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THE PHENOMENON OF FOREIGN LANGUAGE EDUCATION IN THE MODERN SCIENTIFIC DISCOURSE

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ФЕНОМЕН ІНШОМОВНОЇ ОСВІТИ В СУЧАСНОМУ НАУКОВОМУ ДИСКУРСІ

У статті здійснено аналіз сучасного наукового дискурсу щодо осмислення феномену іншомовної освіти. Узагальнено трактування понять і термінів, що визначають сучасну терміносистему навчання іноземної мови: "білінгвізм", "багатомовність", "полікультурна освіта", "двомовна освіта", "багатомовна освіта", "рідна мова", "іноземна мова", "друга мова", "чужа мова" та ін.

З'ясовано, що авторство терміна "іншомовна освіта" належить Є. Пассову, який увів його до наукового обігу в другій половині 90-х рр. XX ст. у контексті актуалізації особистісно орієнтованої парадигми освіти. Вчений-лінгвіст доводив, що цей термін має замінити поняття "навчання іноземної мові", бо сучасна людина повинна вивчати не лише мову певного народу і країни, але й культуру. Показано, що термін "іншомовна культура" певною мірою штучно інтеріоризований у теорію і практику української педагогічної науки, адже в англомовній літературі не виявлено його відповідника у формулюванні "foreign language education". Натомість у ній фігурує термін "language education" для позначення теорії і практики набуття другої мови або іноземної мови.

Визначено внесок українських і зарубіжних учених – педагогів і лінгвістів – у розробку теоретико-методологічних аспектів іншомовної культури. Представлено відображення у науково-педагогічній літературі основних інтерпретацій цього феномену. Показано, що термін "іншомовна освіта" став загальновживаним в українській педагогічній науці, зокрема активно використовується у працях про її розвиток в України та зарубіжних країнах. Запропоновано визначення іншомовної освіти як спеціально організованого педагогічного процесу навчання, виховання і розвитку особистості здобувача освіти на основі змісту і засобами навчальної дисципліни "іноземна мова". Виходячи з аналізу педагогічної та лінгвістичної літератури, розкрито сутнісні характеристики феномену "іншомовна освіта" в аспектах її цілісності, аксіологічної спрямованості, інструментальності, дієвості і результативності. Виокремлено і схарактеризовано основні структурні компоненти іншомовної освіти: гносеологічний (знання культури і мови країни); навчальний (мовні знання і вміння як засоби спілкування); розвивальний (психологічні, ментальні характеристики носіїв мови і культурних цінностей певної країни); виховний (педагогічний зміст іншомовної культури, що стосується її морально-етичних, естетичних, інших аспектів).

Ключові слова: *іншомовна освіта; полікультурна освіта; двомовна освіта; багатомовна освіта; рідна мова; іноземна мова; друга мова.*

THE PHENOMENON OF FOREIGN LANGUAGE EDUCATION IN THE MODERN SCIENTIFIC DISCOURSE

The article analyzes the modern scientific discourse on understanding the phenomenon of foreign language education. An interpretation of concepts and terms

defining the modern terminology of foreign language learning, such as "bilingualism", "multilingualism", "multicultural education", "bilingual education", "mother tongue", "foreign language", "second language", "Foreign language", etc. is generalized.

It has been found that the authorship of the term "foreign language education" belongs to E. Passov, who introduced it into scientific circulation in the second half of the 1990s in the context of actualizing the personality-oriented education paradigm. The linguist argued that this term should replace the notion of "learning a foreign language", because modern people must learn not only the language of a particular people and country, but also their culture. It is shown that the term "foreign language culture" is to some extent artificially internalized into the theory and practice of the Ukrainian pedagogical science, since its correspondence in the formulation of "foreign language education" has not been found in the English language literature. Instead, it includes the term "language education" to refer to the theory and practice of acquisition of a second or foreign language.

