Lomonosov Moscow State University

Faculty of Psychology

Psychological Institute of Russian Academy of Education

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SCREEN USE AND EARLY SOCIO-EMOTIONAL DEVELOPMENT: FINDINGS FROM THE GROWING UP IN IRELAND STUDY

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Abstract: Previous research has suggested screen use to be negatively associated with aspects of early socio-emotional development (e.g. hyperactivity). However, these statements have recently been contested in the screen-time literature. The current research explores the socio-emotional development of Irish 5-year-olds from a large nationally-representative sample (Growing Up in Ireland study), and investigates if the amount and type of screen use in early childhood have an impact on this development. Parents in the Growing Up in Ireland study reported the amount of time their children spent on various screen activities, while socio-emotional development was measured using the Strengths and Difficulties Questionnaire. The statistical analyses show that both screen activity and screen time had an impact on aspects of socio-emotional scores. However, the effect sizes were small, with home factors (i.e. parent-child attachment) having a higher impact on scores than screen use itself. These findings add to the growing research-based evidence of the impact screens have at an early age, and also highlight the importance of accounting for external factors when measuring screens' impact on development. The findings are discussed in the context of the environmental factors outlined by developmental theorists as important when considering early development and screen use.

Keywords: screen use, early childhood, socio-emotional development

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PSYCHOLOGICAL PORTRAIT OF ADOLESCENTS POSTING HOSTILE INTERNET CONTENT ON SOCIAL NETWORKS

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Abstract: The Internet content of a negative nature contains psycho-traumatic information that broadcasts a hostile attitude to reality and affects social behaviours and the mental health of users. The purpose of the research is to study the psychological features of young people posting hostile content on social networks. Methods. Overall, 176 students (93 females and 83 males), who are users of social networks, ranging in age from 12 to 18 took part in the study. They were divided into two groups — adolescents (12–13 years old, 94 pupils) and young adults (17–18 years old, 82 students). The research methods are participant observation and content analysis using software with an artificial neural network mechanism, psychological tests. Data processing was carried out using the SPSS 23.0 software package. Results. The leading component of aggressive behaviour of adolescents who post hostile Internet content is physical aggression. Coping strategies aimed at ignoring hardship are combined with the use of verbal aggression and negativism inherent in more extroverted adolescents. Their pronounced sense of guilt discourages rivalry and promotes the search for social support and acceptance. The choice of non-adaptive coping strategies is due to emotional instability and expressiveness, a desire to shift the responsibility onto others. Conclusion. The implementation of results allows for predicting the influence of the Internet content on the person, to identify and parry destructive cognitive effects, and will enable their prevention.

Keywords: Internet content, adolescents, physical aggression, coping strategies, young people posting hostile content, social networks

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IMPACT OF PARENT PARTICIPATION TIME ON EFFECT OF LARGE-SCALE EMPIRICAL RESEARCH BASED ON ONLINE MATHEMATICS COURSE DURING THE EPIDEMIC

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Abstract: The global outbreak of COVID-19 in 2020 has caused home-based online learning to become the new normal of education, and parent education is gradually getting better performance. For primary school students, the time invested by parents in online learning affects the effectiveness of online learning. In this regard, based on the "New Century Primary School Mathematics Micro-Course 3.0 Home Learning Status" survey project, 121,001 effective primary school students were found in Northeast China, North China, Central and South China through the subdivision method. The results show that parent involvement time has a significant impact on pupils' online learning effectiveness; the impact of parent involvement time on pupils' online learning effectiveness has significant differences in different socio-economic aspects of families, different grades and different ways of parent involvement. On this basis, it draws on parent education experience during the epidemic period, and provides suggestions for parent education involvement in the post-epidemic era.

Keywords: online learning effectiveness; Micro-Course

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ALPHA GENERATION INTERNET ADDICTION.

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Abstract: A new cultural and psychological phenomenon — digital childhood is determined by the special social situation of the development of a modern child, which changes the forms of his/her interaction with the outside world, forms new values and social practices, and affects the personal and cognitive development of children and adolescents. Technology is advancing fast, as are new generations, everyone has recently been fascinated by the first digital Z children, but Australian demographer and researcher Mark McCrindle has coined the new generation name. Alpha children are now no more than eleven years old, our research is devoted to the problem of the Internet addiction of this generation. The relevance of the study is due to the fact that the problem of modern youth and children who do not break away from gadgets has been officially recognised. The World Health Organisation has included in the new ICD-11 classifier addiction to computer and video games (6C51) — Gaming disorder is characterised by a pattern of persistent or recurrent gaming behaviour. A child's mobile device first appears at the age of 2, more than 60% of children aged 4-6 have their own smartphone or tablet, and by the age of 11, the indicator reaches 99%. Almost 61% of children violate the parental timelines for using the network. More than 50% of parents complain about the amount of time their child spends online.

Keywords: Internet addiction, Generation Alpha, gambling addiction, gambling disorder, disorders due to addictive behaviors, digital native

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A LONGITUDINAL INVESTIGATION OF CYBER-BULLYING: ASSOCIATIONS WITH RISK AND PROTECTIVE FACTORS

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Abstract: The objective of the study was to examine possible risk (school bullying and victimization, exposure to media violence, callous-unemotional traits, impulsivity and narcissism) and protective (family, peer and school social support) factors that might be associated with cyberbullying and cybervictimization by employing a longitudinal, two-wave design. The sample consisted of 1,416 (50.1% girls) adolescents living in Cyprus. The findings suggested cross-sectional and longitudinal associations between school bullying and cyberbullying and between school-victimization and cybervictimization. Furthermore, callous-unemotional traits were longitudinally related to cyberbullying. Media violence exposure was a risk factor leading to both cyberbullying and cyber-victimization, while family social support was a protective factor for both types of adjustment problems. Finally, family social support protected adolescents living in single-parent households from being cybervictimized when their friendships were not supportive.

Keywords: school bullying, victimization, social support

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SOCIO-PSYCHOLOGICAL PERSPECTIVES ON ONLINE EDUCATION POST COVID-19 PANDEMIC

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Abstract: Socio-psychological perspectives on online education post Covid-19. Authors: Grace Maria Jochan, Rituparna Chakraborty (rituparna.chakraborty@christuniversity.in). Abstract. The pandemic accelerated the process of digitising the education sector leading to a forced paradigm shift with inept resources and skills. Traditional teaching and learning were replaced overnight with online modes of teaching and learning. Although there is ample research on blended learning suggesting the efficacy of them, there is a dearth of studies pertinent to online learning as the primary mode, and the current socio-political scenario entails researchers to re-visit the psychological aspects of online learning. This article attempts to delve into the psychological consequences of the concurrent paradigm shift in the education sector from a socio-psychological perspective. The paper argues for the need to problematise concepts of educational dataveillance, privacy concerns, and safety issues children might encounter in e-learning platforms from the theoretical lens of Foucauldian biopolitics. The permeability of online learning models to remote locations and decreased resources spent are compared and contrasted with learning outcomes of children, parental involvement, the experience of learning online, as well as the impact of mode of schooling on children's conceptual learning, social skills, and play from a socio-psychological perspective. Keywords: Online learning, Child and the Internet, Educational dataveillance, Covid-19 and education

Keywords: Online learning, child and internet, educational dataveillance, Covid-19 and education

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OPPORTUNITIES OF BIG DATA IN PRESERVING AND IMPROVING HEALTH OF STUDENTS ON THE EXAMPLE OF A HEALTH PRESERVATION PROGRAMME FOR GIRLS OF BOARDING SCHOOL

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Abstract: An important sphere of activity of the Boarding School for girls of the Ministry of Defense of the Russian Federation, where 780 adolescent girls aged 10 to 18 are currently studying, is the maintaining and improving of their health. A health preservation program has been developed and implemented for more than ten years, in which a complex of four subject areas is presented: medicine, psychology, physical education and nutrition. In each of the areas, three spheres of activity are carried out: diagnostics, rehabilitation and training. The program is based on the concept of health improvement, taking into consideration the principles of medical support for the professional activity of cosmonauts. The practical possibility of continuous monitoring of the results of all the girls, the constant collection of information, and its fast processing made it possible to obtain an array of data of a high degree of reliability. The Analysis of the data obtained in the process of cooperative effort of doctors, psychologists, teachers of physical education and nutrition specialists helps them form a resource to preserve and strengthen the health of all the girls and each girl individually.

Keywords: individually, preserving and improving health, girls

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TRAJECTORIES OF COGNITIVE DEVELOPMENT IN SCHOOL AGE: RESULTS OF THE CROSS-CULTURAL LONGITUDINAL STUDY OF EDUCATIONAL SUCCESS

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Abstract: The results of the analyses of the patterns of developmental changes in Approximate Number Sense precision, Processing Speed and Visuospatial Working Memory across the school years were presented. The analyses was conducted using data collected from more than 1000 schoolchildren from grade 1 (7.84 years) to grade 9 (15.82 years) who participated in an ongoing longitudinal project named the "CLASS project. 'CLASS' project ('Cross-cultural Longitudinal Analysis of Student Success') is a six-wave with one-year interval longitudinal investigation of schoolchildren from Russia and Kyrgyzstan, which have similar organization of their educational systems but differ in SES and in the results of large-scale educational assessments. The "Blue–yellow dots", the "Choice Reaction Time" and the "Corsi Block-Tapping" tests were used to measure Approximate Number Sense precision, Processing Speed and Visuospatial Working Memory, respectively. The Mixed effect growth approach and the Latent class growth approach were applied. The average and individual developmental trajectories of Approximate Number Sense precision, Processing Speed and Visuospatial Working Memory in Russian and Kyrgyz samples from grade 1 to grade 9 were assess and compare. Different types of developmental trajectories of cognitive functions were identified. The distribution of the different types in the Russian and Kyrgyz samples was compared.

Keywords: Cognitive development, Developmental trajectories, Longitudinal study, Cross-cultural analyses, Approximate Number Sense precision, Processing Speed, Visuospatial Working Memory, School years, Latent classes, Mixed effect

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ASSOCIATIONS BETWEEN VIDEO GAME ENGAGEMENT AND ATTENTION-DEFICIT/HYPERACTIVITY DISORDER SYMPTOMS IN EARLY ADOLESCENCE

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Abstract: There is a growing body of research showing associations between video game consumption and ADHD symptoms. However, possible directions of this association remain relatively unexplored. To investigate that, in our study we followed a cohort of adolescents from age 12 to 13 to investigate whether levels of video game exposure precede the development of ADHD symptomology. Data were analysed using hierarchical multivariate linear models to estimate between-person, within-person, and lagged-within-person associations between video game engagement and ADHD symptomology. In this sample of 1,467 adolescents, youth self-reported weekly number of hours spent playing video games and symptoms of inattention and hyperactivity. The results show that video game engagement between the ages of 12 and 13 contributed to within-individual increases in hyperactivity (β=0.25, 95%CI, 0.16–0.32) and inattention symptoms (β=0.13, 95%CI, 0.08–0.17). Furthermore, higher levels of video game engagement at the age of 12 predicted lagged within-individual increases of hyperactivity (β=0.37, 95%CI, 0.26–0.47) and inattention (β=0.18, 95%CI, 0.13–0.24) symptoms at the age of 13. A between-person negative association was observed uniquely for inattention symptoms (β=–0.29, 95%CI, –0.48 – –0.07). Thus, our results show that increased time engaging video games predicted an increased risk of developing ADHD symptoms in early adolescence.

Keywords: Attention-deficit/hyperactivity disorder, video games, adolescents

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ESTABLISHING DISTANT SERVICES IN ASD SUPPORT AND TREATMENT: CHALLENGES AND OPPORTUNITIES.

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Abstract: The last decade has seen a steady increase in distant services in special education followed by a huge burst stimulated by the COVID-19 lockdown. In the pre-pandemic era, distant learning was mostly limited to educational programmes targeting parents and special education practitioners; the state of lockdown has imposed drastic restrictions on person-to-person special education interventions normally forming the backbone of autism spectrum disorder (ASD) treatment, and forced the practitioners to accept web-based sessions, often mediated by parents, as a possible alternative. This presentation covers recent advances in distant services in ASD support and is specifically focused on distant education programs developed and implemented by Our Sunny World, the largest Russian NGO delivering support and treatment to children and adults with ASD. Our Sunny World provided more than 8,500 web-based sessions to children with ASD and several webinar programs covering more than 1,000 families. A series of stakeholder surveys (over 120 ASD-related professionals, over 250 parent participants) has provided valuable insights on challenges and opportunities related to distant services in ASD support. Overall, the distant services were assessed as very successful. One of the most important benefits was related to greatly enhanced parental engagement and the improvement of parent-child bonding.

Keywords: special education interventions , autism spectrum disorder (ASD), distant services

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CLINICAL AND PSYCHOLOGICAL ASPECTS OF CHILDREN DEVELOPMENT IN THE DIGITAL WORLD

THE DIGITAL WORLD AND COGNITIVE DEVELOPMENT OF PRIMARY SCHOOL CHILDREN: BENEFITS AND RISK FACTORS

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Abstract: The author considers a number of aspects of the problem of the influence of new trends in the development of culture on the cognitive functioning of primary school children. Today, these new trends are primarily represented by digital technologies. According to current data, the impact of these technologies on the cognitive and emotional development of primary school children is ambiguous. Of course, digital technologies open up a number of new opportunities for organizing the educational process, which is especially important in the context of the COVID-19 pandemic. They provide access to huge amounts of information, to a dynamic representation of knowledge about society, culture, the world around us, and a person. At the same time, excessive fascination with digital technologies and gadgets can negate-vely affect the development of a number of mental functions, the communication sphere, and can lead to the development of digital and other addictions. The author not only describes such phenomena, but also interprets the mechanisms of their occurrence from the standpoint of the A. Luria's neuropsychological approach.

Keywords: new trends in the development, digital technologies, children

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DEVELOPMENT OF CHILD'S SELF-AWARENESS IN THE INFORMATION-ORIENTED SOCIETY: DISORDERS AND THEIR PREVENTION

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Abstract: Numerous approaches consider the development of self-awareness the inner basis for mental development. In the dialogical psychology, the development of self-awareness is understood cyclically. Our research demonstrates inter alia that at least four stages of development of self-awareness in children aged between 3 and 7 years can be distinguished. They have two major characteristics: emphasis on "I" (Self) or identification with Other. It has been demonstrated that this foundation can serve well for the systematic diagnostics of mental disorders.

Along with that, development is not a natural process, it is determined by the culture, social environment, culture-related types of communication and by complicated semiotics of sign systems, which serve both as basis and material for the development of child's self-awareness. In other words, the reality of self-awareness is semiotically mediated, not only social. It means that the content and the character of development change along with changes in the social environment, semiotic spaces and types of communication within them. For instance, in the modern information-oriented society we witness new, unknown till now forms of disorders, which are shaped along with broader socio-cultural changes. Clinical psychology is able to anticipate them and to organize the prevention measures on the early stages.

Keywords: mental development, self-awareness

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COULD SOCIAL NETWORKING BE A PROTECTIVE FACTOR IN SELF-HARMING BEHAVIOUR IN ADOLESCENTS?

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Abstract: Self-injurious behaviour is now more and more common among adolescents. For many guys, seeking support on social networks becomes, by self-report, the main way to get support and the main reason for stopping self-harm. Parents of teenagers do not share this opinion, and insist that the Internet worsens the mental well-being of a teenager. Objectives to study the phenomenon of online peer support among adolescents with self-harm. Methods. The study involved self-injured adolescents hospitalised in Scientific-Practical Scientific and Practical Center for Mental Health of Children and Adolescents named after G.E. Sukhareva. As a control group, the study included adolescents with eating disorders. Results. The main and control groups differed in the direction of support for the Internet communities: adolescents with self-harm describe the groups as preventing dysfunctional behaviour (looking for reasons not to harm themselves, sharing emotional experiences); for adolescents with eating disorders — as supporting dysfunctional behaviour. Parents of teenagers in both groups described the Internet community as extremely negative. Conclusions. The views of parents and professionals about the phenomenon of peer support in adolescent Internet communities currently require further research.

Keywords: Self-injurious behavior, teenagers, eating disorders

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SOCIAL COMPARISON IN INTERNET AMONG ADOLESCENTS WITH AN EATING DISORDERS

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Abstract: Social comparison is one of the most important aspects of human interaction. It is proved that the social context largely determines the frequency and direction of social comparisons. An important part of the life processes of modern teenagers has been transferred to social networks, where a large amount of personal information is open, life-style blogs are actively distributed, and the idea of success and beauty, in particular, physical perfection, is cultivated. All this creates unlimited opportunities for social comparisons, to which teenagers are quite vulnerable. There is a hypothesis that the tendency to frequent social comparisons is associated with a wide range of emotional distress and can become a risk factor for mental deterioration. The report will consider the phenomenon of frequent social comparisons by the type of top-down contrast by teenagers on the Internet as a risk factor for the development and chronification of eating disorders.

Keywords: social comparison, eating disorders, adolescents

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DISTANCE LEARNING AS A FACTOR OF NEGATIVE INFLUENCE ON THE DEVELOPMENT OF NEURO-MENTAL DISORDERS IN ADOLESCENTS

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Abstract: Own experience of practical work based on the FSCC for children and adolescents of the FMBA of Russia shows an increase in hospitalisations in a department of psychoneurology of adolescents with complaints of deteriorating health that first appeared on the background of online education. From November 2020 to February 2021, 35 adolescents aged 12 to 17 years (average age 14.5 years) were under the supervision of specialists. Psychological diagnostics was carried out. Three groups of patients were identified. In the first group (65.7%), emotional disturbances of the anxiety-depressive spectrum were observed; the style of family education was characterised by overprotection. Neuropsychological examination did not reveal significant cognitive impairments. In the adolescents of the second group (20.0%) the following problems were observed: impairments in the neurodynamics of mental activity, difficulties in assimilating educational material online. The family system was dominated by the authoritarian style of parenting. In the third group (8.8%), the following aspects were noted: personality traits in the form of demonstrativeness, a secondary benefit from a disease situation. Thus, the identified individual characteristics, the specificity of the social situation of development, the peculiarities of family functioning predispose to the development of negative consequences of the digital educational environment and the emergence of neuropsychiatric disorders.

Keywords: online education, social situation, mental activity

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ONLINE SPEECH THERAPIST COUNSELING FOR CHILDREN WITH SPEECH AND LANGUAGE DISORDERS: DIFFICULTIES AND ACHIEVEMENTS

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Abstract: Common speech therapist's working involves very close contact between child and specialist, the possibility to take the baby by the hands, involve him in a joint game, show and ask him to repeat a wide variety of actions. It is important for speech therapist to look into the child's mouth, assess the muscle tone of the articulatory apparatus, and see the features of speech breathing. When we had to change offline mode of speech therapist counseling to online mode it means significantly limits the specialist's capabilities. In our talk we will discuss: — some aspects of legal, professional and personal safety of all participants in the consultation (child, parents and specialist) in online mode — actions for preliminary preparation for the consultation in depending on the goals and objectives of the planned meeting — more effective and less effective diagnostic and correction tests in offline and online mode — the pros and cons of online speech therapy counseling, prospects and tasks for the near future. The report is based on the experience of speech therapists at the Scientific-practical Children's and Adolescents Mental Health Center n.a. G. Sukhareva, Moscow Department of Health Care during the COVID-19 pandemic in 2020-2021.

Keywords: speech therapist, language disorders, children

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WHY ARE INDIVIDUALS WITH ALEXITHYMIA SYMPTOMS MORE LIKELY ADDICTED TO MOBILE PHONE? MULTIPLE MEDIATING ROLES OF SOCIAL INTERACTION ANXIOUSNESS AND BOREDOM PRONENESS

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Abstract: Previous studies have investigated the relationship between alexithymia and problematic mobile phone use (PMPU) in adolescents. However, yet gaps remain in identifying the internal mechanisms of this relationship. The current research based on the Interaction of Person-Affect-Cognition-Execution model examined the mediating roles of adolescents' social interaction anxiousness (SIA) and boredom proneness (BPS) in this relationship. A total of 1,300 adolescents were recruited from China to completed the Toronto Alexithymia Scale, Social Interaction Anxiousness Scale, Boredom Proneness Scale, and Mobile Phone Addiction Index Questionnaire. In order to make conservative predictions, the demographic variables were controlled as covariates. The results showed that: (1) Alexithymia was positively linked with problematic mobile phone use; (2) both social interaction anxiousness and boredom proneness mediated the link between alexithymia and problematic mobile phone use; and (3) a serial indirect pathway emerged (Alexithymia→SIA→BPS→PMPU). These findings indicated that alexithymia could influence problematic mobile phone use in a simple indirect way (parallel mediation) and in a complex indirect way (serial mediation). Besides, these findings provide some insights into the prevention and intervention of problematic mobile phone use. Keywords: alexithymia, social interaction anxiousness, boredom proneness, problematic mobile phone use, adolescents

Keywords: alexithymia, problematic mobile phone use (PMPU), adolescents

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FACTORS HINDERING AN EFFECTIVE TEACHING AND EDUCATIONAL PROCESS IN THE CONTEXT OF DISTANCE LEARNING.

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Abstract: :The work of teachers in the context of the coronavirus pandemic made it possible to identify problem areas in teaching technology exclusively using distance educational technologies. In distance learning when using video conferencing technologies, perception through the screen of a computer monitor or any gadget is not integral, but fragmentary. There is no way to implement the mechanism of socialisation as a social imitation of peers. A lot of information essential for social understanding and interaction does not fall into the field of observation. Social imitation is a mechanism that helps students with weak self-control and unformed cognitive motivation to engage in work in the classroom along with more mature peers in this regard. The fragmentation of perception also imposes restrictions on the implementation of the mechanism of educational influence and personal development through the demonstration of a personal example by the teacher. When interacting online, there is no such feeling of contact with other people, which occurs with direct interaction. It is difficult to get feedback from students. This prevents an objective assessment of their educational achievements and the provision of psychological and pedagogical regulation of their educational activities.

Keywords: self-control, social understanding, students

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THE GAME AS PREVENTION OF PROBLEMS OF DIGITAL SOCIALISATION OF PRESCHOOLERS

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Abstract: The beginning of the formation of computer addiction in children today occurs in preschool age. We have identified psychological markers of predisposition to the formation of computer addiction in preschool children: 1. Parents have a lack of requirements, prohibitions and minimal use of sanctions in relation to their children. 2. The family is marked by emotional coldness and an unfavourable family situation. 3. Children have increased anxiety, lack of emotional intimacy with their parents; feelings of loneliness, isolation and alienation. 4. Children have a low level of development of play and play activity. In this case, the child does not own his/her own game and does not play in the psychological sense of the word. Even L.S. Vygotsky said that in the game a person realises two positions — one position of the person inside the game. And the other position, which is not externally related to the game, allows the player to build his/her own internal game position, control, and, if necessary, adjust it.

Thus, the main line of help for preschool children at risk of computer addiction is associated with the creation of conditions for them to fully master the game activity.

Keywords: game, computer addiction, digital socialisation

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NEUROPSYCHOLOGICAL REMEDIATION PROGRAM

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Abstract: The pandemic arose challenges shared by all nations, social isolation was mandatory, as a way to contain the proliferation of Covid 19. With isolation, the use of technology has become the only alternative to promote socialization and keep life productive in terms of work and online study. Although they have already been present before, their use has skyrocketed, with all its benefits and harms, among them, the approach of borders for the dissemination of information and knowledge, and the favoring of exchanges like the one expressed in this work, with less cost and time with travels. Although many researches indicate that the digital world is prejudicial in childhood not only because of attention and concentration difficulties, but also regarding emotional issues, we believe that it can benefit children when used educationally or therapeutically. This work suggests a form of treating children with learning disabilities or behavioral problems using video modelling. This technique has already been used in other types of treatment but for neuropsychological remediation it is an innovation in Brazil. In association with the video modelling which focus on motor exercises, we use an interactive platform in order to use cognitive exercises. This video modelling is based on Russian motor remediation techniques which substitutes the ontogenetical development that occur on the first years of life. The exercises start with the lying position, passing through the sitting position and ending at the standing position. All of the exercises were filmed and subtitled step by step so that it could be used not only in Brazil but also abroad. The universe of technology made it possible to create a product that can go beyond the boundaries that limited work by expanding its reach. In this presentation, we will share a little of this material and proposal.

Keywords: social isolation, digital world, video modelling

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PHILOSOPHICAL ANALYSIS OF THE GOALS OF USING ARTIFICIAL INTELLIGENCE SYSTEMS IN EDUCATION

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Abstract: Many countries have chosen education as one of the key areas for using AI.The main goals of using AI systems in education are present in official documents of international organizations (for example, UNESCO «Artificial intelligence in education: challenges and opportunities for sustainable development», 2019), government documents and expert articles. The development of AI systems is associated with personalization and individualization of educational process through the formation of individual educational programs, an individual schedule of the educational process, taking into account individual experience, style of thinking, level of knowledge, for maximum psychological comfort of the child. AI can provide tutoring support for the education process, AI systems will be able to increase the availability of education, support career guidance and employment through the analysis of formed competencies. Proponents of the use of AI in education highlight a number of possible advantages of AI technologies for a child: novelty, possible increase in involvement and motivation; the ability to set individual tasks, depending on the characteristics, which helps child to feel special. Education should address the dilemma of individual autonomy and public good, as AI raises the tension between privacy, respect for human dignity and autonomy, and understanding education as a public good. A very acute problem is the confidentiality of information, the definition of modes and levels of accessibility to the information with which the AI works, and the recommendations that it gives. Dattification in education runs the risk of becoming a factor of stigma and discrimination. AI systems can serve to enhance social normalization, that is, the result of using AI can be exactly the opposite than personification. The problem of responsibility in the application of AI and the problem of creating "trustworthy AI" have not been solved for education. The ethics of the child's interaction with artificial intelligence needs to be developed, the psychological effects of the child's interaction with the AI system are not clear. The development of technologies with insufficient knowledge about the risks and potential threats of AI technologies require additional discussion of scientific ideas about human nature, the status of a child and childhood in the digital world, and the essence of education and upbringing.

