important stage in the development of future mathematician-researchers.

Conclusion. It is shown that MMO, ARSMO, and ToT problems can be considered a teacher's «methodological thrift-box,» which defines rich opportunities for their diverse application in the general education system. To maximize the effectiveness of this application, teachers must consider the complexity, difficulty, and originality of the corresponding problems.

Keywords: History of school Olympiads, mathematics problems, Moscow Mathematical Olympiad, All-Russian School Olympiad, Tournament of Towns.

For citation: Furin V. V., Yaschenko I. V. Moscow mathematical Olympiad, All-Russian school mathematical Olympiad, Tournament of Towns: history milestones, problem features and possibilities of their application in the school education system. *Domestic and Foreign Pedagogy*. 2026;1(2):45–57. (In Russ.). doi: 10.24412/2224–0772–2026–112–45–57

THE ACTUAL PROBLEM OF ENSURING CONTINUITY OF APPROACHES TO THE DEVELOPMENT OF TASKS AT VARIOUS STAGES OF THE ALL-RUSSIAN OLYMPIAD OF SCHOOLCHILDREN IN SOCIAL STUDIES

Valeriia V. Torop

Abstract. The article discusses the problem of the continuity of tasks at various stages of the All-Russian Olympiad of students in Social Studies, which determines the gap in the results of participants during the transition from the municipal to the regional stage. Based on the method of discourse analysis, the tasks of the municipal stage for grades 9-11 over the past three years have been analyzed. The study revealed insufficient methodological elaboration of tasks, which does not allow for the formation of a unified competitive space.

The article proposes a set of measures to solve the problem of succession of tasks at various stages. It is emphasized that observing the principle of gradually increasing the complexity of tasks at each stage is crucial for the consistent development of participants' competencies and maintaining their motivation to study the subject in depth, as well as actively participate in the Olympiad movement.

Keywords: All-Russian school Olympiad, municipal stage, social studies, olympiad tasks, assessment system.

For citation: Torop V. V. The Actual Problem of Ensuring Continuity of Approaches to the development of tasks at various stages of the All-Russian Olympiad of Schoolchildren in Social Studies. *Domestic and Foreign Pedagogy*. 2026;1(2):58–65. (In Russ.). doi: 10.24412/2224–0772–2026–112–58–65

NON-STANDARD TASKS OF THE USE OF ENGLISH COMPETITION AS A TOOL FOR DEVELOPING THE OLYMPIAD POTENTIAL OF PARTICIPANTS IN THE ALL-RUSSIAN SCHOOL OLYMPIAD IN ENGLISH

Julija B. Kurasovskaja

Abstract. The article explores the problem of increasing the effectiveness of preparing participants for the All-Russian School Olympiad in English, specifically within the context of the evolving formats of the «Use of English» competition. The aim of the research is to analyze the non-standard tasks of this competition as a tool for developing students' olympiad potential. These tasks reveal not only the depth of language knowledge but also creativity, flexibility of thinking, and the capacity for metalinguistic guesswork, which are crucial for success at the higher levels of the competition.

The methodological basis of the work involves a qualitative analysis of tasks from the regional and final stages of the Olympiad from 2006 to 2025. A detailed classification of tasks by format was conducted, techniques for their modification were systematized, and an assessment of their linguodidactic potential for developing modern competencies was provided.

As a result of the study, key mechanisms for constructing non-standard tasks have been identified and described. These include: the modification of traditional formats through the integration of game elements, the deliberate increase in linguistic complexity, the requirement to draw upon interdisciplinary knowledge, and the introduction of unique, original formats. The latter encompass tasks such as finding «hidden» words in a text, deciphering abbreviations, and solving linguistic puzzles. It has been established that precisely such tasks serve as the main tool for differentiating and selecting the most

gifted participants, who demonstrate the ability for productive and creative language application in non-standard situations.

In conclusion, it is argued that non-standard tasks constitute the conceptual core of the modern olympiad paradigm. This paradigm shifts the focus from testing reproductive skills to the formation of meta-subject competencies. Consequently, new approaches to student preparation are necessary. These approaches should be aimed at the purposeful development of linguistic thinking, the expansion of cultural awareness, and the honing of skills for solving extraordinary problems under time constraints.