The contribution of Ukrainian and foreign teachers and linguists to the development of the theoretical and methodological aspects of foreign language culture has been determined. The main interpretations of this phenomenon in the pedagogical literature have been presented. It is shown that the term "foreign language education" has become widely used in the Ukrainian pedagogical science, in particular it is actively used in the works on its development in Ukraine and foreign countries. The definition of the foreign language education as a specifically organized pedagogical process of teaching, upbringing and development of the student's personality on the basis of the content and means of the discipline "foreign language" has been suggested. Based on the analysis of pedagogical and linguistic literature, the essential characteristics of the phenomenon of "foreign language education" in the aspects of its integrity, axiological orientation, instrumentality, effectiveness and efficiency have been demonstrated. The following basic structural components of the foreign language education have been distinguished and characterized: epistemological (knowledge of the country's culture and languages); educational (language knowledge and skills as a means of communication); developmental (the psychological and mental characteristics of native speakers and the cultural values of a particular country); educational (the pedagogical content of a foreign-language culture, concerning its moral, ethical, aesthetic and other aspects).

Key words: *foreign language education; multicultural education; bilingual education; multilingual education; mother tongue; foreign language; second language.*

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Introduction

The modern processes of globalization and Ukraine's integration into the world economic and cultural environment necessitate a qualitative modernization

of theoretical and practical approaches to the teaching and learning of foreign languages. A person's need for a rapid adaptation to the conditions of a unified integrated world, the widening of intercultural contacts, the removal of obstacles for their development in different spheres of social life caused the intensification of the sociocultural background of learning foreign languages. Re-interpreting its role in the content of education as a means of training, upbringing and development of the personality the apprehension of the phenomenon of "teaching a foreign language" becomes more diverse.

Thus, along with the dominant in the twentieth century grammatical orientation in teaching a foreign language, in the early 21st century the communicative and cultural aspects of this process were actualized. The educational researchers have begun to prioritize language as a means not only of communication, but also of knowledge and involvement in the culture of the countries and peoples who speak it. This, in turn, intensified the development of the theoretical and practical approaches aimed not so much at language teaching, but at language education, which implies the personal development of the learner, the formation of his culture by means of a foreign language.

As a result, a scientific discourse on the need to develop and introduce new integrative terminological systems, which, in line with the current challenges, invent new approaches to the development of the theory, methodology and content of teaching a foreign language, has intensified. One of the definitions that have been introduced in the educational and scientific usage in Ukraine and the post-Soviet educational space over the last decade is the term "foreign language education". These trends and challenges make it necessary to clarify the complex issues of its origin, genesis, and substantive characteristics.

An analysis of recent research. Our study directly deals with the problem of reflection of foreign language literature in psychological and pedagogical literature, therefore we shall outline the main vectors and approaches of a scientific understanding of this phenomenon. The interdisciplinary nature of the research is manifested in the achievements of the scholars primarily in the fields of pedagogy and linguistics, who develop from their standpoint the theoretical and methodological issues (content, innovative methods, forms, tools, etc.) of the organization of teaching foreign languages in different types of educational institutions. It is believed that the term "foreign language education" was introduced into circulation by the famous Russian linguist E. Passov, who defined its content, structure, and other basic characteristics (Passov, 1998, 2003, 2008). An important contribution to the study of this problem was made by M. Vetchinova, who summarized the development of the theory and practice of teaching foreign students in pedagogy of the second half of the 19th – early 20th centuries (Vetchinova, 2009).

The Ukrainian scholars study foreign language education in two main areas. The first one concerns the development of the theory and the improvement of the methodology of teaching foreign languages in the educational institutions of Ukraine aimed it its integration into the European educational environment. In this

respect, M. Tadeev, who views it through the prism of the category "linguoculture", made a significant contribution to the conceptualisation of this problem (Tadeyeva, 2011). The second dominant area is the research in the sphere of pedagogical comparative studies, which highlights the experience of organizing foreign language education of various categories in foreign countries. A generalized analysis of the achievements of the Ukrainian scholars has revealed some gaps in the scientific-theoretical understanding of the phenomenon of foreign language education, in particular, regarding its authorship, genesis, content interpretation, aspect analysis, etc. This situation led to this study.

The purpose and objectives of the study. The purpose of the study is to analyze the current scientific discourse on the interpretation of the phenomenon of the foreign language education. The objectives of the article are as follows: 1) solve the problem of the origin of the term "foreign language education"; 2) summarize the scientific interpretations of the basic concepts and terms defining the modern term system of foreign language teaching; 3) present the major interpretations of foreign language education in the scientific and pedagogical literature.

