

LINGUISTIC AND PEDAGOGICAL FOUNDATIONS FOR THE CONSTRUCTION OF A PRIMER, PROVIDING MASTERING THE MECHANISM OF READING AND PROPAEDEUTICS OF DIFFICULTIES IN MASTERING THE SYSTEMATIC COURSE OF THE RUSSIAN LANGUAGE

Marina I. Kuznetsova

Abstract. The article considers the relevance of discussing the conceptual foundations of building a textbook for the formation of reading skills during the period of «Literacy training», which at various times was called either the alphabet or the primer. This is primarily due to the peculiarities of the current stage of development of general education: the construction of a Russian sovereign educational system, the creation of a unified federal educational space, and the development of unified textbooks. The possibility of the existence of a significant number of variable alphabets and alphabets earlier allowed the authors to make their own decisions about the textbook concept. The peculiarity of the current situation determines the need for discussion in the scientific and pedagogical community of linguistic and pedagogical foundations that would take into account, along with the vector of development of modern education, the laws of language, existing methodological traditions and features of first-graders of the information age. The most important points of decision-making on the sequence of presentation of language material at the pre-letter stage are analyzed, as well as existing approaches to choosing the sequence of learning letters. The author's position on the possibility of propaedeutics of the difficulties of studying the basic course of the Russian language already at the stage of work on the primer is substantiated.

Keywords: textbook construction concept, propaedeutics of difficulties, sound analysis, letter sequence.

For citation: Kuznetsova M. I. Linguistic and Pedagogical Foundations for the Construction of a Primer, Providing Mastering the Mechanism of Reading and Propaedeutics of Difficulties in Mastering the Systematic Course of the Russian Language. *Domestic and Foreign Pedagogy*. 2026;2(2):6–15. (In Russ.). doi: 10.24412/2224–0772–2026–114–6–15

DIAGNOSTICS OF PROFESSIONAL REFLECTION ON THE STATE MISSION OF THE RUSSIAN LANGUAGE AMONG FUTURE TEACHERS

Iren Yu. Gats

Abstract. Under the conditions of the 2025 adoption of the Fundamentals of State Language Policy, which defines the Russian language as «one of the foundations of Russian statehood,» a contradiction arises between the requirements for teachers to convey the state mission of the subject and the actual level of professional reflection among philology students. The purpose of this article is to substantiate approaches to diagnosing this type of reflection in future teachers of the Russian language and to present the primary results of its experimental verification. The study is based on axiological and activity-based approaches. The diagnostic complex consists of four projective methods: unfinished sentences, an associative experiment, an analysis of pedagogical situations, and an adapted version of the portrait selection method. A pilot experiment was conducted on a sample of 153 students of the Faculty of Russian Philology at the State University of Education in February–March 2026. *Results.* A dominance of utilitarian-instrumental and cultural-aesthetic types of reflection was revealed. A state-oriented type was recorded in 13.6 percent of respondents. The associative field of the concept «Russian language» is represented by school-academic vocabulary by 46.8%; the civic-state category accounts for 11.8 percent. A discrepancy was found between the emotional acceptance of teacher images carrying markers of the state mission (34.4%) and the ability to verbalize this acceptance (12.7%), which is interpreted as a resource state of reflection (a discrepancy coefficient of 21.7 percentage points). *Conclusion.* The obtained data indicate the need to transform formal knowledge of the Russian language's state status

into a personally accepted value. The emotional basis for the formation of state-oriented reflection exists but requires conceptual formulation and reflective practices within the framework of enhanced methodological training for future teachers.

Keywords: professional reflection, state mission of the Russian language, diagnostics, future teachers of Russian, projective methods, portrait selection method.

For citation: Gats I. Yu. Diagnostics of Professional Reflection on the State Mission of the Russian Language among Future Teachers. *Domestic and Foreign Pedagogy*. 2026;2(2):16–29. (In Russ.). doi: 10.24412/2224-0772-2026-114-16-29

ON THE FORMATION OF A VALUABLE ATTITUDE TOWARDS THE RUSSIAN LANGUAGE: A HISTORICAL ASPECT

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Abstract. The article provides a historical overview of the available research on the problem of forming a value attitude towards the Russian language. The normative legal documents defining the role of the Russian language in the preservation and transfer of traditional Russian values, the formation of the country's patriot were analyzed. A review of the works of domestic teachers (K. D. Ushinsky, F. I. Buslaev, V. Ya. Stoyunin, I. I. Sreznevsky, A. A. Shakhmatov, A. M. Peshkovsky), substantiating the unity of linguistic and moral development. It was revealed that in the studies of domestic scientists at the end of the 20th — first quarter of the 21st centuries. objects of value attitude are a variety of phenomena of reality.