Keywords: All-Russian School Olympiad in English, lexical-grammar test, assessment, non-standard tasks, soft skills, test formats, linguistic puzzles.

For citation: Kurasovskaja Ju. B. Non-standard tasks of the Use of English competition as a tool for developing the Olympiad potential of participants in the All-Russian School Olympiad in English. *Domestic and Foreign Pedagogy*. 2026;1(2):66–77. (In Russ.). doi: 10.24412/2224–0772–2026–112–66–77

KEY TRENDS IN THE DEVELOPMENT OF RUSSIAN LANGUAGE OLYMPIAD TASKS

Irina N. Dobrotina,
Irina V. Osipova

Abstract. The All-Russian School Olympiad in the Russian language (hereafter referred to as the Olympiad) is one of the largest subject-specific competitions in the country. The number of participants and the very status of the academic subject «Russian Language» oblige the members of the Central Subject-Methodical Commission for the Russian Language to maintain a traditionally high standard of task quality. This standard is based on alignment with the federal curriculum, both in terms of selecting didactic units and planned subject-specific and meta-subject learning outcomes; analysis of results at each stage; and internal and external review of both individual tasks and complete sets.

A number of publications have been devoted to examining the features of conceptual approaches to selecting linguistic content and searching for new forms of Olympiad tasks. These works explore the potential of using tasks from various stages of the Olympiad to cultivate and sustain student interest in the subject and to develop their meta-subject skills. They also analyze how these tasks can serve as a resource for enhancing the subject-specific and methodological competencies of Russian language teachers, who often become the first Olympiad coaches for their students. However, to date, there are no publications that examine the dynamics of the evolution of Olympiad tasks in terms of both their form and content as an integrated whole.

In addition to relying on the traditions established over the years of the Olympiad's existence, it is necessary to seek new formats of presentation and new formulations of tasks, which aligns with the objectives of developing the Olympiad movement as a whole. This article describes the approaches to creating tasks for the regional and final stages, identifies the directions of changes, and traces their dynamics.

Keywords: All-Russian School Olympiad, Russian language, Olympiad tasks, approaches to task design, dynamics.

For citation: Dobrotina I. N., Osipova I. V. Key trends in the development of Russian language Olympiad tasks. *Domestic and Foreign Pedagogy*. 2026;1(2):78–88. (In Russ.). doi: 10.24412/2224–0772–2026–112–78–88

ON THE NEW METHODOLOGY FOR EVALUATING HISTORICAL ESSAYS AT THE REGIONAL AND FINAL STAGES OF THE ALL-RUSSIAN SCHOOL OLYMPIAD IN HISTORY

Anna A. Talyzina

Abstract. The article examines how the introduction of a new methodology for evaluating historical essays at the final stages of the All-Russian School Olympiad in History has affected participants' results. Specific examples of student essays assessed using both the old and new methodologies are analyzed, along with statistical data on essay evaluation results over the past five years. The overall conclusion is that this methodology has not only made the assessment more objective but has also allowed for a stricter differentiation of participants specifically in terms of their ability to construct a well-reasoned defense of their position in a historical discussion.

Keywords: All-Russian School Olympiad in History, historical essay, evaluation criteria, historical discussion, author's argumentation.

For citation: Talyzina A. A. On the New Methodology for Evaluating Historical Essays at the Regional and Final Stages of the All-Russian School Olympiad in History. *Domestic and Foreign Pedagogy*. 2026;1(2):89–101. (In Russ.). doi: 10.24412/2224-0772-2026-112-89-101

SOCIOCULTURAL COMPONENT AS AN INTEGRAL PART OF THE LEXICAL AND GRAMMATICAL CONTEST OF THE ALL-RUSSIAN SCHOOL OLYMPIAD IN ENGLISH

Tatiana A. Simonyan

Abstract. The article examines the All-Russian School Olympiad in English as an important instrument for identifying and developing linguistically gifted students. Unlike traditional forms of academic assessment, Olympiad tasks are aimed at diagnosing analytical thinking, language intuition, and the ability to interpret linguistic phenomena within a cultural and communicative context. Particular attention is paid to the lexical and grammatical contest (Use of English), where the sociocultural component plays a crucial role.

