

осуществляется в основном в определенном классном коллективе как первое объединение школьников, в котором формируются особые отношения учащихся, влияющие на процесс социализации личности, ее духовно-нравственное становление, что требует постоянной педагогической коррекции. Без активной деятельности классного руководителя невозможно создать психологический комфорт, творческую атмосферу, условия, в которых учащиеся начальных классов смогут по-настоящему адаптироваться, раскрыться и творчески реализовать себя. В большинстве случаев в современных условиях остается деятельность классного руководителя, сочетающая учебную нагрузку по предмету с организацией воспитательной работы в классе. Институт классного руководства продолжает развиваться, меняются модели, функции, формы и содержание его работы. Классный руководитель остается центральной фигурой воспитательного процесса в образовательном учреждении.

Ключевые слова: начальный, классный руководитель, учитель, воспитание, методы, педагогика, ведущий.

Preparing a future teacher for the activities of a classroom teacher in elementary school

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Abstract

The primary school teacher, as well as the class teacher, is the direct and main organizer of educational work at the first stage of education, an official appointed by the school director to carry out educational work in the classroom. No matter how we talk about strengthening the educational function of learning, the educational process is carried out mainly in a certain classroom group as the first association of schoolchildren, in which special student relationships are formed that affect the process of socialization of a personality, its spiritual and moral formation, which requires constant pedagogical correction. Without the active activity of the class teacher, it is impossible to create psychological comfort, a creative atmosphere, conditions in which primary school students will be able to truly adapt, open up and creatively realize themselves. In most cases, in modern conditions, the activity of the class teacher remains, combining the educational load on the subject with the organization of educational work in the classroom. The Institute of Classroom Management continues to develop, the models, functions, forms and content of its work are changing. The class teacher remains the central figure of the educational process in an educational institution.

Keywords: primary, class teacher, teacher, education, methods, pedagogy, leader.

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ENHANCING STUDENTS' MOTIVATION AND ENGAGEMENT THROUGH INQUIRY-BASED LEARNING

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Abstract

This study examines the effectiveness of Inquiry-Based Learning (IBL) in enhancing motivation, engagement, and academic performance in English as Foreign Language (EFL) contexts. Through a systematic literature review and an experimental study, the research investigates how IBL fosters student autonomy and deeper understanding of language concepts. Findings indicate that students exposed to IBL-based instruction demonstrate higher levels of intrinsic motivation, greater interest in learning, and improved confidence in using the target language. The inquiry-driven approach encourages active participation, problem-solving, and

collaboration, leading to sustained engagement and improved academic outcomes. Students' perceptions of IBL were predominantly positive, despite initial challenges in adapting to a less structured learning environment. The study highlights the pedagogical potential of IBL in EFL instruction and suggests its broader integration into language education. Future research should explore its long-term impact on language acquisition and adaptability across diverse learning contexts.

Keywords: Inquiry-Based Learning, English as a Foreign Language, motivation, student engagement, learner autonomy, active learning, collaborative learning, critical thinking, pedagogical strategies, second language acquisition.

Introduction

Motivation and engagement are key factors influencing success in language learning, particularly in the context of English as a Foreign Language (EFL). They not only contribute to academic success but also foster the development of lifelong learning skills. One of the effective ways to promote these qualities is through the Inquiry-Based Learning (IBL) method, a student-centred methodology that gives learners an opportunity to be in charge of their learning [Gholam A., 2019: P.113].

Traditional teaching methods, which often rely on teacher-centered instruction and memorization, have been criticized for failing to actively engage students in the learning process. In contrast, IBL emphasizes student-driven exploration, critical thinking, and problem-solving, aligning with constructivist theories of learning [Ashirimbetova M., Shayakhmetova D., 2024: P.47]. IBL encourages students to ask questions, design investigations, and draw conclusions, thereby promoting deeper understanding and intrinsic motivation.

As education systems worldwide shift towards student-centered learning approaches, understanding effective methods for fostering motivation and engagement in EFL classrooms has become increasingly relevant. Despite the recognized potential of IBL, the effectiveness of it in enhancing motivation and engagement remains underexplored.