Keywords: digital world, artificial intelligence systems

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DIGITAL RESOURCES FOR SUPPORT OF PROFESSIONAL SELF-DETERMINATION OF ADOLESCENTS

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Abstract: The report explains the importance of digital resources for psychological support of professional self-determination of adolescent's psychological programmes. The results of using the focus group online platform Microsoft Forms and technical services for supporting professional self-determination of adolescents are presented. Principles of selection, procedure of placement and presentation of thematic stimulus material are described. Examples of the structure and case situations digital content and reflexive tasks are given in the thematic sections "Social status of my future profession: we recognise positive and negative social experience"; "Choice of profession: how not to be mistaken"; "How to become successful in the profession: gender and age counter-checks." Methods of analysis of success of the proposed material mastering by adolescents, methods of evaluation of case tasks are presented. Video and text materials of cases are given. The results of the work carried out, the prospects of research in this direction are discussed.

Keywords: professional self-determination, adolescents, social status

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RESEARCH ON PREFERENCES OF TEACHING PRIMARY SCHOOL CHILDREN ONLINE OR IN CLASS-BASED FORM

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Abstract: Taking into account the realities of the digital educational space, as well as the challenges faced by the world community in the context of a pandemic, we decided to conduct a local study on younger students of the University School of the EI KFU. The aim of this study was to identify the attitude of primary schoolchildren to online learning during the pandemic from March 2020 until 2021. The study involved 150 primary school students (grades 2–4) of a university school. We have developed a questionnaire, which makes it possible to see certain patterns of preferences online or in the classroom mode of teaching younger students. We have identified a number of certain significant trends: the picture of preferences to study online in comparison with the classroom-lesson system increases as the respondents get older. We have identified a significant trend in the problem of acquiring new knowledge online or traditionally. Despite the steady tendency of the prevalence of the desire to learn online among younger students as they grow up, they acquire more knowledge traditionally. Of particular interest is the analysis of parents' preferences for learning online or traditionally: most parents like it when classes are held traditionally, and not online. The studies presented by us are of a pilot nature, for more reliable conclusions and generalisations, it is necessary to conduct large-scale studies, with a larger sample in different regions of the Republic of Tatarstan and the Russian Federation, in order to find out a certain pattern of digitalisation of the education system in the modern educational space.

Keywords: digitalisation of the education system, online, «in class-based» form

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SCREEN TIME OF RUSSIAN PRESCHOOLERS: THE ROLE OF FAMILY, REGION AND CHILD'S ACTIVITIES.

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Abstract: The report highlights active and passive screen time for pre-school children in several regions of the Russian Federation. More than a thousand parents of children aged 5-6 from Moscow, the Republic of Tatarstan and the Republic of Sakha (Yakutia) took part in the survey. The statistical analysis revealed the role of family and regional factors in the digitalisation of preschool childhood, as well as gender differences in children's screen time.

Keywords: screen time, digitalisation of preschool childhood

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RELEVANCE OF THE PROBLEM OF ORGANISING INTERACTION OF A PRESCHOOL EDUCATIONAL ORGANISATION WITH THE PUPIL'S FAMILY IN THE CONTEXT OF DIGITALISATION

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Abstract: In 2020, the preschool education system in Russia began to operate in the context of the COVID-19 pandemic, which determined the massive transition of organisations of this type to a remote functioning format and had a significant impact on the life of children and parents. Preschool educational organisations were forced to start using methods of work atypical for the usual educational environment. They have begun to more actively organise work with children and parents online. Therefore, in many preschool educational organisations, a system began to form, built on a different model of interaction in the context of digitalisation, where the parent is an active subject of the education of his/her own child. To understand what attitude the parents of preschoolers have towards the distance learning of their children during a pandemic, and how much they are ready to further accept the online learning format as a component of preschool education in the normal conditions of its functioning, we carried out our study. At the time of the survey, the respondents had a two-month experience of including themselves and their children in the implementation of distance preschool education in the prevailing epidemiological conditions. The analysis of the research results made it possible to determine the main directions of improving the organisation of interaction between the preschool educational organisation and the pupil's family using the capabilities of the digital environment.

Keywords: education system in Russia, digitalization, distance preschool education

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LEARNING ENVIRONMENT FOR DIGITALIZED EDUCATION.

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Abstract: Built learning environment has a tremendeous potential of influencing on a ever more digitalized education. The key parameter is to change the traditional rigid structure of educational facilities into a more flexible learning environment that supports diverse contemporary approaches to learning and teaching and to the contemporary life as a whole. By changing the enviroment, children can get more engaged in the interaction with their peers and even pshysical acitvities such as sports, thus reducing the need for digital learning contents while at the same time offering informal learning environment where technology can be used in relaxed mode as in an own home. Flexible spaces also allow for informal learning, different ways of learning (kinetic, visual, auditory), group and individual learning, peer to per learning and even learning at different paces as we all learn at a different speed. The most important is to know that most of these changes can happen within existing kindergartens and schools with small spatial interventions, activity nooks, informal learning areas and mostly with different use of existing space. The cost of such conversion can be surprisingly low.

Keywords: learning environment, children

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CYBERBULLYING

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Abstract: Nowadays, cyberbullying is becoming an increasingly common form of bullying and can pose a threat to the mental health of a teenager. Cyberbullying is an aggressive, deliberate act committed by a group of persons or by a single person using electronic forms of contact, repeated over time, against a victim who finds it difficult to protect himself/herself. The possibilities of modern technologies make a teenager vulnerable to cyber aggression, which is often combined with traditional school bullying. A teenager may attach undue importance to cyberbullying. According to our study conducted among respondents of student age (N = 700, 12% boys, 88% girls), 31.6% of students during their studies at school at least once became victims of cyberbullying, 36.9% were its initiators, 36.9% — witnesses of cyber aggression. Thus, every third student at school at least once became a participant in cyberbullying. A comparative analysis between residents of a megalopolis and cities with a population of less than one million people, using the example of St. Petersburg, Vladimir and Izhevsk, showed that students from St. Petersburg were significantly more likely to become participants in cyberbullying than from smaller cities. Thus, cyber aggression is a unique type of bullying in the metropolis. This is probably due to the development of technology in large cities and the tendency of residents of megacities to virtual rather than real communication. It is necessary to organise preventive measures for cyberbullying. It is important to create a positive development environment for children and adolescents on the Internet.

Keywords: cyberbullying, school, technology

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THE SPATIAL ABILITIES OF CHILDREN AS A FACTOR OF ADAPTATION TO VIRTUAL REALITY

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Abstract: Virtual reality technologies are increasingly being used as an educational tool for teaching in school. However, predictors of the success of the child in virtual reality have not yet been established. The aim of this study was to examine a link between the level of development of spatial abilities and the success of performing in virtual reality. For this purpose, 317 schoolchildren aged 13 to 16 years were tested. The test contained questions about the experience of using VR, as well as a battery for assessing spatial abilities ("Spatial rotation", "Pattern assembly", "Paper folding" and "Mechanical reasoning"). The results showed significant differences in the level of spatial abilities between the groups of subjects who rated themselves as successful and unsuccessful users of VR ($t=2,714$, $p=0.017$); the group of subjects who often experienced discomfort (nausea, vomiting) when using VR and the group who did not experience discomfort symptoms ($t=4,741$, $p<0.001$). Thus, spatial abilities can be considered as a predictor of the success of tasks in VR, which suggests the need for a preliminary assessment of the level of cognitive development to predict the successful adaptation of a child to being in a VR environment.

Keywords: Virtual reality technologies), education, children, VR

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PSYCHOLOGICAL MODEL OF PRESCHOOLERS' PERCEPTION PROCESS OF VIRTUAL OBJECTS

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Abstract: Digital devices became an irreplaceable part of modern life. Nowadays, more children spend more time using touch-screens at younger ages. Whether and how the differences in the perception of virtual objects and real life objects contribute to the cognitive developmental processes of children is an important, albeit overlooked research question. With this work, we confirm the presence of these differences and propose the psychological model explaining them. 115 children of 4 to 6 years old randomly divided into 5 groups participated in this study. Study participants were presented with a virtual 3D object on an iPad touch-screen or its real life prototype. They interacted with either of them visually, haptically, or visually-haptically, and then identified the object from the group of objects (target and three distractors) relying on their haptic perception only. A significantly larger number of children presented with a virtual object chose the distractor compared to the real life object groups. This distractor was of the same dimensionality as the prototype, but lacked detailing ($\varphi^*emp=1.697$, $p<0,05$). These results are likely due to the unmet expectations of the specifics of interaction with virtual objects as opposed to the real life objects.

Keywords: virtual object, psychological model of perception, preschoolers

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TRANSFER TO DIGITAL SIMULATION IN EDUCATION: PROBLEM OF MODEL MEDIATION

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Abstract: Our research is on model mediation: working with models as a mediator of making up the solution. We examined the state of model mediation among 5th-graders while they were working within a computer simulation of a well-known "balance problem". The task was to make the equal-arm lever balanced by hanging weights on one side, whereas the other side had some weights already. First two series of tasks (simple and more challenging) were "for exercise" — the computer allowed to make attempts to balance the lever. The third group of tasks was "for control": the simulation did not allow for testing the balance of the lever. In all tasks students were prompted to use a special model medium (a set of tokens), which made it possible to grasp the root of the balance principle. Our research results showed that students succeeded in control tasks only when they adopted the given model. We assume that the ability of students to grasp the ground for solving these problems depends on the quality of model mediation (either formal or concept-oriented). Thus, educational designers should consider students' dealing with especial models as mediators of developing solutions.

Keywords: model mediation, balance problem, assessment, educational software

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FEATURES OF DIGITAL COMPETENCE OF ADOLESCENT GIRLS STUDYING AT EDUCATIONAL INSTITUTION OF THE MINISTRY OF DEFENSE OF THE RUSSIAN FEDERATION

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Abstract: In the context of large-scale digitalisation of the global educational space, the search for ways to organise the educational process aimed at the formation of key digital competencies becomes an urgent scientific and practical task. As part of a systematic study of the mechanisms and means for the formation of digital civic identity in the "Boarding school for girls", a study of digital competence among students of 5–11 grades (735 people) was carried out using the "Digital Competence Index" method (Soldatova et al. 2013), assessing the level of four components (knowledge, skills, motivation, responsibility) in four spheres (working with content, communication, technosphere, consuming). The study has shown that there is progressive dynamics for the first three components from 5 to 11 grades ("knowledge" — 52–87%, "responsibility" — 39–79%, "skills" — 37–74%). The component "motivation" has the least dynamics, its values are characterised by progressive and regressive tendencies. Stable progressive dynamics is manifested only in one sphere (consuming) from 43 to 66. The remaining spheres (working with content, communication, technosphere) develop unevenly, heterochronously, have progressive and regressive tendencies in the formation of digital competence with the greatest decline in the 7th and 10th grades.

Keywords: digital competence, adolescent

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INTELLECTUAL AND PROFESSIONAL GUIDANCE GAME PROFEL AS EFFECTIVE TECHNOLOGY IN WORK OF THE TEACHER-PSYCHOLOGIST OF THE DO SYSTEM ON MANAGEMENT OF THE PROCESS OF SELF-DETERMINATION AND SELF-DEVELOPMENT OF TEENAGERS AND YOUNG PEOPLE

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Abstract: "Intellectual and career guidance Game "Profel" as an effective technology for managing the process of self-determination and self-development of adolescents and young people. 1. Relevance: Due to the need for career guidance activities in adolescence. 2. Research: A questionnaire was compiled. Responses were analysed: 1. Working with an Internet resource: the reasons for using it, the frequency of working with the Internet? 2. Devices that teenagers use to access the Internet? 3. Working with information obtained from an Internet resource? 4. What types of professions are known to teenagers? 5. Criteria for choosing a profession? Sources of information on professions? 6. Are you familiar with the Atlas of New Professions? 3. Object of analysis: Assistance in solving problems of self-determination and career guidance. Subject of the analysis: Forms and methods used in the introduction to the professions of the future. When implementing the "Profel Game", various forms of group work are used. 4. The uniqueness of the "Profel Game" is that teenagers are active participants in the process, they work out practical skills of working with the "Atlas of New Professions", finding information, generalisation, verbalisation, presentation to the audience. The tasks that are set for teenagers contribute to the disclosure of personal and creative potential.

Keywords: Game «Profel», teenagers, personal and creative potential

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AXIOLOGICAL DEVELOPMENT OF A TEENAGER'S PERSONALITY

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Abstract: In the digital world, where there is a competition of lifestyles and values, for a person who is aware of himself/herself, meanings and responsibility are in demand. The formation of life-meaning orientations, responsibility and the desire for self-actualisation are important factors in the axiological development of the individual. Actualisation of a teenager's own potential for full-fledged self-affirmation and self-expression without developing his/her axiological potential can lead to emptiness and aggression. Along with the development of abilities and competencies, important tasks should be the development of subjectivity in adolescents, the value system of the individual, life-meaning orientations and the level of subjective control. Thanks to the balance and interaction of these components, the formation and realisation of the personality take place. Value-semantic self-determination consists in the formation of its own semantic system, in which the ideas about the world and about itself are merged. Taking into account the age conditions of the value-semantic self-determination of adolescents is essential for the individual and society. Purposeful axiological development of adolescents will allow them to become strategists of their own lives and contributes to the preservation of the spiritual foundations of society.

Keywords: axiological development, teenagers, personality

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ASSESSMENT OF TEENAGERS' IMMERSION IN THE INTERNET ENVIRONMENT IN THE CONTEXT OF EDUCATIONAL PROCESS DIGITALISATION

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Abstract: Digitalisation of Russian educational environment has become a fact requiring no evidence. Teenagers have opportunities to use the Internet not only for communication and entertainment, but also for learning and self-realisation. The study aims at determination of a degree of adolescents' immersion in the Internet environment and characteristics of their activity. Immersion in the Internet environment means a disposition, involving readiness to use technical means and online information to undertake various activities and to communicate online. Within the framework of this approach "Immersion Index in the Internet environment" was created and standardised on a representative sample of about 1,000 adolescents 12–17 years old, with three scales: digital consumption, digital competence, and emotional need-based attitude to the Internet. The study revealed that age and gender influence adolescents' interaction with the Internet: their activity, self-assessment of user competence, emotional involvement, and addiction symptoms. The predominance of positive cognitive emotions generated by the variety of information and opportunities provided by the Internet can be used as a motivating factor for online learning. The suggested "Immersion Index in the Internet Environment" can be used by psychologists and teachers for quick diagnostics of the student's attitude to the use of the Internet resources.

Keywords: teenagers, immersion in Internet, age/gender differences

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TRANSFORMATION OF SUBJECTIVITY (AGENCY) IN THE "HUMAN-DIGITAL ENVIRONMENT" SYSTEM

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Abstract: To analyse the digitalisation of the educational environment, it is advisable to use an ecopsychological approach to the development of the psyche, which is based on the system of relations "individual — environment" (Panov, 2014, 2020). Ecopsychological types of interaction (object-object, subject-object, subject-isolated, subject-generative and subject-joint) are used as the initial prerequisite. Based on this, the information environment is considered as a fact, factor, means, condition, object and quasi-subject (actor). In the latter case, we are talking about the fact that the digital environment acquires the ability to perform subjective functions, i.e. becomes "agent" and "actor" of communicative interactions in the "person — digital environment" system. As a result, firstly, the nature of the social situation of development — communication with social milieu agents is replaced with increasing frequency by that with virtual agents (subject/object). As a result, an individual becomes meta-agent (subject) of cumulative subject-object and object-subject communicative interactions with digitalised (educational) environment and of personal agency (his/her subjective) transformation as the agent (subject) of these interactions. Secondly, there is a transformation of the agency of the "person — digital environment" system, which becomes a group subject (polysubject) of joint information and communication actions of a person and the digital environment.

Keywords: "human-digital environment" system, digitalisation

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DIGITALIZING IN SWEDISH PRESCHOOLS — SOME EXAMPLES

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Abstract: Digitalizing is now pointed out in the Swedish curriculum for Preschool as one aspect to work with. It states that "Education should give children the opportunity to experience, portray and communicate through different images, forms of drama movement, singing, music and dance This includes opportunity to design, shape and create by using different material and techniques both digital and others (Skolverket, 2019, p 9)". A study (Brooks & Pramling Samuelsson, manuscript) shows that there are both teacher burning for working with digitalizing in early years and teacher who are critical and skeptical to spend time on digital technique. In this presentation I will however choose example from one preschool where staff is skilled and feel comfortable to use digital technique in every-day life with children — specifically related to the goal in the curriculum: "Preschool should provide each child with conditions to develop an interest in stories, pictures and texts in different media, both digital and other and their ability to use, interpret, question, and discuss them.

Keywords: Digitalizing, Preschool

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EXPERIENCE OF METHOD'S ACTIVE GROUP TRAINING APPLICATION FOR HIGH SCHOOLERS' ONLINE LEARNING

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Abstract: Relevance. The COVID-19 pandemic conditions in 2020 put the world to the points of growth and development for many sectors of human life, including learning at different levels of education. In our study, we were forced to use distance learning online. However, we tried to create conditions for the participants development in process of their formation in the digital educational environment. Goal of the research. Formation of moral consciousness elements, formation of the ability to use knowledge and skills in the field of interpersonal communication in situations of moral choice. Methods. We used the method of active group online training. Sample characteristics: schoolchildren of the 10th grade from Moscow. Results. The organisation of learning in a digital environment is an interesting experience for both students and educators-researchers. The main advantage of working in this format is its accessibility in terms of geographical distance. The main result of learning subjects in the training format is the high school students' possession of a complete and generalised system of knowledge in the field of interpersonal communications, which they can use to make decisions in a situation of moral and legal choice, to regulate behaviour in the legal field. In addition, in order to increase the level of mastery of the elements of moral consciousness among students, a list of clear recommendations for teachers was formulated as an additional practical result.

Keywords: complex cognitive skills, active, online training, digital educational, environment, emergency online learning

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USE OF IT IN THEATRICAL ACTIVITIES OF PRESCHOOLERS

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Abstract: The 21st century is the age of information technologies, continuous education and self-education of a person. There are two main advantages of using information technology in the educational process of pre-school education: 1. Interactivity — the ability to perform certain actions in response to the actions of the child; 2. Multimedia — the ability to simultaneously use text, image, and play music. Theatrical activity acts as a space in which the use of information technologies can be included. The developmental effect of such activities: 1. Filling theatrical activities with new content; 2. Changing the forms of work on theatrical activities; 3. Saturation of the developing theatrical environment; 4. Expanding and enriching the sensory experience of a preschooler. Information technology and theatrical activities have: * the function of modeling. * represent a higher level of visibility, using the 3D effect. * contribute to the formation of aesthetic taste. The purpose of the study: a model of the educational and theatrical environment of pre-school education with the use of IT. The model represents a complete system divided into blocks: target, content, technological and environmental. The value of the educational and theatrical environment is the creation of conditions for the development and self-development of the child in theatrical activities using IT.

Keywords: Theatrical performance of children, Information technology, Model of educational and theatrical environment

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TEACHING A DIGITAL NATIVE: CHALLENGES IN FOREIGN LANGUAGES ACQUISITION

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Abstract: Digitalisation of educational processes and social interaction has been intensified by the year of pandemics under the COVID-19 lockdown conditions. As a result, the transformation of the conventional patterns of students' social behaviour, educational peer-to-peer cooperation, as well as general educational skills, such as memory activation, concentration of attention during the learning process, execution of willpower to progress in a foreign language acquisition, can be observed in the offline classroom. The unproductive effect of digital natives' dependence on the virtual mode of information search and communication has turned such phenomena as Google-effect, nomophobia, phubbing, Snezhana syndrome and digital autism into new challenges for teachers of foreign languages. Moreover, these new cognitive and psychological characteristics of digital natives call for testing the traditional methodology of foreign languages acquisition. Fundamentally, it concerns the possibility to preserve the interconnectivity in the development of the classical combination of speaking, listening, writing and reading skills. Especially, if handwriting is going to be discounted in the virtual context. Thus, it all raises a plethora of pedagogical issues to be openly discussed and studied as multidisciplinary challenges, which are to be met without delay, as the rapid advancement of IT spurs us to immediate actions.

Keywords: digitalization of educational process, foreign language acquisition, emotional-volitional self-regulation, product-related language learning

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CHILDREN'S SAFETY CULTURE IN A DIGITAL SOCIETY

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Abstract: The digitalisation of society has not been able to bypass such aspects of a child's life as development, upbringing, education, communication, etc. Modern conditions force parents, teachers and educators not to try to fence children from the Internet in order to protect their moral and physical health, but to teach them how to exist harmoniously in it. We analysed the existing ways of teaching the culture of life safety. It turned out that there is a significant flow of incoming theoretical information and little practical orientation. As a consequence, children do not develop a proactive attitude, which is an integral part of safe behaviour. We propose a new system of teaching the child, focused on awareness: "You have the right!". The programme incorporates the principles of nurturing and developing a culture of safety, which are expressed in the rules: "You decide for yourself," "You have the right to know," and "Your decision is voluntary." Our task is not just to give knowledge and teach how to use it, our goal is to show that safety is fashionable, thereby changing the younger generation's idea of the value of life and the need to take responsibility for it.

Keywords: Safety culture, children, proactive approach

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ANXIETY AND AGGRESSIVENESS OF ADOLESCENTS STUDYING IN EDUCATIONAL INSTITUTIONS OF DIFFERENT TYPES

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Abstract: The number of self-aggressive manifestations among children and adolescents has increased over the last years. This phenomenon can be found in different educational organisations and in different educational systems. Each finalised suicide follows a series of self-aggressive manifestations. But what are the psychological markers of pupils' maladaptive states? Is their early detection possible? The purpose of this survey is to find out regular correlations between aggressiveness and self-esteem anxiety among adolescents in different educational organisations. In this context, we are interested in manifestation of adaptive and maladaptive perfectionism according to the Slaney model. One hundred and twenty pupils of the 8th grade from three different schools took part in the survey. Apart from questionnaires, pathopsychological examination was also carried out. Also, each pupil underwent the hand test, incomplete sentence test, Torrance figurative subtest. The latter was added to the range of tests because in addition to high aptitude, it allows for assessing (self-)destructive tendencies of personality. The survey has shown that adolescents from the hostility risk group in a rural and a so-called deviant school have self-esteem problems and are isolated in a social group (class). In a high school, like in any other school in our work, adolescents from the hostility risk group have some difficulties with interpersonal relationships. However, in the high school, maladaptive perfectionism becomes an important factor. There is a tendency for higher estimation of the school situation by pupils of rural schools. This may be the result of rural schools being less technologically developed, or digitalised.

Keywords: aggressiveness; hostility; self-esteem anxiety; perfectionism; personality destructive tendencies; high aptitude

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STUDYING DIGITALISATION OF SCHOOLCHILDREN'S LIFE USING QUALITATIVE METHODOLOGY

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Abstract: The digitalisation of children's everyday lives and learning remains an important topic of public discussion and research over the past few decades. In terms of learning, the highlights are the convenience of the digital elements being implemented, their impact on learning and the overall well-being, consequent changes in the learning process, etc. But the digital elements of education are separated from the non-digital ones, and the school everyday life of students — from their life in general. Ignoring mere conventionality and artificiality of such divisions can lead to inadequate conclusions, detached from the real-life experiences. The choice and operationalisation of variables for correlational and experimental studies also reflect the said limitations. Conducting research using qualitative methodology (interviews, field observation, and ethnography) allows us to overcome this problem by showing all the difficulties and advantages of using digital technologies through the eyes of the main participants — the students themselves. For example, there is evidence that the online/offline distinction does not reflect the subjective reality of modern teenagers. The presentation will introduce the results of qualitative research on the digital everyday life of schoolchildren conducted in different countries, and raise the question of the advantages of qualitative research to study the digitalisation.

Keywords: qualitative methodology, ethnography, everyday life, schoolchildren, digital ethnography

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CHILD COGNITIVE DEVELOPMENT IN THE DIGITAL AGE

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Abstract: Digitisation replaces cognitive functions. Analysis of the impact of digitisation on cognitive functions was conducted. The problem of delegating complex intellectual tasks to gadgets is addressed. The impact of digitisation on the cognitive mechanisms of schoolchildren is not well understood, but the need for this research is relevant. The processes of digitisation both in everyday life and in education lead to the formation of "video thinking". The impact of digitisation on learning is a decline in cognitive ability in general with memory particularly affected. Digitisation affects the cognitive characteristics of schoolchildren which are potentially important for effective learning. Cognitive functions can be transformed or compensated by special technological training of these functions.