The purpose of the article is to analyze the ways in which the sociocultural component is implemented in the tasks of the lexical and grammatical round of the All-Russian School Olympiad in English and to determine its methodological and diagnostic significance. The methodological framework of the study is based on the theory of foreign language communicative competence and the sociocultural approach to foreign language teaching. The research employs methods of theoretical analysis of academic and methodological literature, analysis of Olympiad tasks, and generalization of the obtained data.

The study reveals that the tasks of the Use of English contest go beyond formal testing of linguistic knowledge and require active engagement with sociocultural knowledge. They include idioms, phraseological units, lexemes with pragmatic and evaluative meanings, as well as culturally and historically conditioned realia. Task correctness is determined not only by grammatical accuracy but also by cultural appropriateness and pragmatic relevance.

The article concludes that the sociocultural component functions as a structural and essential element of Olympiad tasks, ensuring their high validity and contributing to the identification of a holistic foreign language communicative competence in linguistically gifted students, in line with contemporary goals of foreign language education and intercultural communication.

Keywords: All-Russian School Olympiad, English language, sociocultural component, linguistic giftedness, foreign language communicative competence, Use of English, intercultural communication.

For citation: Simonyan T. A. Sociocultural Component as an Integral Part of the Lexical and Grammatical Contest of the All-Russian School Olympiad in English. *Domestic and Foreign Pedagogy*. 2026;1(2):102–110. (In Russ.). doi: 10.24412/2224-0772-2026-112-102-110

CREATIVE ASSIGNMENTS AT LITERATURE OLYMPIADS: HOW SCHOOLCHILDREN AND NEURAL NETWORKS COPE WITH THEM

Tatiana G. Kuchina

Abstract. The article analyzes completing a creative task at the final round of the All-Russian School Literature Olympiad (2015/16 academic year) by real participants and modern artificial intelligence. The goal of the experiment was to determine which intelligent algorithms are involved at different stages of problem solving, and which of these solutions can be predicted and which cannot. The task itself was multi-stage: 1) first, the Olympiad participants had to identify the author of a fictitious «draft» of a poem based on keywords; 2) then reconstruct the poetic plot outlined in the «draft»; 3) complete unfinished lines (2–4) in the creative manner of the guessed author; 4) write an article/essay/essay on the poetics of this author based on the suggested keywords; 5) title their text. A comparison of answers provided by schoolchildren in 2016 and by the neural networks ChatGPT, Grok, and Gemini in 2026 led to the following conclusions. The need to identify a poet by keywords and the motivic and thematic complex of their lyrics requires a student to have a firm grasp of the historical and literary process. «Recognizing» means choosing one figure from five or six possible candidates, substituting them for the author of the «draft.» This requires a clear memory of precise details, the author's characteristic vocabulary, and syntax. Essays require textual argumentation, consistent reasoning, and its conceptualization in the title. Some operations are available to AI: currently, it is impossible to «hide» a poet in the presence of precise phrases or individual words in the task; neural networks operate flawlessly in determining authorship and substantiating it. However, in the literary criticism section — stylizations and essays — their texts are inferior even to the weakest Olympiad works of schoolchildren, since the AI accumulates «average» information from open sources, while the Olympiad requires an individual author's perspective, unconventional judgments, non-triviality of conclusions, and original compositional solutions.

Keywords: All-Russian School Olympiad, Literature Olympiad, creative assignments, genre, style, artificial intelligence, neural networks.