This study aims to address this gap by comparing the outcomes of students in an IBL-based experimental group with those in a traditional instruction control group. The research questions guiding this study are:

1. How does IBL impact students' intrinsic motivation and engagement compared to traditional instruction?
2. How do students perceive the IBL approach compared to traditional methods?

Methods

This study investigates the impact of Inquiry-Based Learning (IBL) on enhancing motivation and engagement in the context of English as a Foreign Language (EFL) instruction. To address this topic comprehensively, a systematic literature review approach was employed, synthesizing qualitative and quantitative findings from existing studies. The methodology aims to examine how IBL influences students' intrinsic motivation and engagement in language learning.

The study was conducted in two phases. The first component of the research design involved the analysis of studies published between 2000 and 2024. The review focused on the implementation of IBL in language learning contexts, with particular attention to the impact of IBL on motivation and engagement. The selected studies were analyzed to identify common themes, challenges, and discrepancies in how IBL has been applied in classrooms, as well as the outcomes it yields in terms of enhancing students' motivation and engagement levels.

The second phase consisted of an empirical study involving second-year university students enrolled in a foreign language: two-foreign languages study program. In the study where experimental and control groups were used, the students were randomly assigned to either the experimental group or the control group, ensuring similarity in terms of the levels of motivation and engagement. The experimental group was exposed to IBL-based instruction, which focused on student-driven inquiry,

problem-solving, and critical thinking activities. In contrast, the control group followed traditional instruction methods, consisting of teacher-led lessons and teacher-centered strategies.

The study materials used in the research included custom-designed lesson plans and motivation and engagement questionnaires. The procedure followed in the studies typically involved a pre-survey to assess motivation and engagement levels, followed by an intervention where the experimental group received IBL-based instruction and the control group continued with traditional methods. After the intervention, a post-survey was conducted to evaluate the changes in the levels of motivation and engagement.

The data analysis was focused on comparing the results of the experimental and control groups, identifying significant differences in motivation and engagement levels. By synthesizing both qualitative and quantitative data, this study aims to provide a comprehensive understanding of the impact of IBL on EFL learning environments. The research will also highlight the challenges and barriers faced in implementing IBL and suggest practical recommendations for future research and educational practices.

Literature review

The systematic review of the literature revealed several key findings regarding the impact of IBL on motivation and engagement. The studies that were analyzed showed a clear trend indicating that IBL had a positive effect on students' motivation and engagement compared to traditional instructional methods.

A study by Rafiq, Triyono, and Djatmiko (2023) explored the integration of Inquiry-Based Learning (IBL) and Problem-Based Learning (PBL) in vocational education and its impact on student engagement. Their findings indicated that while both methods enhanced student-centered learning, IBL was particularly effective in developing systematic and logical thought, whereas PBL emphasized adaptability and problem-solving skills. The study also highlighted that students in the IBL group demonstrated higher engagement levels, actively seeking information and collaborating with peers to explore solutions, ultimately fostering deeper conceptual understanding and motivation [Rafiq A.A. et al., 2023: P.660].

For instance, R.Meulenbroeks found that students who participated in inquiry-based learning practical, particularly those supported by instructional videos, showed significant gains in intrinsic motivation compared to those in the control group using traditional direct instruction. The study highlighted that students in the IBL groups experienced higher levels of interest, enjoyment and perceived competence, which are key components of intrinsic motivation [Meulenbroeks R. et al., 2024: P.350].

Another study by Talampas (2024) further supports the positive impact of Inquiry-Based Learning (IBL) on student engagement and motivation. The study revealed that the utilization of IBL in the learning process significantly enhanced students' motivation, with high levels of engagement reported [Talampas M., 2024: P.1]. The study also found that IBL fostered critical thinking and problem-solving skills, as students were encouraged to ask questions, explore new concepts, and collaborate with peers. This active participation in the learning process not only increased their interest in science but also improved their ability to apply knowledge to real-world situations. Talampas emphasized that IBL's student-centred approach allowed learners to take ownership of their learning, which in turn boosted their motivation and engagement in the classroom [Talampas, 2024: P.5].