Definition of concepts and terms important for understanding the phenomenon of the foreign language education

We proceed from the dominant position in Ukrainian and foreign science, according to which the foreign language education is considered a component of the multicultural education, since the enhancement of multiculturalism in the modern society leads to a comprehensive understanding of the role of the language as an important precondition and universal means of conflict-free interpersonal interaction within multiethnic multilingual societies.

The phenomenon of multicultural education has been comprehensively studied by Ukrainian and foreign scholars (R. Ahadullin (2004), R. Antoniuk, Y. Huletska, O. Hurenko (2009), O. Ivashko, I. Loshchenova (2002), N. McGinn, O. Milyutina (2010), O. Olkhovych, D. Popova, Yu. Syva (2008), P. Sysoev, N. Shulha, N. Yaksa, etc.). From their synthetic analysis, it follows that an objective study of the multicultural education began in the last quarter of the twentieth century, when the efforts of various peoples and nations to intensify their identity against the increasing processes of integration and globalization. At this time, the term "multicultural education" also emerges. In encyclopaedias it was interpreted as the organization and content of the educational and pedagogical process, which presents two or more cultures that differ in linguistic, ethnic, national or racial characteristics. Emphasis was placed on its role in the formation of knowledge and the awareness of the general and particular in the values, traditions, lifestyles of different cultures and peoples.

Despite the different aspects of thematic studies, the modern scholars define the purpose, functions, and other parameters of multicultural education in a rather consolidated way. We emphasize that in multilingual multinational societies, it involves the formation of the ability to understand and respect different cultures and perceptions of the interconnection and interaction of different peoples, nations,

ethnic groups; fostering a positive attitude towards intercultural diversity; awareness of the importance of cultural diversity for the self-realization of the individual; developing skills and abilities to interact with speakers of different cultures on the basis of tolerance and understanding, the ability to effectively communicate through linguistic and colloquial means, and to collaborate in order to achieve common goals. As a kind and factor of a person's socialization, the multicultural education involves the absorption of values and models of the world culture and the sociocultural experience of different countries and peoples while preserving one's own identity, the knowledge and respect for the cultural and historical heritage of one's people (Ahadullin, 2004; Hurenko, 2009; Milyutina, 2010; Syva, 2008).

This leads to an important interim conclusion about the presence of the language component in all these phenomena. Therefore, the foreign language education is also developing and transforming against the background of the multicultural education and is an important factor and component. Based on scientific experience (Bialystok, 2011; Biletska, 2008; Bulgarova et al., 2017; Vaynraykh, 1972; Vereshchagin, 1969; Vetchinova, 2009; Hamanyuk, 2012; Cenoz, 2009, 2013; Talalay, 2017; Shveytser, 1990 and others), we take the English term "bilingualism" (borrowed from the French "bilinguisme") which appeared in the scientific circulation in the 1940s as the initial position for a terminological analysis of the phenomenon of the foreign language education and related definitions. This term was established in the Soviet and post-Soviet, in particular Ukrainian, linguistic, pedagogical, and methodological literature and educational practice. It became one of the starting point in the process of creating terms, which in the 1950–1970s denoted the emergence and assertion in the Western and Soviet science of the terms "monolingualism" and "multilingualism" and their various derivatives, which in the respective dyads are used by scientists as interchangeable in order to denote the processes and phenomena in a society with one, two or more languages (Vereshchagin, 1969, pp. 15–17; Cenoz, 2013).

Given the complexity and multilayered nature of the bilingualism and the long interdisciplinary tradition of its study, the diversity of scientific views on this phenomenon seems quite natural. Among them, we note its three most reasonable, in our view, interpretation, namely: 1) command of two languages, which are quite often used in communication, with one of them being "native", the other "not native", but often used in the ethnic environment (Shveytser, 1990, pp. 481–482); 2) the practice of an alternate use of two languages, which involves the command of the two languages and the regular transition from one language to another depending on the communication situation (Vaynraykh, 1972, pp. 25–29); as a level of command of the languages, and not the practice or usage frequency of the second or third languages (this position is characteristic of "trilinguals" – a term that is hardly used in the Ukrainian science, but is common in the foreign theory and practice, in particular, to refer to persons who speak the official language of the state, that of a national minority, to which one often belongs, and a foreign language) (Cenoz, 2013).

