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Psychological assessment of effectiveness of teacher training
for developing creative, intercultural,
and plurilingual competencies

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The article introduces a psychological assessment program that evaluates the effectiveness of teacher training for developing school students' creative, intercultural, and plurilingual competencies. To establish a framework for the discussion, we refer to the PICK approach and present its theoretical construct and educational objectives.

The proposed assessment program uses a pre-test/post-test experimental design that includes quantitative and qualitative instruments for measuring the competencies of both teachers and school students.

The PICK training contributes to developing teachers' creative self and self-efficacy, preventing burnout, and supporting subjective well-being.

The assessment battery for school students includes the Evaluation of Potential Creativity and the Short Scale of Creative Self to assess creative competence; the Multicultural Personality Questionnaire and to assess intercultural competence; the Language and Social Background Questionnaire, the Foreign Language Classroom Anxiety Scale and the Code-switching test to assess plurilingual competence; and Academic Motivation Scale, Multidimensional School Engagement Scale, Multidimensional Students' Life Satisfaction Scale to assess indicators of systemic adaptation at school.

The proposed assessment system aims to evaluate the effectiveness of three training modules for teachers and test the hypothesis about the impact of the development of three competencies on students' systemic adaptation, which contributes to the scientific understanding of personality development.

Key words: psychological assessment, creativity, plurilingualism, pluriculturalism, intercultural competence, systemic adaptation

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Introduction

There is steadily growing empirical evidence that plurilingual, intercultural, and creative competencies facilitate an individual's systemic adaptation to the modern world. These findings hinted at the plausibility of developing pedagogical technologies that nurture these competencies (Khashirskaya, Kharkhurin, 2022). The present work is concerned with the development of the assessment of the effectiveness of such programs. In the article's first half, we present the PICK aims, structure, and expected results. In the second half of the article, we present the assessment program designed to evaluate the effectiveness of the PICK system. The assessment program includes two batteries of psychometric tools measuring teachers' and students' competencies, respectively.

The PICK pedagogical technology aims to cultivate students' plurilingual, intercultural, and creative competencies, which in turn are supposed to facilitate their systemic adaptation to the modern world. Over the last two decades, empirical research has established a connection between multilingual and multicultural practices and the development of cognitive functions and personality traits associated with creativity (overview in Kharkhurin et al., 2018; Van Dijk et al., 2018). The outcomes of this research were formalized in a Plurilingual Creativity framework (Kharkhurin, Charkhabi, 2021), which is the theoretical framework of the PICK technology (Kashirskaya, Kharkhurin, 2022).

PICK training modules

The PICK takes a holistic approach that considers the educational aspects of the training program, the mental states of the students, and their socio-cultural environment.

At the core of the PICK technology is teacher training. In the new paradigm, a teacher is perceived as an emotional leader and facilitator who can help resolve students' conflicts, promote their psychological well-being, and establish a favorable classroom atmosphere. Hence, teachers are challenged to develop those skills themselves because how can one teach something one does not know? There is evidence that teachers who underwent training to improve their self-regulation and self-efficacy could enhance their students' discipline, responsibility, and self-efficacy (Bruna et al., 2023). Teachers who developed their emotional intelligence and creativity tended to be more successful in nurturing these competencies in their students (Valente, Lourenço, 2022). Therefore, a teacher's role should not be limited to teaching academic subjects; a teacher's practical and adaptable skills significantly impact the overall success of their students

(Ulug et al., 2010). To this end, new curricula are being designed where soft skills development is integrated into teaching standard subjects (Almeida, Morais, 2021).

The PICK technology is based on person-centered teaching approach that is experienced firsthand by teachers during training. This approach helps to strengthen their emotional maturity and overcome any unconscious resistance to change. Group work is conducted so that teachers can put themselves in the shoes of a student. Along with gaining new knowledge and skills, the training provides a platform for the personal transformation of teachers. They become aware of their psychological states and learn to monitor them in their students.

The PICK training is divided into three modules, each corresponding to one of the PICK key competencies: plurilingual, intercultural, and creative. During the training, participants learn about the knowledge, skills, and attitudes required to develop these competencies in their respective fields, such as mathematics, physics, literature, history, geography, etc.