Continuing from the previous discussion, another study by Caswell and LaBrie (2017) provides a unique perspective on the impact of IBL from the viewpoint of a graduate student in collegiate studies. Initially, he expressed apprehension about the IBL approach, as he was accustomed to traditional, teacher-centred instruction in his studies. However, as the course progressed, he found that the IBL method encouraged him to take ownership of his learning, engage deeply with the material, and collaborate with peers to solve complex problems. Despite the initial frustration and difficulty in

understanding the material without direct guidance, he reported that the IBL approach ultimately led to a deeper conceptual understanding of the subject content. He noted that the collaborative nature of the class, where students presented their solutions and received feedback from peers and the instructor, significantly enhanced his critical thinking and problem-solving skills [Caswell C.J., LaBrie D.J., 2017: P.164].

The analysis of the studies also highlighted the positive relationship between IBL and academic performance. For example, a study by Ali (2020) investigated the impact of Inquiry-Based Learning (IBL) on the development of reading and writing skills among university-level EFL (English as a Foreign Language) students in Iraq. The study employed a quasi-experimental design, with one group receiving IBL-based instruction and the other following traditional teaching methods. The results revealed that students in the IBL group showed significant improvement in both reading and writing skills compared to the control group [Ali H.F., 2020: P.92].

Ali (2020) also highlighted that the IBL model encouraged students to take an active role in their learning process. By engaging in problem-solving activities and collaborative discussions, students were able to develop a deeper understanding of the material and apply their knowledge in new contexts. This active participation not only improved their academic performance but also increased their motivation and confidence in using English [Ali H.F., 2020: P.95].

These studies collectively highlight the multifaceted benefits of Inquiry-Based Learning, including increased student motivation and engagement, enhanced critical thinking and problem-solving skills as well as improved academic performance. The findings suggest that IBL is a powerful pedagogical approach that can transform traditional classrooms into dynamic, student-centered learning environments.

Results

Building on the insights from the literature, which demonstrate the effectiveness of Inquiry-Based Learning in enhancing motivation and engagement, the following experiment was designed to explore its impact in a university-level EFL context. The experiment involves two groups of students: an experimental group exposed to IBL-based instruction and a control group following traditional teacher-centered methods. The aim of this experiment is to investigate how these different instructional approaches influence students' motivation and engagement towards learning English.

The participants in this study were 30 second-year English as a Foreign Language (EFL) students enrolled at L.N.Gumilyov Eurasian National University. They were randomly assigned to two groups: the experimental group (15 students) and the control group (15 students). The groups were similar in terms of age, gender, and academic background, ensuring that any observed differences could be attributed to the instructional method. The study also ensured that both groups had similar levels of prior knowledge in English language skills.

For the experimental group lessons based on IBL were conducted, which emphasized student-centered activities, active learning, and collaboration. The lessons in this group were designed to foster curiosity, critical thinking, and problem-solving skills. Throughout the 4-week intervention, students were encouraged to ask questions, investigate English language concepts independently, and collaborate with peers in group tasks. Activities included group discussions, research projects, student-led presentations, and reflection journals. These activities were aimed at promoting deeper engagement with the content and encouraging students to take ownership of their learning.

In contrast, the control group followed a traditional teacher-centered approach, where the instructor was the primary source of knowledge, and students primarily absorbed information through lectures. The focus was on memorization, repetitive practice, and individual assignments. Students worked individually on exercises, and the teacher led the class with limited opportunities for student participation.

The materials used for both groups included customized lesson plans aligned with the same learning

objectives, focusing on improving language skills and language comprehension. In addition to the academic performance tests, pre- and post-intervention surveys were used to assess students' motivation and engagement levels. These surveys included Likert-scale questions and open-ended prompts.