Keywords: digital age, cognitive ability

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DIGITAL SOCIALIZATION OF PRESCHOOLERS

WHEN DOES IT BECOME A PROBLEMATIC BEHAVIOR?

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Abstract: Playing videogames in adolescents is causing nowadays a great social alarm, in part because there are no precise references which could define whether their gaming behaviors are "normal" or they are not. Thus, it would be of great interest to identify which factors may facilitate or cause the problematic use of videogames or may be associated with said use. Data were collected from a stratified random sample (N=2173) of students aged 12 to 22 (M=15.3 years old) in high school and professional training in the city of Madrid. All the participants completed Gamertest, an expert online system to detect the problematic use of video games which can be located at the following website: http://www.famgi14.es/gamertest/index.html. Results suggest that problem awareness, engagement in the game and cognitive distortions play a fundamental role in the problematic use of videogames and, therefore, must be taken into account in the development of preventative and therapeutic programs.

Keywords: risk factors, predictors, video game play, Internet Gaming Disorder, adolescents

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GADGET-ADDICTIONS AND SOCIAL INTELLIGENCE IN ADOLESCENTS

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Abstract: In modern conditions, with the existing rhythm of life, it is almost impossible to do without compact mobile, multifunctional devices. At the same time, we often forget or simply ignore the fact that with excessive uncontrolled use of gadgets, there are threats and risks associated with the mental and physical health of a person, especially in the early stages of his/her development as a person. We turned to the problem of gadget addictions as an addiction, a vicious tendency, an emotional attachment, as a normal state and at the same time, an intermediate step towards the formation of symptoms of addiction as a disease. In a survey of more than 300 users of teenagers and young adults, we found that 96% have some level of gadget addiction. Each subject, as a rule, used from 2 to 4 gadgets (smartphone, compact tablet, e-book, smart watch, etc.) Gadget addictions were diagnosed according to the author's method, social intelligence-according to the method of N. Hall. Mathematical processing was carried out using the r-Pearson correlation coefficient. There is a negative significant dependence of social intelligence on gadget addictions. The higher the level of addiction, the lower the levels of self-awareness, empathy, sociability, and self-motivation. Empathy suffers the most, teenagers are significantly less able to penetrate into the inner world of another, understand feelings, needs and motives, empathise, treat other people kindly, etc. The results of the study are presented in the monograph "The Psychology of Electronic Addictions" (2021).

Keywords: Electronic Addictions, adolescents

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FAMILY MEDIATION IN THE CONSUMPTION OF AUDIOVISUALS IN EARLY CHILDHOOD

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Abstract: The first years are perhaps the moment in the life of a human being where stimulation is capable of exerting the most decisive action on development, precisely because it acts on formations that are in a clear phase of maturation. In this sense, the family plays an important role in this stimulation. Thus, the family, as part of its educational function, exerts a permanent influence on the development of children, in terms of tastes, preferences, and modes of appropriation of what they see and hear on the screen. This article shows the results of a study with a qualitative-quantitative approach and an exploratory-descriptive nature. A family mediation survey was applied to 250 parents and an observation during the consumption of audiovisuals by their children, in order to identify the family models of mediation of child consumption, as well as the child audiovisual use. The partial results showed that there is a tendency for families to mediate child consumption, as a trend, they are: permissive and carefree, which constitutes a problem for the maximum possible integral development of each child in early childhood. In conclusion, one must think about the current dynamics that are established in families with respect to the children audiovisuals consumption. The first years are perhaps the moment in the life of a human being where stimulation is capable of exerting the most decisive action on development, precisely because it acts on formations that are in a clear phase of maturation. In this sense, the family plays an important role in this stimulation. Thus, the family, as part of its educational function, exerts a permanent influence on the development of children, in terms of tastes, preferences, and modes of appropriation of what they see and hear on the screen. This article shows the results of a study with a qualitative-quantitative approach and an exploratory-descriptive nature. A family mediation survey was applied to 250 parents and an observation during the consumption of audiovisuals by their children, in order to identify the family models of mediation of child consumption, as well as the child audiovisual use. The partial results showed that there is a tendency for families to mediate child consumption, as a trend, they are: permissive and carefree, which constitutes a problem for the maximum possible integral development of each child in early childhood. In conclusion, one must think about the current dynamics that are established in families with respect to the children audiovisuals consumption.

Keywords: family mediation, early childhood

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DIGITAL GAMES AND CHILDREN'S SOCIAL COGNITION

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Abstract: This study investigated a possible relationship between exposure to three categories of digital games (Neutral, Prosocial and Competitive) and children's prosocial behavior. Additionally, we tested a possible moderating effect of empathy and theory of mind skills on this relationship. Fifty-seven children (9 to 12 years old) were divided into three groups (G1= neutral game; G2= competitive game, G3= prosocial game). They played the game they were assigned to for 20 minutes and they were assessed by a theory-of-mind task and an empathy scale. After gameplay, participants engaged in an adapted version of the Dictator Game involving resource sharing (i.e., donating stickers) with fictional children (i.e., other participants who did not do very well in the game). A significant age effect was found on the number of stickers shared, with older children sharing more stickers than younger ones. No significant effect of game category was found, but there was a trend toward a significant moderating effect of empathy and theory of mind. Future studies should explore further whether these or other variables can, in fact, explain part of the variation in prosocial behavior after exposure to different types of digital games.

Keywords: videogames, empathy, theory of mind, children

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EDUCATING THE FAMILY FOR SEX ABUSE PREVENTION IN CHILDREN FROM 6 TO 12 YEARS OLD

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Abstract: With this topic we want to address the problem of sexual abuse in boys and girls from 6 to 12 years old from a preventive perspective. For this, relevant updated statistical data will be considered, the impact of the Covid-19 pandemic on sexual abuse, the influence of the use of technologies in children, the role of the caregiver in prevention, the appropriate conceptualization in sexuality, vulnerability and social risk in infants with disabilities, sexuality as a global process, a fundamental part of development, stereotypes and gender violence. The family as the main structure in the socialization process of children. At the end of a space to present psychoeducational strategies that allow to see clearly and easily the participation of all family members in the prevention of sexual abuse. This problem will be addressed from play, school and study activity, the changes typical of adolescence that involve sexual identity and the role of parents and the value of communication. In short, it is desired to contemplate protective and risk factors in the prevalence of child sexual abuse, avoiding victimizing and re-victimizing in order to build healthy personalities.

Keywords: sexual abuse, family, risk factors

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THE POSSIBILITY OF PROSOCIAL MEDIA IN THE DIGITAL SOCIALIZATION OF CHILDREN

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Abstract: Internet resources, social networks, and video hosting sites set ideal personal patterns and norms of behaviour characteristic of modern mass culture, which are assigned by children, forming value orientations and real behaviour. The virtual media environment, being a channel of digital socialisation, provides identification with reference groups, orientation in the system of social roles, forms interpersonal relationships and needs. By influencing the emotions and thoughts of the audience, mass media can also influence behaviour. In recent years, there has been a growing interest in the positive effects of prosocial media. Prosocial media refers to a set of mass media and communications that promote voluntary behaviour designed to benefit another person or society as a whole. These include mass media, websites and mobile apps, online communities of volunteers, helping people in difficult situations, helping animals, protecting nature and cultural heritage sites, etc. One of the ways to study the prevalence of norms of prosocial behaviour in children is to analyse the coverage of this behaviour by the media and communication. Media content, acting as a means of informal education and training, determines much of what a child learns in the process of socialisation. Prosocial media is expected to reduce the likelihood of aggression and increase the likelihood of prosocial behaviour.

Keywords: prosocial media, digital socialization, children, prosocial behavior, volunteering

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MINDFUL OR MINDLESS DIGITAL READING? STUDY OF METACOGNITIVE DIGITAL READING STRATEGIES OF RUSSIAN SCHOOLCHILDREN

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Abstract: Due to the digitalisation of education, digital learning resources and digital texts have taken a strong position in the educational process. In this regard, the research of cognitive and metacognitive processes that take place when reading from a screen, as well as the study of the relationship of these processes with educational outcomes, are an urgent scientific problem. One of the directions in the study of digital reading is the analysis of reading strategies and patterns of reading behaviour. In a theoretical framework of new literacies, reading multimodal hypertexts is conceptualised as self-directed text construction (Coiro & Dobler, 2007), which requires readers to employ metacognitive strategies in order to effectively and optimally construct the path and mode of interaction with the text. This paper explores the metacognitive strategies employed in the reading of a digital text by Russian-speaking school-aged readers. Three types of metacognitive strategies are investigated: global, problem-solving, and support strategies (Mokhtari & Reichard, 2002). An emphasis is placed on the use of digital-specific implementations of these strategies. The study involves off-line (questionnaire) and on-line (think aloud protocol and eye-tracking) methods of assessing metacognitive strategies.

Keywords: digital reading, metacognitive strategies, reading behavior, digital text, think-aloud

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VIDEO MODELING METHOD AS A MEANS OF DESIGNING A SOCIAL SITUATION OF PERSONAL DEVELOPMENT DURING INFANCY

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Abstract: The social situation of development, as a specific for each age relationship between the child and the social environment (L.S. Vygotsky), is mediated by the processes of intensive virtualisation of social space. The ubiquity of video content creation gadgets expands the variety of video clips and creates a special context for the impact of their viewing on children and adults raising them. The use of electronic educational aids within the daily educational process in the conditions of a group of preschool education institutions is at a low level. Video modeling method is a method of visual teaching, behaviour correction and mental development, which implies the creation and use of video clips with specified characteristics. There is evidence of the effectiveness of using this method in teaching children with special needs. However, it did not receive widespread distribution. The potential development of this method can be associated with the processing of naturally accumulated video content (household and holiday video filming at home and in an educational institution), the creation of methodological tools for its use and the preparation of video clips in accordance with the requirements with a request for training or overcoming difficulties in socialisation (from parents or teachers).

Keywords: video modeling method, social situation of personal development, child, preschool education, educational results

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CHILDREN'S SOFT SKILLS IN THE DIGITAL WORLD

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Abstract: Soft Skills: they are a group of skills, competencies, characteristics, aptitudes, and in a few cases teachings, that classify people to be well related in a safe way, which generally focuses on the work, on certain aspects, or even to daily life. (Prada and Raucci, 2016) The concept of soft skills is comparable to the concept of life skills proposed by the World Health Organization, Division of Mental Health. (1994) who defines them as a set of socio-affective skills necessary for interaction with others and that allow facing demands and challenging daily situations. Soft skills allow us to have healthy relationships on a physical and emotional level (World Health Organization, 2003 The development of these soft skills are key in the school and comprehensive development of girls and boys, since they stimulate their ability to socialize with their environment and their sense of play. In children it is essential to strengthen creativity, sensitivity, creativity, companionship, leadership, perseverance, elements of effective verbal and non-verbal communication, management of their emotions, empathy, imagination, trust and teamwork. At this time we question whether soft skills are being strengthened in the digital world

Keywords: Soft Skills, digital world

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PARENTAL MEDIATION AND USE OF ICT IN PRESCHOOL CHILDREN IN COSTA RICA

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Abstract: In Costa Rica, there is a lack of information about the use that preschool children give to ICT, despite being highly exposed and having the potential to influence their development. The present study's main purpose was to describe the way in which ICT are used by children between 1 and 5 years old who live in the Greater Metropolitan Area of Costa Rica and their parents. For this, a mixed methodology was used, with a first qualitative phase in which 22 non-participating observations were made in shopping centre food courts, followed by a second quantitative phase, in which 161 parents completed a questionnaire. The results showed that although the participating parents in this research are making an effort to mediate the use of ICT by children to be tools of educational benefit, it is observed that active parental mediation is the least used mediation strategy. It is also identified that when caregivers make use of ICT, their responsiveness to the interaction attempts made by children tends to decrease.

Keywords: preschool children, mobile digital technologies, parental mediation, parent-child interactions, Latin America, Costa Rica

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ABOUT THE EXPERIENCE OF DIGITAL DIAGNOSTICS OF SCHOOL READINESS

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Abstract: Psychological readiness for school education is a level of psychological development of a child being necessary and sufficient to master the school curriculum under certain learning conditions. Personal, intellectual, emotional, and social readiness for school are usually described, and volitional readiness for school can also be distinguished. Despite the variety of the existing techniques, it became necessary to adapt the diagnostic methods to online mode during the pandemic. Digital technologies have come to the rescue in solving this problem. We have developed a special digital diagnostic procedure that can be used with children. In our opinion, the features of conducting diagnostics of school readiness in the video-call format reflect the following conditions: the principle of health-saving, the principle of visibility, the principle of comfort. Also, a special role in conducting digital diagnostics was played by the preparation of parents for the diagnostic procedure. The study involved 165 children aged 6–7 years. Diagnostic examinations were conducted in April 2020 (online, 112 children) and in April 2019 (offline, 53 children) with graduates of preparatory groups of kindergartens. Obtained results confirm that digital diagnostics of school readiness is possible, and its results are comparable to offline diagnostics.

Keywords: school education, special digital diagnostic, child

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CAREER MANAGEMENT OF PRESCHOOL CHILDREN IN THE WORLD OF PROFESSIONS OF THE FUTURE IN DIGITAL SOCIETY

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Abstract: The trend towards robotics and artificial intelligence, digitalisation, the use of communication and digital technologies makes us think about the relevance of various professions that are at first glance familiar to a modern child. Robotics has not only acquired an applied direction in science and technology, but has also become a phenomenon in the picture of the world, to miss the significance of which is to miss the human view of the actual and irreversible changes taking place in society. The requirements of the Federal State Educational Standard for Preschool Education state the need to introduce children to professions and form positive attitudes to various types of work. Our research paper will reveal the methodological, theoretical, practice-oriented foundations of career management of children in preschool educational organisations, in the context of digital socialisation, and propose an innovative approach to this work based on the correlation of the supra-professional skills of the Atlas of New Professions 3.0 and the educational areas presented in the Federal State Educational Standard for Preschool Education.

Keywords: digitalization, Federal State Educational Standard, professions, digital society.

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MULTITASKING AS A STRATEGY OF CHOICE IN ADOLESCENTS: RELATIONSHIP WITH EFFECTIVENESS AND TASK SWITCHING.

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Abstract: Background. Capacity for simultaneous execution of several tasks is undergoing a new period of development because of high social demands for such skills (Bühner et al., 2006). Multitasking is considered as a frequent personal preference in many activities (Slocombe, Bluedorn, 1999; Poposki et al., 2009). The aim was to compare media-multitasking with its effectiveness in schoolchildren. Methods. 57 children 7–10 years old, 54 adolescents 11–13 years old and 46 adolescents 14–16 years old solved a series of tasks presented simultaneously on a screen computer and sequentially in the form of SMS to a mobile phone. Children were instructed about some destructors before experiment as important (intentional multitasking) and not about others (unintentional multitasking). Results and conclusions. 3 (Age groups) ×2 (Type of Multitasking: intentional or unintentional) MANOVA revealed interaction effect ($F=3.33$, $p<0,05$, $\eta^2=0,04$) suggesting that children 7–10 years old are almost equally ineffective in both intentional and unintentional multitasking. By the age of 11–13, adolescents switch more effectively to tasks that were mentioned in the instruction. By the age of 14–16, this capacity seemed to extend to unintentional multitasking. Research was supported by the Russian Foundation for Fundamental Research, project 19-29-14181

Keywords: Mediamultitasking, adolescents, effectiveness, intentional multitasking

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THE CUBAN RESEARCH PROVIDES EXPERIENCES FOR THE DIGITAL SOCIALISATION OF EARLY CHILDHOOD

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Abstract: The Latin American Reference Centre for Preschool Education (CELEP) is a Cuban institution in charge of promoting and disseminating scientific research related to the education and development of children from 0 to 6 years old. The present work systematises three of this research projects for the digital socialisation of this age group, referring to: • Educational informatics as a means of development in boys and girls between the ages of four and six, which included a system of computerised tasks for education and development in children of these ages; • The use of the tablet and other mobile devices with the migration to the Android system, of the software created for the previous computerised tasks, in addition to some adaptations of educational, organisational, participatory, health surveillance precedence, ergonomic and functional requirements, which differ from the organisation with the computer; • The promotion of an audiovisual culture of early childhood boys and girls and their families through the use of various screens (Project in progress). All these projects have been treated using a composition and intersectoral approach.

Keywords: digital socialization, Cuba, composition and intersectoral approach

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ROLE OF SOCIAL ENVIRONMENT AND DIGITALISATION OF MODERN SOCIETY IN FORMATION OF THE EMOTIONAL AND VOLITIONAL SPHERE OF THE CHILD

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Abstract: The presented research topic is particularly relevant and significant for science. Since elementary school, students are immersed in the digital environment, which has a special impact on their emotional and volitional sphere. To identify the features of the development of the emotional-volitional sphere of younger schoolchildren, the following methods were used: "Emotional identification" (E.I. Izotova), "Drawing of a non-existent animal" (M.Z. Dukarevich), "Contour SAT-N" (Children's apperceptive test by L. Bellak, O. Bellak), "Film test" (P.Gilles), a questionnaire for identifying the severity of self-control in the emotional sphere, activity and behaviour (G.S. Nikiforov, V.K. Vasiliev, S.V. Firsov). The study involved 80 primary school students. According to the results of the study, we can see that the second-grade students have increased emotional excitability, the third-grade students have a desire to communicate and dominance of the motivational component in the manifestation of emotions, and the fourth-grade students have a high level of emotional self-control and the expression of strong-willed qualities. The practical significance of the study lies in the possibility of using the results obtained by psychologists to create programmes for the development of the emotional and volitional sphere of younger schoolchildren, taking into account the introduction of modern digital technologies.

Keywords: social environment, digitalisation society, child.

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CHILD-FRIENDLY SOCIAL NETWORKS

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Abstract: Parent community is seriously concerned about the new threat — massive spread of calls for children and adolescents to participate in protest actions in social networks, the illegal content and pornography that harm the moral health of children and jeopardise their physical health, involvement in criminal communities, committing suicides. In early 2021, the Russian Civic Chamber held public hearings on preventing the adolescences' involvement in illegal activities on social networks resulting in framing a Parent Community Memorandum on social networks friendliness and safety for children.The social networks' analysis shows that "anti-child" content doesn't arise spontaneously, but intentionally and purposefully, focusing on adolescent sensibility characterised by a heightened sense of unfairness, exposure to fathers' and sons' conflicts, increased interest in the forbidden content. Roskomnadzor should prevent spreading dangerous content involving children in unauthorised actions through social networks. But its activities are ineffective and don't rely on the parent community. Meanwhile, social networks provide communication, new opportunities for additional education for children and parents. Therefore, it is advisable not only to prohibit, but also to assess the information environment friendliness in social networks. "Children-friendly social networks" public monitoring can become one of the tools for the information environment self-regulation for the children's safety.

Keywords: social networks, safety for children, friendliness in social networks

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DIGITAL SOCIALISATION OF RUSSIAN ADOLESCENTS: THROUGH THE PRISM OF "NEW NORMALITY" AND CULTURAL-HISTORICAL APPROACH

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Abstract: The report presents the socio-cognitive model of digital socialization, developed in the context of the hypothesis of the "new normality" and drawing on the cultural-historical and evolutionary, activity, ecological approaches in psychology, current theories of cognitive development in the information society, inter-generational approach in sociology and history, as well as on anthropological, philosophical, multidisciplinary studies of personal and social changes in the conditions of digital transformations. Digital socialization is seen as a positive factor in adaptation to changing human opportunities and risks of constantly changing social-technological environment. The model is based on the key trends of development of the information society: digital transformation, changing the picture of the world and everyday life; convergence of online and offline worlds and the growing role of mixed (combined) reality. The new sociality, determined by the social evolution of the psyche, as a result of which the consciousness of a person, expanding, is spliced with external instruments (various digital devices) and new online spaces of a sign reality, mediating not only mental processes, but also new types of interaction, activity formats, social order, social and cultural practices, as well as the dynamics of constant change. The concept was tested and adjusted on the basis of a number of empirical studies, including a study conducted in 2019 in 8 federal districts of the Russian Federation (N=2772 adolescents and parents). The research is supported by the project RNF № 18-18-00365 "Digital socialization in cultural-historical term: intra-generational and inter-generational analysis"

Keywords: Digital socialization, "new normality", digital transformation, adolescents

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MICROGENETIC DEVELOPMENT OF SOCIAL CREATIVITY: STUDY BASED ON THE TECHNIQUE OF VIRTUAL REALITY

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Abstract: This study combines microgenesis design and virtual simulation technology, the examination of college students' creative problem solving ability (i.e. state-society creativity) during a short period of time, in a virtual situation. The results showed that: (1) There were three patterns of novelty change in four specific virtual situations: ascending (time management problem situation, academic difficulty problem situation), decreasing (peer conflict problem situation) and no significant change (emotion regulation problem situation). (2) There were two modes of change in strategic practicability: in the situation of emotion regulation problems, strategic practicability increased first and then decreased, while in the other three problem situations, the change of strategic practicability showed the consistency across situations, and increased as the experiment went on.

Keywords: microgenesis design, virtual simulation technology, emotion regulation

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THE IMPACT OF PROGRAMMING LESSONS ON THE DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS` CREATIVE THINKING

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Abstract: In this study, the research of programming lessons impact on students' creative thinking development and the results are presented. According to E.E. Tunik's model of creative thinking, both verbal and visual aspects were assessed using E.E. Tunik's Psychodiagnostics of Creative Thinking (verbal) and F. Willams' Test of Divergent Thinking (cognitive visual). Education motivation was explored with the help of N.Ts. Badmaeva's Diagnostics of School Students' Educational Motivation.The research was conducted for a year: from February 2020 to February 2021. 84 third (then fourth) grade students were separated into two groups. The experimental group included students involved in programming education. The control group included students who have not taken these lessons. In the first experiment, the creative thinking parameters and education motives were equal for both groups. In the second experiment, after half a year of programming lessons, all creative thinking parameters and some education motives were significantly greater for the experimental group than for the control group. In the third experiment after one year, creative thinking continued to develop significantly faster for the experimental group than for the control group. Moreover, all education motives of the experimental group significantly increased so students became more interested with educational process.Thereby, the research confirms positive effect of practicing digital technologies in education process for children's creative thinking development and proves possibilities of using these tools for elementary school students' creative skills formation and for increasing their education motivation.

Keywords: Creative thinking, elementary school students, digital technologies

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STORY-ROLE-PLAYING AND DIGITAL ACTIVITY OF PRESCHOOLERS

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Abstract: There is a global transformation associated with the development of the digital environment in the modern world. Children develop by holding digital devices in their hands. At the same time, preschool age continues to be a period of play. The purpose of the study is to investigate the characteristics of the playing of preschoolers in the digital context. The following results were obtained. 54% of children do not use story-role-playing to interact in a specially organised play space. 46% of children who use story-role-playing in the game activity demonstrate prevailing of such characteristics of the game as organisational interaction and in-game interaction. The least developed elements of the game are: the creation and semantic differentiation of the game space. The main "zones of digital activity" of preschoolers are: "Games and entertainment", "Orientation in social world", "Multimedia". "Playing" children often choose mobile applications designed for online communication. There were no significant differences in digital activity in "playing" and "non-playing" children of the compared groups. Children who use story-role-playing and are well-versed in mobile applications have a higher level of unproductive mental stress. But significant differences in the emotional state of "playing" and "non-playing" children were not found.

Keywords: digital environment, children, Story-Role-Playing

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CHILDREN'S ENGAGEMENT WITH NATURE: A NEEDED ANTIDOTE TO THE DIGITALISATION OF CHILDHOOD

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Abstract: A few years ago, my colleague Rekha Wazir and I published a study under the title Newly Emerging Needs of Children. Two of the then trends, or needs that we called them, where the merging of real, imagined, and virtual reality by young boys and girls and the diminishing role of 'primary educators', in most cases the children's parents and their teachers. These trends have only increased in force and outreach and become unstoppable common phenomena. Phenomena that can be observed at ever early younger ages.

Keywords: digitalisation of childhood, nature

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CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: THE POSSIBILITY OF BUILDING INDIVIDUAL TRAJECTORIES

DIGITAL GLOBALISATION AND CHILDREN'S HEALTH

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Abstract: The issues of the impact of global digitalisation on children's health are discussed from the perspective of a biopsychosocial model: Russian experience. Provides data on physical and mental health disorders in children: are there any connections with digitalisation? The issues of the impact of digitalisation on children with special health needs are discussed. Provides data on physical and mental health disorders due to digitalisation. The issues of the impact of digitalisation on children with special health needs are discussed. The results of the influence of the COVID-19 pandemic on children's health and the role of digitalisation in the COVID-19 era are presented.

Keywords: digitalization, children's health

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FLUID REASONING AMONG OTHER COGNITIVE ABILITIES

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Abstract: Fluid intelligence is a basic cognitive ability for successful learning, especially in digital formats. Training of fluid intelligence is included in rehabilitation programmes for children with cognitive disorders. However, the links between fluid intelligence and other cognitive functions are not clear yet. The sample of the study consisted of three groups: 56 children from 4 to 5 years old; 64 children from 6 to 7 years old; 109 children from 8 to 11 years old. To estimate cognitive abilities, WPPSI-IV and WISC-V were used. We found out strong relations between Fluid Reasoning and IQ scores in all groups of participants (for group 1 — r=0.42, p=0.02; for group 2 — r=0.77, p=0.00; for group 3 — r=0.84, p=0.00). Regression analysis detected various predictors of Fluid Reasoning in different ages: there were no predictors in the younger group; Visual-Spatial ability and Quantitative Reasoning were predictors in the second group and in the elder group the predictors were Visual-Spatial ability, Verbal Comprehension and Working Memory. The results lead to the conclusion that fluid intelligence becomes part of the cognitive ability structure only at older ages.