Analyzed works proposing an interdisciplinary definition of value attitude applicable to the Russian language as a cultural phenomenon. Key studies in this area make it possible to define language as a mediator of spiritual life, the basis of moral education. The work actualized the concept of «value attitude towards the Russian language» as a conscious, emotionally significant, disinterested attitude-behavior of a person, which determines the adoption and observance of the norms of the Russian language; choice of language tools taking into account the speech situation; selection of concrete actions confirming a steady interest in the study of the Russian language, the need to read Russian literature, study Russian history and Russian culture; self-awareness as part of Russian history and Russian culture.

There is a shortage of scientific and practical developments that take into account the educational potential of additional education (Olympiad training of students). Additional education, based on the interest shown by students in additional (optional) classes in in-depth study of the Russian language, can contribute to the formation of a value attitude towards the Russian language.

The study was carried out on the basis of an analysis of scientific and pedagogical literature and regulatory documents (within the framework of the studied problem); using the comparative-comparative method.

Keywords: traditional Russian spiritual and moral values, the Russian language, a value-based approach to the Russian language, additional education for children, and Olympiad training in the Russian language.

For citation: Dergunova T. N., Dobrotina I. N. On the Formation of a Valuable Attitude Towards the Russian Language: A Historical Aspect. *Domestic and Foreign Pedagogy*. 2026;2(2):30–42. (In Russ.). doi: 10.24412/2224-0772-2026-114-30-42

IMPLEMENTATION OF GENERAL DIDACTIC PRINCIPLES IN THE PROCESS OF HISTORICAL COMMENTING IN RUSSIAN LANGUAGE LESSONS

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Abstract. Introduction. The use of historical commentary in Russian language lessons is an important

element in the formation of students' linguistic competence. The significance of this technique is emphasized both in classical works of Russian methodology and in modern studies on relevant aspects of teaching the Russian language. However, there are still some unresolved issues in this area. In particular, the selection and mechanisms of incorporating historical commentary into the learning process in the current educational environment require justification. *Purpose of the article.* The purpose of this article is to address these issues. In this work, an attempt is made to provide a comprehensive description of general didactic principles from the perspective of their application to the material of historical commentary in Russian language lessons. *Research methods.* The main research methods used in this work are linguistic analysis, generalization, and data interpretation. *Results.* The article proposes conditions for implementing the general didactic principles of expediency, scientificity, accessibility, individualization of learning, and the interconnection of studying the sections of the Russian language, which will make the process of using historical commentary in a Russian language lesson not only conscious and justified, but also methodologically competent. *Conclusion.* In our opinion, the proposed approach allows us to define the foundations for incorporating historical commentary into the process of teaching Russian, taking into account the achievement of all types of educational outcomes.

Keywords: teaching Russian, historical commentary, principles of teaching, the principle of expediency, the principle of scientificity, the principle of accessibility, the principle of individualization of teaching, and the principle of interconnection between the study of Russian language sections.

For citation: Kalinin K. A. Implementation of General Didactic Principles in the Process of Historical Commenting in Russian Language Lessons. *Domestic and Foreign Pedagogy.* 2026;2(2):43–51. (In Russ.). doi: 10.24412/2224–0772–2026–114–43–51

A COGNITIVE APPROACH TO STUDYING CONNECTIONS IN UNIVERSITY

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Abstract. The article discusses the possibility of applying a cognitive approach to the study of conjunctions (conjugation complexes). Since conjunctions are identified exclusively in two-part sentences, their analysis is largely determined by various aspects of sentences (predicative, logical, emotional, etc.). It seems to us that the topic of conjunctions in a university can be considered in a cognitive direction: through the connection with morphology (whether to recognize the conjunction as a separate part of speech?), the connection with lexicology (how to determine the degree of weakening of the lexical meaning?), through the connection with phonetics (whether there are intonational features of the conjunction?), semiotics (how do the zero components of the conjunction function?). These issues are solved by attracting cognitive methods.

