

National Research University Higher School of Economics

**Voprosy obrazovaniya/Educational Studies Moscow
No 4, 2024**

established in 2004, is an academic journal published quarterly
by the HSE University

ISSN 1814-9545 (Print)

ISSN 2412-4354 (Online)

The mission of the journal is to provide a medium for professional discussion on a wide range of educational issues. The journal publishes original research and perceptive essays from Russian and foreign experts on education, development and policy. "Voprosy obrazovaniya/Educational Studies Moscow" strives for a multidisciplinary approach, covering traditional pedagogy as well as the sociology, economics and philosophy of education.

Conceptually, the journal consists of several parts:

- Theoretical materials and empirical research aimed at developing new approaches to understanding the functioning and development of education in modern society
- Papers on current projects, practical developments and policy debates in the field of education, written for professionals and the wider public
- Statistical data and case studies published as "information for reflection" with minimal accompanying text
- Information about and analysis of the latest pedagogical projects
- Reviews of articles published in international journals

Target audience: Leading Russian universities, government bodies responsible for education, councils from federal and regional legislatures, institutions engaged in education research, public organizations and foundations with an interest in education.

All papers submitted for publication in the "Voprosy obrazovaniya/Educational Studies Moscow" journal undergo peer review.

Distributed by subscription and direct order

Address

HSE University

20 Myasnitskaya St., 101000 Moscow, Russian Federation

Tel: +7 (495) 772 95 90 *15511 *15512

E-mail: edu.journal@hse.ru

Homepage: <http://vo.hse.ru/en/>

Voprosy obrazovaniya / Educational Studies Moscow

Yaroslav Kuzminov

Editor-in-Chief, Academic Supervisor, HSE, Russian Federation

Editorial Board

Elena Penskaya, Deputy Editor-in-Chief, HSE, Russian Federation

Irina Abankina, HSE, Russian Federation

Viktor Bolotov, The Eurasian Association for Educational Assessment, Russian Federation

Isak Frumin

Andrey Podolsky, MSU, Russian Federation

Alexander Sidorkin, College of Education, CSU Sacramento, USA

Evgeniy Terentev, HSE, Russian Federation

Alla Tryapicina, Herzen State Pedagogical University of Russia

Maria Yudkevich

Associate Editors

Maria Abramova, National Research Tomsk State University, Russian Federation

Kirill Barannikov

Alexandra Bochaver, HSE, Russian Federation

Alexey Lyubzhin, Dmitry Pozharsky University, Russian Federation

Ilya Prakhov, HSE, Russian Federation

Editorial Council

Mark Agranovich, Federal Institute of Education Development, Russian Federation

Alexander Asmolov, Moscow University, Russian Federation

Michael Barber, Pearson Affordable Learning Fund, Great Britain

David Berliner, Arizona State University, USA

Vladimir Briller, Pratt Institute, USA

Martin Carnoy, Stanford University, USA

John Douglass, University of California in Berkely, USA

Vladimir Filippov, Ministry of Education and Science of Russia

Sergey Filonovich, Graduate School of Management, HSE, Russian Federation

Alma Harris, University of Malaya, Malaysia

Josh Hawley, Ohio State University, USA

Manuel Heitor, Technical University of Lisbon, Portugal

Steve Kerr, University of Washington in Seattle, USA

David Konstantinovskiy, Institute of Sociology RAS, Russian Federation

Vitaly Kurennoy, HSE, Russian Federation

Oleg Lebedev, Moscow School of Social and Economic Sciences, Russian Federation

Prashant Loyalka, Stanford University, USA

Simon Marginson, Institute of Education, University of London, Great Britain

Igor Remorenko, Moscow City Teachers' Training University, Russian Federation

Alexey Semenov, Moscow State Pedagogical University, Russian Federation

Jussi Välimaa, University of Jyväskylä, Finland

Editorial Staff

Executive Editor D. Platonova, Literary Editor T. Gudkova,

Proof Reader E. Andreeva, Pre-Press N. Puzanova,

Managing Editor M. Maltsev

Table of contents No 4, 2024

Mariya Abramova, Dmitry Klevtsov, Irina Shcheglova, Kseniia Vilкова What Are the Benefits of First Year Student Extracurricular Engagement: Academic Achievements, Desire to Complete a Degree and Psychological Well-Being	8
Elena Gorbunova, Ekaterina Mayukova, Elena Ovakimyan, Danila Pavliuk Why School Olympiad Winners Are Excluded from Highly Selective Universities	33
Dmitry Efimov, Alexey Batishchev, Alexander Kostyuk, Angelina Makhson, Matvey Svoyski Student Engagement Cultures in Russian Student Representation: Party-Goers, Pragmatists and Citizens	61
Alina Ivanova, Ilya Denisov How to Measure the State of Flow in Learning? Testing of the Study-Related Flow Inventory on a Sample of Russian Students	95
Yulia Koreshnikova, Pavel Sorokin From Behaviorism to Neoconstructivism: A Review of Educational Theories for the Development of Independence in the Conditions of Neo-struction	126
Ashot Mirzoyan, Irina Suslova, Angelina Govorova Relationship between Soft Skills and Academic Outcomes in Higher Education: Evidence from Undergraduate Management Students.	151
Anastasiya Nisskaya, Arina Chuvilina Factors Supporting Independence of Children during Transition to School. Theoretical Overview.	184
Alexei Semenov, Alma Abylkassymova, Tatiana Rudchenko The Foundations for the Current Development of National Mathematical Education, Laid by its Leaders in the 20th Century	214

Ksenia Tarasova, Daniil Talov, Irina Shcheglova, Taras Pashchenko, Anastasiia Beliaeva	
Forming Critical Thinking: The Role of Students' Epistemic Beliefs and Styles of Learning in Russian Universities.	240
Mikhail Shchevliagin, Diana Koroleva	
Personalising Learning: Do Teachers Use Student Voice and Choice at Secondary School?	263
Содержание журнала «Вопросы образования / Educational Studies Moscow» в 2024 г.	290