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Adaptation of terminology and diagnostic tools for the social and emotional development of schoolchildren in Kyrgyzstan

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Abstract. The relevance of this article is conditioned by the need to integrate social and emotional development (SED) into educational practice in Kyrgyzstan, taking into account the socio-cultural characteristics of the country. In modern education, SED is recognised as a key component of harmonious personality development, contributing to academic success and social adaptation. However, Kyrgyzstan lacks a systematic approach to SED diagnosis, which requires the adaptation of international tools to the local context. The aim of this work was to adapt a thesaurus and diagnostic tools for assessing the SED of schoolchildren in the context of the Kyrgyz educational system. The study used methods of theoretical analysis, comparative review, expert assessment and pilot testing. International approaches to diagnosing SEDs were analysed and relevant tools were selected. Adapted the thesaurus and content of existing questionnaires to fit the cultural and linguistic context of Kyrgyzstan. There was carried out a pilot launch of the tools among 333 primary school pupils from schools sponsored by the J. Balasagyn Kyrgyz National University, with monitoring of the personal potential of 94 teachers. The results showed a baseline level of SED among most pupils (50-59% for key skills), with areas for development identified, such as goal achievement. A positive correlation was established between SED and academic performance, which was more pronounced in the Kyrgyz sample than in the Russian sample. The adapted tools proved to be applicable but require further ethnocultural refinement. The practical value lies in providing psychologists, teachers, methodologists and educational programme developers with tools for introducing SED in schools in the Kyrgyz Republic, contributing to improving the quality of education and personal development

Keywords: methodology; personal potential development; educational organisations; school students; pilot study

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■ INTRODUCTION

In the conditions of the modern world, education increasingly focuses on issues of social and emotional development (SED) as a key component of harmonious personality formation. Social and emotional development is an integral part of an individual's successful personal, academic and social development, contributing not only to the acquisition of knowledge, but also to the formation of emotional regulation, empathy and constructive interaction skills. Research shows that a high level of SED is directly linked to increased motivation to learn and reduced risks of emotional burnout among schoolchildren (Brill *et al.*, 2025; Farina *et al.*, 2025). Taking into account the practices that have developed in different countries, unique approaches to assessing SED are being developed that necessarily take into account the cultural context. For example, in countries with developed education systems, SED is integrated into school curricula to strengthen students' psychological resilience (Min *et al.*, 2024).

In Kyrgyzstan, the national component of the programme “Developing Personal Potential in the Educational Environment and Promoting a Healthy Lifestyle” is being implemented with the assistance of the Contribution to the “Future Foundation” in partnership with Moscow City Pedagogical University (MCPU) and the UNESCO Institute for Information Technologies in Education (UNESCO IITE). The aim of this programme is to create conditions for the development of SED among schoolchildren and teachers, taking into account national specificities (UNESCO, 2025). However, despite growing interest in this topic, in Kyrgyzstan there is still no systematic approach to diagnosing SED and adapting the relevant tools, which leads to fragmented efforts and reduced effectiveness of educational interventions. This aspect is particularly important for Kyrgyzstan due to the multi-ethnic and multilingual nature of its society, where only national context can be taken into account to effectively diagnose and develop effective measures for the prevention and correction of SED among teachers and students. This involves not only simple translation and technical adaptation of existing methodologies, but also in-depth work on terminology, methodological foundations and cultural specificity. Successful adaptation allows for more accurate diagnosis of SED levels among schoolchildren, the development of individualised support strategies and the evaluation of the effectiveness of pedagogical interventions. Research confirms that culturally adapted tools increase the validity of measurements and promote better participant engagement (Shi *et al.*, 2020).

An important step in this process is to rethink key concepts to ensure that terms are fully consistent with the cultural realities of Kyrgyz society. Only with this approach can high reliability and validity of diagnosis be achieved, avoiding distortions associated with linguistic or social inconsistencies. For example, concepts such as “self-regulation” or “emotional intelligence” require careful localisation, as their interpretation may vary depending on traditional values. The adaptation of diagnostic tools to assess

the level of SED as one of the key components of the formation of students' personal potential is carried out on the basis of the SED model developed by the Institute of Education of the National Research University “Higher School of Economics” (NRU HSE) as part of its participation in the Organisation for Economic Co-operation and Development (OECD) project Education and Social Progress (ESP, n.d.). This model emphasises the integration of emotional and social skills into everyday educational practice, which is particularly relevant for regions with economies in transition.