For citation: Kuchina T. G. Creative assignments at Literature Olympiads: how schoolchildren and neural networks cope with them. *Domestic and Foreign Pedagogy*. 2026;1(2):111–122. (In Russ.). doi: 10.24412/2224-0772-2026-112-111-122

EXPERIENCE OF USING AUDIOVISUAL MATERIAL (A FRAGMENT OF A TELEVISION PROGRAM) AT THE ALL-RUSSIAN SCHOOL OLYMPIAD IN HISTORY AS THE BASIS FOR THE «HISTORICAL PROJECT» ASSIGNMENT

Dmitry A. Chernenko

Abstract. The article examines the experience of using audiovisual material as the basis for a historical project — one of the most important tasks of the final stage of the All-Russian School Olympiad in History. A fragment of a 1988 episode of the television program «Under 16 and Older», conventionally titled «Heroes of Different Generations», was used as such material. The main issues addressed in this episode are connected with the search for an answer to the question of whether the system of values of Soviet society could be preserved and reproduced in the consciousness of a generation whose youth coincided with the period of perestroika. Through a series of thematic interviews, representatives of the «generation of volunteers» who went through the Great Patriotic War, as well as the generation of the Khrushchev Thaw, enter into an indirect dialogue with them. The article analyzes the characteristic features of the model of historical policy proposed in the program: reliance exclusively on the Soviet cultural and historical tradition and the gradual displacement of the image of revolutionary heroes by that of war heroes. The article also examines the main mistakes made by Olympiad participants who completed the project based on this material. In addition, an analysis of statistical data on the participants' performance is presented. The overall conclusion is that this material is not only of interest from both substantive and methodological perspectives, but is also suitable for creating a large-scale Olympiad task with a clearly defined system of assessment criteria.

Keywords: All-Russian School Olympiad in History, historical policy, memory politics, history of television, Perestroika, Thaw.

For citation: Chernenko D. A. Experience of using audiovisual material (a fragment of a television program) at the All-Russian School Olympiad in History as the basis for the «Historical project» assignment. *Domestic and Foreign Pedagogy*. 2026;1(2):123–133. (In Russ.). doi: 10.24412/2224–0772–2026–112–123–133

OLYMPIAD TASKS AS A TOOL FOR DEVELOPING EPISTEMIC VIRTUES IN THE CONTEXT OF SOCIO-HUMANITARIAN EXPERTISE

Aleksandra M. Zhelnova

Abstract. The article is devoted to the competencies of technology analysis developed during the implementation of open-type social science Olympiad tasks. The purpose of the article is to show that during the implementation of open Olympiad tasks, Olympionists develop critical thinking and skills of transdisciplinary social science analysis, which can contribute to their preparation for participation in discussions on the introduction of new technologies. The article uses the methodology of the epistemology of virtues, which makes it possible to detect the ambiguity of moral norms influencing the development of new technical solutions. Understanding the ambivalence of ethical norms influences the creation of open tasks in which there is no predetermined answer and normality of morality. The tasks of the All-Russian Olympiad of Students in Social Studies, in particular the regional and final stages of 2025, are methodically designed so that the Olympian practices critical thinking and the epistemic virtue of making responsible judgments. In the tasks «Cybernetic tutor», «Cybernetic friend» and «Cybernetic Physician», the Olympionist is given the opportunity to follow a new path of evaluating the replacement of humans with artificial intelligence and point out both its advantages and its incompleteness. At the final stage of 2025, participants were offered the tasks «Traditions & Innovations: Ecological Culture» and «Traditions & Innovations: Oh sport, are you the world?», requiring analytical skills. The article suggests that these tasks train the primary skills of socio-humanitarian expertise, which is necessary in today's and tomorrow's world.

Keywords: epistemic virtue, critical thinking, artificial intelligence, technology, socio-humanitarian expertise, Olympiad tasks, transdisciplinary approach.

Funding: The study was carried out with the support of the Interdisciplinary Scientific and Educational School of Moscow University «Preservation of World Cultural and Historical Heritage».

For citation: Zhelnova A. M. Olympiad tasks as a tool for developing epistemic virtues in the context of socio-humanitarian expertise. *Domestic and Foreign Pedagogy*. 2026;1(2):134–143. (In Russ.). doi: 10.24412/2224–0772–2026–112–134–143

**SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF STUDENTS' PREPARATION FOR PARTICIPATION
IN THE ALL-RUSSIAN OLYMPIAD OF STUDENTS IN BIOLOGY**