The study was conducted over a 4-week period. In the first week, both groups took a pre-test, which assessed the level of students' motivation and engagement to measure their attitudes toward the subject and their level of participation in learning. Over the following 3 weeks, the experimental group engaged in IBL-based instruction, while the control group followed traditional teaching methods. At the end of week 4, both groups completed the same motivation and engagement questionnaire. The data from these tests and surveys were analyzed to determine the impact of the different instructional methods on students' levels of motivation and engagement.

The distribution of students' degrees of motivation as gathered from both the experimental and control groups is represented in Table 1.

Table 1

Distribution of students' motivation levels in experimental and control groups before the experiment

Type of group	Degrees of motivation					
	Total number of students	Very low	Low	Average	High	Very high
Experimental	15	2	3	5	4	1
Control	15	2	2	6	4	1

The results indicated that students in both groups generally demonstrated an average level of motivation. While the experimental group showed slightly lower motivation levels compared to the control group, the difference between the two is not particularly significant. Since the majority of students in both groups fell within the "average" motivation category, there is considerable potential for the implementation of the IBL method to enhance students' motivation and engagement.

Following the initial assessment, the experimental teaching phase was conducted, during which the Inquiry-Based Learning (IBL) method was implemented. The lessons in the experimental group were designed to encourage students to explore language concepts independently, ask questions, and engage in collaborative activities. One of the key tasks used during the intervention was a problem-solving discussion activity. In this task, students were presented with a real-life scenario where they had to plan a short cultural exchange program for international students visiting their university.

Students were divided into small groups and guided through an inquiry process where they researched different cultural aspects, brainstormed possible activities, and discussed how to present their ideas effectively in English. Instead of receiving direct instructions from the teacher, they were encouraged to seek information, ask critical questions, and evaluate the effectiveness of their program through peer discussions. This task not only developed their language skills but also fostered engagement, critical thinking, and collaboration.

At the end of the experimental teaching phase, the same motivation and engagement questionnaire was administered to both the experimental and control groups. The post-test results revealed that students in the experimental group, where the IBL method was used, demonstrated higher levels of motivation and engagement compared to their initial assessment. The number of students in the "high" and "very high" motivation categories increased, while fewer students reported "low" motivation levels. In contrast, the motivation levels in the control group remained unchanged.

Table 2 presents the results of students' degrees of motivation in the experimental and control groups after the experiment.

Table 2

Distribution of students' motivation levels in experimental and control groups after the experiment

Type of group	Degrees of motivation					
	Total number of students	Very low	Low	Average	High	Very high
Experimental	15	0	1	6	6	2
Control	15	2	2	6	4	1

The comparative analysis of the motivation levels of both groups at the beginning and end of the study is presented below (Figure 1).