On the first day of the training, participants attend an introductory lecture, followed by two days of learning and practicing techniques for developing soft skills. The training uses examples from various academic disciplines to ensure that humanities, natural sciences, technology, engineering, and mathematics teachers acquire knowledge and skills in the proper context. Psychological and didactic methods are employed to facilitate successful communication. On the fourth day, teachers present individual projects demonstrating how they plan to apply their acquired knowledge and skills in future lessons. After the training, teachers are expected to implement the acquired techniques in their respective classrooms.

The first module develops creativity by teaching creative problem-solving techniques, divergent and convergent, metaphorical and associative thinking development. The second module develops intercultural competence through cultural awareness, communication, empathy, and tolerance. The third module develops plurilingualism using innovative code-switching techniques and anxiety-reducing methods.

In addition to training modules, the PICK technology offers three blocks of lectures and workshops, helping teachers develop students' intrinsic motivation, establish a positive psychological climate, and optimize classroom activities. Teachers are given methodological and psychological support, including workbooks, links to examples, supervisory groups, and webinars. Workshops are also offered for more profound theoretical and methodological research and practical advice to improve specific techniques while working with students.

Assessment of the PICK training effectiveness

This section presents the assessment program to reveal the efficacy of the PICK technology. The program comprises an empirical study including various indicators and instruments to assess teachers' and students' key competencies.

The PICK training aims at a wide range of educators. Therefore, the assessment program involves teacher and student samples from all three schooling levels (elementary, middle, and high) and various disciplines (native and foreign languages, arts and humanities, social and natural sciences, and mathematics).

We use an experimental pre-test/post-test double blind design involving experimental and control groups of both teachers and students. The mixed-method research design (Creswell, Clark, 2011) incorporates quantitative and qualitative data collection instruments.

The study consists of four stages. Stage 0 involves information sessions for school administrators and teachers. Stage I involves pre-test quantitative data collection: a) assessment of teachers' competencies; b) assessment of students' creative, intercultural, plurilingual competencies, and systemic adaptation; c) assessment of students' competencies by teachers. Stage II involves qualitative data collection: a) online teachers' dairies to reveal the transformation of the educational process; b) a series of semi-structured post-experience interviews with the teachers. Stage III involves post-test quantitative data collection identical to Stage I.

Thus, we investigate the effects of PICK training on teachers' and students' competencies. We expect teachers and students from the experimental group to demonstrate increased performance on the tests measuring key competencies compared to their counterparts from the control group.

Assessment of teachers' competencies

As discussed above, developing soft skills and methodological support for teachers lies at the core of the PICK approach. Therefore, the assessment program includes a set of psychological tests to diagnose teachers' competencies (see Appendix A) and questionnaires to reveal their attitudes (see Appendices B and C). These instruments are used for quantitative data collection during pre- and post-tests in Stages I and III. We suppose that the PICK training develops teachers' self-efficacy, subjective well-being, burnout resistance, creative self-efficacy, and transform their attitudes. The assessment instruments for these competencies are presented below.

Self-efficacy

Many researchers regard self-efficacy as a predictor of teacher performance and student achievement (Malmberg, Hagger, 2009). Bandura (1986) defined self-efficacy as “beliefs in one’s capabilities to organize and execute courses of action required to manage prospective situations” (p. 6). Teachers’ self-efficacy had positive links with their personal accomplishments, job satisfaction, commitment, and reduced burnout (Zee, Koomen, 2016). Teachers’ sense of efficacy was also related to students’ academic achievements, motivation, and sense of efficacy. It was found to be relatively stable and to be a long-term predictor of the quality of instruction (Künsting et al., 2016), students’ mental health (Pap et al., 2023), and well-being (Zee, Koomen, 2016). In addition, teachers’ efficacy beliefs influence their effort in teaching, setting goals, and level of aspiration (Tschannen-Moran, Hoy, 2001). For example, low efficacy expectations may cause many teachers to leave their profession within the first five years of teaching (Talley, 2017).

Self-efficacy is assessed by the Teacher Sense of Efficacy Scale (Tschannen-Moran, Hoy, 2001), which measures efficacy for instructional strategies, classroom management, and student engagement.