Thus, adapting tools of assessment of SED is not only a technical task, but also a complex methodological process associated with the development of a holistic culturally sensitive approach to personal development. As noted by N. Martinez-Yarza *et al.* (2023), it creates conditions for the design of effective pedagogical practices aimed at developing emotional intelligence, empathy, self-regulation, and the ability to interact constructively in the school environment. Ultimately, such initiatives contribute to improving the quality of education and the long-term well-being of the younger generation. According to J. Lin *et al.* (2024), the introduction of SED into the education system reduces the level of conflict and improves interpersonal relationships.

This work was aimed at analysing and testing adapted terminological resources and diagnostic methods for assessing the social and emotional development of schoolchildren in the context of the Kyrgyz educational environment, with an emphasis on pilot testing and identifying ways to implement them in practice.

■ MATERIALS AND METHODS

In 2025, the Institute for Retraining and Advanced Training of Personnel (IRATP) at the J. Balasagyn Kyrgyz National University identified key areas of activity with the aim of strengthening the evidence base for the implementation of the pilot project and conducting an initial study. As part of the adaptation of the methodological framework, terms related to social and emotional development (SED), such as “education for sustainable development”, “lifelong learning”, “basic education in health and well-being”, “positive education”, “personal (psychological resources)”, “personal potential”, “personalisation of learning (personalised education)”, “self-efficacy”, “resilience” and others were systematised in Russian, Kyrgyz and English during the development of the thesaurus. This made it possible to take a comprehensive approach to adapting SED diagnostic methods, ensure consistency in terminology, eliminate differences in interpretation, and form a unified conceptual framework for all participants in the educational process, including administrators, teachers, methodologists, students, and parents. The thesaurus was developed through the joint efforts of specialists from Moscow City Pedagogical University (MCPU), J. Balasagyn Kyrgyz National University (KNU) and the UNESCO Regional Office. All terms underwent preliminary expert assessment for cultural relevance and translation

equivalence, with the participation of linguists and psychologists to ensure accuracy in the Kyrgyz context.

A pilot study was conducted in schools sponsored by the J. Balasagyn Kyrgyz National University with the aim of testing SED diagnostic tools and refining methodological approaches. This study was carried out in two aspects: monitoring personal potential within the framework of training programmes for retraining and upgrading the professional qualifications of teaching staff (94 people, including 58 primary school teachers) and monitoring the social and emotional development of primary school pupils in schools sponsored by the J. Balasagyn Kyrgyz National University (333 Russian-speaking pupils in grades 1-2). The research methodology was determined using the following instruments: C. Dweck's (2000) implicit theories of intelligence scale, T. Gordeeva *et al.*'s (2017) professional self-efficacy questionnaire, and T. Gordeeva's (2022) universal professional motivation test. In addition, S. Maddi's resilience test, D. Leontiev & E. Osin's Differential Test of Reflection, and D. McLain's Uncertainty Tolerance Questionnaire were used. Other tools used included K. Keyes' "Psychological Well-Being Scale" and N. Elterman's "School Situations" Questionnaire (pedagogical communication style). The instruments listed were selected based on their reliability and validity in similar studies, with preliminary testing for adaptation to a Russian-speaking audience through pilot testing on a small subgroup ($n = 20$) to assess the comprehensibility of the questions. As part of the implementation of a pilot project on personal development based at the IRATP KNU, the study was conducted at the initial stage, which ensured the gradual expansion of the methodological and empirical base, taking into account ethical standards and statistical data processing. The study was approved by the Ethics Committee of KNU, all data was collected anonymously, with the informed consent of the participants or their legal representatives (parents for schoolchildren), without any pressure or remuneration, in compliance with ASA (2018) ethical standards.