Gleb G. Shvetsov,
Tatiana M. Efimova,
Galina A. Belyakova

Abstract. The article is devoted to an urgent problem related to the search for optimal ways to successfully achieve the development goals of the Russian Federation for the period up to 2030 and for the future up to 2036 (hereinafter referred to as the national goals), namely, «Realizing the potential of each person, developing their talents, and nurturing a patriotic and socially responsible personality.» The authors see a significant contribution to the achievement of this national goal in the timely improvement of scientific and methodological training of subject teachers, primarily biology teachers, who are direct mentors of participants and, as a result, winners and prize-winners of various stages of the All-Russian Olympiad of schoolchildren in this general education subject. The article

describes the positive experience of implementing an improved three-stage biology teacher training system, which includes not only the organization and conduct of advanced training courses, but also internships, as well as the practice of developing competencies in a real educational process based on an educational organization. All this makes a significant contribution to achieving one of the key indicators for achieving the above-mentioned strategic goal, namely, the formation of a modern system of professional development of teaching staff for all levels of education. In addition, the results of students' participation in the All-Russian Olympiad of schoolchildren are traditionally an indicator of the professionalism and pedagogical skills of the teacher-mentor working with them, as well as one of the most important indicators of the effectiveness of the educational organization on the basis of which the training of the Olympiad participants was organized. The application of the experience described in the article in improving the professional competencies of biology teachers necessary to put into practice the system of preparing schoolchildren for participation in the All-Russian Biology Olympiad will significantly increase the rating of educational institutions and, as a result, parents' satisfaction with the work of state and municipal organizations that ensure the development of talents in the regions of the Russian Federation.

Keywords: professional development of teachers, improvement of professional competencies of biology teachers, the All-Russian Olympiad of schoolchildren in Biology, the methodological system of preparing schoolchildren for participation in the subject Olympiad, additional professional educational program, talent development, gifted children, national development goals, highly rated intellectual competitions, The concept of biological education.

For citation: Shvetsov G. G., Efimova T. M., Belyakova G. A. Scientific and Methodological Foundations of Students' Preparation for Participation in the All-Russian Olympiad of Students in Biology. *Domestic and Foreign Pedagogy*. 2026;1(2):144–155. (In Russ.). doi: 10.24412/2224–0772–2026–112–144–155

PRINCIPLES FOR DESIGNING A TRAINING COURSE TO PREPARE STUDENTS FOR THE EXPERIMENTAL ROUNDS OF THE ALL-RUSSIAN OLYMPIAD OF SCHOOLCHILDREN IN PHYSICS

Yuri A. Chernikov,
Aleksei A. Yakuta

Abstract. Introduction. One important tool for stimulating students' interest in technical and scientific activities is science olympiads, particularly the All-Russian Olympiad of schoolchildren in Physics. Preparing for the experimental round of this Olympiad still poses significant challenges for teachers. These challenges can be explained by the significant differences between the practical problems offered at the Olympiads and standard school laboratory work, the lack of systematic teaching materials on this topic, and the unresolved issues with equipping many school physics classrooms with the equipment necessary to prepare students for participation in physics olympiads. *Purpose of the study.* To develop the basic principles for constructing a comprehensive curriculum to prepare students for the experimental rounds of the All-Russian Olympiad of schoolchildren in Physics. *Methodology.* The methodological basis of the study is a combination of general scientific (systemic) and specific scientific (historical-analytical, competency-based, activity-based, and student-centered) approaches. *Research methods* include comparative historical analysis, systematization, classification, and literature review. *Results.* Principles are proposed that can be used to develop a curriculum designed to prepare students for the experimental rounds of the All-Russian Olympiad of schoolchildren in Physics. A thematic classification of experimental assignments is developed, a lesson structure for the proposed curriculum is presented, and the minimum set of physics equipment necessary for effective preparation of students for the regional stage of the All-Russian Olympiad of Schoolchildren in Physics is determined. *Conclusion.* A well-founded conclusion is reached that a systems approach, implemented through a specially developed curriculum, is necessary to effectively prepare students for the experimental round of the All-Russian Olympiad of schoolchildren in Physics. This course should be structured taking into

account a number of principles: cyclicity, a combination of educational and assessment activities, systematic coverage of all key topics and types of practical Olympiad problems in physics, and the use of a limited set of available equipment.