Subjective well-being

Subjective well-being reflects individuals’ overall evaluation of the quality of their lives (Diener et al., 2018). As mentioned earlier, teachers’ psychological well-being factors, such as personal accomplishment, job satisfaction, and commitment, were related to teachers’ self-efficacy (Zee, Koomen, 2016). A recent meta-analysis demonstrated that teachers’ subjective well-being is significantly associated with the quality of student-teacher interactions and students’ well-being and engagement (Maricuțoiu et al., 2023).

The teachers’ subjective well-being is assessed by the Mental Health Continuum Short Form (Keyes, 2018), which measures emotional, psychological, and social well-being.

Burnout resistance

Emotional burnout is caused by prolonged moderate-intensity stress associated with various activities, which can make a person feel worse over time. Burnout is a condition of physical and psychological exhaustion arising from prolonged exposure to stressful working conditions over time (Schaufeli et al., 2020). Teachers’ burnout affects the overall schooling

process and may have a detrimental impact on student's motivation and academic achievements (Madigan, Kim, 2021). A decrease in teachers' burnout correlates with increased students' academic self-perception (Carroll et al., 2021). Moreover, teachers' emotion regulation skills and life satisfaction were associated with students' well-being and prosocial behavior (Braun et al., 2020).

Teachers' emotional burnout is assessed by The Burnout Assessment Tool (Schaufeli et al., 2020), which measures exhaustion, mental distance, impaired emotional and cognitive control, as well as psychological and psychosomatic complaints of burnout.

Creative self-efficacy

It is essential to demonstrate that the training boosts teachers' creative self-efficacy. It refers to one's awareness of the ability to produce creative work (Tierney, Farmer, 2002). This awareness reflects the extent to which people can identify their creative potential. Creative self-efficacy influences the relationship between creative potential and achievements at eminent and everyday creativity levels (Karwowski et al., 2018). Moreover, Karwowski and his colleagues demonstrated that creative self-efficacy correlated with creative ability, self-rated originality, intrinsic motivation, emotional intelligence, and self-esteem.

Creative self-efficacy is assessed by the Short Scale of Creative Self (Karwowski et al., 2018), which measures creative self-efficacy and creative personal identity.

Intercultural competence

The PICK training aims to help students develop personality traits to communicate effectively with people from various cultures.

The Multicultural Personality Questionnaire (van der Zee et al., 2013) is a tool used to evaluate personality traits essential for successful intercultural communication. The questionnaire measures five traits: cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility. Cultural empathy is the ability to understand and empathize with the feelings, thoughts, and behaviors of individuals from different cultures. Open-mindedness reflects an attitude that is unbiased towards cultural differences. Emotional stability refers to the ability to remain calm in unfamiliar and stressful situations. Social initiative is the willingness to actively participate in social situations and take the initiative to engage with others. Finally, flexibility refers to the ability to interpret new situations as positive challenges and adapt accordingly.

Plurilingual and pluricultural competencies

To flexible and creative use of language and cross-cultural awareness among plurilingual speakers are assessed by the Plurilingual and Pluricultural Competence scale (Galante, 2020).

Assessment of teachers' experience

To assess the transformative effect of the technology, we employ qualitative methods: dairies and post-experience semi-structured interviews. These data provide additional insights into the development of teachers' soft skills. We use an interpretive approach with broad and open-ended questions to allow respondents to provide in-depth accounts of their teaching experiences. Reflexive thematic analysis is used to interpret the data (Braun, Clarke, 2019).

The structure of the dairies is presented in Appendix B. The purpose of the dairies is to document teachers' experiences, identify effective teaching strategies, and reflect on developing students' creative, intercultural, and plurilingual competencies. After completing each training module, teachers have several months to implement their newly acquired skills in their educational practice. During this time, they are asked to fill out individual online Google forms at the end of each month to reflect on any changes they have made to the educational process and the impact of these changes on their students. This reflective process enables teachers to evaluate the impact of the PICK training on themselves and prepare for post-experience interviews.

We conduct individual interviews with the teachers a few months after the training. The interview focuses on the teachers' methods for developing creative, intercultural, and plurilingual competencies, their observations of changes in students' behavior, and their reflections on educational outcomes. The interview questions are presented in Appendix C.