The study consisted of three key stages. During the first stage, in 2024, which was preparatory and organisational, a set of SED diagnostic tools was developed and agreed upon for use in pilot schools selected for the study, with teachers from five pilot schools acting as respondents. At this stage, a pilot training programme for teachers from KNU partner schools was launched, which took place in two stages without interruption from their main teaching activities in an online format. The initial assessment, as the first stage of the professional development programme, made it possible to determine the level of knowledge, attitudes and skills of the participants in the field of social and emotional development, which became the basis for further targeted training and evaluation of the dynamics of results. Respondents registered and completed questionnaires online. The time allocated for completing the diagnostic materials ranged from 30 to 50 minutes. Each participant who completed the training course took an online survey and received individual, automatically generated

feedback based on the diagnostic results. Thus, an initial diagnostic assessment was conducted for IRATP teachers and representatives of the management staff of the pilot schools under their supervision. Based on the results of the diagnostic assessment, an initial array of empirical data was formed, which formed the basis for subsequent analysis and the design of educational solutions.

In the second stage, methodological support and pilot implementation (2025), the main focus was on training teachers in the pilot group and testing SED diagnostic tools. An initial study of the social and emotional development of pupils in grades 1-2 was conducted online with the support of a teacher; based on the results of the diagnosis, each participant (school) was provided with individualised analytical reports by class. The data was processed using basic statistical methods. In the data processing section, correlation analysis was applied using Pearson's coefficient to assess the relationships between subjective assessment of academic performance (according to teachers) and key social and emotional skills (goal achievement, working with others, managing emotions) in Russian ($n = 593$) and Kyrgyz ($n = 58$) samples. The coefficients obtained, significant at the $p < 0.01$ level, are shown in Table 1. In the third stage, which was the final stage and involved the transfer of the methodology (2025), the final stage was aimed at consolidating and institutionalising the results obtained. Thus, the three-stage structure of the pilot project ensured both the scientific validity and practical applicability of the proposed approaches to the diagnosis and development of personal potential in the context of the Kyrgyz educational system.

Then the translation into Kyrgyz of 11 methods for diagnosing personal potential and social and emotional development was carried out. The translations were done by certified translators and checked for semantic equivalence through back-translation and expert review. As part of the implementation of the RAT "Social and Emotional Development" teachers and educational psychologists were asked to fill out electronic questionnaires reflecting the degree of social and emotional skills (SES) development in each student. The diagnosis was carried out at a specific point in time: at the initial stage of training implementation, upon completion of the educational and methodological kit "Social and emotional development of primary school children". As part of the work, a sample of 333 Russian-speaking pupils in grades 1-2 from five schools under the patronage of the J. Balasagyn Kyrgyz National University was formed. Gender was not taken into account in the selection of pupils, as the corresponding distinction was not included in the objectives and tasks of the initial study. Upon completion of the diagnostic procedures, each school was provided with an analytical report containing data on the quantitative and percentage distribution of students by SES development levels: developing, basic and advanced. The information obtained served as the basis for the subsequent planning of individualised pedagogical and psychological interventions, as well as for evaluating the effectiveness of the programme being implemented.

■ RESULTS AND DISCUSSION

Theoretical foundations of assessing social and emotional development

Based on the achievements of Russian scientists in the field of methodology for the development of the SED, in particular on the work of the creator of the concept of a personality-developing educational environment and the approach to its creation and design V. Yasvin (2019) and the creator of the concept of personal potential D. Leontiev (2011), the importance of a comprehensive and contextual approach to assessing both educational conditions and internal personal resources is emphasised. Such an approach is developed at an applied and purely instrumental level, based on a deep theoretical understanding of the individual as a system, capable of self-development and active interaction with the socio-cultural environment. In the works of V. Yasvin the educational environment is interpreted as a system of potentials of an educational institution that contribute to the personal development of students. These potentials are formed thanks to the organisational, technological and material-spatial conditions purposefully created by teachers, as well as the unpredictable circumstances that arise in the process of interpersonal interaction between participants in the educational process. The environment acquires a developmental character when the conditions created are transformed into real opportunities for the child's independent growth and learning. This involves the formation of communication skills, the ability to act autonomously and be active, the ability to formulate questions and find answers to them, openly express one's aspirations and intentions, and demonstrate initiative in one's activities.