Keywords: physics olympiad, RuPhO, experimental round, physics teaching methodology, educational experiment, task systematization, measurement methods.

For citation: Chernikov Yu. A., Yakuta A. A. Principles for designing a training course to prepare students for the experimental rounds of the All-Russian Olympiad of schoolchildren in physics. *Domestic and Foreign Pedagogy*. 2026;1(2):156–167. (In Russ.). doi: 10.24412/2224–0772–2026–112–156–167

LINGUODIDACTICS AND METHODS OF ORGANIZING EDUCATION IN PREPARATION FOR INTELLECTUAL COMPETITIONS IN SPANISH

Lilia V. Moiseenko,
Anna A. Alvares Soler

Abstract. The purpose of the research presented in this article is to identify and describe the most effective linguistic and didactic strategies and methodological techniques that contribute to the formation of students with a set of linguistic and socio-cultural competencies necessary for successful participation in the All-Russian Olympiad in Spanish. The article proves that successful preparation for the All-Russian Olympiad in Spanish requires a comprehensive linguistic and didactic approach, covering not only the expansion of the lexical and grammatical base, but also the purposeful development of socio-cultural, speech and strategic competencies. It is shown that without taking into account the relationship of these components, the effectiveness of training decreases. The research results presented in this article confirm that the developed and proven teaching methodology, including individual trajectories, specialized exercises and elements of psychological training, can significantly improve the performance of schoolchildren at the All-Russian Spanish Language Olympiad.

Keywords: intellectual competitions, Spanish language Olympiad, preparation of students for intellectual competitions in Spanish, formation of competencies, the role of the teacher, teaching methods.

For citation: Moiseenko L. V., Alvares Soler A. A. Linguodidactics and Methods of Organizing Education in Preparation for Intellectual Competitions in Spanish. *Domestic and Foreign Pedagogy*. 2026;1(2):168–175. (In Russ.). doi: 10.24412/2224–0772–2026–112–168–175

THE PROCESS OF PREPARING PARTICIPANTS OF THE ALL-RUSSIAN OLYMPIAD OF SCHOOLCHILDREN: THE SYNERGY OF METACOGNITIVE LEARNING AND ASSESSMENT PROCEDURES

Galina I. Bubnova,
Svetlana P. Pikula

Abstract. The article presents a scenario of a teaching procedure developed to prepare participants of the All-Russian School Olympiad of schoolchildren in French for the written production competition.

The All-Russian School Olympiad is one of the instruments involved in the implementation of the competency-based approach formulated in the program for the modernization of Russian education (enshrined in the Strategy for the Modernization of Russian Education, 2001).

The shift in focus from knowledge acquisition to the formation of subject-specific, cross-curricular, and personal competencies implies that competencies are regarded as the primary educational outcomes of learners.

The formation of foreign-language communicative competence is based on an activity-based, learner-centered approach to instruction, within which considerable attention is paid to the development of the learner's metacognitive domain—an essential factor for the successful mastery of metacognitive strategies, abilities, and skills in the learning process.

The teaching procedure developed by the authors of the article is based on the synergistic interaction between metacognitive instruction and assessment as a feedback factor within the «teacher-learner» dyad. This contributes to competent problem-solving and the completion of learning tasks, namely:

- task orientation (detailed formulation of the task);
- planning the problem-solving process and determining the approach to task completion (discussion with learners);
- monitoring task performance (the teacher's immediate response to learners' questions);
- assessment of results shortly after task completion (by the teacher / learners themselves / jointly);
- reflection on the problem-solving process (collective analysis of results).

Keywords: competency-based approach, formative assessment, metacognitive strategies, experimental learning, methodological authenticity of teaching materials, peer learning, polycode source document.