An objective study of the term "multilingualism", the next in our list of terms, is associated with the German linguist M. Braun, who regarded it as a multi-level command of two or more languages. Out of all the diversity of the views of foreign scientists of the late 20th – early 21st centuries on this phenomenon, three main types (aspects) of multilingualism are important for our study: individual aspect – refers to a person's ability to use several languages as a means of communication; social aspect – manifested in territorial (country, region, city, etc.) and political (legitimacy, institutionality, status, prestige of the languages) dimensions; socio-psychological aspect – reflects the peculiarities of the functioning of the languages of individuals and ethnic and social groups in certain societies (Talalay, 2017, pp. 13–26).

In order to clarify the above concepts and to analyze the basic term "foreign language education", it is necessary to find out the essence of such phenomena as the mother tongue, a foreign language, a second language, an alien language, etc., which, because of their variability and situational application, often flow into one another or are transformed into configurations that may have different meanings and senses in the lexical environment of individual countries. In this context, the approaches and peculiarities of the interpretation of foreign language education and other related concepts in a particular national terminology system shall be taken into account in order to adequately characterize the research of Ukrainian scholars.

The definitions of the above-mentioned and other relevant concepts and terms are revealed by accumulating the scientific discourse reflected in the academic vocabularies (Batsevych, 2007; Zahnitko, 2012; Shveytser, 1990) and the analytical studies of scholars (Bulgarova et al., 2017; Hamanyuk, 2012; Tadeyeva, 2011; Cenoz, 2009, 2013, etc.), from the viewpoint of the problem under research. According to the most common genetic approach, understanding the mother tongue as that in which the mother communicates with the child from its birth has been established. However, it should be borne in mind that when choosing a language of education in an educational institution, such content of the concept of "the native language" may be replaced by the concept of "the main functional language", which denotes the language that the student is fluent in. Thus, a child and therefore a student, an adult professional, may have several functional languages, which complicates their division into "native" and "non-native" languages.

Similarly, there is no consolidated interpretation of the term "foreign language" in Ukrainian and foreign science. In the Ukrainian educational practice and the public consciousness, it is understood as a language spoken by residents of other countries, not in the country of origin of a particular person. Using this approach, for example, English is a foreign language for the native speakers of Ukrainian; for the native English speakers in Italy, Italian is also a foreign language, and so on. However, these typical characteristics and examples do not provide an exhaustive understanding of the term "a foreign language", which gives rise to many variations of this term and controversial views on its interpretation. Important for our study is the opinion that the name "foreign language" is "categorically incorrect" because it

distorts the essence of the subject and causes a lot of false reflections. Therefore, it is proposed to be replaced with a more precise term "the foreign language culture", since the language is a component of culture, so knowing the language involves the knowledge of the culture and communication, interaction with its speakers (Passov, 2008, p. 268).

Different interpretations of the terms "mother tongue" and "foreign language" are not corrected, and sometimes even aggravated, by the use of the "intermediate" notion of "the second language". In public use and in the scientific literature, it is understood to mean, for the most part, any language that has been learned since the first, in particular, the mother tongue. This term is usually used in the context of bilingualism to refer to a language that a person has: a) learned at the same time as the first mother tongue; b) mastered in the process of further socialization, in particular, communication in a bilingual environment; c) studied as a foreign language. In the course of training and professional or social activities, a second language may become a functional second language if used by a person with greater or less intensity and in some cases even a functional first language.

We consider the phenomenon of language education as a "transitional terminological link" from the clarification of definitions to the definition of the term "foreign language education". In the Ukrainian scientific discourse (Kuznetsova, 2003; Milyutina, 2010; Pershukova, 2016; Pohribnyy, 2003) we distinguish three approaches to its interpretation. The first one refers the language education to the education in the mother tongue, so in this case, the foreign language education is considered as a separate area of knowledge. The proponents of the second, dominant approach include the study of all modern languages, i.e. "native" and "non-native" in the language education. According to the third "compromissary" approach, on the one hand, the "multi-vector" concept of the "language education" identifies two "leading areas" that include the "mother tongue learning" and the "foreign language learning". On the other hand, this term remains open because it has a practical orientation that denotes the development of the oral and written language and expresses the purpose and essence of the language learning (Kuznetsova, 2003, p. 4).