The typology of educational environments (creative, career-oriented, dogmatic, serene) serves as a theoretical basis for constructing diagnostic models and monitoring changes in educational organisations, allowing for understanding the conditions under which students' personal development is possible (Yasvin, 2018). In this context, the use of uniform assessment tools, both in relation to the results of teacher training and the quality of the educational environment, becomes a necessary condition for ensuring the targeted development of students' social, emotional and personal characteristics. In turn, D. Leontiev (2023) reveals personal potential (PP) as an integral systemic characteristic of the individual psychological features of a personality, ensuring the self-regulation of the subject in interaction with the world, their ability to act as an autonomous, self-regulating subject of activity, making purposeful changes in the external world and combining resistance to the influence of external circumstances with a flexible response to changes in the external and internal situation. The author emphasises that personal potential includes various personal resources, grouping them into three types of potential: self-determination potential, achievement potential, and preservation potential. Thus, the methodological approaches of V. Yasvin (2018; 2019) and D. Leontiev (2011; 2023) allow for considering social and emotional development as an indicator of the effectiveness of the

educational environment, requiring the use of comprehensive diagnostic and monitoring tools. Continuing with these ideas, the understanding of SED in this study is based on a model developed by the Institute of Education at the National Research University Higher School of Economics as part of its participation in the OECD Education and Social Progress (ESP, n.d.) project. This model emphasises the interconnection between social and emotional skills and overall academic progress and social well-being, where motivational factors act as a key bridge between individual resources and the external environment. In particular, the SRQ-A (n.d.) methodology for diagnosing internal and external academic motivation allows for identifying the leading sources of student motivation and assess their connection with the main components of SER, such as the level of self-regulation, emotional attitude to learning, sense of belonging to the school community, initiative and desire to achieve goals. Motivational parameters are not interpreted in isolation here, but as an integral part of the SED, serving as the basis for targeted pedagogical support that enhances the emotional stability and social competence of schoolchildren.

Most diagnostic methods for assessing SED have been adapted to the Russian context, which makes their further localisation for Kyrgyzstan particularly relevant, taking into account cultural, linguistic and educational specifics. Such adaptation not only increases the reliability and validity of the assessment of schoolchildren's social and emotional development, but also lays the foundation for sound pedagogical support strategies, contributing to the personal development of students and expanding opportunities for effective interventions in the school environment. Particularly important in this regard is not only the technical adaptation of the tools, but also a profound rethinking of the terminology and methodological foundations as the initial stage in the formation of a holistic socio-cultural approach. Accurate translation and localisation of concepts reflecting key aspects of SED-from self-regulation to empathy-ensure their relevance to cultural and educational realities, minimising the risk of misinterpretation in the diagnostic process. The psychological and pedagogical characteristics of the educational environment in Kyrgyzstan play a decisive role in the evolution of educational systems, emphasising the need to integrate local factors when developing and implementing interventions and programmes. As a result, the adaptation process covers not only the content of psychodiagnostic techniques, but also includes a thorough study of key SED concepts in methodology, creating the prerequisites for the development of pedagogical practices. Their effectiveness can be objectively assessed using tools adapted for the Kyrgyz-speaking audience, which leads directly to the analysis of empirical data from the pilot study presented below.