Keywords: Fluid Intelligence, WISC-V, WPPSI-IV

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PROBLEM OF CHANGING THE VALUE ORIENTATION OF SUBJECTS OF EDUCATIONAL SPACE IN CONDITIONS OF DIGITALISATION OF EDUCATION

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Abstract: In modern studies, changes in the education system that occur under the influence of digitalisation are widely presented. The benefits of digital technologies used in education are presented in sufficient detail. However, despite the obvious benefits of implementing these technologies, their implementation also creates new challenges for society, the most important of which is the need to review and adopt new trends in mental development and personality formation. There is a qualitative transformation of the value orientations of all subjects of educational relations, both in terms of life positions and in terms of the values of education. Currently, the process of socialising a child is taking place in multiple realities: offline, online and in mixed realities, in a combination of traditional and new forms of acquiring the necessary knowledge and skills. Children have new platforms and opportunities for self-presentation, mastering various social roles, "experimenting" with identity and self-realisation. Among them, the values of network self-identification of personality, risk-oriented targeting, continuous personal self-development, change management become more relevant.

Keywords: value orientations, digitalization, education, personality, development

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MEANS AND METHODS OF PREVENTION AND CORRECTION OF DEVIANT BEHAVIOUR OF ADOLESCENTS BY MEANS OF ART EDUCATION AND CULTURAL STUDIES

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Abstract: The research is devoted to the disclosure the pedagogical potential of art education. The research reveals the directions of art education and cultural studies based on theoretical analysis. The study reveals the effect of art education and cultural studies in the correction of deviant and delinquent behaviour of young people and adolescents. It summarises the available means and techniques of art education, such as music, art, dance, theatre and many others. The study demonstrates that book therapy techniques can be used not only as a preventive programme, but also as an early intervention programme and a programme for correcting deviations. The study of the use of techniques of art education and cultural studies in the correction of deviant and delinquent behaviour reveals the effectiveness of the use of various genres of fine art. The analysis of the practices of educational organisations shows the importance of professional experience in the field of art education, demonstrates the discovery of the most effective in the aesthetic sense techniques of artistic processing of material in educational organisations that make extensive use of dance art techniques. Musical activity allows adolescents to achieve a certain level of cheerfulness.

Keywords: art pedagogy

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PECULIARITIES OF MENTAL STATE OF THIRD AGE RELATIVES WHEN CARING FOR KIDS WITH SEVERE LONG-TERM ILLNESS

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Abstract: This paper presents the results of a scientific research on the organisation of psychological assistance to the relatives of the third age during their stay with a child with a chronic illness in the hospital. Purpose of the study: learning personal characteristics of the third age relatives involved in raising a child with a chronic illness to determine means of psychological support to optimise the social situation of development. The total N=50 persons aged from 55 to 65 years. Study outcome: As a result of the content analysis of the respondents' statements, they were divided into 76 complete lexical units, which according to their psychological content were combined into meaningful categories, reflecting the relationship between the immediate family members of third age and the grandchild and the perception of a particular disease. Two types of attitudes of immediate family members of third age in the situation of a long-term chronic illness of a kid were found and statistically confirmed: problem- oriented and emotionally-oriented. The new scientific data obtained contribute to the definition of the main targets of differentiated psychological help to the third age relatives in the situation of caring for a child with a severe chronic illness.

Keywords: psychological support, personal characteristics, problem- oriented, emotionally-oriented

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DIGITAL MEDIATION OF EDUCATION: OPPORTUNITIES, RISKS AND PROSPECTS

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Abstract: Concerns about the limitations of digital education technologies: 1) the born child falls under the pressure of the prevailing information environment, an unacceptable number of social connections in social networks, joins virtual reality; 2) when working with the monitor, the prefrontal zones of the frontal lobes of the brain, which are responsible for narration, the formation of self-awareness, and stories about oneself in the first person, are not activated; 3) gaming consciousness is formed when reaction speed clicking on certain options is required rather than reflection; 4) the availability of information creates the need to filter the information flow, the ability to verify is lost; 5) a dynamic and restructuring picture of the world broadcast through online education disorients the child, the development of a stable idea of a particular area of social life is disturbed; 6) an attitude towards information technology is formed not as an educational tool, but as entertainment. Requirements that must be observed to reduce the consequences of digitalisation of education: a) education of understanding, not memorisation; b) teaching the ability to learn and accumulate emotional capital; c) developing skills to live in a digital world and preserve humanity.

Keywords: digital mediation, education, *digitalisation*

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NEW HORIZONS IN ASSESSMENT AND THERAPY WITH CHILDREN: IN MY SHOES A COMPUTER-ASSISTED INTERVIEW WITH CHILDREN

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Abstract: Children's familiarity and competency in using computer technologies from very early ages has inspired researchers and professionals for developing new instruments for the assessment of and therapeutic interventions with children. The aim of the presentation will be to introduce one of these tools. In My Shoes (IMS) is a computer-assisted interview toolkit originally designed to facilitate the communication of feelings and experiences by children who may have been abused. With its interactive nature, IMS provides a triadic interview context with the interviewer, child and computer. This enables even children as young as three years old to express potentially distressing or painful experiences. IMS is composed of several modules exploring people, places, emotions and experiences that are significant in the child's life. After its development, this interactive toolkit has been used in a variety of circumstances including health-related problems, custody evaluations, peer victimization, evaluating the effectiveness of intervention programs targeting children etc. IMS was developed a by a team of British researchers and professionals and the original development was funded by the Department of Health (UK). Dissemination and training are conducted by Child and Family Training (CFT), a not-for-profit organisation. It has already been translated into several languages. Since 2019, Turkish Psychological Association (TPA) has been certified by CFT as the leading institution for Turkish implementation of IMS. The progress in the Turkish implementation will also be summarized during the presentation.

Keywords: digitalization, Child and Family Training, Turkish Psychological Association (TPA)

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CROSS-CULTURAL PECULIARITIES OF SELF-IDENTIFICATION OF BURYAT AND MONGOL ADOLESCENTS

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Abstract: The empirical research on Mongolian and Russian adolescents is aimed to determine differences in the structure and content of the components of Mongolian and Russian adolescents' personal and social identities. The identity feature of Mongolian adolescents is their greater involvement in various groups, compared with Russian ones. Firstly, this is expressed by their more frequent statement of membership in large and small groups. This determines the social, normative and emotional content of Mongolian adolescents' membership, conditioned by the traditional culture values. The significance of traditional ideas about male and female roles is manifested through the differentiated gender characteristics among Mongolian adolescents. Secondly, we have identified the social orientation of Mongolian adolescents (a perspective vision of oneself as a "good citizen" and "a worthy family member" which is not found among Russian adolescents).

Keywords: Mongol adolescents, *personal and social identities*

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IMPLICIT LEARNING IN THE DIGITAL INTERACTIVE ENVIRONMENT IN DYSLEXIC CHILDREN

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Abstract: Dyslexic children representing 5% of the school population cannot learn reading in the scope of traditional literacy instructions. The mechanisms of dyslexia are complex and multifactorial; this prevents the dyslexic children from an enlargement of the operational reading units (ORU) and a transition from the letter-by-letter strategy to the whole-word reading (Kornev 2003, 2019). To overcome these persistent difficulties in mastering reading skills, a new treatment method was developed that enables children with dyslexia to master syllabic reading based on implicit learning and to create associations between a graphic syllable and a phonological syllable (Kornev 2003). For the past 20 years, this method has been successfully tested, and its effectiveness has been evidenced. On this background, a digital methodology for learning reading was developed on the basis of an online platform; by means of various multimedia tools, an interactive learning environment was created, while a basis of the implicit learning was employed for acquiring the syllabic and the whole-word reading; additionally, the methodology develops the working memory resources of the users (Kornev, Manzhos 2019).A pilot version of the online platform has been tested on more than 300 children with reading disabilities. Cross-sectional and longitudinal data were analysed, also a statistical analysis was carried out to evaluate the dynamic changes in qualitative and quantitative measures of playful exercises (90–200 lessons in total) performed by children daily at home. Results of the analysis confirmed that the implicit learning and acquisition of the procedural knowledge helped children with dyslexia to enlarge their ORU.

Keywords: web-based application, reading skills, dyslexia, implicit learning, e-learning

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EMOTIONS. AUTISM: MOBILE APPLICATION FOR TEACHING FACIAL EXPRESSION RECOGNITION AND PRODUCTION SKILLS TO CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Abstract: In the present study, a mobile application for teaching facial expression recognition and production skills to children with autism spectrum disorders was developed and experimentally tested. The experiment had an input-process-output design where the "process" stage was a training phase that consisted of 12 individual sessions lasting 35 to 45 minutes. Nineteen children with ASD from 6 to 12 years old, 17 boys and 2 girls participated in the study. Subjects were separated into two groups that differed in the type of intervention. The first group (n=13) participated in the training with the tablet PC. The second group (n=6) participated in the study without any devices. Analysis of input and output data on emotion recognition skills showed improvement in anger, fear, surprise, disgust, but not in sadness and happiness (Wilcoxon-test, $p \leq 0{,}01$). The analysis of the input and output data on the facial expressions production skill showed the effectiveness of the training (Wilcoxon-test, $p \leq 0{,}05$). There was a significant advantage of the group that participated in the training with the tablet PC over the second group (Mann-Whitney test, $p \leq 0{,}05$). The use of the tablet PC application gives an advantage in the development of the facial expression production skill in children with ASD and has effectiveness equal to that of the conventional training method in the development of emotion recognition skills.

Keywords: mobile application for teaching, ASD, facial expressions, emotions, autism

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CHILD INITIATIVE SCALE: INDICATORS OF CHILD-ADULT INTERACTION

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Abstract: Rapid changes in modern society, the high intensity of information flows, the transition of communication to the online environment — all this has a significant impact on the mental development and formation of the child's personality. There is a gap between generations, the importance of the role of an adult decreases. This situation requires a search for new ways to assess the "changing child in the changing world" [Soldatova, 2018]. In the course of a three-year (2016-2019) video study, a coding system was developed that allows for recording indicators of a child's initiative in the process of interacting with an adult [Shinina 2019]. We relied on two lines of child behaviour: communicative and objective activity. The first one is aimed at communicating with an adult, the second one — at studying the subject. As a result, a scale of children's initiative was developed, which includes 4 indicators: "Initiative to the subject", "Initiative to the adult"; "Subject activity" and "Sensitivity to the influence of an adult." Each indicator has a positive and negative value. A manifestation library is collected for each indicator. The use of the scale will provide a tangible advantage for professionals working with children and parents, especially in early development centers.

Keywords: child initiative scale, child-adult interaction

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PERSONAL SPACE OF AN ADOLESCENT PRONE TO THE INTERNET ADDICTION

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Abstract: The research presents the features of the psychological space sovereignty of adolescents who are prone to the Internet addiction in order to create a safe school digital environment. Tests: "Sovereignty of the psychological space" (S.K. Nartova-Bochaver); "Tendency to deviant behaviour" (A.N. Orel); test on the Internet addiction (K. Young). The sample of the study was made up of high school students of a secondary school of the Rostov Region aged 14–16, in the number of 50 people. Results:- adolescents prone to the Internet addiction have a high level of sovereignty of the physical body, personal territory and values. This is due to computer games simulating a different reality, contributing to the development of various skills (like ability to manage or take responsibility, etc.). Meanwhile, the adolescents live "in their own world", which is reflected in the content side of the personal space and affects their ability to interact;- adolescents with deviant behaviour have a high overall level of space sovereignty, i.e. these children independently control their space, but such independence leads to antisocial behaviour. Hence, this fact, as well as all the above mentioned, should be taken into account by psychological services while working with such adolescents both in groups and individually.Meanwhile, the adolescents live "in their own world", which is reflected in the content side of the personal space; — significant differences were revealed on the scale of sovereignty of the physical body. They take place between the adolescents who are prone to overcoming norms and rules and those prone to addictive behaviour, i.e. the actions which violate their somatic safety were constantly taken against these students, which is reflected in the overall level of the psychological space sovereignty and causes various addictions; — significant differences were revealed in the sovereignty of the world of things, i.e. these students have to prove themselves all the time, both in real life and in the reality created by them; — adolescents with deviant behaviour have a high overall level of space sovereignty, i.e. these children independently control their space, but such independence leads to antisocial behaviour.

Keywords: Personal space, adolescent, Internet addiction, sovereignty of adolescents

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DISTANCE TEACHING A FOREIGN LANGUAGE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (CHILDREN WITH HEARING DISORDERS)

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Abstract: Recent circumstances (the coronavirus pandemic) required a transfer to distance learning, including for children with special educational needs. Teaching a foreign language to children with hearing impairments in itself presents a specific, complex pedagogical task. Children with partial or total hearing loss have a different pathway and experience of mastering their native language rather than children with normal hearing. This is of fundamental importance and it is taken into account in the methods of teaching a foreign language to children with such disorders. Language work with the deaf and hearing impaired in comparison with ordinary children is much more individualised, the level of their native speech acquisition, the degree of hearing impairment (residual hearing) are taken into account in detail. When teaching a language to these children, due to the peculiarities of their perception, visual aids and written language support are of significant importance.

The basic principles and approaches to distance teaching of children with hearing disorders are the same as in regular classroom teaching. In recent years, including for children with hearing impairments, highly effective assistive IT tools have been created for working on their native language (mostly English). While teaching English as a foreign language in the classroom, these tools are effective as auxiliary tools. When working in the distant format, using ZOOM, for example, they become the most important tools in the pedagogical process. As soon as such an application is installed on a teacher's device, students can also get the interactive access to it. In this way distance work on teaching a foreign language to deaf and hearing impaired children is carried out.

Keywords: hearing disorders, assistive technologies, foreign language, distance learning, special educational needs, speech acquisition, deaf children

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ACMEOLOGICAL SUPPORT FOR DESIGN OF AN INDIVIDUAL EDUCATIONAL AND PROFESSIONAL TRAJECTORY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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Abstract: Designing individual educational and professional trajectories of educational subjects is currently relevant from the standpoint of continuous education and professional self-determination. Design is especially in demand among students with special educational needs. Acmeological support for the design of an individual trajectory consists in accompanying personality development throughout the entire life path. Acmeological support is based on the principles of acmeology, the central of which are the principles of the subject of activity, modeling, algorithmisation. Acmeological support for the design of an individual educational and professional route is associated with the implementation of the developmental technology of the portfolio of achievements. This technology is implemented using information and communication technologies (SMART — portfolio, electronic portfolio, use of a QR code, website — portfolio). Information technologies make it possible to optimise the design processes of an individual educational and professional trajectory for children with special educational needs.

Keywords: individual educational, acmeological support, portfolio of achievements

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EXTRACURRICULAR ACTIVITIES OF HIGH ABILITY ADOLESCENTS IN DIGITAL WORLD: RELATIONS WITH COMPUTER GAMING

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Abstract: The presentation reports the data on the relationship between attitudes toward computer games and extracurricular activities in intellectually gifted schoolchildren. Nowadays, computer games have become the most popular extracurricular activity of youth, including the gifted ones. This passion causes concern among teachers, psychologists, and parents about the likely negative consequences for the health, cognitive, personal, and social development of adolescents. These fears are confirmed by the research data. At the same time, the opposite data demonstrate that computer games can promote the development of capabilities and skills relevant to the digital age. Many questions in this area require study. In particular, the extracurricular activities of modern adolescents in the context of the widespread computer games have not yet been sufficiently studied. Our study aimed to examine the relationship between the commitment to computer games and other extracurricular activities of intellectually gifted secondary schoolchildren (14–15 years old) with using the tests of intelligence and the questionnaires on computer gaming and extracurricular activities. The data obtained show that greater passion for computer games corresponds to less involvement in communication with others and in social and cultural events, as well to lower verbal abilities and academic performance, which require special attention.

Keywords: Digital age, computer gaming, intelligence, gifted children, extracurricular activities

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POSSIBILITIES AND CHALLENGES OF DIGITAL AGE FOR GIFTED CHILDREN, THEIR PARENTS AND TEACHERS

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Abstract: Education of gifted children places high demands on both parents and teachers to meet their needs. Gifted children in regular education are generally not given enough opportunities to develop their talents. Many teachers indicate that they experience problems in challenging their gifted students, and few teachers have additional training in gifted students' education. Nowadays, the digital devices and programmes can empower teachers to create a cognitively challenging learning environment for gifted children in mainstream education so that they remain socially included in their own classroom. Due to the digital age, competition is becoming more global and, in addition to international competitions, young people with similar interests and talents can connect with each other via the Internet. They can compare themselves to their peers from almost any country in the world. But there are two sides of the digital age — a progressive one and a problematic one. A few most important advantages of the interaction between a gifted child and a computer can be provided from the point of view of development psychology. The aim of the presentation is to discuss the benefits and disadvantages of the Internet-based education and counseling of the gifted children.

Keywords: Gifted students Online education

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EYE TRACKING STUDY OF LEARNING DIFFICULTIES FOR CHILDREN WITH HEARING IMPAIRMENT

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Abstract: little is known about how the limited sensory experience of hearing loss affects attention coordination between children and adults. Using the consequences of hearing impairment as an example, it is proposed to comprehend the potential mechanisms underlying atypical joint attention.Purpose: using the eye tracking method, to identify the difficulties of interaction with an adult with hearing impairment associated with a deficit of joint attention in a sample of typically developing preschool children and preschoolers with hearing impairment (H90 according to ICD-10).The main method is the method of registration of eye movements. The eye movement was fixed with an eye tracker during the experiment. There were 2 toys in front of the preschoolers. The child was asked to observe the direction of the adult's gaze and point to a toy that the adult would choose. Results. With the help of an eye tracker, it was possible to trace the consequences of mental deficit development associated with hearing impairment in the choice of available means, the preference for the modality of social signals with the help of which the child participates in episodes of joint attention, and also achieves synchronisation of interaction with an adult in atypical development.Financing. The research results were obtained with the financial support of the President's grant MK-307.2020.6 "Eye Tracking Research of Disorders of Coordination of Social Attention in Preschool Age".

Keywords: Eye tracking, eye movements, *social signals, social attention, preschool age*

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CHILD AND ADOLESCENT RESILIENCE IN A DIGITAL WORLD: LESSONS FROM AFRICA

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Abstract: Many children and adolescents are exposed to significant stress but demonstrate the capacity to adjust successfully to such stress. Put differently, they show resilience. As per multisystemic understandings of resilience, young people's capacity for successful adaptation is only partly informed by their personal strengths. In addition, young people's capacity to adapt well to significant stress draws on resources in their families, communities, physical ecologies, and virtual environments. In specific, this paper explores how digital world resources have the potential to support young people's resilience during COVID-challenged times. It draws on the Resilient Youth in Stressed Environments (RYSE) study to detail South African adolescents' experiences of the value of technology-mediated opportunities for learning, socialisation, and support during lockdown conditions. It also draws attention to the digital divide (e.g., limited access to technology and data/connectivity; limited non-English websites) that African adolescents experience. Given the resilience-supporting potential of digital world resources, the paper makes a case for advancing equitable and enabling access to the digital world among adolescents living in Africa. In short, redressing Africa's digital divide is non-negotiable if the resilience of African adolescents is to be optimally championed.

Keywords: African adolescents; digital divide; digital world resources; multisystemic resilience; Resilient Youth in Stressed Environments

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PERCEPTIONS OF DEATH IN ONLINE COMMUNITIES OF DEPRESSED ADOLESCENTS.

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Abstract: One of the criteria for depressive disorder is the ease of actualising death-related ideas, but the structure of the concept of death in depressive disorder in adolescence requires additional study, and so does the role of the Internet in the formation of this concept. Objectives. To study the ideas about death in modern teenage Internet communities; Methods. The adolescents hospitalised in Scientific and Practical Center for Mental Health of Children and Adolescents named after G.E. Sukhareva were asked to pass the following tests: the Hamilton scale, the questionnaire of attitudes towards death, the modified method of "unfinished sentences", the questionnaire "fear of personal death", a specially designed questionnaire to study the experience of facing death. Results. The data obtained allow us to speak about the specific structure of the idea of death in adolescents with depressive disorder, as well as about the peculiarities of handling this topic, mediated by the peculiarities of thinking in this type of disorder. Participation in the formation of the structure of the use of the Internet sources is being discussed. Conclusions. The concepts of death formed on the basis of the experience of facing death online have their own specifics and need further research.

Keywords: attitudes to death, adolescent, mental health, depression disorder, social media

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THE IMPACT OF DIGITALIZATION ON COGNITIVE AND EMOTIONAL DEVELOPMENT OF CHILDREN

FEATURES OF COPING BEHAVIOR IN CHILDREN AT RISK OF DEVELOPING GAMING DISORDERS AND INTERNET ADDICTION.

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Abstract: Nowadays, information technology has become not only a tool for storing and processing information, but also an entertainment interesting for children and teenagers as it carries a distraction from daily-life problems. Therefore, the issue of identifying the risk of addiction caused by computer games, information and communication becomes relevant. The analysis of the features of anxiety and strategies of coping with difficult life situations in children of early adolescence allowed us to identify that children most often use either an avoidance strategy or react to stressful events too emotionally. Meanwhile, increased anxiety becomes a factor that influences the child's decision on taking certain actions to solve problems. So, in the presence of constructive types of experience (for example, creative activities, optimism) adaptive types of response are formed, whereas in the presence of non-constructive types (for example, aggressiveness, self-blame), there may be a risk of developing non-adaptive types of response, including the form of psychosomatic reactions. The survey revealed such psychological features as: impulsive activity on the Internet (gaming, communication, searching information); an increase in time spent on games; loss of control; an increase in the level of tolerance, which meets the diagnostic criteria of the Internet addiction, including gaming.

Keywords: addiction, gaming disorders

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COGNITIVE DEVELOPMENT OF PRESCHOOLERS IN CONDITIONS OF DIGITALISATION OF EDUCATION

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Abstract: Participants of the research. In total, the research covered 84 respondents (in the Russian sample): children (aged 6-7). Respondents were divided into two groups depending on the educational programme being implemented: group 1 — using digital technologies; group 2 — without their use. Methods: School Maturity Test P. Keas; motivation questionnaire S.V. Konovalenko; Geometric Figure Test L. Bender. Statistical methods of the analysis of data: Mann–Whitney U-test (IBM SSPS Statistics v.22.0).Statistical analysis of the data revealed significant differences between two groups by a number of indicators. In the group of preschool children in whose education digital technologies were implemented, a significantly higher level of cognitive activity was found; significantly lower levels of concentration of attention and graphic skills were found. According to the indicators of image thinking, visual memory and the combination skills were not found. The children of the first group are mainly focused on interest in the fields of nature, symbol systems and artistic images. The children of the second group are focused on interest in the fields of nature, man, artistic image. We can conclude about the pronounced influence of digital technologies on the trajectory of cognitive development of children. In addition, data on parental control over the use of gadgets by preschool children and the nature of the impact on the emotional state of children were analysed.

Keywords: education, preschool children, cognitive development

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FEATURES OF ASSESSMENT BY SCHOOLCHILDREN AND PARENTS OF THE EDUCATIONAL ENVIRONMENT IN URBAN AND RURAL SCHOOLS OF THE KABARDINO-BALKARIAN REPUBLIC

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Abstract: The article analyses the results of an online survey of schoolchildren and their parents in urban and rural schools of the Kabardino-Balkarian Republic (Russian Federation). The degree of satisfaction of schoolchildren and parents with the organisation of the educational environment and the results of the educational work of the educational organisation was investigated. Students of rural schools and their parents rated the characteristics of the educational environment and the results of education more highly. Schoolchildren of both urban and rural schools rated the informality and effectiveness of the organisation of student self-government low. The greatest differences between rural and urban schoolchildren were revealed in the indicators of moral self-assessment and moral motivation. Urban schoolchildren rated the informality and effectiveness of their participation in the work of the school website, social networks, newspapers and other media resources low. From the point of view of parents and urban and rural students, the school does not adequately prepare children for solving difficult life problems. Parents of urban schoolchildren rated lower the extent to which the educational environment contributes to the prevention of nationalism, extremism, and corruption. Parents of urban schoolchildren are less satisfied with how the school prepares children for meaningful career choices.

Keywords: educational environment, rural and urban schoolchildren

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RELATIONSHIP BETWEEN LANGUAGE AND EMOTIONAL DEVELOPMENT IN PRESCHOOL CHILDREN

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Abstract: The relationship between the development of emotions and language in preschool children has been a popular topic for over a hundred years (Izard, Malatesta, 1987; Vygotsky, 1991; Calkins, Bell, 2010; Pekrun, Linnenbrink, 2014). However, there are very few works that would investigate the relationship between emotions and language on empirical material. This topic becomes especially relevant due to the fact that digital devices change the forms of interaction of a preschooler with other people, forming a new social situation of development and becoming an agent of his/her socialisation (Batenova, 2017; Soldatova, 2018). The results of several studies will be presented, which were devoted to the investigation of the relationship between understanding and recognition of emotions and language skills (the level of vocabulary development and the ability to create a coherent story) in 5–7 year-old children. The relationships between emotions comprehension and the semantic aspects of composing a story based on a series of pictures or retelling (semantic completeness, adequacy, completeness of narrative, understanding of the heroes actions) were revealed. The study showed that children with a more developed emotional sphere cope better with answering questions and a general understanding of both pictures and text. This research was funded by Russian Science Foundation No. 20-18-00457.