Keywords: cognitive approach, copula, copulative, methods of teaching Russian language at the university.

For citation: Smirnov O. N. A Cognitive Approach to Studying Connections in University. *Domestic and Foreign Pedagogy.* 2026;2(2):52–56. (In Russ.). doi: 10.24412/2224–0772–2026–114–52–56

ON THE DEVELOPMENT OF THE SUBJECT «RUSSIAN LANGUAGE» IN THE CONTEXT OF THE HISTORICAL EXPERIENCE OF THE DEVELOPMENT OF THE CONTENT OF EDUCATION IN THE RUSSIAN FEDERATION

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Yulia N. Gosteva

Abstract. The article discusses the problem of the formation of the subject «Russian language» in the school education system. The authors describe the purpose of the subject «Russian language in the modern education system; the objectives of its study in secondary schools are outlined.; The factors

that have the most significant impact on the development of the content of the Russian language school course (political, economic and multiethnic processes, the linguistic situation in modern multiethnic Russian society, achievements in the field of linguistics, psycholinguistics, pedagogy, psychology), as well as on the basis of general conceptual approaches to the formation of the content and structure of educational subjects of the philological cycle, are listed. The meta-subject status of an academic subject in the school education system is briefly substantiated. At the same time, the authors took into account the changes in the scientific paradigm of linguistics, due to the understanding of the role of language in cognitive activity.

Special attention is paid to the ways of presenting the content of Russian language education in the state general education standards of basic general and secondary general education.

Keywords: formation of the academic subject «Russian language», development of the academic subject, formation of the content and structure of academic subjects of the philological cycle.

Funding: The article was prepared within the framework of State Assignment No. 073-00033-26-03 dated 06.03.2026 «Updating the content of education».

For citation: Dobrotina I. N., Alexandrova O. M., Vasilevykh I. P., Gosteva Yu. N. On the Development of the Subject «Russian Language» in the Context of the Historical Experience of the Development of the Content of Education in the Russian Federation. *Domestic and Foreign Pedagogy*. 2026;2(2):57–68. (In Russ.). doi: 10.24412/2224–0772–2026–114–57–68

VALUE-AND-MEANING APPROACH TO ORGANIZING FAMILY READING IN THE DIGITAL AGE

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Irina N. Dobrotina

Abstract. The article considers the value-semantic approach as a pedagogical basis for the organization of family reading in the era of digitalization, summarizes the pedagogical prerequisites for scientific and methodological support of family reading. The purpose of the article is to substantiate the expediency of using the value-semantic approach in the organization of family reading, in the training of teaching staff to manage this activity, to identify the potential readiness of students for this type of pedagogical activity. *Materials and methods.* The study employed theoretical methods (analysis of scholarly works on the value-and-meaning approach in pedagogy) alongside empirical methods (a survey of first-year undergraduate students enrolled in a pedagogical programme, as well as statistical processing and pedagogical interpretation of the survey results). *Results.* Generalising conclusions are drawn regarding the educational function of family reading, which enables the formation of the value-and-meaning sphere of a developing personality through family dialogue about what has been read, and facilitates the intergenerational transmission of a people's values. The possibilities of school libraries in providing scholarly-methodological support for family reading in collaboration with teachers of the Russian language and literature are identified. Empirical data are presented on the role of family reading in the lives of young people representing Generation Z. The survey conducted revealed the value orientations of students—prospective teachers of the Russian language and literature—with respect to family reading in the digital environment. *Conclusion.* Conclusions are drawn regarding the expediency of implementing the value-and-meaning approach in determining the content of family reading within school education, as well as in personnel training within the system of teacher education.

Keywords: family reading, value-and-meaning approach, clip thinking, linguistic consciousness, school library, teacher training.

Funding: the article was prepared as part of the State Assignment No. 073-00033-26-04 «Formation of the Sociocultural Identity of the Younger Generation and Strengthening of the Ideological Sovereignty of the Russian Federation Based on the Traditions of Family Reading».