Empirical results of pilot testing of adapted instruments

Considering that developed countries are forming unique approaches to diagnosing and assessing social and emotional

development, closely linked to national cultural and educational contexts, there is an objective need to create and test localised diagnostic tools that are fully adapted to the characteristics of the Kyrgyz Republic's education system. Such tools should take into account not only the general principles of SED, but also local values such as collectivism and respect for traditions, in order to ensure the accuracy and relevance of measurements. Within the framework of this pilot project, particular attention was paid to the development of methodological tools that guarantee the conceptual integrity and intercultural consistency of key concepts. One of the key achievements was the preparation of a manuscript of a thesaurus devoted to the development of personal potential in an educational environment. This thesaurus is not just the result of scientific research into the conceptual apparatus, but also a fundamental element of the methodological basis of the study, ensuring uniformity of terminology. Its creation was organically integrated into the methodological basis of the initial study on several interrelated grounds. Firstly, the manuscript of the thesaurus for the programme "Development of personal potential in the educational environment and the formation of a healthy lifestyle" was prepared and formatted in Russian, Kyrgyz and English, which lays the foundation for the widespread dissemination of the methodology throughout the entire educational system of Kyrgyzstan (in publication). Secondly, the thesaurus contributes to the formation of a unified conceptual field, becoming the basis for a methodologically consistent approach to the development and implementation of SED programmes. Thirdly, it includes a comparison of terms in an

international context, which is particularly important for the adaptation and implementation of psychodiagnostic tools for SED assessment. This required accurate, contextually adequate translation of materials into three languages, drawing on an interdisciplinary synthesis of achievements in psychology, pedagogy, cultural studies and linguistics. This approach is fully consistent with the methodological guidelines of UNESCO and Charitable foundation of Sberbank Investment in the Future (n.d.).

During the pilot implementation, data was collected at the initial stage of the SED study of 1st and 2nd grade students on three main criteria of social and emotional skills defined in the ESP (n.d.) model, which is based on the concept of the "big five" personality traits. The goal attainment skill involves the ability to set and achieve short-term and long-term goals, including persistence (consistent work over a long period of time), self-control (managing one's state while performing tasks), and goal orientation (awareness of the importance of achieving independent or teacher-assigned goals). The skill of working with others encompasses building relationships with peers and adults in pairs or groups, with an emphasis on establishing and maintaining contact, respect, and showing care through selfless assistance. The skills of managing emotions focus on regulating positive and negative emotions and their impact on tasks and communication, including optimism (belief in positive outcomes), self-esteem (awareness of one's strengths and feeling like a valued member of society) and self-confidence. Figure 1 shows the definitions of these skills and their levels of development in students in grades 1-2 at the stage of entering the programme.

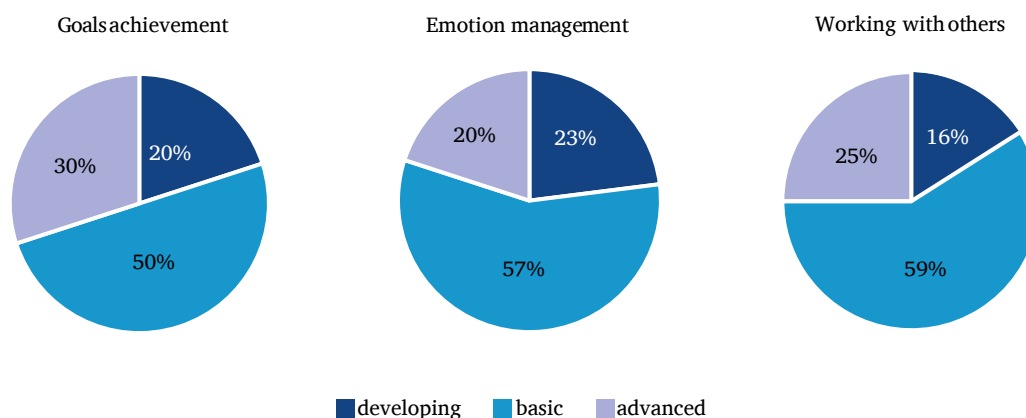


Figure 1. Defining goal-achievement skills, managing emotions, working with others

Source: compiled by the authors

Initial diagnostics revealed that most students demonstrate a basic level of development in all three skills: goal achievement – 50%, emotion management – 57%, working with others – 59%. The strongest area was emotional regulation, indicating that children have basic skills in this area. At the same time, goal achievement stands out as the area most in need of development: only half of the students have a basic level of skill, 30% have a developing level, and only 20% have an advanced

level. These results indicate a satisfactory overall situation, but highlight significant potential for improvement, especially in motivational and goal-oriented aspects.