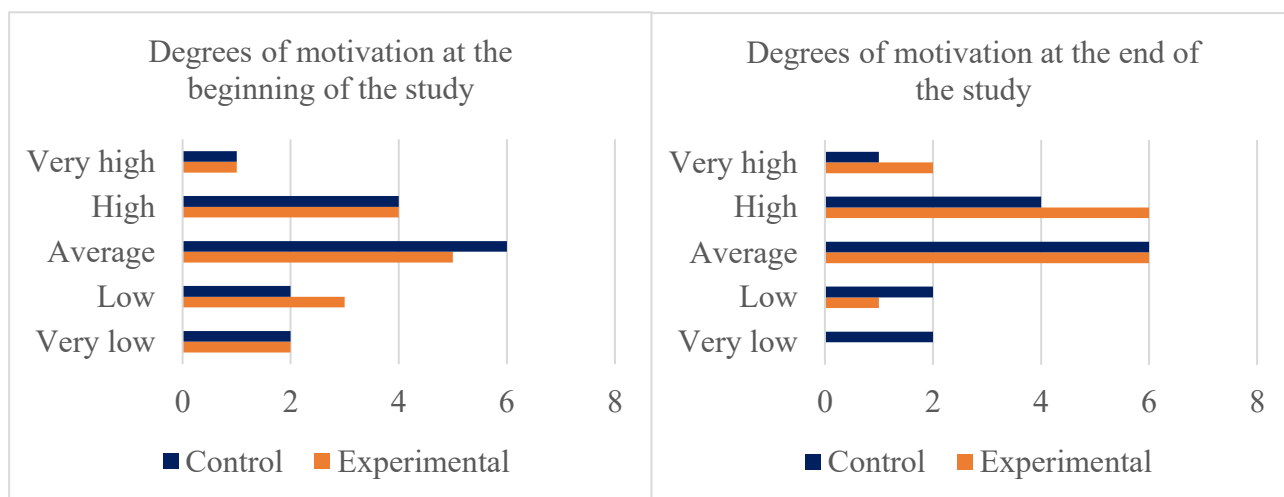


Figure 1. Comparative analysis of motivation levels in experimental and control groups at the beginning and end of the study

Thus, these findings suggest that the implementation of the IBL method had a positive impact on students' motivation and engagement, as students became more actively involved in their learning process. The student-centered nature of IBL allowed them to take ownership of their learning, which contributed to increased enthusiasm and participation in classroom activities.

Discussion

The findings of this study highlight the effectiveness of Inquiry-Based Learning (IBL) in fostering motivation and engagement among future English language teachers. The results demonstrate that students who engaged in IBL-based activities exhibited higher levels of both.

One of the key implications of this study is the significant impact of IBL on student engagement. The results suggest that when learners are actively involved in the process of inquiry, they become more responsible for their own learning, leading to deeper comprehension and retention of the material.

A particularly notable finding of this study is the improvement in collaborative learning among students in the IBL group. The inquiry-based tasks, such as the problem-solving discussion on cultural exchange programs, encouraged students to work together, share ideas, and critically analyze different perspectives.

Despite these positive findings, there are some limitations to consider. First, the study was conducted over a relatively short period (4 weeks), which may not have been sufficient to fully assess the long-term impact of IBL on motivation and engagement. Future studies could extend the duration of the intervention to determine whether the observed effects are sustained over time.

In terms of pedagogical implications, the findings suggest that incorporating IBL into EFL instruction can significantly enhance student motivation and engagement. Educators should consider integrating

inquiry-driven activities into their lesson plans, focusing on problem-solving tasks, collaborative projects, and student-led discussions. However, it is also important to provide structured support during the initial stages of IBL implementation to help students transition from passive learning to active inquiry.

Future research should explore the impact of IBL on other aspects of language acquisition, such as critical thinking skills, creativity, and long-term knowledge retention. Additionally, investigating how different variations of IBL (e.g., guided inquiry vs. open inquiry) affect student outcomes could provide valuable insights for educators looking to tailor this approach to their specific teaching contexts.

Conclusion

The findings of this study provide compelling evidence that Inquiry-Based Learning (IBL) is an effective approach for enhancing students' motivation and engagement in EFL contexts. The systematic literature review and experimental study demonstrated that students exposed to IBL-based instruction exhibited higher levels of intrinsic motivation and engagement compared to their peers in traditional teacher-centered classrooms.

The results revealed that students in the experimental group, who participated in IBL activities, reported greater interest in learning, a stronger sense of autonomy, and increased confidence in using the target language. The collaborative and inquiry-driven nature of IBL allowed students to take ownership of their learning, which contributed to their sustained engagement and deeper understanding of English language concepts. Furthermore, the academic performance of the experimental group showed significant improvement, reinforcing the idea that IBL not only enhances motivation but also leads to tangible learning gains.

Moreover, students' perceptions of IBL were overwhelmingly positive. They appreciated the opportunity to engage in real-world problem-solving, critical thinking tasks, and collaborative discussions. Although some initial challenges were noted (such as adapting to a less structured learning environment), students ultimately found the IBL approach to be more stimulating and rewarding than traditional methods.