The genesis and authorship of the term "foreign language education"

An analysis of the scientific and methodological works on the problem of the foreign language education and pedagogical and linguistic studies on the development of its theory and practice in Ukraine and in the world revealed that the Ukrainian scientists actually ignored the authorship of this term, the genesis of its appearance in the scientific, educational and social lexicon. At the same time, it is quite controversial in its essence and is not sufficiently developed in scientific, theoretical and methodological aspects.

Searching for answers to these questions, we found that the concept of the "foreign language education" is a loan translation of the Russian term. The first argument in favour of this version is the opinion established in the Russian pedagogical science (its analysis see: Vetchinova, 2009, etc.), according to which the term "the foreign language education" was introduced to the scientific circulation

by E. Passov in the second half of the 1990s. Studying the achievements of this well-known linguistic demonstrates that he proposed to use the term "foreign language education" instead of "learning a foreign language" in the context of actualization of the transition to personality-oriented education. According to him, the modern school needs "not foreign language teaching, but foreign language education". This process is represented by cognitive, developmental, educational and educational aspects, and education in this case is understood as becoming a person through its entry into culture (Passov, 1998, 2003, 2008).

Considering the unique capabilities of a foreign language, E. Passov regarded it as an "educational" rather than a "learning" category, which has a great potential for the development of the individual, above all, in by learning the culture of one's own and other countries, and the mankind in general. Considering the foreign language education as a powerful channel of relaying a foreign language culture, the scholar warned against mixing this phenomenon with the term "foreign language culture", referring to the culture of the language being studied. In his opinion, the main subject of the foreign language education is such equally subordinated components as the culture and language of a particular country (Passov, 1998). Another argument in favour of the version concerning the emergence of the term "foreign language education" in the Russian-language scientific and educational environment, which was somewhat artificially adopted into the theory and practice of the Ukrainian pedagogical science, is the fact that there is no formulation of "foreign language education" the in English literature, which instead refers to the term "language education" to define the process and practice of acquiring a second language or a foreign language. It is mainly used in the interdisciplinary field of applied linguistics (Cenoz, 2009, 2013; Kavé et al., 2008).

Interpretation of the phenomenon of "foreign language education" in the modern scientific discourse

The term "foreign language education" should be viewed through the lens of the scientific discourse, from the interdisciplinary point of view, taking into account the processes of unification of term systems within the EU and preserving their national peculiarities in certain countries, etc. The phenomenon of foreign language education reflects the general tendency to expand the boundaries of the categorical and conceptual field of the pedagogical science through the adoption of foreign neologisms. Although in many cases they can be replaced by Ukrainian language counterparts, this process is intensifying against due to Ukraine's integration into the European educational space.

An important contribution to the clarification of the essence of the foreign language education was made by M. Vetchinova, who showed its specificity and the tendencies of development as a process that helps to accumulate the experience of creative activity, enhances the spiritual enrichment and formation of the personal culture. The scholar sees the importance and specificity of this phenomenon in its educational potential, which consists in the spiritual improvement of the students on the basis of the dialogue between an "alien culture" and the "native culture"

(Vetchinova, 2009). Although in the thematically oriented studies of Ukrainian and Russian scholars the term "foreign language education" has become widely used, along with it the phrase "foreign language learning" is used synonymously. However, there is a fundamental difference between them. The foreign language learning first and foremost involves the formation of the student's grammatical and lexical skills. In this sense, the term "foreign language education" is broader, because in addition to this "traditional task", it focuses on the solution of a wider range of educational, educational, educational tasks that relate not only to the language but also to the culture of the people.

There is a difference between the basic historical and pedagogical vectors of studying the theory and practice of foreign language education by scientists of different countries. The Russian science is focused on its understanding in the retrospective of the development of the Soviet and modern pedagogy and linguistics. The Ukrainian researchers focus on studying the experience of the foreign language education in foreign countries. The Western scholars are studying the impact of bilingualism and multilingualism on the educational achievement of the students and the cognitive development of people of all ages, including preschoolers and older adults (Bialystok, 2011; Cenoz, 2009; Kavé et al., 2008).

In the contemporary Ukrainian discourse we are following the tendency to understand the content of a foreign language culture in the projection of studying the "culture through language". In this vein, it is proved that it was in the 1990s to the early 21st century, that the subject area "foreign language" was expanded to the level of "foreign language education" and the object of scientific study of the "language" was replaced by the category "lingual culture". This is explained by the new priorities for learning foreign languages, which focus on the end result, such as the formation of competence for intercultural communication. In philosophical and methodological terms, this implies a reliance on a humanistic human-centered education platform, which is realized through person-centered learning (Tadeyeva, 2011, pp. 34–35).