One of the central components of SED for younger schoolchildren is the development of skills for effective interaction with others, including social competencies for building productive relationships, cooperation, conflict resolution, and consideration of others' positions. Here, the indicator for working with others (59%) confirms the

presence of basic skills, but requires further support. A comparative analysis with similar data from a Russian

study revealed positive correlations between academic performance and all three skills (Table 1).

Table 1. Correlation coefficients between academic performance and key social and emotional skills in Russian and Kyrgyz samples

Russia				
	academic performance	goal achievement	working with others	emotion management
academic performance		0.66**	0.53**	0.47**
Kyrgyzstan				
	academic performance	goal achievement	working with others	emotion management
academic performance		0.83**	0.63**	0.62**

Note: Pearson correlation coefficients; ** $p < 0.01$; academic performance was assessed subjectively by teachers on a scale of 1 to 5 points

Source: compiled by the authors

The strongest correlation is observed between goal achievement, working with others, and managing emotions, which emphasises the role of emotional self-regulation in the social interaction of primary school children. The correlation between managing emotions and working with others illustrates how emotional intelligence underpins successful communication, while the link between achieving goals and the other components demonstrates the close integration of motivation, self-regulation, and communication skills. Established a statistically significant relationship between the level of student achievement and the level of development of their social and emotional skills in both the sample of teachers from schools in the Russian Federation ($n = 593$) and the sample of teachers from schools in the Kyrgyz Republic ($n = 58$). In the Kyrgyz sample, this correlation is more pronounced than in the Russian sample. Among the components of social and emotional development, the skill of “Goal achievement” shows the strongest correlation with teachers’ subjective assessment of pupils’ academic performance, allowing it to be considered one of the key factors influencing the academic performance of primary school pupils. Teachers noted that the proposed methods were appropriate, easy to implement and simple to apply in practice. In most cases, schoolchildren easily understood the wording, which confirmed the adequacy of the adapted scales.

Interpretation of empirical data and practical implications for implementation

The results obtained in the pilot project highlight the high potential of adapted SED diagnostic methods for integration into school practice in Kyrgyzstan. These tools provide a deeper understanding of students’ individual characteristics and enable the development of targeted programmes to strengthen their social and emotional competencies, which is particularly relevant in a multi-ethnic environment. However, the implementation process is in its early stages and needs further refinement, including expanding the sample to include Kyrgyz-speaking students and long-term monitoring. When adapting foreign diagnostic tools, the focus should be not only on linguistic aspects, but also on the broader cultural context. Linguistic adaptation is

only the starting point; it is much more difficult to convey the conceptual core and value orientations of the original methodologies, especially if they originated in a different socio-cultural environment. Key SED concepts such as empathy or self-regulation can be interpreted differently in the Kyrgyz educational, cultural and ethnic context, where traditional values of collectivism reinforce social aspects. Therefore, ethnocultural adaptation is necessary, involving specialists-psychologists, educators and linguists who are fluent in the Kyrgyz language to minimise cultural distortions. As noted by G. Taylor & R. Bagby (2012), emotional regulation is closely related to personality traits such as alexithymia and requires culturally sensitive approaches for accurate diagnosis in multilingual communities.

In addition, the implementation of the project revealed an acute need for professional training of education specialists-teachers, psychologists and social workers-in the diagnosis and development of SED. Many of them lack the skills to confidently apply psychological and pedagogical tools, especially those that require nuanced interpretation of behavioural and emotional manifestations. The lack of such training can distort results and reduce the effectiveness of programmes. J. Zins *et al.* (2004) emphasise that systematic training of teachers in SED increases academic success by 10-15% by integrating emotional skills into everyday learning. Integrating SED approaches into school practice requires a comprehensive, systemic mechanism covering the development of professional development programmes (with a focus on the theory and practice of diagnosis), the creation of regionally adapted methodological materials (taking into account the linguistics, culture and ethics of Kyrgyzstan) and institutional support from government bodies, schools and professional communities. This includes a regulatory framework, the inclusion of SED in standards and plans, and mechanisms for monitoring effectiveness. Research in developmental and educational psychology consistently demonstrates the positive impact of high levels of SED on academic achievement, psychological well-being and stress resilience, the quality of interpersonal interactions with reduced conflict, motivation to learn and self-regulation, as well as long-term adaptation and social realisation in adult life (Moffitt *et al.*, 2011;