The implications of these findings suggest that EFL educators should consider integrating IBL into their teaching practices to foster more engaging and effective learning experiences. IBL provides a framework that aligns with these pedagogical goals, giving the increasing emphasis on learner autonomy and critical thinking in modern language education. Additionally, its adaptability across various proficiency levels and educational settings makes it a versatile tool for language teachers.

Future research should explore the long-term impact of IBL on students' linguistic proficiency, as well as its effectiveness in hybrid and digital learning environments. Investigating how IBL strategies can be optimized for students with different learning styles and cultural backgrounds would further enrich the understanding of its pedagogical potential.

In conclusion, Inquiry-Based Learning serves as a transformative pedagogical tool that redefines traditional EFL instruction, shifting the focus from passive knowledge reception to active knowledge construction. IBL equips students with essential language skills while preparing them to become independent and reflective learners in an increasingly complex world.

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Зерттеуге негізделген оқыту әдісі арқылы студенттердің мотивациясы мен белсенділігін арттыру

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Аңдатпа

Бұл зерттеу зерттеуге негізделген оқытудың (Inquiry-Based Learning, IBL) мотивацияны және қатысуды арттырудағы тиімділігін қарастырады. Жүйелі әдеби шолу мен эксперименттік зерттеу арқылы IBL студенттердің автономиясын дамытуға және тілдік ұғымдарды тереңірек түсінуге қалай ықпал ететіні зерттелді. Нәтижелер IBL әдісімен оқытылған студенттердің ішкі мотивациясының жоғары деңгейін, оқуға деген қызығушылығының артуын және мақсатты тілді қолданудағы сенімділігінің күшеюін көрсетті. Зерттеуге негізделген әдіс белсенді қатысуды, мәселелерді шешуді және бірлескен жұмысты ынталандырады, бұл тұрақты қызығушылық пен академиялық нәтижелердің жақсаруына әкеледі. Студенттердің IBL-ге деген көзқарасы негізінен оң болды, дегенмен оқу ортасына бейімделуде бастапқыда қиындықтар болды. Зерттеу IBL-дің шет тілдерін оқытудағы педагогикалық әлеуетін атап көрсетеді және оны тілдік білім беруге кеңірек енгізуді ұсынады. Болашақ зерттеулер оның тіл меңгеруге ұзақ мерзімді әсерін және әртүрлі білім беру контексттеріне бейімделуін зерттеуі керек. *Түйін сөздер:* зерттеуге негізделген оқыту, ағылшын тілі шет тілі ретінде, мотивация, студенттердің белсенділігі, оқушының автономиясы, белсенді оқыту, бірлескен оқыту, сыни ойлау, педагогикалық стратегиялар, екінші тілді меңгеру.

Повышение мотивации и вовлеченности студентов через исследовательский метод обучения

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Аннотация

В данном исследовании рассматривается эффективность обучения на основе исследований (Inquiry-Based Learning, IBL) в повышении мотивации, вовлеченности и академической успеваемости в контексте изучения английского языка как иностранного (EFL). Путем систематического обзора

литературы и экспериментального исследования анализируется, как IBL способствует развитию автономии учащихся и более глубокому пониманию языковых концепций. Результаты показывают, что студенты, обучавшиеся по методике IBL, демонстрируют более высокий уровень внутренней мотивации, больший интерес к обучению и повышенную уверенность в использовании целевого языка. Исследовательский подход стимулирует активное участие, решение проблем и развивает навыки групповой работы, что приводит к устойчивой вовлеченности и улучшению академических результатов. Восприятие IBL студентами в целом было положительным, несмотря на первоначальные трудности в адаптации к менее структурированной учебной среде. Исследование подчеркивает педагогический потенциал IBL в преподавании английского языка и рекомендует его более широкую интеграцию в языковое образование. Будущие исследования должны изучить его долгосрочное влияние на освоение языка и адаптивность в различных образовательных контекстах.

Ключевые слова: исследовательский метод обучения, английский язык как иностранный, мотивация, вовлеченность студентов, автономия учащихся, активное обучение, коллективное обучение, критическое мышление, педагогические стратегии, освоение второго языка.

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