Keywords: development of emotions, preschool children, language skills

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CYBERAGGRESSION EXPERIENCE THROUGH THE PERSPECTIVES OF ADOLESCENTS, YOUTH, AND PARENTS

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Abstract: The report provides data of a population-based study devoted to the phenomenon of cyberaggression. The sample consisted of 3,395 adolescents, young people and adults (parents of adolescents) from 20 major cities of 8 federal districts of the Russian Federation. The results of the study present an analysis of the main characteristics and mechanisms of cyberaggression in the perceptions of different generations (triggers, online spaces and methods for its expression, forms and content of its manifestation). Special attention is paid to the most common types of cyberaggression and their peculiarities (trolling, hitting, flaming, cyberstalking, cyberbullying). These types of cyberaggression are examined in terms of the specificity and duration of the emotional reactions associated with the experience of encountering these situations and the peculiarities of the role structure.

Keywords: cyberaggression, adolescents, adults, youth

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CONSTRUCTION OF IDENTITY IN THE DIGITAL WORLD

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Abstract: The context offers a spatial and temporal organization that, together with the family, provides a linking structure and the first constant frame of reference, used by the child to adapt to reality and interpret the context. Slowly and laboriously a complex tissue is formed where the I, the self, arise. The individual emerges to be put into practice and at the same time be influenced by the community in a process of continuous interaction, where his/her identity is formed by appropriating certain available models (Riviere-Pichón, 1995; Vera & Valenzuela, 2012). The emergence of the virtual space lacking the structure and limits of the face-to-face, represents a risk for the child's self-representation. The broad and novel context becomes a challenge, thus, the prolonged and sustained pressure causes a cognitive disorganization that precedes the process of adaptation of mental schemes to reality. To regain cognitive balance, if the applied mental scheme does not work, a psychological discomfort as a result will be transformed into a stimulus to advance in the search for a solution, allowing the individual to acquire strengths or weaknesses in his/her development process (Vygotski, 1982; Piaget, 2000; Corredor, Pinzón, & Guerrero, 2011).

Keywords: cognitive disorganization, identity, digital world

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FEATURES OF ORIENTATION IN COMMUNICATION, SOCIABILITY AND COMMUNICATIVE QUALITIES IN ADOLESCENTS IN THE CONTEXT OF DIGITALISATION

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Abstract: The relevance of the problem of communication in the context of digitalisation has determined the topic of empirical research. The goal is to increase the effectiveness of real communication of teenagers who are not provided with virtual communication skills. Communication in the virtual space, in social networks gives the illusion of the existence of numerous interpersonal relationships, in reality, a teenager does not know how to build social relationships, solve conflict situations, organise his/her life in the society. The prevailing types of orientation in communication among adolescents who prefer a digital environment in comparison with adolescents engaged in different types of activities in the conditions of real interaction were identified. In 72% of adolescents from the first group, the predominance of manipulative and authoritarian types of communication was revealed. Constructive orientation in communication — dialogic have only 16%. Most adolescents in the first group have either a high or low level of sociability. Excessive sociability, as well as obvious lack of communication, complicate social contacts, lead to mutual understanding and conflict situations. The greatest differences between the two groups were found in the degree of expression of such communicative qualities as efficiency, dominance, compliance, psychological tact and responsiveness.

Keywords: communication6 digitalization, teenagers

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WELL-DESIGNED DIGITAL WORLD DESIGNING ILL CHILDHOOD?: AN INQUEST OF STAKEHOLDERS

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Abstract: It is well known that the digital world has already changed children's lives and life chances. Digitalisation may create a new divide that would prevent children from fulfilling their utmost potential unless we expand our access. On the other hand, child laborers are being exploited, trafficked, and even abused. Henceforth their overall well-being is already at stake, and digitisation might pose threats to their well-being. The present study explores the undeniably dark side of the digital world, impacting child laborers. Here we sought stakeholders' viewpoints and understood how technologies' availability had impacted children. During the analysis, we found laborers have 90% mobile storage filled with content that includes violence, aggression, vulgarity, and nudity. Stakeholders emphasised that children are restless, their behaviour is violent, they are reluctant, and they have an unfriendly gesture that impacts their cognitive and emotional development. This study suggests an urgent need for faster action, a focused environment, gatekeeping of content, and raises a question on supervision by higher authorities for properly designing childhood.

Keywords: Digitalization, child labour, development

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THE DEVELOPMENT OF A SPATIAL ABILITY TEST OF ADOLESCENTS USING VIRTUAL REALITY TECHNOLOGIES

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Abstract: Virtual reality (VR) have recently been used to estimate various cognitive functions of children and adolescents. The aim of this study was to compare the performance in spatial tasks in VR with standardized spatial ability tests. The VR environment was consisted of a configuration of 6 geometric three-dimensional objects. The task was to select one of 4 variants for the presented locations of these objects, rotated by 90, 270 or 180 degrees. Each subject performed this task 40 times, and each task had an 25 seconds duration. The HTC Vive Pro was used as a VR-equipment. The correct responses count and spent time were recorded. As a standard spatial-test battery were used "Spatial rotation", "Pattern assembly", "Paper folding" and "Mechanical reasoning" implemented on an online-platform in 2D-format. 46 healthy subjects (the average age was 19 years) took part in the experiment. The results showed a significant correlation between the number of correct answers in the VR task and in the "Mechanical reasoning" ($r=0.5$, $p=0.015$); between the time of finding the correct answer in the VR task and in the "Spatial rotation" ($r=0.47$, $p=0.023$). Thus, we can assume that the tests in VR and several 2D-tests are comparable in temporal characteristics.

Keywords: Virtual reality (VR), cognitive functions, children

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THE WAY A CHILD UNDERSTANDS THE WORLD: FROM REAL LIFE TO VIRTUAL REALITY AND BACK

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Abstract: The digital world is becoming the space for discovery, creativity and self-presentation for the child. Creating conditions for children to understand the real and virtual world is one of the trends of preschool education. Hermeneutical research which reveals the art of interpreting the texts of the world serves as a methodological background for the study into understanding of the child's world. Hermeneutics consider the hermeneutical circle to be the most important feature of understanding: in order to understand the whole, one should understand its individual parts, but in order to understand separate parts, one should have an idea of the meaning of the whole. The changing world is like a continuous expectation; new impressions appear in it, opposed to the well established ideas. Understanding is a constant inner work with meaning and time. In terms of its form, it is a logical circle, but in terms of the content it is expressed through contradiction and solved through the real movement of knowledge. Understanding is based not only on identification, projection, social perception, empathy, and causal attribution, but also on co-feeling, co-sounding, co-experiencing, and co-action.

Keywords: digital world, virtual world

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DROWNING IN LIFE STRESS: COPING INTELLIGENCE LIFEBUOY™ FOR DIGITAL GENERATION

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Abstract: A worldwide psychosocial crisis caused by the 2019-nCoV/COV-ID-19 virus triggers both an infodemic, a global epidemic of misinformation, and an epidemic of life stress. Responses to biomedical threats revealed gaps in the public safety system that are mostly human factor related. The societal responses demonstrate that damage caused by the wide-spread psychosocial pandemic consequences exceeds the pandemic biomedical impact on young generation increasing depression, anxiety, suicidal ideation, and life prospective loss. A twenty-first century pandemic has shown that ignorance in addressing destructive psychosocial forces has a real cost. For the youngsters that means to carry a double-weight of the world on their shoulders. While virologists are developing a vaccine against the coronavirus, the professional psychological sciences community needs to concentrate on exploring coping intelligence mechanisms as a psychological vaccine against the mental stress. All the evidence observed during the pandemic catastrophe suggests that children and youth are the most vulnerable to deep fakes, sociocultural threats, and destructive mentality generated by both digital means and human-to-human communication. In the proposed Coping Intelligence LifeBuoy™ working framework, the conjunction of "coping intelligently" with "caused-by-pandemic psychosocial stress and digital infodemic" indicates the intended focus on exploring successful coping-with-life-challenges strategies implemented at every level: individual, national, or world-wide.

Keywords: coping intelligence, life stress, digital generation, coping strategies, well-being

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CHILD, PARENT, EDUCATOR: BERMUDA TRIANGLE OF DIGITAL COMMUNICATION

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Abstract: The problem of communication between participants of the educational process has always been (and remains) challenging, since it is directed by different motivations and attitudes of its participants. In digital communication, primarily in the Internet space, the need to use new forms and instruments of education seriously amplified the ambiguity of this process. So it often leads, as in the Bermuda Triangle, to the disappearance of both the content and the intention to assimilate knowledge, as well as the productivity of the communication itself.Let's briefly outline the main causes of the emerging problems: 1. Changes in the structure of intelligence during the transition to new forms of education. This occurs imperceptibly for adult participants in communication, and causes ambivalent reactions in adults, primarily teachers, and is regarded as a natural variant of cognitive development by children. 2. Different levels of the operational side of digital socialisation. For children and adolescents, the operational side is not difficult, in contrast to adults, especially teachers. It leads to a negative attitude towards new forms of education from the part of adults. 3. Differences in attitudes towards gadgets — for children this is a natural form of learning and communication with the world. Teachers and parents often regard gadgets as the instrument for avoiding full-fledged learning 4. Differences in emotional attitude towards robots and the possibilities of their use in education. 5. Different attitudes towards educational games. Educators, unlike parents, perceive them as a panacea for solving the problems of online learning, parents conceive them as a decline in the quality of education.

Keywords: digital communication, intellect, operational competence

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RECONSTRUCTIVE IMAGINATION FUNCTIONING IN ADOLESCENTS IN THE CONTEXT OF DIGITALISATION OF EDUCATION: MEANINGFUL READING ON PAPER AND SCREEN

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Abstract: With the rapid development of digital learning space and digital reading, the study of mental processes involved in the text perceiving activity becomes especially relevant. One of these processes is reconstructive imagination (RI), which undergoes significant changes under the influence of increased visualisation. During our previous studies, we revealed that Russian teenagers' screen reading is characterised by spontaneity, pragmatism, situational awareness. The question arises: are there any significant differences in the level of RI functioning when reading on paper and digitally? To investigate this problem, we developed a diagnostic toolkit and conducted an empirical study with a balanced design, in which two randomised groups of teenagers read texts from paper and from screens. Participants were 268 students in grades 5–8 from two secondary schools in the Moscow Region. Analysis of the obtained data revealed no significant differences in the level of RI functioning when reading from different media. The overall RI level of the participants was rather low: only 9.3% of them described adequate and sufficiently detailed images that corresponded to the text. These results indicate the need to implement into the regular learning process scientifically grounded methods aimed at developing RI in schoolchildren, building effective digital reading skills.

Keywords: reconstructive imagination, adolescents, digital reading, paper reading

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RELATIONSHIP OF THE PARAMETERS OF ADOLESCENTS' EXECUTIVE FUNCTIONS AND LATERAL PREFERENCES WITH THEIR INSTRUCTIONS PERCEPTION ON THE INTERNET

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Abstract: Today's teenagers participate in many educational events using the Internet. Accurate understanding of the instructions is often necessary to obtain adequate information. Quite often, the study of understanding a text or instruction on the Internet occurs in terms of the characteristics of the text, its improvement for understanding, and not in terms of the characteristics of the reader. The aim of the study was to examine the relationship of the parameters of the adolescents executive functions and lateral preferences with their instructions perception on the Internet. For this, inhibitory control was assessed in the go / go and go / no-go paradigm (Vergunov, Nikolaeva, 2009); working memory (Razumnikova, Nikolaeva, 2019), lateral preferences using a set of samples and parameters of eye movement when reading instructions on the Internet using an eye tracker. The subjects were 50 adolescents (25 boys and 25 girls) aged 10-16 years, students in grades 5-9. Factorial and regression analyses revealed a relationship between right-handedness and the duration of the first fixation in the region of interest and the number of repeated returns to the region of interest. The mean fixation time was inversely related to inhibitory control parameters. The obtained relationships reveal the dependence of the quality of perception of instructions on the Internet by adolescents on the processes of maturation of their prefrontal cortex.

Keywords: eye tracker, reading instruction, Internet, executive functions, lateral preferences

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PREDICTORS OF THE INTERNET ADDICTIVE BEHAVIOUR IN ADOLESCENTS

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Abstract: The research is devoted to the empirical study of the actual problem of psychological predictors of the Internet-dependent behaviour of adolescents. Our study involved 60 adolescents aged 10 to 15 years with different levels of the Internet-addicted behaviour. Based on the results of the empirical study, a number of conclusions and generalisations were made: The average age of first active use of the Internet is 11 years. At the same time, by the age of 14, more than half of schoolchildren cannot imagine their life without the Internet. Adolescents with a pronounced level of the Internet addiction often experience an increased level of anxiety and may exhibit aggressive behaviour in everyday life, while they have somewhat underestimated ideas about their capabilities and, depending on the level of the Internet addiction, adolescents differ in the level of self-confidence. Teens with high levels of the Internet addiction are also more likely to experience feelings of subjective loneliness. Based on the conducted psychodiagnostic research, as well as statistical data processing, it can be concluded that an adolescent's increased anxiety and aggressiveness, as well as a low level of self-confidence and a subjective feeling of loneliness, can act as predictors of the Internet addiction.

Keywords: adolescents, Internet-addicted behavior

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VISUAL-SPATIAL ABILITIES IN THE STRUCTURE OF INTELLIGENCE IN CHILDHOOD

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Abstract: Visuospatial ability is associated with the perception of visual information and understanding the relationships between visual objects in space. Many studies have demonstrated the strong relations of visual-spatial abilities with academic performance in children, particularly in mathematics and the natural sciences (Geary, 2004; Leneman et al., 2001; Mazzacco et al., 2006). Studying visual-spatial abilities becomes especially relevant, because these functions play a large role in the development of many skills associated with the digital environment. The aim of the present study was to investigate visual-spatial abilities and their relations with different cognitive components in childhood. The sample included 332 children aged from 3 to 16 years. WPPSI-IV and WISC-V were used to assess visual-spatial abilities and other cognitive components including general intelligence. The relationships of visual-spatial abilities and the main cognitive functions were analysed for different age groups using correlation analysis and the confirmatory factor analysis.

Keywords: visual-spatial abilities, intelligence, preschoolers

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CULTURAL TOOLS AND HYBRID MINDS: DEVELOPMENT IN A DIGITAL ERA

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Abstract: In the cultural-historical perspective originating in L. S. Vygotsky's work, cultural tools play a significant role for understanding development and learning. Thus, development is not determined by biological capacities of individuals only, but rather by their mastery of cultural tools emerging in a society. When cultural tools change, such as in the case of the invention of writing and book printing, the capacity of remembering of individuals will not be limited by their brain capacities. Currently, digital tools (tablets, apps etc.) are used by children from a very early age. This development implies that children adapt to new forms of mediation, and learn to rely on technologies when engaging in a range of activities. This increasing hybridity of human thinking is an interesting challenge for understanding development in a cultural-historical perspective.

Keywords: digital tools, technologies, cultural-historical perspective

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ALEXA, WHAT ARE YOU? EXPLORING YOUNG CHILDREN'S ONTOLOGICAL PERCEPTIONS OF DIGITAL VOICE ASSISTANTS

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Abstract: Children grow up in an environment which is increasingly characterized by digital voice assistants (DVAs), such as Alexa, Siri or the Google Assistant. Our presentation highlighted why DVAs are important for developmental and educational research in their own right, and why voice-enabled technology, such as DVAs, might have a different impact on children's cognitive development compared to other digital technologies. To support our argument empirically, we presented selected findings from a small-scale qualitative study in which we explored children's ontological perceptions of DVAs in open interactions. These findings suggest that children can hold firm ontological beliefs about the distinct nature of humans and machines, whilst interpreting certain aspects of DVAs' interactive capabilities as being genuinely humanoid (e.g., non-responsiveness, delayed responses, inaccuracy) and non-humanoid (e.g., permanent responsiveness, promptness, accuracy, limited conversational capacities, lack of common sense, standardized responses) at the same time.

Keywords: digital voice assistants (DVAs), cognitive development, children

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MENTAL STATES IN A HIGH-LEVEL VR-ENVIRONMENT

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Abstract: In the course of the experiments with adolescents and young men, data were obtained on a significant change in mental states during short-term work with didactic programmes in virtual reality (VR) with VIVE helmets (providing tracking not only the head rotation of the subjects, but also their movements in space). Virtual reality increases indicators on the scales of activation, excitement, tone, euphoria, and reduces asthenia indicators. Personal properties in such programmes practically do not change. Changes in mental states when working in VR-programmes on three-dimensional monitors are significantly lower. An individual's experience of the degree of presence in VR increases with the use of new helmets even in short VR-programmes. Modeling 3D objects, high animation, interactivity, the experience of being inside a VR-scene determine the effectiveness of VR-programmes in influencing mental states. The digital VR-space, with the appropriate content, can be considered as a zone for the development of mental states, through which the formation of stable personal properties is possible. At present, there is VR ontology and VR epistemology.

Keywords: virtual reality, mental states

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RELATION BETWEEN USING DIGITAL DEVICES BY ADOLESCENTS AND THEIR COGNITIVE PROCESSES AND EMOTIONS

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Abstract: The report contains received intermediate results of the study investigating cognitive-behavioural characteristics of adolescents with different levels of inclusion in the digital environment in three stages. At the first stage, 120 people took part in the study: adolescents and young people from 14 to 20 years old. Feature of this study is a comparative analysis of the cognitive-behavioural characteristics of participants depending on their immersion in different types of digital activity: social networks, information search, computer games, watching video content, watching films. Intermediate results reveal the heterogeneous connection between digital activity and the cognitive-behavioural sphere. A general trend for different types of activity in the digital environment is negative changes in cognitive flexibility in participants belonging to the group of users with high activity, other trends identified will be represented in the report. Also, there are differences in the assessments of the degree of digital activity between adolescents and their parents, and additional tendencies are revealed on the basis of parental reports.

Keywords: digital activity, adolescents, cognitive, behavioral characteristics

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IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN DIGITAL AND EDUCATIONAL ENVIRONMENT

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Abstract: In modern conditions, the education at higher educational institutions throughout the Russian Federation is correlated with the digitalisation of the processes that provide educational and extracurricular activities, and is also accompanied by the requirements of modern state standards of higher education to the electronic information and educational environment fixed at the state level.

With each new stage of learning development, students strive to enter the digital field and would like to expand the possibilities of the educational process by improving the quality of the information and educational infrastructure. The actual task of implementing the educational process in the digital environment is to develop a common method that will solve the problem of combining individual programmes and materials into a single automated system of the university.

The study of foreign experience in automating learning is of great interest. For example, distance learning in Iraq faces major challenges that threaten its development. According to local experts, despite the fact that this type of training is the safest at present, there is not enough funding for it. Many schools in rural areas are unable to implement distance learning due to the lack of important resources: electricity, necessary equipment, infrastructure, and most importantly, the Internet.

Keywords: digitalization, educational process, extracurricular activities

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INTERPERSONAL AND INTRAPERSONAL EMOTIONAL COMPETENCIES IN THE STRUCTURE OF PARAMETERS OF PSYCHOLOGICAL HEALTH OF HIGH SCHOOL STUDENTS WITH DIFFERENT DEGREES OF INVOLVEMENT IN VIRTUAL COMMUNICATION

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Abstract: The report is devoted to the study of interpersonal and intrapersonal emotional competencies as parameters of the psychological health of high school students with different degrees of involvement in virtual communication. The report presents the results of an empirical study of intra-system interactions of psychological health parameters (neuropsychiatric stability, self-regulation parameters, strong-willed personality qualities, parameters of self-attitude and self-perception, moral self-esteem, life-meaning orientations, positive adaptation to the social environment) and interpersonal and intrapersonal emotional competencies in groups of high school students with different levels of cybercommunicative addiction. The study showed that a high level of cybercommunicative addiction is associated with low indicators of the structural components of psychological health (volitional qualities, the system of self-regulation of behaviour and life-sense orientations), and unformed components of interpersonal and intrapersonal emotional competencies (understanding emotions, controlling expression, managing and understanding the emotions of other people) that can act as markers of cybercommunicative addiction in high school students. The found correlations at a high level of significance suggest the possibility of including interpersonal and intrapersonal emotional competencies among the valid diagnostic criteria for the psychological health of high school students in virtual communication.

Keywords: emotional competencies, virtual communication, cybercommunicative addiction

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PERSONAL RESOURCE OF ADOLESCENT STUDENTS AS A PRECONDITION FOR PSYCHOLOGICAL WELL-BEING

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Abstract: Digitalisation of school education predetermined the transformations of educational environment. These factors impose special personal requirements on students and provide new pressure raising a new exploratory and practical question: To what extent does digitalisation of school education contribute to the schoolchildren psychological well-being? The relevance of the study is also related to the fact that in contemporary educational environment both teachers and schoolchildren are dissatisfied with their interrelations, and this dissatisfaction blocks the students' proactive attitude, specifically towards education. The study aims at exploring the possibility of predetermining the schoolchildren's psychological well-being in accordance with the constructiveness of their self-attitude considered as a personal resource, as well as the satisfaction with the attitude of teachers. The study involved 671 schoolchildren from 8-11 grades of Moscow schools. It revealed that a student's constructive characteristic of self-attitude or self-confidence can be considered as a condition of psychological well-being, and the teachers' attitudes towards pupils can also be viewed as a resource for the schoolchildren's psychological well-being. Lack or deficit of positive attention towards educational difficulties of schoolchildren, as well as disregard for the student's self-esteem from teachers lead to distancing students from teachers, denial of their authority and dissatisfaction. The study also found that a third or more of the schoolchildren involved in the survey have a reduced level of motivation for learning, don't understand the importance of schooling, experience feelings of fatigue and apathy, as well as dissatisfaction with the teachers' attitudes.

Keywords: educational difficulties, digitalisation, personal resource

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RELATIONSHIP OF TEMPERAMENT AND COGNITIVE PROCESSES IN THE STRUCTURE OF A CHILD'S PERSONALITY

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Abstract: This paper analyses the results of the study of certain cognitive processes such as attention, thinking and types of temperaments of the personality of pupils. The factors involved in the interaction of attention stability and speed of thinking, as well as types of temperaments (melancholic type of temperament, sanguine type of temperament, phlegmatic type of temperament, choleric type of temperament) are analysed. The type of nervous system affects performance, but characterological features (resistance to increased stress or ability to perform long monotonous work) can equalise the results of representatives of different types of temperament. Phlegmatic and melancholic people are introverts; intrinsic motivation plays a greater role in their achievements than the approval of others. The presence of psychological training of specialists and the study of psychology in the higher education system contribute to a significant improvement in the quality of education and the training of highly qualified specialists. The characteristics considered are of interest to psychologists, doctors, teachers and other specialists involved in the educational process.

Keywords: personality, cognitive processes, attention, thinking, temperament

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CURRENT PROBLEMS OF MODERN CHILDHOOD IN THE CONTEXT OF DIGITALISATION

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Abstract: The current stage of development of the society is characterised by active digitalisation of the learning process, but many students receiving knowledge in a remote format began to face such problems, for example, as the Internet addiction. However, parents, teachers and psychologists do not always have the necessary competencies to solve this kind of psychological difficulties. Therefore, the purpose of our research was to study the current problems of child-parent relations and to search for effective methods of their resolution. A total of 615 families participated in the study. The total number of children from birth to 18 years of age, for whom the questionnaires developed by us were filled out, was 1,285. The results of the survey showed that at the age of 10–15 years, the Internet addiction is a common problem among teenagers (51%). At the age of 15–18, teenagers also continue to spend a large amount of time on the Internet (22%). Such data indicate that cyberspace covers a huge number of young users who are affected by the negative consequences of the digitalisation process. Therefore, in the modern world, it becomes necessary to develop effective psychopractics and recommendations for teachers and parents to overcome these difficulties.

Keywords: digitalization, Internet addiction, psychological difficulties

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CORRELATION BETWEEN TEMPERAMENT TRAITS, PROBLEMATIC INTERNET USE, SUBJECTIVE PSYCHOLOGICAL WELL-BEING AMONG OLDER ADOLESCENTS

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Abstract: The present work is devoted to the study of the interdisciplinary problem of the influence of the Internet technologies on the children's mental development and behaviour, the correlation between temperament traits (the model of "integral individuality"), problematic Internet use, subjective psychological well-being among adolescents. Study participants: Muscovites N=90, native language — Russian. Teenagers 15–18 years old N=54 (M=16.167, SD=0.863) and young people (19–25) N=36. The main conclusions of the study are confirmed by the evidence base of social neuroscience, modern psychology: some of the individual characteristics that belong to the structure of temperament (Rusalov, Trofimova, 2007, 2011) ("Neuroticism", "Motor-physical Endurance", "Motor-physical Tempo", "Impulsivity") should be considered as prognostic components of a complex of factors predisposing ("for better and for worse") to the formation of problematic Internet use, and to the individual subjective perception of "psychological well-being" (based on the integrity and the continuity of individual development under the influence of various environmental conditions) (Genetics of Personality Consortium, 2015; Cloninger et al., 2019; Morrow, Flagel, 2016; Plomin, 2018; Buss, Plomin, 2014; Shiner, Caspi, 2012). When comparing age groups, clustering and factor analysis (the total percentage that explains the first factor (27.871%), the first two factors gave 42.517%, etc., and all 5 factors together explain 73.131% of the total variance), these conclusions about correlation connections were confirmed.