Taylor *et al.*, 2017; Gordeeva, 2022). A study by J. Durlak *et al.* (2011) showed that SED programmes improve academic performance by 11 percentage points compared to control groups. Similarly, N. Haynes (2025) emphasises that self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making are the foundation of sustainable motivation and well-being. O. Palamarchuk & Yu. Korotsinska (2020) add that emotional self-regulation in adolescence requires comprehensive measures, such as training and educational work, for the harmonious development of motivational and cognitive spheres. These well-founded positions and international practices formed the basis of a pilot study adapting the methodology for assessing SED and personal potential to the realities of Kyrgyz education. A comparison with international data reveals common patterns and unique features of SED implementation in Kyrgyzstan, highlighting the potential for further empirical research.

CONCLUSIONS

The study confirmed the effectiveness of adapting terminological and diagnostic tools for assessing the social and emotional development of schoolchildren in the Kyrgyz educational environment. The developed thesaurus, which integrates the terminology of Sustainable Development Goals, healthy lifestyles and personal potential, ensured linguistic and conceptual consistency in a multilingual context. This contributed to the formation of a unified terminological space for interdisciplinary programmes, increasing the accuracy and cultural relevance of SED methodologies. Empirical data from pilot testing in schools affiliated with the J. Balasagyn Kyrgyz National University ($n = 333$ students in grades 1-2) revealed the basic level of development of key skills: goal achievement – 50%, emotion management – 57%, working with others – 59%. The skill of achieving goals was identified as the area most in need of development (basic level in 50%, developing in 30%, advanced in 20%), while emotional regulation showed relatively high scores. Correlation analysis (Pearson's coefficient) established statistically significant positive correlations between SED and academic performance in both samples: Russian ($n = 593$ teachers) and Kyrgyz ($n = 58$ teachers). In the Kyrgyz group, these correlations were more pronounced ($r = 0.83$ for goal attainment versus $r = 0.66$ in the Russian group), emphasising the role of motivational and goal-oriented skills as a key factor in the academic performance of primary school pupils. Feedback from participants confirmed the practical value of the

adapted tools: teachers noted their relevance, simplicity and ease of use, while schoolchildren successfully navigated the wording, demonstrating the adequacy of the scales. International diagnostic methods (based on the OECD ESP model) proved their applicability in Kyrgyz schools, provided that they were adapted psychologically, linguistically and ethnoculturally to take into account local values of collectivism and multilingualism.

For successful integration of SED into educational practice in Kyrgyzstan, institutional support, professional training of teachers and inclusion of SED in state standards are necessary. This will not only increase the validity of diagnostics, but also enable targeted interventions to strengthen students' emotional stability and social competence. Prospects for further research include conducting interim diagnostics in 1-2 years and a final assessment at the end of the three-year programme cycle, which will ensure monitoring of SED dynamics and the effectiveness of interventions on an expanded sample, including Kyrgyz-speaking students.

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Мектеп окуучуларынын социалдык-эмоционалдык өнүгүүсүн диагностикалоо жана терминологиясын адаптациялоо (Кыргызстан шартында)