These instruments are used for qualitative data collection in Stages II. The data from teachers' dairies and interviews provide additional insights into their professional development. They could also help interpret data obtained from an assessment of students' competencies.

Assessment of students' competencies

The PICK technology aims to develop students' systemic adaptation through training teachers to develop creative, intercultural, and plurilingual competencies. Therefore, the assessment program includes a set of psychological tests to diagnose students' creative, intercultural, and plurilingual competencies and their systemic adaptation (see Appendix D).

These instruments are used for quantitative data collection during pre- and post-tests in Stages I and III. We suppose that the PICK training develops students' key competencies. The assessment instruments for these competencies are presented below.

Creative competence

The PICK technology aims to help students develop their creative potential and build their awareness about this potential. Hence, the system's efficiency in the creative domain is assessed by the tests of creative potential and self-efficacy.

Creative potential

Creative competence is a complex syndrome that comprises cognitive, conative, and emotional components that interact dynamically with the educational environment (Barbot et al., 2011). To assess it, we use the multidimensional test battery, Evaluation of Potential for Creativity (EPoC; Lubart et al., 2011), designed to reveal creative potential in school students.

EPoC focuses on assessing creative potential in a domain-specific manner. The test battery has two alternative forms to assess the creativity progress in pre-test and post-test study design. Each form includes eight subtests that combine verbal and graphic types of expression with divergent and convergent thinking modes.

The subtests represent four scores: Divergent-Exploratory thinking in the Graphic domain, Divergent-Exploratory thinking in the Verbal domain, Convergent-Integrative thinking in the Graphic domain, and Convergent-Integrative thinking in the Verbal domain.

Creative self-efficacy

Similar to teachers' assessment, students' awareness of their creative potential is assessed by the Short Scale of Creative Self (Karwowski et al., 2018), which addresses their creative self-efficacy and creative personal identity.

Intercultural competence

The PICK training aims to help students develop personality traits to communicate effectively with people from various cultures. Hence, its efficiency in the intercultural domain is assessed regarding the development of multicultural personality. The Multicultural Personality Questionnaire (van der Zee et al. in 2013) evaluates students' personality traits essential for successful intercultural communication.

Plurilingual competence

The PICK technology aims to help students develop an ability to use languages for communication and to participate effectively in intercultural interaction. Hence, its efficiency in the plurilingual domain is assessed by language proficiency, foreign language anxiety, and code-switching tests.

Language experience

To assess language use in various contexts, we suggest The Language and Social Background Questionnaire (Anderson et al., 2018). The instrument consists of three sections: the first one includes demographic information; the second covers the languages the respondent can understand and speak, the age of language acquisition, the context of language learning, and self-rated language proficiency; the third section assesses language use and code-switching in different situations. Higher bilingualism scores indicated more frequent, intense, or prolonged experiences in using two languages daily (Wagner et al., 2023).

Foreign language anxiety

The PICK training provides teachers with instruments to reduce foreign language anxiety, often seen as a major psychological barrier to language learning. According to Horwitz et al. (1986), foreign language anxiety refers to a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

We employ the 33-item Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) that assesses three factors: test anxiety, communication apprehension, and fear of negative evaluation.

Code-switching

The Code-switching test includes a short introductory text that should be read and developed to a story. When writing a story, respondent should switch from one language to another as often as possible. To calculate a code-switching frequency score, the number of switches performed by each participant is divided by the total number of written words.

Plurilingual and pluricultural competencies

To measure flexible and creative use of language and cross-cultural awareness among plurilingual speakers we use the Plurilingual and Pluricultural Competence scale (Galante, 2020).

Systemic adaptation

The rationale of the PICK training is that developing the students' key competencies leads to their systemic adaptation to the modern world. Hence, the system's overall efficiency is assessed by the tests that tap into adaptation. Empirical studies demonstrated that the following constructs are used as indicators of school adaptation: intrinsic motivation (Weva et al., 2022); behavioral, emotional, cognitive, and social components of school engagement (Skyler, 2019); subjective well-being (Kanonire et al., 2020; Tomás et al., 2020). Therefore, the construct of systemic adaptation is assessed through measures of intrinsic motivation, school engagement, and subjective well-being.