For citation: Arkhipova E. V., Lagunova L. V., Dobrotina I. N. Value-and-Meaning Approach to Organizing Family Reading in the Digital Age. *Domestic and Foreign Pedagogy*. 2026;2(2):69–81. (In Russ.). doi: 10.24412/2224–0772–2026–114–69–81

FAMILY READING IN THE DIGITAL AGE: A PATH TO AWARENESS OF THE VALUE OF SERVICE TO THE MOTHERLAND AND PERSONAL SAFETY

Lyudmila V. Lagunova

Abstract. The article substantiates the role of family reading as a pedagogical practice that shapes the value consciousness of adolescents and youth in the conditions of the modern information environment. Its relevance is determined by the need to instill in the younger generation traditional Russian values — service to the Fatherland and personal safety — in an era of growing threats from manipulative language use and disinformation. The aim of the study is to justify a model of family reading aimed at fostering value meanings of service to the Fatherland and national security, ensuring information safety, and ecologically sound speech behavior of the individual. The theoretical basis of the research includes works on family and dialogic reading, axiological linguo-methodology, and value-semantic development of the personality within the system of language education. The empirical part presents a questionnaire survey of first-year students in pedagogical training for future Russian language and literature teachers, which demonstrated the high educational potential of family reading. It is concluded that family reading, uniting generations, is capable of forming in the consciousness of adolescents and youth those value meanings, among which the traditional values of service to the Fatherland and its security are prioritized.

Keywords: family reading, communicative security, service to the Fatherland, traditional values, Russian language education, ecology of speech communication.

Funding: the article was prepared as part of the State Assignment No. 073-00033-26-04 «Formation of the Sociocultural Identity of the Younger Generation and Strengthening of the Ideological Sovereignty of the Russian Federation Based on the Traditions of Family Reading».

For citation: Lagunova L. V. Family Reading in the Digital Age: A Path to Awareness of the Value of Service to the Motherland and Personal Safety. *Domestic and Foreign Pedagogy*. 2026;2(2):82–92. (In Russ.). doi: 10.24412/2224-0772-2026-114-82-92

LET'S READ AND DISCUSS: THE RELATIONSHIP BETWEEN THE UPBRINGING OBJECTIVES OF THE FEDERAL LITERATURE CURRICULUM AND FAMILY READING

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Abstract. The article examines the relationship between the upbringing objectives of the school subject «Literature», as defined in the Federal State Educational Standards and the federal educational curricula, and students' family reading, with particular emphasis on the formation of traditional patriotic, spiritual and moral values through reading and discussing works of fiction. The relevance of the issue stems from the increasing attention paid by the state and society to the aspect of upbringing in teaching literature at school and to fostering contemporary children's and adolescents' engagement with reading. The implementation of this objective requires coordinated efforts in shaping students' reading repertoire on the basis of works included in the federal literature curricula, extracurricular reading lists and books that may be recommended for shared family reading by children and parents.

The aim of the article is to provide a scholarly and pedagogical rationale for the potential interaction between family and school in the upbringing of the younger generation on the basis of traditional spiritual and moral values through the reading of fiction; and to identify methodologically appropriate directions for shaping the reading repertoire of children and adolescents in both family and school contexts.

Keywords: federal curriculum guidelines, upbringing, spiritual and moral values, family reading, literary fiction.

Funding: the article was prepared as part of the State Assignment No. 073-00033-26-04 «Formation of the Sociocultural Identity of the Younger Generation and Strengthening of the Ideological Sovereignty of the Russian Federation Based on the Traditions of Family Reading».

For citation: Aristova M. A. Let's Read and Discuss: The Relationship between the Upbringing Objectives of the Federal Literature Curriculum and Family Reading. *Domestic and Foreign Pedagogy*. 2026;2(2):93–103. (In Russ.). doi: 10.24412/2224-0772-2026-114-93-103

THE EDUCATIONAL FUNCTIONS OF FAMILY READING IN THE PROCESS OF DISCUSSION OF MODERN CHILDREN'S PATRIOTIC LITERATURE

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Abstract. The article examines the issue of educational functions of family reading in the process of discussing works of modern children's literature of patriotic orientation.

The relevance of the problem is due to the need to focus on the traditional family and family values, including family reading, which has an educational and upbringing character. This is supported by examples from the written monuments of Ancient Rus. The decline in family reading and the changing values of the younger generation in recent decades have led to the adoption of measures to strengthen them at the state level.

The purpose of this article is to review the approaches to the definitions of «family reading» and «modern literature» in scientific and methodological literature, and to present a list of patriotic literature by contemporary authors for family reading.

The article uses theoretical and practical methods: systematization and generalization of the main methodological provisions of scientific literature on the problem of family reading, education of family values; analysis of regulatory documents.