For citation: Bubnova G. I., Pikula S. P. The process of preparing participants of the All-Russian Olympiad of schoolchildren: the synergy of metacognitive learning and assessment procedures. *Domestic and Foreign Pedagogy*. 2026;1(2):176–187. (In Russ.). doi: 10.24412/2224–0772–2026–112–176–187

DEVELOPMENT OF A MODEL FOR FOSTERING THE COMPETENCE OF PREPARING SCHOOLCHILDREN FOR PHYSICS OLYMPIADS AMONG UNIVERSITY STUDENTS IN TECHNICAL SPECIALTIES

Valeriia V. Chernikova,
Alekssei A. Yakuta

Abstract. Introduction. Russian general education organizations currently face a shortage of teachers equipped to effectively prepare students for successful participation in the regional and final stages of the All-Russian School Student Olympiad (VSOSH) in Physics. One potential way to alleviate this problem is to involve university students who are successfully pursuing technical degrees in this preparatory work. However, while such students possess deep subject knowledge and often have personal experience in high-level physics olympiads, they lack proficiency in a range of professional competencies; in other words, they are not fully prepared to undertake the corresponding pedagogical tasks.

Purpose of the study — to develop and present a model for fostering competence in preparing school students for physics olympiads among university students in technical specialties. The methodological basis of the work comprises the systemic, activity-based, and competence-based approaches.

Results. The article provides a detailed analysis of the target competence's structure and identifies its key components: subject-methodological, psychological-pedagogical, organizational, communicative, and reflective. For each component, specific avenues for its development, tailored to university students in technical specialties, are defined.

The central outcome of the research is the development of a three-block model for fostering this competence. The model comprises conceptual-target, content-technological, and result-evaluation blocks. Its practical implementation can be achieved through the introduction of a specialized professional retraining program and a system of long-term individualized mentoring. It is shown that the competence must be formed exclusively within the context of real pedagogical practice.

Conclusion. Intermediate results from testing the developed model within the framework of preparing the Moscow city school team for the regional and final stages of the VSOSH in Physics — where students are directly involved under the guidance of mentors — indicate the fundamental viability of the proposed approach. It is concluded that its application can not only help mitigate the teacher shortage in the field of olympiad preparation but also pave the way for creating a sustainable pipeline of young educators for specialized schools, thereby ensuring the continuity of unique pedagogical expertise.

Keywords: All-Russian School Students Olympiad, physics education, pedagogical competencies, teaching readiness, retraining, mentoring.

For citation: Chernikova V. V., Yakuta A. A. Development of a model for fostering the competence of preparing schoolchildren for Physics Olympiads among university students in technical specialties. *Domestic and Foreign Pedagogy*. 2026;1(2):188–200. (In Russ.). doi: 10.24412/2224–0772–2026–112–188–200

INCLUSIVE EDUCATION IN THE OLYMPIAD CONTEXT

Darya A. Demina,
Darya A. Fursova,
Margarita B. Rybakova

Abstract. The definition of inclusive education in Russian law enables expanding the scope of inclusion to encompass gifted students and bilingual children, whose needs are often ignored. This study examines the preparation of all students for Olympiads — particularly the All-Russian School Olympiad — from an inclusive perspective. Methodologically, it combines systematic and interdisciplinary approaches, drawing on the principles of pedagogy, the psychology of giftedness, inclusive education, and linguodidactics. Key methods include theoretical analysis of academic literature, legislative acts and expert practices; comparative analysis to contrast classical and extended understandings of inclusion; and descriptive analysis to synthesize experiences in creating special conditions for Olympiad participants. The study conceptualizes giftedness as a basis for identifying special educational needs within inclusive education. It systematizes obstacles faced by gifted and bilingual students in subject Olympiads and formulates principles for a truly inclusive educational environment that addresses the heterogeneity of gifted learners in the Olympiad context. Findings reveal a gap between current Olympiad preparation systems and the principles of genuine inclusion. There is a need to broaden the discourse on inclusion to recognize gifted children's unique educational requirements. Finally, an analysis of participation conditions for children with disabilities and bilingual learners highlights both systemic achievements and opportunities for sustainable development.

Keywords: inclusive education, inclusion, Olympiad preparation system, giftedness, students with disabilities, bilingual children.

For citation: Demina D. A., Fursova D. A., Rybakova M. B. Inclusive education in the Olympiad context. *Domestic and Foreign Pedagogy*. 2026;1(2):201–214. (In Russ.). doi: 10.24412/2224–0772–2026–112–201–214