Intrinsic motivation

In educational psychology, motivation is considered a crucial concept that plays a significant role in learning efficacy and academic achievement (Vallerand et al., 1992). The self-determination theory distinguishes intrinsic, extrinsic, and amotivation (Deci, Ryan, 1985). Based on this theory, Vallerand et al. developed the Academic Motivation Scale, which evaluates those types of motivation.

The seven subscales of the instrument assess three types of intrinsic motivation: motivation to know (the pleasure and satisfaction one derives from learning, exploring, or trying to understand something new), motivation to accomplish things (the pleasure and satisfaction one experiences when attempting to accomplish or create something), and motivation to experience stimulation (stimulating sensations, such as sensory pleasure, fun, excitement, sensation of flow, or aesthetic experience).

External factors, such as rewards and constraints, regulate extrinsic motivation. The scale differentiates three levels of extrinsic motivation: external regulation (regulating one's behavior through external means such as rewards and constraints), introjection (one begins to internalize the reasons for one's actions), and identification (one's behavior becomes valued, judged necessary, and perceived as chosen by oneself).

Amotivation explains less self-determined behavior. Amotivated students perceive their behaviors as caused by forces out of their control, experience feelings of incompetence, and may eventually stop participating in academic activities.

Studies have shown that intrinsic motivation and identification (autonomous forms of regulation) are associated with higher academic achievement, more productive reactions to difficulties, and higher subjective well-being. In contrast, external regulation and introjection are associated

with lower academic achievement, less productive reactions to difficulties, tendencies to abandon school, and lower subjective well-being (Gordeeva et al., 2017).

School engagement

If academic motivation refers to the internal processes that explain the reasons for students' participation in learning activities, school engagement is considered an external manifestation of motivation (Wang, Degol, 2014). School engagement is identified as a multidimensional social relationship construct. Hence, it appears to be an indicator of systemic adaptation.

The Multidimensional School Engagement Scale (Wang et al., 2017) measures the behavioral, emotional, cognitive, and social components of two global factors: engagement and disengagement.

School engagement refers to students' state of connection with the school community, characterized by relational attachment to people within the school, cooperative participation in activities organized by the school, and psychological identification as a school member (Wang et al., 2017). In contrast, school disengagement refers to alienation that reflects students' sense of disconnection from the school community, characterized by relational detachment, resistant participation, and psychological disidentification (Wang et al., 2017).

The behavioral component of the scale reflects the degree of active participation in school and extracurricular activities, following rules, compliance, and acceptance of the principles and norms of the educational institution, absence of disciplinary violations, and attendance. The emotional component includes a student's overall positive emotional reactions at school, feelings of belonging to school, interest in activities, reactions to teachers and classmates, experiences of success, and reactions to school performance. The cognitive component characterizes diligence, thoughtfulness, the desire to make additional efforts to perform academic work well, concentration on completing educational tasks, readiness to solve complex problems, and self-control. The social component reflects the context of students' relationships and their involvement in social interactions with peers and adults.

Subjective well-being

In recent years, subjective well-being has become a significant goal of general education. It is included in various international programs assessing the quality of education (e.g., PISA; Kanonire et al., 2020).

Students' well-being is assessed by the Multidimensional Students' Life Satisfaction Scale (Huebner, 1994), which is grounded in the multidimensional life satisfaction model. This instrument has five subscales. The family subscale is associated with students' satisfaction with their family relationships. The school subscale assesses students' satisfaction with the school environment regarding support for their interests and the general attitude towards school and educational activities. The friends subscale aims to study students' satisfaction with their relationships with peers. The life conditions subscale is related to students' satisfaction with their neighbors and the area of residence. The self subscale relates to students' satisfaction with themselves, their positive attitude towards themselves, and other people's opinions. This scale strongly correlates with general self-esteem (Sychev et al., 2018).

We use an abridged 18-item version (Sawatzky et al., 2009), which demonstrated good psychometric properties for most subscales.