The scientific novelty of the research lies in the substantiation and presentation of the educational functions of family reading in the process of discussing works of modern children's literature of a patriotic orientation.

The practical significance of the research is determined by the individual methodological recommendations presented in the article on the organization and conduct of family reading.

Keywords: spiritual and moral values, family reading, modern children's literature, patriotic orientation.

Funding: the article was prepared as part of the State Assignment No. 073-00033-26-04 «Formation of the Sociocultural Identity of the Younger Generation and Strengthening of the Ideological Sovereignty of the Russian Federation Based on the Traditions of Family Reading».

For citation: Kritarova Zh. N. The Educational Functions of Family Reading in the Process of Discussion of Modern Children's Patriotic Literature. *Domestic and Foreign Pedagogy*. 2026;2(2):104–111. (In Russ.). doi: 10.24412/2224-0772-2026-114-104-111

PEDAGOGICAL INTERACTION BETWEEN TEACHERS AND LIBRARIANS AS A CONDITION FOR EXPANDING SCHOOLCHILDREN'S READING HORIZONS

Marina V. Rozhkova

Abstract. The article discusses the general provisions of pedagogical interaction between teachers and librarians, collectively aimed at expanding the reading horizons of schoolchildren, and describes the possibilities of attracting modern patriotic literature to the circle of children's reading. In the context of the modern educational situation, pedagogical practices aimed at the development and upbringing of the student reader are described.

Keywords: reading theory, reading horizons, program reading circle, reading independence, teacher's recommendation activity, recommended reading list, and reading practices.

Funding: the article was prepared as part of the State Assignment No. 073-00033-26-04 «Formation of the Sociocultural Identity of the Younger Generation and Strengthening of the Ideological Sovereignty of the Russian Federation Based on the Traditions of Family Reading».

For citation: Rozhkova M. V. Pedagogical Interaction between Teachers and Librarians as a Condition for Expanding Schoolchildren's Reading Horizons. *Domestic and Foreign Pedagogy*. 2026;2(2):112–121. (In Russ.). doi: 10.24412/2224-0772-2026-114-112-121

THE ROLE OF FAMILY READING IN THE NATIVE (MORDOVIAN) LANGUAGE IN SOLVING THE PROBLEMS OF MODERN SCHOOLS

Aleksandra M. Katorova

Abstract. The article discusses the role of family reading in their native language (Mordovian — Moksha and Erzya — language), contributing to the solution of educational tasks. In Mordovia, due to the annual significant decrease in the number of children studying their native language and literature from grades 1 to 11, the revival of family reading is doubly in demand.

The purpose of the article is to substantiate the need, determine the content and ways to promote family reading in their native language.

Research methods are used in the work: analysis of scientific interpretations and development of their own understanding of the problem based on them; study and description of the positive work experience of teachers, compilation of a list of works for family reading.

The scientific novelty of the study is to determine the role of family reading in the native language in solving urgent problems of school education.

The practical significance is determined by the substantiation of methodological methods for organizing family reading, which can be used in teaching children in urban and rural schools.

Keywords: family reading, Mordovian (Moksha and Erzya) languages, native literature, educational potential and artistic and aesthetic value of texts.

For citation: Katorova A. M. The Role of Family Reading in the Native (Mordovian) Language in Solving the Problems of Modern Schools. *Domestic and Foreign Pedagogy*. 2026;2(2):122–133. (In Russ.). doi: 10.24412/2224-0772-2026-114-122-133

BELARUSIAN AND INTERNATIONAL STUDENTS ON FAMILY READING AS A MORAL VALUE (FROM THE EXPERIENCE OF BREST STATE TECHNICAL UNIVERSITY)

Maria P. Zhigalova

Abstract. The article is devoted to family reading and the description of its specifics in different countries of the world. The role of family reading as an important moral value is outlined, which forms a positive and high-quality communication, the reader's life position.

The problem is considered from a theoretical and practical perspective: fragments of research by domestic and foreign scientists are described, the results of a survey conducted at the university on the assessment of family reading and its role in the life of students among Belarusian full-time and part-time students (25-49 years old), foreign students from Egypt, the UAE, China, Libya, Nigeria, Turkey are given.