Keywords: temperament traits, problematic internet use, well-being, adolescents

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THE ADULT AS A MEDIATOR OF THE DIGITALIZATION OF CHILDHOOD

FORMATION OF THE BASICS OF INFORMATION CULTURE IN PRESCHOOL AGE

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Abstract: The introduction of digital technologies in preschool education is an objective and inevitable process. The purposeful use of information and communication technologies and the Internet in the educational environment is an actual condition that forms and guides the process of modern development of the child's personality. The digital generation can benefit greatly from interacting with the new information environment, but the dangers it brings to the children's world should not be ignored. It is possible to block these risks by forming and increasing the information culture of all subjects of the educational space. The purpose of the study was to study the process of formation of information culture of preschool children, and its components (operational-activity, cognitive, value-motivational, social-communicative, emotional-volitional). Objective: to identify the features of personal changes of preschool children in the process of formation of their information culture; as well as to assess the possibility and effectiveness of psychological and pedagogical assistance to such formation. The main study involved 734 children aged 5–7 years. To determine the characteristics of children's user activity, a pilot study was conducted with a questionnaire of parents (a total of 36,166 people). The necessary and sufficient conditions for the successful formation of an information culture in the educational environment of a kindergarten are defined by us: 1) development and implementation of a special programme for the development of a "digital" personality; 2) activation of the processes of reflection of a preschooler; 3) ensuring the readiness of teachers to work in a digital environment; 4) expansion of social partnership with the involvement of IT companies.

Keywords: Preschooler development, information culture

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ICT USE WITH PRESCHOOL CHILDREN: PROS AND CONS

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Abstract: The experience of digital devices use in preschool age is associated with at least two layers of child interaction, i.e. with close and social adults. A series of studies were carried out to identify the context of digitalisation in preschool childhood. The digital educational environment characteristics were analysed through the study of the ICT implementation experience of preschool educators. Multidirectional trends in the teachers' attitudes were emphasised. Therefore, along with concerns about the negative impact on the health and psyche of a child, as well as replacing real communication with interaction with electronic devices, teachers noted that the use of ICT allows for improving the presentation of material and facilitating its understanding by preschoolers, and at the same time contributes to the new skills development. These results are consistent with our study on the effect of passive and active screen time on the development of phonemic awareness in preschool children. It was shown that passive screen time is a significant predictor of the level of development of phonemic awareness, in particular, when controlling the factor of the mother's level of education.

Keywords: preschool age, ICT, digital devices

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EFFECTS OF EXCESSIVE SOCIAL MEDIA USE, PEER SCHEMAS, AND PARENTAL ROLE IN ONLINE RISKY BEHAVIOURS AMONG ADOLESCENTS

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Abstract: A recent meta-analysis showed that positive peer interactions are one of the strongest protectors against online risky behaviour among adolescents. However, it seems that the role of parental involvement is neglected. Parents face a challenging task to balance between the educational and social advantages of the Internet use and the negative effects that some content or mediated contact might have on children's attitudes, behaviour, or safety. This study aimed to explore the incremental contribution of parental mediation and control in the prediction of various online risky behaviours over and above excessive social media use and peer schemas. The sample included 576 (71.4% females) high school students from Serbia. Results showed that parental mediation, but not control, had a significant negative contribution to risky Internet use, but not to cyberbullying and cybervictimisation. In all models, social media addiction showed positive effect, and positive peer schemas showed negative effects on risky behaviours. Results revealed that active mediation, rather than restrictive, had a significant role in the prevention of adolescents' online risky behaviours. However, it seems that the parental role is limited to the safe use of the Internet and non-disclosure of personal information, compared to involvement in cyberbullying.

Keywords: online risky behavior, cyberbullying, victimization, peer schema, parental mediation, parental control, social media addiction, excessive social media use

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INFLUENCE OF EDUCATIONAL ACTIVITIES WITH GADGETS ON THE COGNITIVE PROCESSES OF PRIMARY SCHOOL STUDENTS

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Abstract: Digital technologies are being actively introduced in Belarusian educational institutions, including primary schools. In practice, the appeal to them often follows the technocratic logic, but ignores the humanitarian consequences. In order to assess these effects on higher mental functions, an experimental study was conducted with participation of 1,000 primary school students. The experiment was organised according to an intra-individual scheme. The students passed through three experimental conditions, each of them lasted for 20 minutes: 1) traditional educational activity; 2) educational activity with a gadget; 3) free activity with a gadget. After each situation, the children measured the state of attention (concentration and selectivity) and memory (visual, auditory, mechanical and logical). It was proved that the students demonstrated significantly better state in all measured parameters of attention and memory in normal educational activities without the use of digital technologies. These results are similar for younger students of different grades (1–4, from the age of 6 to 10 years). The obtained data prove the need for: firstly, a more rational use of digital technologies in education, especially at the stage of formation of educational activities; secondly, the search and justification of the actual developmental effects of these technologies for students.

Keywords: educational activities, gadgets, cognitive processes

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CYBERPSYCHOLOGY: CHILDHOOD AND ADOLESCENCE

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Abstract: Cyberpsychology serves to understand, help and educate the human being in the digital world, in virtuality, in the processes of adapting to those information and communication changes that govern the world today, which we cannot ignore because of how essential they have become, but it is important within this field to study the impact on children and adolescents of our era, how they enter, how they explore, how it affects them, how it teaches them, how they learn, they are really "digital natives". They understand well because they were born with screens around them or it is something more psycho-evolutionary, something human, innate; humans are constant creators of their environment even though they are also attached, conservative and traditional, as we understand this social phenomenon, and we use them to our advantage in creating better societies and quality of life with mental health. Let us join this psycho-evolutionary adventure.

Keywords: Cyberpsychology, childhood, adolescence

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CONSEQUENCES OF DIGITALISATION OF EDUCATION

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Abstract: The use of digital technologies requires professional retraining of research and teaching staff. Educational institutions should be ready for technological modernisation of the education sector for professional training of specialists, as well as retraining of teaching staff, developing the ability to use interactive technologies and implement the educational process online, as well as communication skills. At the same time, the speed of changes and the global nature of their consequences require an analysis of the consequences of digitalisation. In the field of education, the following risks are most likely: loss of basic cognitive competencies; reduction in the quality of training; teacher publicity; excessive demands on his/her psychological qualities; imposition of Western technologies; degradation of national competencies; reduction in personal contacts; reduction in the quality of training; quality control problems; change in the requirements for the content of training; change in the means of training; reduction in the need for a "thinking" specialist; priority of specialists with technological skills; reduction of the number of specialists with higher education; loss of fundamental knowledge; loss of the status of higher education. Based on the above, we can conclude about the negative impact of digitalisation on the quality of education.

Keywords: digital technologies, education

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PATHOGENIC REFLEXION OF THE MOTHER AS A FACTOR OF ADVERSE IN CHILD-PARENTAL RELATIONSHIP

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Abstract: The article presents the results of an empirical study of the relationship of well-being in parent-child relationships and factors that negatively affect its development. Such factors are the styles of the child-parent relationship "Excessive demands-prohibitions" and "Insufficient demands-prohibitions" and pathogenic reflection of the mother. On the example of these styles of parental attitude to the child, mechanisms are shown that prevent the formation of the emotional and psychological well-being of the child. It has been established that the style of the parental attitude towards the child depends on the quality of reflection. The mother's pathogenic reflection is aimed not at solving problems that arise in parent-child relationships, but at her own experiences and states, which actualises the need for protection from them. Reflexive defenses, in turn, manifest themselves in behavioural patterns and are anchored as experiences in parenting styles.

Keywords: parent-child relationships, parenting styles, pathogenic reflexion

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IMMINENT DIGITAL RISKS FOR DEVELOPING MINDS: HOW TO AUGMENT MENTALITY WITHOUT BREAKING IT?

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Abstract: Immersion in digital reality since birth and through the life span triggers growing public psychological health concerns. Young generation lives in two competing realities thus developing an augmented mentality, a specific mind set shaped by constant engagement with the digital world. Moreover, mentality augmented by global digitalisation defines individual life trajectories in real world situations. The methodological underpinning of timely predicting and managing global digitalisation risks facilitates clarity regarding the course of actions to navigate immediate and forthcoming life challenges, such as forced distant communication and deep digital engagement arising from the global crisis caused by the coronavirus pandemic (COVID-19). Augmented mentality research programme focused on the digitalisation consequences for the most important areas of human development including early education, leisure activities, family and peer engagement, and mastering digitally-mediated social communities. Systematic efforts are needed to recognise, minimise, and, when possible, prevent societal risks accompanying the development and implementation of emerging technological innovations. A proposed approach is mainly focused on societal risks for future generations. Implementing augmented mentality principles in digital world scenario settings results in a set of activities serving as an interface between engaged experts, world-wide community, and national governments. Advanced psychological health research, addressing an urgent need for developing risk-prevention roadmap for positive sustainable future, can focus on the following topics: (1) Ethical dilemmas that serve as a focal point in developing a conceptual foundation, as well as practical implications of risk studies as they relate to digital transformation; (2) Predictive models of children and youth development with variable future psychological health outcomes; (3) Enhanced digital solutions based on AI, big data & machine learning to promote advanced life competencies; (4) Identifying benchmarking for Sustainable Development Goals within the relevant digitalisation risk domains in mental augmentation context; (5) Best practices in knowledge translation to build a culture of awareness and preparedness for mentality threats.

Keywords: societal risks of global digitalization, digital mentality, predictive analytics, ethical dilemmas, cyberanthropology, cyberethics

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CONTRIBUTION OF "USER CONFIDENCE" TO CHARACTERISTICS OF ONLINE SEARCH FOR EDUCATIONAL INFORMATION IN FIELD-DEPENDENT AND FIELD-INDEPENDENT SCHOOL STUDENTS

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Abstract: Some research results show that "user confidence" has a significant impact on the characteristics of search activity on the Internet, in particular, on the amount of scanned information. In addition, the amount of scanned information is also determined by the cognitive style of the person. However, the data about interaction of these factors in online search behaviour is not complete enough. Thus, we conducted an experimental study aimed at analysing the characteristics of online search for educational information (on the model of a simple and complex task) in field-dependent and field-independent schoolchildren. The results show that "user confidence" has a different impact on the amount of scanned information in field-dependent and field-independent school students: field-independent students with high "user confidence" scan significantly smaller amount of information (regardless of the type of search task); field-dependent students scan more information in the case of "user uncertainty" in the situation of complex search task, whereas for a simple search task, the level of "user confidence" does not affect the amount of scanned information. The research is funded by the Russian Foundation for Basic Research, project 19-29-14005.

Keywords: behavior behavior and behavior mechanism, impact, internet, planets, students

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CHILDREN'S AUDIOVISUAL CONSUMPTION IN EARLY CHILDHOOD

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Abstract: The Expansion of the characterization of audiovisual consumption in early childhood is an investigation that was carried out to children of early childhood and families in 5 provinces. It aimed to offer a response to the concerns of the country's leadership, related to the growing influence of audiovisual consumption in the cultural, ethical and aesthetic formation of the population, where within its specific objectives was to contribute to the promotion of an audiovisual culture pertinent to the Cuban context and to early childhood development aspirations and to identify the deepening needs for this age group, taking into account the peculiarity of expanding the audiovisual criterion, which includes TV and videos, cinema, PC, laptops, smart tablets and mobile phones as their supports and the mediating role of families for child-audiovisual interaction. The precision of aids for the pertinent use of educational audiovisuals; a vision of consumption in these ages, extracted from a sample of 338 children from 5 provinces; the determination of criteria for the selection of audiovisuals in early childhood, the design of actions to promote an audiovisual culture and the preparation of a brochure and DVD for families, with educational activities for an audiovisual culture It constitutes a look at the indiscriminate (multiple and frequent) use of audiovisuals by boys and girls under six years of age in contradiction with the conception of early childhood in Cuba.

Keywords: early childhood, consumption

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NATURE OF CAREER CHOICE AND SUPER'S THEORY OF VOCATIONAL DEVELOPMENT (PHD THESIS)

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Abstract: Digitalisation of educational process: Challenges of Online Counselling in a Pandemic — Participatory Experiences of Malaysian Parents in Child-Centred Interventions Prof. Datin Dr. Ai-Hwa Quek Psychology Department, HELP University, Malaysia quekah @help.edu.my. Abstract. Online behavioural counselling offers a corrective perspective for treatment of children with inappropriate behaviours. In Malaysia with the Covid-19 pandemic, this paper on online behavioural counselling involved the participation of three mothers in the treatment team of children's inappropriate behaviour, namely, a 4-year-old girl with a nail biting habit, a 5-year-old girl with temper tantrums and a 10-year-old boy with inattentive behaviour. The counselling treatment used the single-system design methodology. All the 3 mothers had consulted separately with at least a child psychologist and had behavioural assessments done for the child. Online data collection on the behaviours, feelings and attitudes of each child was done via WhatsApp and Google Meet with each mother before and after the intervention. This paper highlights the challenges of participatory experiences of Malaysian mothers as related to digital collaboration, feedback accuracy, timing of schedules, processing of information and team work. Insights drawn from the online participatory experiences of Malaysian mothers illustrate the potentials of online interventions as the alternative option when face-to face counselling is not a possibility due to the Covid-19 pandemic. Additionally, knowledge obtained from this paper can guide practitioners and researchers in training parents as partners in the treatment team. Keywords: Online behavioural counselling, intervention

Keywords: online behavioural counselling, intervention, participatory experiences

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EXPERIENCES, CHALLENGES, AND OPPORTUNITIES FOR GROWTH DURING COVID-19: NARRATIVE ACCOUNTS OF TEACHERS OF DELHI NCR

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Abstract: Covid-19 impacted the Indian education system in an unprecedented manner, resulting in rapid adaptation to under-utilised modes of enabling the teaching — learning process. It was considered important to understand the effects of being a teacher in an environment that did not allow for an "offline mode", i.e. being disconnected from the virtual world. This study conducted in Delhi and its National Capital regions attempted to understand the impact of Covid-19 on school teachers — their experiences, changes in perceptions and teaching strategies. In order to understand the experiences of the participants, Life Story Interview (LSI) as a method was chosen as narrative accounts are embedded in contexts, and it helps explain the process of meaning-making. Semi structured interviews were conducted with 25 teachers in Delhi, to explore their experiences during Covid-19 pandemic. Teachers reported a shift in their approach to students with increased empathy and decreased use of directives. Additionally, the pandemic led to a much needed intervention from the Indian, as well as Delhi government to create a platform for accessibility for those with limited infrastructure. This intervention will have direct implications on helping education become more approachable for the marginalised.

Keywords: Teacher experiences, life story interview Delhi NCR

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PERCEPTION OF ONLINE COUNSELLING BY CAREGIVERS AND PSYCHOLOGISTS

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Abstract: During the Covid-19, the majority of counselling for children was offered online. Very little research regarding this format was conducted before the pandemic. The goal: to explore the difference in perception of online counselling by parents and psychologists. This study was conducted with 256 participants, including 142 psychologists and 114 parents. Key inclusion criteria: participants tried online counselling with children for the first time in 2020. Both categories agreed on beneficial aspects such as accessibility (43%), comfort for teenagers (34.7%) and flexibility of scheduling (27%). Psychologists also noticed financial benefits (48%), while parents valued saving time (39.4%). Overall, 76.5% of participants plan to continue using online counselling for their children in the future. Both groups agreed on the risks like potential technical glitches (78%), limitations in information exchange (45.7%) and degradation of interaction quality (38.2%). Additionally, professionals acknowledged the possible issues with confidentiality, assessment, identification, crisis support. Less than 5 % of parents recognised the same categories of potential challenges. Conclusion: Professional psychologists and parents significantly differ in their understanding of risks related to online counselling for children. Informed consent could address some of the risks that parents may not be aware of.

Keywords: online counselling, children

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DIGITAL TECHNOLOGY IN FAMILY EDUCATION OF SENIOR PRESCHOOL CHILDREN: RISKS AND OPPORTUNITIES

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Abstract: The purpose of the study was to investigate the use of digital technologies (computer/tablet) as a component of the child-parent interaction regarding children intellectual development in senior preschool age.Participants: 224 preschoolers (M=6.67) and their parents. Methods: express-diagnostics of intellectual abilities; special technique for revealing the creative and intellectual potential of children; a survey of parents. Results. In the circumstances of childhood transformation, traditional types of parent-child interaction (communication, play, drawing, etc.) remain significant in the family upbringing and development of contemporary preschoolers. Parents use modern digital technologies for development of preschoolers, but they occupy a relatively less significant place in the structure of family education. The results showed that the frequency of using digital technologies affects the development of senior preschoolers' intellectual abilities. The effect on creativity has not been identified. Compared to the peers from families with frequent or rare use of digital technology, preschoolers from families with moderate use of digital technology showed an advantage in development of intellectual abilities. Both the positive effects and risks of using digital technologies are associated with the cumulative contribution of different types of child-parent interaction in the structure of family education.

Keywords: preschool, family education, digital technology

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HOW TO PROPERLY REGULATE CHILDREN'S USING OF ELECTRONIC GADGETS

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Abstract: The purpose of the report is to focus on the issue of digital addiction and provide recommendations on the use of digital devices by children aimed at preventing the formation of addiction to electronic devices. The characteristics of digital addiction, the psychological meaning of addictive behaviour and the characteristics of a dependent personality will be considered. The report will show the features of the upbringing style that are predictors of the formation of addictive behaviour and their influence on the development of the characteristics of children's personality structure with addictions tendency. Psychological recommendations for prevention of children's addictive behaviour are considered at the side of educational process in combination with modern digital methods of regulating a child's activity in the network and available content.

Keywords: digital addiction, cognitive development, primary school

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INFLUENCE OF GADGETS ON COMMUNICATIVE COMPETENCE OF OLDER PRESCHOOL CHILDREN

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Abstract: The author considers a number of aspects of the problem of the influence of new trends in the development of culture on the cognitive functioning of primary school children. Today, these new trends are primarily represented by digital technologies. According to current data, the impact of these technologies on the cognitive and emotional development of primary school children is ambiguous. Of course, digital technologies open up a number of new opportunities for organizing the educational process, which is especially important in the context of the COVID-19 pandemic. They provide access to huge amounts of information, to a dynamic representation of knowledge about society, culture, the world around us, and a person. At the same time, excessive fascination with digital technologies and gadgets can negate-vely affect the development of a number of mental functions, the communication sphere, and can lead to the development of digital and other addictions. The author not only describes such phenomena, but also interprets the mechanisms of their occurrence from the standpoint of the A. Luria's neuropsychological approach. Currently, live communication with parents and peers has faded into the background due to the enthusiasm of older preschool children with gadgets. Reducing the age of acquaintance with gadgets also negatively affects the development of the personality of a senior preschool child. An empirical study (on two sample groups) of the attitude of parents of older preschool children to the use of gadgets, the peculiarities of the child's interpersonal communication with adults and peers, social and moral attitudes and the characteristics of the normative behaviour of preschoolers showed that: — a child of older preschool age uses 2–3 gadgets at the same time; — parents for the

most part do not control the time when a preschooler uses the gadget; — a child of senior preschool age spends on average 3 hours a day using gadgets; — a child of senior preschool age who uses gadgets without a time limit shows aggression in conflict situations and uses unproductive methods of getting out of conflict situations; also these children are distinguished by passivity in communication with peers, etc. The results of empirical research have clearly shown that the use of gadgets significantly affects the decrease in the communicative development of older preschool children.

Keywords: primary school children, cognitive development, emotional development, COVID-19

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SOCIAL SITUATION OF DEVELOPMENT AS A FACTOR IN PSYCHOLOGICAL WELL-BEING OF MODERN OLDER ADOLESCENTS

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Abstract: The comparative research of two samples of 16-18 years old adolescents (M=16.5) — from 1992–1993 (n=199, 125 girls) and 2021 (n=140, 67 girls) shows that the essence of the main behavioural, emotional, socio-psychological and personal adolescents' characteristics has not changed. There is no significant difference between the early 1990-s and 2021 respondents' choices of preferred activities in social and personal spaces, preferred coping strategies and potential spheres of negative emotional experiences (causes for fear and anxiety). Obtained data show that radical changes in the social situation of child's development (digitalisation of interaction with environment) led to the appearance of new instrumental opportunities to organise personal and social space for growing up but did not influence basic older adolescents' socialising mechanisms. The only variable between these samples that changed in the way that can be perceived as trend is subjective experience of psychological safety. In 2021, a higher level of anxiety about possible threats from the society was detected. We can suppose that early 1990-s adolescents were "more naive" in relation to potential threats of the changing society that made them perceive the world as safe enough. Speaking about the modern sample of our research, we would preliminarily suggest that so different (to the 25 years ago situation) historical, digital and epidemiological contexts of the modern situation of development are not, in general, key factors for the psychological well-being of modern adolescents.

Keywords: psychological well-being, social situation of development, coping strategies

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THE WORLD THROUGH THE EYES OF DIGITAL NATIVES

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Abstract: Modern children grow up in a new world, in the world with a new system of values and new normative space. And it is necessary to understand their perception of this world. Moscow schoolchildren aged 6–12 participated in the study. Osgood's semantic differential was used. The participants were asked to rate "The World around me" in 16 semantic scales on a 10-point scale. Principal component analysis with Varimax rotation was used. Results and discussion. According to Scree test, the three factor solution that accounts for 64.3% of the variance was selected. The first factor with the highest eigenvalue reflects positive, friendly attitude of digital representatives to the world. The second factor accounts for the world's uncertainty; the last factor describes the world as information-rich. The results suggest that children who treat the world as friendly, colourful, full of friends have a basic trust in the world. It is this trust that determines their trust in other people, forms a sense of identity with the world and others and is necessary for them to "become what they will become, according to the hopes of others" (Erikson, 1963). But whether these hopes will be realised depends on adults: parents, teachers, psychologists.

Keywords: digital natives, schoolchildren, Osgood's semantic differential

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READING FEATURES OF MODERN RUSSIAN ADOLESCENTS IN DIGITAL REALITY

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Abstract: Reading of literature is an important type of activity contributing to the formation of identity and worldview. Reading for teenagers has become an optional activity, perceived as the leisure, preference is given to watching TV, computer games, social networks. These changes are principally related to the processes taking place in modern society, including the increasing representation of digital technologies in the life of adolescents. Psychological study (2019) showed that in the structure of reading motivation of modern adolescents can be distinguished: benefit motive, entertainment motive, escapism motive, personal motive, compulsion motive, social motive. At the same time, more than a third of adolescents do not have any formed reading motivation, and prevailing motives for reading are benefit motives, entertainment and compulsion motives. The age dynamic and gender differences can be traced. Sociological surveys (2006, 2013, 2016) show that the reading circle of adolescents consists of printed and electronic books and periodicals. The proportions change towards the preference for electronic reading. Despite the fact that the Internet has increased the intensity of teenagers reading, they read not only e-books, but also news, encyclopedias, humorous sites, publications about celebrities and music portals. Thus, digitalisation increases the volume of reading, but decreases its quality.

Keywords: Reading of literature, structure of reading motivation, adolescents, electronic reading, teenagers reading

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BRAIN DEVELOPMENT DURING EARLY CHILDHOOD AND NEUROEDUCATION

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Abstract: Brain development during early childhood is essential for learning, behaviour, physical and mental health. The brain is made up of trillions of cells called neurons and they come together to form a brain wiring. The brain wiring needs appropriate environmental stimuli and parenting patterns to reach a great effect on brain development. The science explains that early brain development between birth to the age of five is the foundation of prosperous and sustainable society. New findings on the effects of toxic stress on children brain development allow for the identification of behavioural changes in adults. These research results are used in prevention of physical and mental illnesses. There are studies about the effects of use of social networks in human relationships. They have shown changes in certain brain areas related to inhibitory functions and control of impulsivity. These findings are used by the Science to find new ways to improve the teaching and learning process and allow for better forms to make human relationships.

Keywords: brain development, teaching and learning process

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INFLUENCE OF DIGITAL SOCIALISATION PROCESSES ON THE PROCESS OF ADOLESCENTS GROWING UP: PHENOMENOLOGY OF POLITICAL ACTIVITY

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Abstract: The report will present the results of a qualitative study of the age transition between teenage years and adolescence: changing the personal meaning of social and political activity of young people. The author compares the experiencing of political events in teenagers with normative and delayed mental development. Political participation is considered in the context of the formation of the social identity of teenagers. The report will examine the differences in the experiencing of their social position and the preferred forms of political participation in teenagers with different developmental options. The report will reveal the processes of digital socialisation — the Internet communication technologies as a factor of personal "challenge" in the formation of a teenager's social identity. The comparison of teenagers with different development options allows us to formulate assumptions about the factors of growing up that influence the choice of forms and motivation of political participation of teenagers.