Conclusion

The purpose of the article is to provide an overview of the assessment program designed to evaluate the effectiveness of the PICK teacher training. The program uses a pre-test/post-test double blind longitudinal study design with experimental and control groups of students. The assessment program includes quantitative instruments measuring teachers' and students' competencies and qualitative instruments measuring teachers' experience.

Participation in the PICK training is expected to enhance teachers' self-efficacy, subjective well-being, resistance to burnout, creative self-efficacy, and transform their attitudes. These soft competencies help nurture students' systemic adaptation components, such as motivation, engagement, well-being, and academic outcomes.

To assess the effectiveness of each PICK training module, the assessment program suggests diagnosing students' creative, intercultural, and plurilingual competencies. These competencies are associated, and their development is expected to contribute to systemic adaptation. Therefore, the program includes a set of indicators and instruments measuring students' key competencies and systemic adaptation. The choice of included indicators of systemic adaptation is based on previous empirical studies that demonstrated the multiple associations between students' academic motivation, school engagement, and subjective well-being.

The effectiveness of the training will be evaluated using the following measurements. First, significant changes in the dynamics of creative,

intercultural, and plurilingual competencies and systemic adaptation indicators in the experimental group of students compared to their peers from the control group will serve as evidence of the PICK training efficacy. Second, we expect positive dynamics in teachers' creative self, self-efficacy, and well-being, as well as decreased burnout indicators in teachers who participated in the training.

The proposed assessment system aims to evaluate the effectiveness of three training modules for teachers and test the hypothesis about the impact of the development of three competencies on students' systemic adaptation, which contributes to the scientific understanding of personality development.

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Appendices

Appendix A. Variables and instruments for teacher competencies assessment

Variables	Instruments
Self-efficacy	Teacher Sense of Efficacy Scale (TSES) includes a long form (24 items) and a short form (12 items), measures efficacy for instructional strategies, classroom management, students' engagement (Tschannen-Moran, Hoy, 2001)
Emotional burnout	Burnout Assessment Tool (BAT) 33 item scale consists of the BAT-C with four core dimensions: exhaustion, mental distance, impaired emotional, and cognitive control (23 items) and BAT-S with two secondary dimensions: psychological and psychosomatic complaints (10 items) (Schaufeli et al., 2020)

Subjective well-being	Mental Health Continuum Short Form (MHC SF) 14-item scale measures emotional, psychological, and social well-being (Keyes, 2018), Russian version (Osin, Leontiev, 2020)
Creative self-efficacy	Short Scale of Creative Self (SSCS) 11-item scale measures creative self-efficacy and creative personal identity (Karwowski et al., 2018)
Multicultural Personality	Multicultural Personality Questionnaire – short form (MPQ-SF) 40-item scale measures five traits: cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility (van der Zee et al., 2013)
Plurilingual and pluricultural competence	Plurilingual and pluricultural competence scale (PPC) 22-item scale measures plurilingual and pluricultural competence (Galante, 2020), Russian version (Belova, Kharkhurin, 2025)

Appendix B. List of diary questions for teachers

1. What methods for developing creative/intercultural/plurilingual competencies did you use in your lessons last month? (the list of methods is given)
2. How did the students react to the changes in the educational process?
3. Which methods of developing creative/intercultural competence are better suited for your subject teaching?
4. What challenges did you meet? How did you cope with these challenges?
5. Additional comments on your experience with the PICK technology

Appendix C. List of interview questions for teachers

1. What did you remember most from the training?
2. What methods of developing creative/intercultural/plurilingual competence did you use in your lessons?
3. What methods are preferred by your students?
4. What methods did they dislike or resist?
5. What changed in the student's behavior after you started using methods of developing creative/intercultural/plurilingual competence in your lessons?
6. Have you invented new techniques for developing creative/intercultural/plurilingual competence?
7. How do you plan to use the methods of developing creative/intercultural/plurilingual competence in the future?
8. What does developing creative/intercultural/plurilingual competence give your students?
9. What are the main conditions for the development of creative/intercultural/plurilingual competence in students in lessons?
10. What do you need for productive work on developing creative/intercultural/plurilingual competence?