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Аннотация. Бул макаланын актуалдуулугу Кыргызстандагы билим берүү практикасына социалдык-эмоционалдык өнүгүү (СЭӨ) түшүнүгүн интеграциялоонун зарылдыгы менен аныкталат. Азыркы билим берүү системасында СЭӨ инсанды гармониялуу калыптандыруунун, академиялык ийгиликке жетүүнүн жана социалдык адаптациянын негизги компоненти катары таанылат. Бирок Кыргызстанда СЭӨнү системалуу түрдө диагностикалоо ыкмасы жетишсиз болгондуктан, эл аралык инструменттерди жергиликтүү шартка адаптациялоо талап кылынат. Иштин максаты – кыргыз билим берүү системасынын шарттарында мектеп окуучуларынын СЭӨ деңгээлин баалоо үчүн колдонулуучу терминологиялык тезаурусту жана диагностикалык инструменттерди адаптациялоо болуп саналат. Изилдөөдө теориялык анализ, салыштырма обзор, эксперттик баалоо жана пилоттук тестирлөө ыкмалары колдонулган. Эл аралык тажрыйбалар анализденип, тиешелүү инструменттер тандалып алынган. Бар болгон сурамжылоолордун мазмуну жана терминологиясы кыргыз маданий жана тилдик контекстине ылайыкташтырылды. Адаптацияланган инструменттер КНУнун шефтик мектептеринин башталгыч класстарынын 333 окуучусуна жана 94 мугалимдин инсандык потенциалын мониторинг кылуу процессинде пилоттук түрдө колдонулган. Натыйжалар көрсөткөндөй, көпчүлүк окуучуларда негизги социалдык-эмоционалдык көндүмдөрдүн базалык деңгээли (50-59 %) аныкталган, өзгөчө өнүктүрүүнү талап кылган багыт катары максат коюу жана ага жетүү көндүмдөрү белгиленген. СЭӨ менен академиялык жетишкендиктердин ортосунда оң корреляция байкалган, ал кыргыз выборкасында орус выборкасына караганда жогору болгон. Адаптацияланган инструменттер иш жүзүндө колдонууга жарактуу экендигин көрсөттү, бирок этномаданий жактан дагы өркүндөтүүнү талап кылат. Иштин практикалык мааниси – психологдорго, мугалимдерге, методисттерге жана билим берүү программаларынын түзүүчүлөрүнө Кыргыз Республикасынын мектептеринде СЭӨ элементтерин интеграциялоо үчүн ыкмаларды берүүдө турат. Бул билим берүүнүн сапатын жогорулатууга жана инсандык өнүгүүгө өбөлгө түзөт.

Негизги сөздөр: методология; инсандык потенциалды өнүктүрүү; билим берүү уюмдары; мектеп окуучулары; пилоттук изилдөө

Адаптация терминологии и диагностических инструментов социально-эмоционального развития школьников в Кыргызстане

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Аннотация. Актуальность статьи обусловлена необходимостью интеграции социально-эмоционального развития (СЭР) в образовательную практику Кыргызстана с учетом социокультурных особенностей страны. В современном образовании СЭР признается ключевым компонентом гармоничного формирования личности, способствующим академическому успеху и социальной адаптации. Однако в Кыргызстане отсутствует системный подход к диагностике СЭР, что требует адаптации международных инструментов к локальному контексту. Цель работы – адаптация тезауруса и диагностических инструментов для оценки СЭР школьников в условиях кыргызской образовательной системы. В исследовании использовались методы теоретического анализа, сравнительного обзора, экспертной оценки и пилотного тестирования. Были проанализированы международные подходы к диагностике СЭР и проведен отбор релевантных инструментов. Проведена адаптация тезауруса и содержания существующих опросников в соответствии с культурным и языковым контекстом Кыргызстана. Был осуществлен пилотный запуск инструментов среди 333 учеников начальных классов подшефных школ КНУ им. Ж. Баласагына, с мониторингом личностного потенциала 94 педагогов. Результаты показали базовый уровень СЭР у большинства учеников (50-59 % по ключевым навыкам), с выявлением зон для развития, таких как достижение целей. Установлена положительная корреляция между СЭР и академической успеваемостью, более выраженная в кыргызской выборке по сравнению с российской. Адаптированные инструменты доказали применимость, но требуют этнокультурной доработки. Практическая ценность заключается в предоставлении психологам, педагогам, методистам и разработчикам образовательных программ инструментов для внедрения СЭР в школы Кыргызской Республики, способствующих повышению качества образования и личностному развитию.

Ключевые слова: методология; развитие личностного потенциала; образовательные организации; учащиеся школ; пилотное исследование