

Russian Federation

Country Overview

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Country name

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Introduction

The Russian Federation recognises the need for the development of social and emotional skills in children. There are two main documents regarding the legislation for early childhood education (ECE) - the Education Act 2012 ('On Education in the Russian Federation', No. 273-F2), and the Federal Standard of Education, No 115, 17 October 2013 (Volkova, 2017). Another important document that regulates ECE is the Federal Standard of Preschool Education (FGOS DO). Part of the document discusses "Strengthening the development of social-emotional skills, learning dispositions, basic language/literacy, mathematical competences and motor skills" (Volkova, 2017). Since 2014, there has been a State Programme 'On the Development of Education' (2014, No. 295), and in 2016, national educational standards were introduced for the preschool education system. According to Volkova (2017, p. 7) in the latter document, "a broad and balanced approach to the curriculum is encouraged, including personal and emotional development as well as respecting diversity and individuality; social development and citizenship; learning dispositions; physical and health education; language and communication; reading and literacy; mathematical skills; understanding the natural world; science; technology and the digital world; and second/foreign language acquisition". In this literature search, not many assessment measures were found, however, several programmes for development of children's social and emotional skills have been noted. Some of the programmes are the Charitable Foundation "Investment in the Future", "Socio-emotional development of children" (2022, <https://vbudushee.ru/>), Triz programme, Razvitie' programme, and the Raduga programme.

Development

The Russian Federation has a “split system” regarding early and preschool education and care. Children up to 3 years of age attend facilities that are oriented more towards care and are not part of the educational system in the country, and children between 3 and 7 years of age attend kindergartens. The preschool education in the Russian Federation is the first stage of the so-called general education since 2012 according to the Federal law of the Russian Federation of 29 December, 2012 (Nisskaya, 2018). According to this law, every child in Russia has the right to equal opportunities for education depending on their needs, level of development, personal characteristics, etc. There are two main documents regarding the legislation for early childhood education, such as preschool education for children between 3 to 7 year of age - the Education Act 2012 ('On Education in the Russian Federation', No. 273-F2) and the Federal Standard of Education, No 115, 17 October 2013 (Volkova, 2017). There is also another important document that regulates early childhood education, the Federal Standard of Preschool Education (FGOS DO). Part of the main goals of FGOS DO are related to providing equal opportunities for all children, ensuring high quality in all the services, encouraging parents' participation in the educational process, supporting school readiness skills, etc. The most important and interesting part, however, is “Strengthening the development of social-emotional skills, learning dispositions, basic language/literacy, mathematical competences and motor skills” (Volkova, 2017).

The Federal State Educational Standard also specifies the objectives for the preschool institutions. Some of the objectives are to target life skills and, more specifically, social and emotional skills: “Preserving and promoting children’s health and well-being including emotional well-being; Integrating instruction in cognitive and non-cognitive domains in a comprehensive educational system based on the societal norms and values; Developing well-rounded individuals by promoting healthy lifestyle, fostering physical, cognitive, moral, and social development, cultivating initiative and responsibility, and laying down the foundation for school readiness, etc.” (Bodrova & Yudrina, 2018, p. 64).

The development of social and emotional skills in children from an early age is recognised in the Russian Federation and is one of the main goals listed in an important legislative document. Since 2014, there has been a State Programme ‘On the Development of Education’ (2014, No. 295) that has a part regarding the development of the early childhood education system. In 2016, national educational standards were introduced for the preschool education system. Kindergartens must follow the FGOS DO. This reflects also the curricular frameworks that are implemented. According to Volkova (2017, p. 7) “a broad and balanced approach to the curriculum is encouraged, including personal and emotional development as well as respecting diversity and individuality; social development and citizenship; learning dispositions; physical and health education; language and communication; reading and literacy; mathematical skills; understanding the natural world; science; technology and the digital world; and second/foreign language acquisition.” Its implementation is part of the regional ministries of education responsibilities. All of which have individual approaches. It is still a recent policy so no official reports regarding the results achieved have been found so far. According to Nisskaya (2018), the new developmental approach “focuses on developing the child’s abilities and using cultural tools, rather than just transmitting educational content” in contrast to the traditional approach that “focuses on the transmission of knowledge, patterns of social behaviour, and assumes teacher-centred interaction between child and teacher.” The child-teacher interaction is based on “a partnership, an individualised approach, and aims to develop children’s initiative.” (Rubtsov & Yudina, 2010).

Another argument for the recognition of the importance of social and emotional skills for children in the Russian Federation is the fact that in 2019, Moscow, the capital city, is one of ten cities that took part in the OECD Survey on Social and Emotional Skills (SSES) for school students (Survey on Social and Emotional Skills [SSES]: Moscow [The Russian Federation], 2021).

Assessment

It appears that there are a lot of initiatives going on in the Russian Federation with regards to social and emotional skills development of children of different ages. This literature search has found information for the use of only one assessment measure - Classroom Assessment Scoring System (CLASS). The quality of kindergarten education is of great importance for children's further development. CLASS seems to be one of the most relevant for the educational environment quality evaluation. The CLASS methodology is based on the cultural-historical approach, which shows the interaction between students and adults as the main mechanism for child's development (including social and emotional development). The CLASS methodology assesses classroom experience in three domains: emotional support, classroom organisation, and instructional support. The CLASS system is based on observations, role games and measures interaction between teacher and kids (Veraksa., et al., 2020). There are potentially many more measures in use, however, no information could be found in these regards.

Intervention

Some information was found regarding programs for development of children's social and emotional skills. The Charitable Foundation "Investment in the Future" (2022, <https://vbudushee.ru/>) presents the educational programme "Socio-Emotional Development of Children", created by a team of Russian authors for children in ECEC. Many theoretical and applied materials are developed in order to help each teacher to effectively implement the program. The theoretical part contains the main psychological characteristics of preschool and school aged children, the specificities of their social and emotional development, and a brief review of various foreign and domestic programs of social and emotional development are presented. The aspect that is applied is the programme itself.

Some other programmes that aim the development of social and emotional competences of young children are:

Triz programme - develop children's imagination and independent decision making. It contains collective games and activities, where the child chooses the theme, materials and types of activities independently;

Razvitie' programme – It helps children's mental and artistic abilities development through provoking them to solve tasks, find solutions, build scenarios or play games, and;

Raduga programme – It is for children from 3 to 6 or 7 years of age. It consists of basic games for teaching design, music, maths, drawing and speech development. It is organised in an interactive, group-oriented way so children are able to develop interpersonal and other social skills.

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