Keywords: digital socialization, adolescents, political activity

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LONGITUDINAL RELATIONSHIPS BETWEEN CONSCIOUS SELF-REGULATION AND SCHOOL-RELATED SUBJECTIVE WELL-BEING IN EARLY ADOLESCENTS

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Abstract: Studying the dynamics of subjective well-being (SWB) and its predictors in adolescents is an urgent line of research in educational psychology. Self-regulation is considered as a significant resource for school-related SWB and its various manifestations. The purpose of the study was to identify the dynamics of school SWB, as well as to establish the role of conscious self-regulation in maintaining SWB in adolescents during their transition from primary to middle school. A 3-year longitudinal study of the Russian schoolchildren was carried out (N=132, 47% boys). The interval between the first and second diagnostics was 7 months, between the second and third — 1 year. School-related SWB was assessed by means of Multidimensional Students Life Satisfaction Scale (MSLSS) (Huebner, 2001, Russian adaptation by Sychev, et al., 2018). Self-Regulation was assessed by Morosanova's Self-Regulation Profile Questionnaire — Junior (Morosanova & Bondarenko, 2015). The research analysis revealed certain specifics in the dynamics of SWB levels of adolescents during their transition from primary to secondary school. Cross-longitudinal analysis made it possible to establish significant effects of the conscious self-regulation influence on the pupils' SWB: earlier development of self-regulation reliably predicts higher levels of SWB in the 5-6 grade pupils of the middle school.

Keywords: self-regulation, subjective well-being, early adolescents, longitudinal study

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DIFFERENTIATION AND INDIVIDUALISATION PROBLEM IN THE CONTEXT OF EDUCATION DIGITALISATION

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Abstract: "Individual" is the subject of both humanitarian and natural sciences, which today are able to carry out a fundamental analysis of potential human resources: biological, socio-psychological and technological. Hence, the creation of conditions for the disclosure of human potential becomes not only a fundamental scientific, but also an economic factor. In psychological and pedagogical sciences in recent years, the problem of increasing the efficiency of activities, teaching and optimising development conditions has become one of the central ones. Admittedly, talent is an essential wealth for every country and society in any historical era. The problem of differentiation and individualisation has become one of the proclaimed priorities in developing a strategy for reorganising the education system in the context of its digitalisation. Its relevance has increased due to changes in society life because of: a) opportunity to put forward alternative approaches to education; b) differentiation in society with the emergence of specialised schools, various types of copyright, innovative educational technologies and other reasons associated with socio-economic transformations. Our project solves the practice-oriented task of "self-realisation of individuality" through the search for reserve individuality capabilities in accordance with optimisation of psychological and psychophysiological regime. The project is supported by RFBR No. 19-29-14177

Keywords: digitalization, educational technologies, individuality

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APPLICATION OF THE PRINCIPLE OF ITERATION IN DEVELOPMENT OF A CHILD'S PSYCHOLOGICAL STABILITY

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Abstract: The principle of iteration is universal for any age and is observed at any age in the learning process, as it confirms that the development of a child's psychological stability in educational activity is carried out iteratively (from Latin iterum — repeat again), making a return approximation to clarify and consolidate the result of cognition. The principle of iteration determines the mechanism for the accumulation of psychological stability — the development of the child's psychological stability in educational activity, which is carried out iteratively, making a return approximation to clarify and consolidate the result of cognition. The regularity of the adaptability of the child's psychological stability confirms this principle. It manifests itself in the ability to restore stable characteristics of the child, contributing to his/her integration into an adaptive e-learning system.

Keywords: psychological stability, educational activity, e-learning system

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PERSONALITY TRAITS OF PRIMARY SCHOOL CHILDREN WITH ASTHENIC MANIFESTATIONS: THE VIEW OF PARENTS AND CHILDREN

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Abstract: The aim of study was considering the features of asthenia and its relation to psychical tension and school anxiety in children of primary school age. The correlation between the level of anxiety, personal traits and asthenic manifestations in children were evaluated by the children (81 pupils of the 4th grade) and their parents at the end of educational year. The following questionnaires were used: "Strengths and difficulties", "Screening diagnostics of psychical tension and neurotic tendencies", consent to participate in the study; "School Anxiety Questionnaire", the projective drawing "Non-existent animal", "Individual typological questionnaire"; "Diagnosis of asthenia" (I.K. Schatz). It is revealed that children evaluate the symptoms of asthenia as more pronounced compared to the parent's reports. The discrepancy in the assessment of asthenic symptoms was related to the level of child's aggressiveness: the more aggressive the child was, from the parent's point of view, the greater the difference in the child's self-report and the parent's assessment of asthenic manifestations was observed. Neither situational anxiety nor personal anxiety defined asthenia. Spontaneity as personal trait increased the level of asthenic manifestations. The severity of asthenic symptoms influenced the child's school anxiety. The importance of integrated interaction in the assessment and prevention of asthenia was emphasised.

Keywords: asthenia, anxiety, primary school age

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LEARNING TO BE LITERATE IN THE C21ST: NEW MEANINGS FOR THE ALPHA GENERATION AND BEYOND

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Abstract: For centuries, learning to be literate has been regarded as foundational to an education that may enhance lifetime outcomes. However, the exponential progress of digital technologies over recent years, laid bare during the global COVID-19 pandemic, leads us to question what 'being literate' means in 2021 and beyond. In this presentation, I draw on my experiences as a researcher and doctoral supervisor in the field of education and as Editor of the International Journal of Early Years Education1 to highlight key questions emerging from research concerning the nature and value of learning to be literate in the C21st. I consider the implications of those questions for the field of education and a good future for us all.

Keywords: COVID-19, alpha generation

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INFLUENCE OF THE TIKTOK PLATFORM ON VOLITIONAL ATTENTION IN ADOLESCENTS

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Abstract: The user of TikTok has the opportunity for only one movement to scroll through the video moving to the next one. The maximum duration of the video roller on the TikTok platform is about 5 seconds. Artificial Intelligence generates an interesting content for the user based on his or her preferences. This mechanism forms addiction. At the same time, it also relieves the need for even minimum volitional concentration of attention. There were two stages of the current study. At the first stage, we compared the youth group (41 people, the middle age is 21 years old): users of TikTok and non-users of TikTok. As a result, it was revealed there are no differences between these two groups. It was explained by the small sample size. However, we suggested that the most obvious effect of the influence of TikTok on cognitive functions can be seen in children and adolescents because their mental processes are not yet formed finally. The sample for the second stage sample was 56 people (the average age of 14.5 years). The hypothesis is that regular users of TikTok have poor attention. As a result, it was revealed there is a statistically significant association between the group of frequent TikTok users (more than 2 hours per day) and rare users. The result obtained suggests that frequent use of social networks for entertainment can lead to a decrease in random attention in children whose mental functions are not yet formed to the end.

Keywords: TikTok, social networks, attention, children

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READING COMPREHENSION IN SCHOOL: THE ACTIVITY APPROACH PERSPECTIVES

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Abstract: In the context of digital reality, students reading comprehension is becoming increasingly important. Modern cognitive research shows that reading comprehension is a complex process, provided by a whole set of cognitive and metacognitive skills. Specifically, research shows that the goal that the reader sets plays a fundamentally important role in the process of reading comprehension. From the Activity approach standpoint, it is productive to study the reading comprehension as a process of understanding the "orienting function" of educational text. In this sense, the reading comprehension action looks similar to the action of concept recognition, because the criterion for "understanding the definition" is the use of its elements for the future recognition. We evaluated the relationship between these two abilities in a sample of schoolchildren (N=207, 4–8 grades). It was found that the ability to sum up the concept significantly and positively correlated with both the ability to highlight the main thing in the text ($r=0.25$, $p<0.000$) and the ability to structure ($r=0.32$, $p<0.000$). According to our results, schools need to do special work in the school to form the reading skills.

Keywords: reading comprehension, orienting function, reading skills

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PREVENTION OF MALICIOUS IMPACT OF THE INTERNET ON CHILDREN BY MEANS OF INTERACTIVE INTERVENTIONS

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Abstract: In Europe in 2014, among school-based adolescents (mean age 15) suicide attempts were positively associated with Pathological Internet Use (PIU). In Canada in 2015, among school-based adolescents (mean age 15) regular or daily Social Networks Sites (SNSs) usage was associated with suicide attempts. In Taiwan in 2014, among adolescent students aged 12–18 years, and in Australia 2015, among adolescent students aged 11–17 years, suicide attempts were associated with the Internet. However, in the Republic of South Korea in 2012, among 75 thousand school-based adolescents, Occasional Internet Users (OIUs) — less than 1 hour a day — was the largest group, with the lowest rate of attempted suicide. It indicates that moderate use of the Internet can be beneficial for the mental health of adolescents. Whereas UNICEF in "Children in the Digital World. 2017" pointed out that more attention should be given to the content and activities of children's digital experiences rather than strictly to how much time they spend in front of screens. These empirical and theoretical pointers allowed us to conceptualise some suggestions as to the technical restriction of access of children to the search engines and SNSs such as TikTok, Facebook, etc. by means of interactive interventions.

Keywords: Pathological Internet Use, TikTok, Facebook

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AGGRESSION AND CYBERBULLYING IN SOCIAL MEDIA

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Abstract: The report deals with the study of the teenagers' attitude to the aggressive behaviour and cyberbullying in social media. It is based on the materials obtained by the researchers of the Centre for Sociology of Education of the Institute of Education Management of the Russian Academy of Education in the course of an anonymous questionnaire survey of 4,837 students in grades 7–11 of schools located in 3 regions of the Russian Federation: Zabaikalye Territory, Tula Region and Smolensk Region.The aggressiveness of social networking tends to be a significant point while discussing the risks of modern teenagers' socialisation, and cyberbullying is one of the most disputed forms of aggressive behaviour in social media. The report discusses teenagers' attitude towards demonstration of violent scenes as well as their personal experience of dealing with the aggressive situations in social media. The main focus is: social role aspects of interaction in aggressive situations; forms of aggression; aggressors' characteristics; teenagers' views on preferred victim's behaviour during the aggressive situation in social media. The data presented show that the crucial social-demographic and stratification factors defining the teenagers' attitude towards aggression in social media are their gender, age, frequency of use of social networks, self-presentation on the Internet, social status in the class, estimation of one's future success, deviant behavioural tendency, real life interaction in the class.

Keywords: aggression, cyberbullying, social media

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COMMUNICATIVE COMPETENCE AS A FACTOR OF OVERCOMING AND PREVENTING FEELING OF LONELINESS IN ADOLESCENTS

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Abstract: Adolescence is a sensitive age for the development of communicative competence. On the one hand, adolescents are in dire need of communication, on the other hand, they begin to experience fear and shyness in the process of communication with others. Thus, the Internet expands the possibilities of communication, but most studies show that for adolescents with a low level of communication competence, this becomes a trap. The aim of our research was to study the dynamics of adolescent loneliness feeling during the development of communicative competence. The study took place in three stages. The first stage — primary diagnostics, the stage was the identification of adolescents with an average and high level of subjective loneliness, the allocation of groups with different types of loneliness, experimental and control groups. The primary diagnosis involved 300 respondents. The second stage — the purpose of which was to conduct a programme for the development of communicative competence. The programme was carried out for 6 months, systematically — 2 hours a week. The third stage is the final, the main goal of identifying the dynamics of the respondents' feelings of loneliness. Creation of recommendations for teachers, parents and adolescents to overcome subjective loneliness.

Keywords: Adolescence, communication, subjective loneliness.

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ANALYSIS OF INTEGRAL DEVELOPMENT IN CHILDREN 4 TO 6 YEARS OLD DURING THE PANDEMIC AND THEIR VIRTUAL LEARNING

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Abstract: The objective of the research is to diagnose the integral development of children from 4 to 6 years old and to design an intervention proposal on technological educational resources. The population was 36 students and 288 teachers from Ecuador, an Ad hoc questionnaire was applied, where each student was able to identify the shortcomings of the areas of holistic development of children, hence the importance of including activities that the teachers help to stimulate in the area was detected as weak, allowing it to be adapted to the new reality experienced today due to the Covid-19 pandemic. As the second part of the research, a proposal was developed, in which a series of activities were planned to be carried out. In conclusion, 90% of teachers state that children's attention time should not exceed 30 minutes in virtual classes, considering that after this time we will not achieve concentration. During the pandemic, teachers were unaware of the benefits of gamification, and the students in this research acquired skills in the use of the following tools: Educaplay, Quizizz, Classroom, Zoom Google AutoDraw, Celebriti, Minecraft, Storybird, which will favour the teaching process — virtual learning.

Keywords: Covid-19, virtual learning

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THE INTERACTION OF THE DIGITAL WORLD AND GENDER ROLES ON CHILD REARING PRACTICES

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Abstract: The process of children's development of gender roles takes place in a broad social context. For decades, various psychological theories and approaches have tried to explain the development of gender roles with the influence of the environment in which the child grows up. Gender development is a socialization process in which society enables the child to internalize the existing norms and values related to gender. Different agents affect the child's gender development. In addition to agents such as family, peer groups, and school; the media -or as a more appropriate conceptualization: the digital world- is also vital. The enormous expansion of information and communication technologies has transformed how individuals seek information, communicate and participate in their social groups hence the importance of the digital world as an agent. Thus, participating in the digital revolution is more important than ever across different layers of life. Unfortunately, researchers emphasize that we reproduce and maintain gender inequalities with stereotypical gender roles and child-rearing practices associated with these roles in digital world as well. For this cultural adaptation to be gender-free, experts from different scientific disciplines should discover the interaction between digital world and gender roles. Digital gender gaps and gender inequality have to be eliminated in the digital age.

Keywords: Gender, gender roles, gender inequality, digital world

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SHADOW THEATRE IN THE DIGITAL AGE.

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Abstract: The article describes the experience of implementing the project "Shadow Theatre for Children" on the artistic and aesthetic development of young children using different types of artistic activities, in the context of social partnership and interaction with the family. The article reveals a modern view of the potential educational opportunities of shadow theatre for the development of creative abilities of young children. The author describes in sufficient detail the use of such a form of work as a cycle of classes united by one cross-cutting theme and an artistic event during the implementation of the project. The paper reveals the methodological foundations of activities to create the necessary conditions for the development of preschool children's interest in theatre art, describes what will be achieved as a result and how this technology will help teachers in the changing conditions of childhood transformation.

Keywords: Shadow Theatre for Children, teachers, technology

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GAME ON: EXPLORING A POTENTIAL LINK BETWEEN SPATIAL ABILITIES AND VIDEO GAMES IN A SAMPLE OF RUSSIAN ADOLESCENTS

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Abstract: Spatial ability (SA) is a robust predictor of achievement in STEM-related areas. The potential ways of improving SA are of interest to scientists and practitioners. Previous research (mostly in western populations) found positive associations between video gaming experience and SA. However, given reported cross-cultural differences in SA, further research in other populations is needed. The current study is a first attempt to explore a potential link between SA and playing video games in a Russian population. 674 Russian adolescents (321 females, mean age=15.37, SD=1.20) from general education schools were recruited. SA was measured with 10 tests, using a gamified online-battery "King's Challenge". Firstly, we compared SA across video game players, former players, and non-players, controlling for gender. 3 by 2 MANOVA revealed a significant interaction between gaming experience and gender with a small effect size. Secondly, we investigated whether SA varies as a function of gaming experience: average gaming time per week and number of selected genres. The main effect of gaming time was significant, with participants who played average time per week scoring higher in most of the tests. Discussion stresses the need for further research to establish the direction of effect.

Keywords: spatial abilities, video games, adolescents

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CURRENT TRENDS IN VIDEO GAME RESEARCH IN RUSSIAN PSYCHOLOGY: AN OVERVIEW

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Abstract: The study aimed to identify video game research current state among Russian-language scientific articles, including the prevalent game-related topics and methodologies. The initial search was performed in ELIBRARY using keywords: "video game", "computer game", "gamer". Inclusion criteria were: an article in a peer-reviewed journal; topic "Psychology", published in 2016–2021. From 128 non-duplicating matches, 112 were analysed in full text; 73 were empirical (45% with samples over 100; 9.5% — over 500), 39 — theoretical. The reference list's median length was 12, with 38% of articles only citing Russian texts. Around 7% of articles were cited more than 10 times, 62% had 0-1 citations, indicating insufficient visibility or quality of many studies in the field. Minors were the prime subjects in 49% of articles. One-third (33%) of the articles discussed video game addiction. Other popular topics included games in cognitive development (13%) and gamers' personality (13%).The interest in video game research among Russian psychologists has grown in the past five years. However, most studies are small-scale research, covering negative aspects of gaming, specifically — addiction. Yet, this research area suffers from the lack of universal assessment methods. Successful progress in video game studies in Russia requires more connectivity and recognition among researchers.

Keywords: video games, computer games, gamers

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PSYCHOLOGICAL SAFETY AND SCHOOL INVOLVEMENT AS THE BACKGROUND FOR ACADEMIC ACHIEVEMENTS UNDER DIGITALISATION

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Abstract: The rise in digitalisation of the educational environment encourages students to acquire new skills that lead to new internal opportunities. At the same time, school life changes can also generate digital threats to children's safety including virtual violence, increase in aggression and anxiety, decrease in psychological health and conduct problems. The research-based statistically significant differences in the educational environment perception by its participants indicate a greater vulnerability of children in their assessments of psychological safety, security and satisfaction with the educational environment, compared to parents and teachers, which is particularly evident in schoolchildren with less academic achievements. Despite the fact that the majority of students are described as having a positive attitude towards the educational environment, the seventh grade is the starting point where neutral and negative assessments increase. The older students become more demanding and less loyal regarding the educational environment. It is established that the school involvement decreases in middle-level students, while preferences for game activities are maintained. Gamification can allow for involving students in the educational process at a maximum level, improving students' attitude to the educational environment, increasing its psychological safety, a sense of security, as well as the level of satisfaction with its features.

Keywords: safety, securityacademic achievements, educational environment perception, students, school involvement

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CHILDREN'S TALK TO VOICE ASSISTANTS — DO CHILDREN TRUST VIRTUAL AGENTS?

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Abstract: The growing prevalence of artificial intelligence and digital media in children's lives provides them with the opportunity to interact with novel non-human agents such as robots and voice assistants. Previous studies show that children eagerly adopt and interact with these technologies, but we have only limited evidence of children's distinction between artificial intelligence and humans. While we as adults have a history of interactions with humans and artificial intelligence devices and can tell the differences between them, what about children growing up in the digital age? Does it matter with whom they interact? Do they impose the same expectations on humans as they do on virtual agents? How do children distinguish between artificial intelligence and humans? In this presentation, the communication patterns and prosocial outcomes of interactions with voice assistants are presented. Children between 5 and 6 years of age solve a treasure hunt and believe that they receive help from a human or from a voice assistant. We analyse the communicative patterns and prosocial outcomes in those two conditions in order to answer the questions.

Keywords: digital media, voice assistants, children

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MODERN PRESCHOOLERS IN THE TECHNOLOGICAL SPACE: ATTITUDE TO ROBOTS

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Abstract: The socialisation of modern children takes place in an active information and technological space. Recently, the current topic of research has been the problem of robotisation of society, and robotics attracts the younger generation no less than computer games and all sorts of modern gadgets. We conducted an empirical study, the purpose of which was to study the attitude to robots in modern children 6–7 years old (n=100). We used the author's questionnaire "Attitude to robots" (author: Grebennikova O.V.). The results showed that the majority of older preschoolers (65%) prefer robots for their leading activity — gaming. The emotional attitude to robots in older preschoolers 6–7 years old has a positive connotation: so most people like them and would like to have robots at home. The repertoire of describing the appearance of robots is wider among younger schoolchildren, who, in addition to the similarity with the appearance of a person, an animal, state the similarity with a computer, a terminator, and a real robot. Older preschoolers 6–7 years old in most cases choose a game function and consider the robot as a toy. Modern senior preschoolers 6–7 years old have a pronounced desire to see a robot as a communication partner.

Keywords: technological space, preschoolers, robots, gadgets

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CHILDREN ARE MORE SOCIAL WHEN PLAYING ANALOG GAMES TOGETHER THAN DIGITAL GAMES

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Abstract: We investigated how playing a game on digital media versus in analog form influences peer interactions. In an experimental situation, 24 dyads, 48 German children aged 4–10 years (20 female) were examined. Results show that children in the analogous condition communicated verbally much more often (Cohen's d=3.09), responded more often to interaction attempts of their partners (Cohen's d=4.3) and showed less often negative forms of interaction (Hedges' gs>0.8) than children in the digital condition. However, the type of medium had no influence on prosocial behaviour after the game situation. These results suggest that digital media have a decisive influence on the quality of ongoing peer interactions but not necessarily to subsequent prosocial behaviour.

Keywords: child development, games, social behavior, prosociality, peer interaction

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ROLE OF GERMAN-STYLE BOARD GAMES IN THE CHILDREN'S PSYCHOLOGICAL DEVELOPMENT: THEORETICAL REVIEW

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Abstract: In psychology, the interest in the role of games in the psychological development of a child is primarily associated with the works of Z. Freud, J. Piaget, L.S. Vygotsky, D.B. Elkonin, who showed the importance of children's imitation games: role-playing, directing, event-based (classification of E.O. Smirnova). Since the 90s of the XX century, a large number of board games have appeared and this hobby is becoming ever more common. At first, modern board games were created by adults for adults, and then there appeared board games specially designed for adults to play with children (family games) and for playing children's groups. It is noteworthy that many parents try to attract their children to board games in order to limit their interaction with the computer and other electronic digital devices. Most of the board games popular with parents belong to the German school. Such games are characterised by relatively simple rules, a short or medium duration of the game, no direct confrontation between players and a low randomness in the course of the game (for example, Carcassonne, Catan, Ticket to Ride, etc.). German-style board games develop children's communication skills, voluntary activity, abstract and formal-logical thinking, symbolic function, attention, the ability to cooperate (in cooperative games), imagination, and many games develop the child's outlook and enrich the ideas about the world around and options for social interaction.

Keywords: german-style board games, psychological development

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MOBILE APPLICATION OF THE MILITARY-PATRIOTIC GAME "MISSION VICTORY"

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Abstract: The formation of civil society and the rule of law in the country largely depends on the level of civic education and patriotic education. Today, relations of a citizen of Russia with the state and society are fundamentally changing. And in these conditions, patriotism becomes the most important value, integrating not only social, but also spiritual and moral, ideological, cultural and historical, military-patriotic and other aspects. Creating a game model (military-patriotic game) for effective patriotic education, developing personality competencies in the field of civic initiative and increasing the level of knowledge in the field of History of Russia. In this game, players need to take on the role of one of the rescue units with a mission of helping the allied base, which suffered a disaster as a result of the explosion. The heroes will have to visit different locations in search of the necessary resources. During the game, participants answer questions, perform various tasks and make team decisions. This is a ready-made case, with three plots and the presence of interactive tasks.

Keywords: military-patriotic game, patriotic education

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NEURODIDACTICS ROLE IN DEVELOPMENT OF CRITICAL THINKING: A PERSPECTIVE FROM VIRTUAL CLASSROOM ENVIRONMENTS

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Abstract: Education today demands from students critical thinking that allows them to discern between different positions and construct their own world views, critically and argued, in a context increasingly mediated by the virtual environment where autonomous training takes on relevance. This article of theoretical reflection identifies how neurodidactics and its pillars (gamification, art, technology, attention and memory) impact education from the point of view of neuroarchitecture, face-to-face learning environments and mediated by technologies. In this sense, we will first address the context of basic and secondary education in Colombia, then the importance of critical thinking in contemporary times and the advances of neuroeducation for its promotion will be evidenced. Finally, some concrete recommendations will be made to strengthen the pillars of neurodidactics and critical thinking in basic and secondary education in the national context under the dynamics proposed by virtual classroom environments.

Keywords: neurodidactics, virtual classroom

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DEVELOPMENT AND UTILISATION OF TABLET APPS THAT RECORD SPONTANEOUSLY REPORTS OF PRESCHOOL CHILDREN

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Abstract: Although there are some approaches to "listening to young children" in ECEC, it is difficult to keep track of children's messages on a daily basis. We have developed an app to record voluntary reports from nursery school children and conducted empirical studies to see if it could help care-givers to "listen" to their children. We installed a tablet with the app installed in the 5-year-old class of three preschools in Japan, and asked the children to record what they wanted to record at their favourite timing. The app records one photo and 20 seconds of video each time. Over the course of five months, 288 records have been collected. From the records, it was found that the children devised and recorded what they liked and achieved. The teacher was unable to make good use of the app's records due to the immaturity of the app's retrospective function. However, I heard from the teacher that he noticed a child who was often overlooked.

Keywords: spontaneously reports , preschool children, app

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GAMING AND NEW TECHNOLOGIES

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Abstract: Play at early ages represents the fundamental activity for the cognitive-affective development of the infant. It constitutes the fundamental space for interaction and exchange with others, expression of feelings, learning through observation and imitation, understanding of reality through role playing, etc. However, nowadays, games have evolved due to the increase of new technologies in homes. Electronic media have gained ground over those rudimentary and creative games that the children themselves devised. Games where children interact with others, whether peers or family members, using their own imagination with toys, colours, plasticine, among others, are called traditional because they respond to a particular time and historical moment. The article aims to analyse the current reality, where children live with electronic media and are attracted to screens more easily than to other objects. The analysis will be based on the theories of those authors who have devoted themselves to the study of play as a fundamental activity in children's development. A relationship is established between traditional games and virtual games, based on the influence they have on the infant's development, what impact they have on their health and cognitive development, taking into consideration benefits and consequences. The role of the family and educators as essential agents to mediate the relationship between the use of new technologies and the child is addressed.