The article shows the role and significance of family reading in the modern cultural traditions of different countries, provides options for discussing its importance and preservation in the multicultural university environment and society, highlights various approaches to organizing family reading as one of the significant moral values of our time, and suggests ways to improve it.

Keywords: family reading, relevance and significance, moral and moral value, life position, communication, multicultural space.

For citation: Zhigalova M. P. Belarusian and International Students on Family Reading as a Moral Value (from the Experience of Brest State Technical University). *Domestic and Foreign Pedagogy*. 2026;2(2):134–144. (In Russ.). doi: 10.24412/2224–0772–2026–114–134–144

FAMILY READING: SOCIO-CULTURAL AND EDUCATIONAL MODELS OF THE EAST

Elena V. Getmanskaya

Abstract. The article examines the experience of a number of Eastern countries in organizing and scientifically understanding family reading as a factor that ultimately influences the formation of cognitive, value, and emotional development of personality. The growing interest in the problem within the borders of «greater Asia» is represented in the humanitarian studies of Indonesia, China, India, Japan, Malaysia, Iran, Pakistan, and the Philippines. The analysis of oriental (both theoretical and applied works) makes it possible to introduce little-studied nationally oriented regional practices into the structure of global assessments and the global state of the problem of family reading.

The purpose of the work is to formulate key family reading trends common to «greater Asia», noting its regionally determined educational features; based on the results of the analysis, draw conclusions about the specificity of the presented systems and the degree of their equivalence to global models.

In the course of the work, the sociological and pedagogical method was used (analysis of national socio-pedagogical models of family reading); elements of the statistical method (assessment of absolute and relative data in nationally focused pedagogical experiments); analysis of scientific and pedagogical periodicals of the countries of «greater Asia».

The article describes three main directions of scientific thought in the Asian region in the aspect of the analyzed topic — national socio-cultural features of family reading practices; identification of their vulnerabilities; identification of priority areas for future research. The work contains characteristics of conflictual, neutral, rarely well-coordinated communication between parents and schools related to the reading literacy of a school child; it provides scientifically proven recommendations for the initiation and implementation of educational state programs to support family reading, including both the family institute and family and school partnership projects.

Keywords: traditions of family reading, reading literacy, educational state programs, collaboration of family and school.

For citation: Getmanskaya E. V. Family Reading: Socio-Cultural and Educational Models of the East. *Domestic and Foreign Pedagogy*. 2026;2(2):145–156. (In Russ.). doi: 10.24412/2224–0772–2026–114–145–156

DEVELOPING THE POWER OF WORDS: INNOVATIVE FORMS OF EXTRACURRICULAR ACTIVITIES

Vladislava Yu. Romanova

Abstract. The importance and relevance of the study are undeniable, as attention to the word, awareness of the diversity of meanings and the richness of shades of meanings of Russian words, and understanding the need to treat the Russian language and culture with care are valuable aspects of education in modern schools. Value is defined as a phenomenon that reflects the social and cultural significance of the world around us.

Researchers are paying special attention to the need to develop an attentive and interested view of the word and its role in a person's life among primary school students.

The article substantiates the need for in-depth and expanded observation of words and their characteristics in extracurricular activities; it highlights the potential of extracurricular activities for

developing speech skills and fostering a conscious attitude towards the vocabulary richness of the Russian language.

The article proposes new forms of extracurricular activities and provides thematic examples that allow students to expand their understanding of the multifaceted nature of language and motivate them to recognize the relationship between language and the cultural context in which they live.

The importance of involving younger students in active cognitive activities to learn Russian as an observer, researcher, and writer is emphasized.

The article concludes that the use of current forms of extracurricular activities has a positive impact on the development of language intuition in younger students and the awakening of their interest in learning Russian.

Keywords: language culture, value orientations, speech activity, extracurricular activities, attention to words, younger schoolchildren, cognitive activity, personal development.

Funding: this research article was prepared as part of the state assignment No. 073-00033-26-04 of the Ministry of Education of the Russian Federation at the V. S. Lednev Institute of Content and Methods of Education for 2026 under the project «Scientific and Methodological Support for Extracurricular Activities in General Education (Fundamental Research)».

For citation: Romanova V. Yu. Developing the Power of Words: Innovative forms of Extracurricular Activities. *Domestic and Foreign Pedagogy*. 2026;2(2):157–165. (In Russ.). doi: 10.24412/2224-0772-2026-114-157-165