Appendix D. Variables and instruments for student competencies assessment

Variables	Instruments
Creative competence	
Creative potential	Evaluation of Potential Creativity (EPOC) ability-based test measures two key modes of creativity: divergent and convergent thinking; includes verbal and graphic subtests to assess a profile of creative potential (Lubart et al., 2011)
Creative self-efficacy	Short Scale of Creative Self (SSCS) 11-item scale measures creative self-efficacy and creative personal identity (Karwowski et al., 2018)
Intercultural competence	
Multicultural Personality	Multicultural Personality Questionnaire – short form (MPQ-SF) 40-item scale measures five traits: cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility (van der Zee et al., 2013)
Plurilingual competence	
Language experience	Language and Social Background Questionnaire (LSBQ) Three-sectional instrument assess language use in various contexts (Anderson et al., 2018)
Foreign language anxiety	Foreign Language Classroom Anxiety Scale (FLCAS) 33-item scale measures test anxiety, communication apprehension, and fear of negative evaluation (Horwitz et al., 1986), Russian version (Kalganova, Mardanshina, 2015)
Code-switching	To calculate a code-switching frequency score, the number of switches is divided by the total number of written words
Plurilingual and pluricultural competence	Plurilingual and pluricultural competence scale (PPC) 22-item scale measures plurilingual and pluricultural competence (Galante, 2020), Russian version (Belova, Kharkhurin, 2025)
Systemic adaptation	
Academic motivation	Academic Motivation Scale (AMS) 21-item scale measures intrinsic, extrinsic motivation, and amotivation in education (Vallerand et al., 1992), Russian version (Gordeeva et al., 2017)
School engagement	Multidimensional School Engagement Scale (MSES) 37-item scale measures behavioral, emotional, cognitive, and social components for two global factors: engagement and disengagement in adolescents (Wang et al., 2017), Russian version (Fomina, Morosanova, 2020)
Subjective well-being	Multidimensional Students' Life Satisfaction Scale (MSLSS) abridged 18-item scale measures satisfaction with family, friends, school, living environment and self (Huebner, 1994; Sawatzky et al., 2009), Russian version (Sychev et al., 2018)
Control variable for comparative cross-cultural studies	
Intelligence	Culture Fair Intelligence Test (CFIT) ability test measures cognitive abilities devoid of socio-cultural and environmental influences (Cattell, 1940), Russian version (Denisov, Dorofeev, 1996)

Юдина Т.А., Каширская Е.В., Хархурин А.В.
Психологическая оценка эффективности тренинга
для учителей по развитию креативной, межкультурной
и полилингвальной компетенций учащихся

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В статье представлена программа психологической оценки эффективности тренинга для учителей, который направлен на помощь преподавателям в развитии ими креативной, межкультурной и полилингвальной компетенций у школьников. Чтобы создать основу для обсуждения программы, мы обратимся к подходу РІСК и представим его теоретическую конструкцию и образовательные цели.

Предлагаемая программа оценки использует пре-тест/пост-тест экспериментальный дизайн, включающий в себя не только количественные, но и качественные инструменты для измерений компетенций как у педагогов, так и у школьников.

Тренинг РІСК способствует формированию креативного Я и педагогической самоэффективности, а также предотвращению эмоционального выгорания и поддерживает субъективное благополучие школьных учителей.

Батарея тестов для обучающихся включает в себя: Тест оценки творческого потенциала и Краткую шкалу креативного Я для оценки креативной компетенции; Опросник мультикультурной личности для оценки межкультурной компетенции; Опросник языкового и социального опыта, Шкалу языковой тревожности и Тест кодовых переключений для оценки полилингвальной компетенции; а также Шкалы академической мотивации, Многомерную шкалу школьной вовлеченности и Многомерную шкалу удовлетворенности жизнью школьников для оценки индикаторов системной адаптации обучающихся в школе.

Описанная в данной статье система психологической оценки осуществляет эмпирическую проверку эффективности трех учебных модулей для школьных учителей и дает возможность проверить гипотезу о влиянии развития креативной, межкультурной и полилингвальной компетенций на системную адаптацию школьников, что, в свою очередь, вносит вклад в научное понимание механизмов развития личности.

Ключевые слова: психологическая оценка, креативность, полилингвизм, поликультурность, межкультурная компетенция, системная адаптация

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