In the context of the development and concretization of such an approach, the opinion that the essence of foreign language education is a combination of mastering a person's non-native (foreign) language with a simultaneous study of the culture of the people speaking that language, is substantiated. Thus, the question is raised of foreign language education as a "linguistic and cultural education"; its main result should be multilingualism of citizens who are aware of their ethnicity and are capable of self-identification. The main content, aim and tasks of the foreign language education are seen in the study of the foreign language culture in a dialogue with the native and other world cultures, the development of a new outlook, the formation of the willingness to live in the modern world through the ability to communicate freely with speakers of other cultures (Bazhenova, 2009, p. 84). Given the role and importance of the foreign language education in the development of the modern national education and the pedagogical science, and the considerable array of studies devoted to its development in Ukraine and in the world, this phenomenon

has not been sufficiently developed in terms of terminology. In particular, its definitions are absent even in specialized reference editions (Batsevych, 2007; Zahnitko, 2012; Shveytser, 1990). In such a situation, we will express the most significant scientific and theoretical aspects of foreign language education.

In the context of developing the theory and practice of the foreign language education, scholars in similar perspectives distinguish its basic structural components: *cognitive* – absorbing the cultural content of a foreign language culture (knowledge of the culture and the language of the country); *educational* – absorbing the social content of a foreign language culture (linguistic knowledge and skills as a means of communication); *developmental* – absorbing the psychological content of a foreign language culture (psychological and mental features of the native speakers and the cultural values of a particular country); *educational* – absorbing the pedagogical content of a foreign-language culture, concerning its moral, ethical, aesthetic and other aspects. In the context of the modern educational paradigm, the focus is on the personality-oriented potential of the foreign language education, which must take into account the individual interests, motives, abilities of the individual and its development as a subject of the dialogue of cultures (Bazhenova, 2009; Galskova, 2008; Hamanyuk, 2012; Gusevskaya, 2011; Vetchinova, 2009; Nikolayeva, 2016; Passov, 1998, 2003, 2008; Tadeyeva, 2012).

Based on the scientific experience, we define the foreign language education as a specially organized pedagogical process of teaching, upbringing and development of the student's personality through the content and techniques of the discipline "foreign language". Important essential features of this phenomenon are revealed in its aspects: *integrity* (the student is enriched with knowledge, skills, experience of dialogical interaction in the process of learning the discipline and the ability and readiness for further self-education through a foreign language); *axiological orientation* (the language and culture act as an instrument of preservation, development, translation of spiritual values of a certain people, nation); instrumentality (the foreign language is a means of forming a humanitarian and humanistic worldview, developing thinking and personal potential, intercultural interaction and socialization of the individual); *efficiency and effectiveness* (the purposeful cognitive, value-oriented, aesthetic, communicative activity ensures the formation of socio-cultural, linguistic-communicative, educational-cognitive, and other competences of the linguistic personality).

Conclusions

The basis for the formation of the term system of the foreign language education is a set of concepts and terms that denote the theory and practice of teaching a foreign language (bilingualism, multilingualism, multicultural education, bilingual education, multilingual education, mother tongue, foreign language, second language, foreign language, etc.). Due to the variability and situational nature of the educational, pedagogical and research processes, they can be modified and transformed. This requires their consideration through the prism of scientific discourse

and an adequate substantive and meaningful application in the coverage of certain educational processes and phenomena.

The term "foreign language education" is genetically derived from the Russian scientific-educational discourse, has virtually no equivalent in the English scientific lexicon, but has been adopted in the Ukrainian educational and scientific pedagogical environment, and to some extent in the field of linguistics. Combining the two core components of "language" and "culture", it is distinguished by its versatility and complex structure. The phenomenon of the foreign language education requires a comprehensive scientific and theoretical reflection in the perspectives of reforming the education system of Ukraine, its integration into the European cultural space and the new challenges of globalization. Adoption of the foreign experience (Bialystok, 2011; Cenoz, 2009; Kavé et al., 2008) opens the prospects for experimental studies on the identification of the relationship and the influence of bilingualism and multilingualism and foreign education on academic progress and cognitive development of people of various ages.

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