Keywords: cognitive-affective development, games, virtual games

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EDUCATIONAL ROBOTICS AS THE WAY TO MAINTAIN AND DEVELOP THE RELATIONSHIP AND COOPERATION BETWEEN CHILDREN AND ADULTS IN THE ERA OF DIGITALISATION OF CHILDHOOD

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Abstract: The development of the modern industry of technical innovations for children contributes to early inclusion of the child in the virtual world. Uncontrolled immersion of children in the world of gadgets leads to the distance of the child from adults and closure of him/her in an environment equipped with modern interactive devices being more interesting for the child. The task of adults is to find common points of interaction with the child not based on his/her isolation from modern technologies but on the basis of their joint productive use. Educational robotics can be one of the tools for the implementation of joint collective creative activities of the child and an adult. In the process of classes in robotics, a single educational space is used based on trusting partnerships "Parents–child–teacher", which contributes to the harmonisation of child-parent relationship. Our research is based on the integration of three educational programmes into centre of additional education of the university: preparation of future teachers for implementation educational robotics — the Robovector project, supported by the RFBR (2021); child development by means of robotics — the project "Children at the University"; family robotics club — the project "Robotics & family".

Keywords: gadgets, modern interactive devices, educational robotics, children

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ROLE-PLAY AND ONLINE MATH PREPARATION

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Abstract: According to cultural historical approach and activity theory, playing with social roles is considered as guiding activity of pre-school age. Such activity is always a kind of collective, joint and socially organized activity. The goal of this presentation is to show that pre-school age should be dedicated to gradual development of voluntary activity, imagination, and symbolic function instead of formal study of mathematic concepts. Inclusion of symbolic means of different level of complexity into playing activity might be recognized as important strategy for preparation for further learning of mathematics in primary school. Different symbolic means might be used in playing activity on materialized and perceptive levels. Original pedagogical research during pandemic in 2020–2021 has shown that the work with playing activity might be conducted on line. The presentation shows comparison of organization of playing sessions for pre-school children off line and on line in the private college in the city of Puebla (Mexico). Examples of symbolic means at materialized and perceptive levels, are included. The presentation shows the possibility of joint creation of symbolic means on line as a result of adult's orientation. We discuss that online playing sessions might be useful for preparation of mathematical knowledge in pre-school age.

Keywords: mathematics in primary school, online math preparation, pre-school age.

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PARENTAL MENTAL HEALTH AND CHILDREN'S INDOOR ACTIVITIES DURING THE COVID-19 OUTBREAK IN JAPAN

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Abstract: In Japan, the 1st state of emergency because of the COVID-19 pandemic occurred from April 16 to May 30 2020. During the period, "stay home" was recommended and public parks and facilities were closed. In addition, kindergartens and nursery schools were closed or recommended not to be used. In this situation, infants and preschool children mostly spent their time at home. We surveyed the relationship between parental mental health status and children's indoor activities using the Internet questionnaire. The respondents (N=2679) who had preschool children were mostly mothers. Through statistical analysis, we found that the screen-time became longer in children who had a parent with poor mental health compared to other children. In particular, among the children who had parents with low mental health, a high proportion of children had an increase in screen time of more than 2 hours. In addition, parental mental health was correlated with the increase or decrease of the length of time of each activity the child had at home. For example, parents with good mental health increased the time for storytelling using picture books.

Keywords: COVID-19, preschool children, mental health

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DEVELOPMENT OF INDEPENDENCE AND INITIATIVE OF SENIOR PRESCHOOL CHILDREN THROUGH ROLE-PLAYING GAMES

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Abstract: In the context of digitalisation of all spheres of life, the old problem of the formation of independence and initiative in preschool children acquires a new understanding. By the time they enter school, children freely use interactive technologies, gadgets. However, reaching a certain level of physical and mental development, children have serious problems associated with behaviour and emotions. The role-playing game as the leading activity of preschool children is going through a crisis. Children do not know how to organise the game themselves, have low play motivation. We conducted a study of the level of independence and initiative in older preschool children by means of a plot game. The study was carried out in the course of observation and diagnostic procedures. The results indicate an insufficient level of independence formation: most often children, faced with difficulties, rush to seek help from adults; in conditions of interference, they lose the purpose of their activity. The diagnostics of children's skills to play role-playing games was carried out before and after the training of children. The analysis has shown the effectiveness of the use of role-playing games in the development of independence and initiative of modern children of senior preschool age.

Keywords: digitalization, interactive technologies, role-playing games

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THE ROLE OF DIALECTICAL THINKING IN THE EMOTIONAL DEVELOPMENT

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Abstract: The goal of our research was to study the relationship between cognitive development and the understanding of emotions of preschool children. We assumed that there was a significant connection between the understanding of emotions and the indicators of dialectical thinking. The study participants were 148 children 5–6 years-old. We used Russian version of "Test of Emotional Comprehension" technique for the estimation of emotion understanding. The methods "Drawing an unusual tree, "Cycles", " What can be at the same time?" were used for the diagnosis of dialectical development. A positive connection was found between the child's ability to solve a creative task and transform the image of an object into its opposite and the children's understanding of how a person can track and analyze their own emotional states and emotions in general. The ability to solve problems for understanding the developmental processes is associated with the emotions' recognition (including hidden and mixed emotions) and the understanding of the role of external and internal causes in the occurrence of emotional experiences, as well as with the awareness of the possibility to regulate emotions with cognitive strategies and moral rules. The ability to solve contradictory tasks is associated with the individual indicators of understanding emotions, such as: understanding the influence of external causes and memories on the occurrence of emotions, as well as mixed emotions.

The study was carried out with the financial support of the Russian Research Foundation No. 19-18-00521.

Keywords: dialectical thinking, understanding of emotions

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DEVELOPMENTAL POTENTIAL OF PLAY IN PRESCHOOL AGE: PRETEND PLAY, DIGITAL AND BOARD GAMES

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Abstract: Preschool age is a sensitive period for the development of executive functions. Our training experiment included a 7-week intervention in which children participated in play sessions for 20–30 minutes twice a week. Before and after the intervention, the development of three components of executive functions (working memory, cognitive flexibility, and inhibition) was assessed. Participants (n=199, 46,7% females), aged from 52 to 69 months (M=60,79; SD=4,10) were assigned to one of the five experimental groups: three types of role play (free role play; role play guided by an adult; role play guided by a child), digital games, games with rules (board games). The children in the control group drew on the theme of the story read by the adult. The results confirmed the influence of play on the development of executive functions compared to control group. Comparative analysis of groups showed that digital games and board games affected visual-spatial working memory more, while variations of pretend play had greater influence on physical and cognitive inhibition.

Keywords: preschool, pretend play, digital games, board games, executive functions, development, training intervention

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BI- AND MULTILINGUAL ENVIRONMENT AS A FACTOR IN CHILD DEVELOPMENT

SECOND LANGUAGE LEARNING IN SCHOOLCHILDREN WITH SPECIFIC READING DIFFICULTIES (DYSLEXIA)

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Abstract: The learning of a second language in students with reading difficulties is a topic that generates debates and questions. Several studies have investigated the phenomenon of transfer from a first to a second language, finding that skills such as phonological awareness, grammar, vocabulary and knowledge of narrative structures in the mother tongue influence second language learning, beyond the particularities of the orthographic system. This study evaluated the reading processes and language skills in Spanish and English of students from third to fifth grade of Primary Education attending Spanish/English dual education institutions. The incidence of the first language in the acquisition of a foreign language was analyzed for students with and without reading difficulties (dyslexics). The results show that dyslexics present a lower performance in decoding and reading comprehension skills in English and a lower performance in working memory. However, they do not show significant differences on vocabulary measures. Children with dyslexia can obtain equivalent learning in oral language skills, such as vocabulary. Systematic work on orality could benefit all students, especially those with

Keywords: Reading, Second Language, Dyslexia

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PROBLEM OF NOMINATION OF SPECIFIC SEMANTIC DIFFERENTIAL SCALES FOR STUDY OF SUBJECTIVE REPRESENTATIONS ABOUT ARTIFICIAL BILINGUALISM

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Abstract: The article is devoted to the problem of formulating the names of specific semantic differential (SSD) scales when studying representations about artificial bilingualism. 3 approaches to the process of nominating the scales of SSD were analysed: lexical, semantic and statistical analysis. The empirical part of the research was based on a combination of qualitative methods and quantitative research methods. In the first stage of the study, using the methods of semi-structured interviews and focus groups, Role Title List of second language learning process in the system of traditional education was compiled. In the second stage, repertory grid method was used to elicit personal constructs about artificial bilingualism. The minimal context method made it possible to elicit 172 bipolar constructs. The combination of lexical and semantic approaches with original statistical processing of data made it possible to identify the categorical structure of representations about people speaking a second language. It was shown that a structure was based on 4 factors that generalise the invariant semantic categories that are characteristic of artificial bilingualism: "Openness to communication", "Sense of self-superiority" or "Patronising attitude", "Unusual activity" and "Perfectionism". The selection of the most representative oppositions from the real personal constructs list made it possible to develop a working version of the SSD to examine subjective representations about artificial bilingualism. It included 12 bipolar scales.

Keywords: semantic differential, psychosemantics, bilingualism

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VOICES OF CHILDREN: KNOWLEDGE AND LEARNINGS REGULATED BY ICT

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Abstract: In this presentation, contributions related to topics referred to the subjects of speech and enunciation are presented, when allusion is made to the stories and voices of boys and girls, they are considered from their narrative production capacity, and from their status as subjects of speech, from various approaches and disciplines. There is no linguistic use that is not rooted in culture and there are no relationships between language and society that are not carried out, at least partially, through verbal interaction. It also talks about the construction of knowledge of children, their voices and learnings broadcast through one of the most traditional electronic means of communication and interaction such as radio, for example the radio program Tripulantes (Crew Memebers), broadcast by the university station LAUD 90.4 FM stereo, where as a great laboratory, voices and stories of children can be heard up close, as well as they can be registered, broadcast, impregnated with modulations and musicality, as a way of knowing and approaching their enigmatic and creative worlds.

Keywords: Childhood, language, children's stories, information and communication technologies (ICT), children's radio, voces children.

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WHAT ARE CHILDREN WATCHING? EXAMINATION OF CHILDREN'S MOVIES IN TURKEY

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Abstract: Children spend a lot of time in front of screens and one of the popular types of screen media is children's movies. According to the bioecological perspective (Brofenbrenner, 1979), screen media can influence children's developmental outcomes. While the research on media influence on children's language and literacy skills is growing, little is known about characteristics of children movies (themes, characters, language). This study examines the movies shown in theatres in Turkey. We collected information about all of the movies in Turkey. We report our findings about the movies shown for 3 years (2014-2016). We found that 207 out of 1,103 movies (19%) can be classified as children's movies. Their origins were 38 countries: USA was leading (56%) followed by Turkey (10%). Their languages were Turkish (10.6%), dubbed in Turkish (48.8%), English (10.1%), English with Turkish subtitles (26.6%), and another language (3.9%). The genres were animation (51%), adventure (47%), and family (33%). The main characters were females in 28 movies, males in 96, both in 25, and none/unclear in 58. These findings contribute to ongoing research on children's media and have implications for children's developing media literacy and media influence on language and bilingualism.

Keywords: screen media, Turkey, language and bilingualism

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BILINGUALISM AS AN ADVANTAGE OR DISADVANTAGE ACCORDING TO THE MANAGEMENT OF EDUCATORS

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Abstract: Speaking more than one language has become a desirable ability for most people. In fact, especially in Latin America, bilingual education is becoming increasingly popular. However, beyond the simple chauvinist purpose, bilingual education has countless implications in the formation of the child's thinking and determines, to a large extent, his/her academic success or failure. As known, bilingual education, refers to the use of language as a means to solve problems, both academic and everyday ones, sience language is the mediator of thought. From past an important works, the importance of the consolidation of language as a regulator, mediator and verifier of the activity can be understood. It is regulatory, because the person, through it, germinates, develops and shapes its activity, which can be expressed in different ways, either verbally or in non-verbal actions. It is a mediator, since thanks to language the subject organizes his ideas and solves problems he faces, whether they are academic or non-academic, and is verifier, because trough it, he/she judges an action as completed, based on its success or failure, depending on whether or not it finds a concordance with the goal initially set. In this way, speaking a language does not only imply the sole fact of knowing many words in that language and not having a "foreign accent" It implies knowing how to structure the grammar in that language, knowing how to express ideas within the cultural context of that language and also being able to insert all the non-verbal aspects that make up the language such as gestures, intonation, contextualization and others. Language also has an impact on the socio-cultural sphere of the individual, as it reflects the social construction of the environment. Language development occurs according to the needs of the environment and creates words to name objects, situations or emotions that are inherent to the environment. If any of these cannot be named, it is ignored. In this way, the impact of language on the neuro-affective sphere of the person is understood, while it is necessary to give a name to the emotions, in order to contextualize them and not ignore them: from that point of view, language is constituted also a basic element for the elaboration of emotions and the capacity for affective communication. From this point of view, it is important to realize that each language carries a different structure, which is governed by

the explicit influence of the reality in which it is immersed. Indeed, the same language is not spoken in the same way in different regions and expresses what is commonly called the "idiosyncrasy" of that region, due to what has already been stated above. Based on what has been analyzed, it can be concluded that bilingual education can be a kind of advantage, or disadvantage if it doesn't have a social function. Thus, if the student doesn't think in the language he/she learns, she/he won't develop the ability to structure his/her thinking and therefore, will not be able to solve problems.

Keywords: language, bilingual education

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SELF AND BOUNDARY AMONG CHILDREN IN THE DIGITAL ERA.

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Abstract: The concept of self emerges at a very early stage in one's life. The psychoanalytic theories related to object relations suggest the emergence of self linked to the stage of infancy. The role of cognitive development and motor perception of the child is connected to the development of a sense of self and concept of boundary. The presence of a validating environment facilitates a healthy sense of self which is reflected in understanding one's own boundaries and respecting that of others. Upon entry into the digital age, children are constantly being exposed to gadgets in their daily living activities. The digital medium is used for healthcare, academics, entertainment and communication. Children in the 21st century are under constant surveillance and connected to an electronic device. The devices used are a part of their lives and may also contribute to a part of themselves. The presence of the digital devices may integrate into the lives and blend with the self. It is important to understand the changing concept of boundaries that children of this era might be going through. The paper focuses on exploring the concepts of digital technology and its impact on the sense of self and boundaries in children. Key words: self, boundary, children, digital era.

Keywords: digital era, digital technology, children

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PRACTICE OF NON-SUICIDAL SELF-INJURY AND USE OF WHATSAPP AMONG STUDENTS

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Abstract: Self-injury has been increasing among students in recent years, being defined as any intentional behaviour involving direct aggression to the body, without conscious intent to commit suicide. In the virtual information age, the Internet and social media are privileged means of disseminating and exchanging information on content related to the topic of self-injury, as well as a space for exposure of this practice. This study analyses the use and influence of social media on the practice of self-injury among students. The research was conducted with students from a public school, in Minas Gerais — Brazil. A total of 112 students participated and answered a questionnaire about self-destructive behaviour and social media use. Subsequently, 12 students (11-15 years old) who reported self-injury were interviewed individually. The content analysis results of the interviews indicated preference for using WhatsApp (N=11), both to express emotional distress and to post explicit photos of self-injurious practices, mainly cutting. They justified the preference in function of greater convenience, privacy and confidentiality of WhatsApp, which allows for control over who can see the post/message about self-injury. It was analysed that these posts consist of forms of appeal to others and social media can have both negative and positive effects.

Keywords: self-destructive behavior, self-mutilation, elementary school students, internet, social media

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ASSESSING COLLABORATIVE PROBLEM SOLVING SKILLS IN HIGH SCHOOL STUDENTS PARTICIPATING IN A NATIONAL INFORMATICS PROGRAMME IN COSTA RICA

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Abstract: Collaborative Problem Solving (CPS) is a complex competency that incorporates cognition and collaboration components. It's one of the 21st century skills considered key to success in today's world. This study aimed at assessing the level of achievement in the CPS competency of 884 students from 14 public high schools in Costa Rica, participating in an informatics programme. The CPS test consisted of two dimensions: cognitive (CD) and social (SD), with six levels of achievement (from A to F [highest]). Other educational environment factors were collected. The results for CD showed that 55.7% of the students were at level C, followed by 32.9% at level D. For SD, 60.6% were at level E, followed by 27.0% at level F. The associated factors for CD were previous experience in programming ($p<0.000$) and students who never repeated in primary school ($p=0.002$); and for SD, students who used the computer 1-5 days a week ($p=0.013$), those who attended a computer laboratory once a week or at least once a month ($p=0.027$), and those who like programming out of class ($p=0.044$). In conclusion, students participating in this informatics programme showed medium-high performance in both dimensions of CPS, but external factors also contributed to the CPS competency.

Keywords: Collaborative Problem Solving, 21st century skills, High school students, informatics program

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AXIOLOGICAL FOUNDATIONS OF EDUCATION AND TRAINING

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Abstract: The formation of a post-industrial society involves critical rethinking of the methodological traditions of modern Russian education, whose actors are increasingly focused on a system of post-materialistic (or post-economic) values, the leading of which is the desire for self-development and self-realisation in creativity. This means that both the teacher and the student "realise themselves as subjects" (A. Touraine), overcoming materialistic goals and motives in joint creativity. The principles of intersubjective dialogue between the teacher and the student receive their justification in the ethical sphere, first of all, in the principle of humanism. If we consider humanism as a set of topics that periodically arise in the history of mankind, then modern humanism presupposes a truly kind attitude of a person to his neighbour. However, the humanistic model of education and upbringing in the modern Russian educational space is only declared, not being such. The system of education and upbringing of children forms their ability to exist in the world, to build connections with it that have humanistic values, which is why the foundation of this system should be the foundation of spiritual values as goals, in dialectical unity with which there should be some means (technologies of education).

Keywords: humanistic values, modern Russian education

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FOUR-COMPONENT MODEL OF EARLY CHILDHOOD PERSONALITY DEVELOPMENT: CROSS-CULTURAL CONTEXT

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Abstract: The study involved 60 dyads from Russia (Moscow, Yekaterinburg) and Vietnam (Nha Trang) with children aged 10 to 12 months (M=10.04; SD=0.45). Russian sample: 30 dyads-mothers, aged from 27 to 39 years (average — 29.2 years; standard deviation — 1.7). Vietnamese sample: 30 dyads-mothers, aged 26 to 38 years (average — 28.6 years; standard deviation — 2.1). The study included a video recording of the mother's play interaction with the child for 15 minutes. The resulting video protocols were analysed and encoded using the "Observer-XT 15" programme. To evaluate the video protocols, the experts used the "Evaluation of child-parent interaction" methodology for evaluating child-parent interaction [ECPI-2 ed. To identify the four cognitive macrosystems of the theory of personality, the method of the main components was used; the rotation method-Varimax with Kaiser normalisation; the values of the forming factors were identified; the rotation converged in 7 iterations; the cumulative percentage of variance — 71.637%; four components of the child's personality development were identified ["Focused"; "Inquisitive"; "Rejecting"; "Spontaneous"], which correspond to cognitive macrosystems [Kuhl, 2006]. The children of the Russian and Vietnamese samples are characterised by the activation of the lower-level system — the recognition of "RO" objects. Children experience anxiety, focus on actual needs that must be met immediately and the appearance of prohibitions from parents, which leads to the formation of personal subjectivation, which is an important factor in the development of the child's personal potential in the modern digital world.

Keywords: theory of personality, Children experience anxiety, digital world.

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STUDYING DEVELOPMENT IN THE GENERATION WEB 2.0: QUALITATIVE RESEARCH OF THE DIGITAL OPEN DATA

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Abstract: The author considers a number of aspects of the problem of the influence of new trends in the development of culture on the cognitive functioning of primary school children. Today, these new trends are primarily represented by digital technologies. According to current data, the impact of these technologies on the cognitive and emotional development of primary school children is ambiguous. Of course, digital technologies open up a number of new opportunities for organizing the educational process, which is especially important in the context of the COVID-19 pandemic. They provide access to huge amounts of information, to a dynamic representation of knowledge about society, culture, the world around us, and a person. At the same time, excessive fascination with digital technologies and gadgets can negate-vely affect the development of a number of mental functions, the communication sphere, and can lead to the development of digital and other addictions. The author not only describes such phenomena, but also interprets the mechanisms of their occurrence from the standpoint of the A. Luria's neuropsychological approach.

Keywords: generation web 2.0, new trends, children, covid-19

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MODERN TECHNOLOGIES AND CHILDREN'S HEALTH

EFFECTIVE DISCIPLINARY TECHNIQUES TO CONTROL GADGET USE IN CHILDREN AND ADOLESCENTS IN INDONESIA

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Electronic devices that were originally created to assist the daily activities of individuals, have now become a necessity in human life that cannot be separated. The use of gadgets in everyday life brings various impacts. Parents, have a role to implement effective disciplinary techniques for their children, especially in the use of gadgets. Based on a survey conducted on parents who have children or teenagers in Indonesia, it was found that 51% of parents in Indonesia have given their own gadgets to children before the child is 4 years old. In addition, 95.7% of participants make and apply regulations in the use of gadgets in the home environment. In making these rules, the 3 things that are most often included in the discussion lists. Those are time of use (83%), types of applications that can be accessed (82.1%), and duration of gadget use (77.8%). Most parents still remind their children every day about the rules for using these gadgets. Based on the survey results, 70.1% of parents will confiscate gadgets used by children as punishment for violating the rules that has been made for the usage of gadget at home. Based on the rules and information on giving punishment to children, 81.25% of the participants stated that this method of disciplinary technique was effective in disciplining and controlling children in the use of their gadgets. It can be concluded that parents in Indonesia are now more open to the application of consequences to children for behavior that is not in accordance with the expectations of parents regarding the use of gadgets. Consequences made will be more effective if adjusted to the child's growth and development age, so that children can grow and develop optimally.

Keywords: gadgets, discipline techniques, children and adolescents

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PRESCHOOL (WPPSI-IV) AND SCHOOL (WISC-V) WECHSLER TESTS IN A DIGITAL CONTEXT

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Abstract: The diagnostic potential of the Wechsler preschool and primary scale of intelligence — fourth edition (WPPSI -IV) and the Wechsler Intelligence Scale for Children Fifth Edition (WISC-V). The aim of this technique is diagnostic of the cognitive development of children from 2.5 to 7.7 and 6.0 to 16.11, respectively. The tests provide overall IQ and results for various indices: verbal comprehension, visual-spatial index, fluid intelligence, information processing speed, working memory. In the age range from preschool to school age a child develops a large amount of knowledge and skills, where working memory is an indicator reflecting the ability to quickly absorb new information, and the visual-spatial component of working memory influences basic cognitive functions (Klauer, 2001; Schwaighoferetal., 2015). Due to the active transition of the learning process to the digital environment and the increase in the amount of screen time, the study of indicators of cognitive development becomes particularly important.

Keywords: WPPSI-IV, WISC-V, Working Memory

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DIGITAL DEVICES AND COGNITIVE FUNCTIONS OF CHILDREN AND ADOLESCENTS

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Abstract: The impact of the Internet and electronic devices on the cognitive functions of children is a topical topic. It is actively studied by neuroscientists and has a great public response. At the moment, there are a number of positions on which the scientific consensus has been reached: screen time and young children, the relationship of electronic gadgets with academic performance. However, there are many inconclusive and contradictory data and estimates for which no consensus has been reached.

Keywords: digital devices, cognitive functions, children, adolescents

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THE EFFECT OF SCREEN EXPOSURE ON YOUNG CHILDREN'S LITERACY AND NUMERCY IN A DIGITAL WORLD

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Abstract: Screen media is ubiquitous in children's lives, research suggests that can have an impact on children's learning and development. To investigate the relationship between screen exposure and literacy and numeracy has theoretical and practical significance. This study investigated 19655 young children aged 3-6, screen time and screen content were self-reported by parents or caregivers through a proportional stratified cluster sampling. Children's literacy and numeracy were measured by using the Chinese Early Human Capability Index (CHeHCI) to explore the effects of screen exposure on the literacy and numeracy of preschoolers. The results show that: (1) children show high involvement in screen media, which manifests long screen time and high educational screen content. (2) children with different types of screen exposure have significant differences in socioeconomic status(SES) and literacy and numeracy. (3) screen exposure has complex impacts on children's literacy and numeracy, children with low screen time and high educational screen content get the best development of literacy and numeracy. (4)parents need to pay more attention on screen exposure of young children and turn screen media into an assistant to promote children's learning and development.

Keywords: Screen exposure, screen time, screen content, young children, literacy and numeracy, digital world

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DIGITAL TECHNOLOGIES IN THE COVID-19 AGE: BENEFIT OR HARM?

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Abstract: Report discusses the COVID-19 pandemic from a syndemic perspective. During the COVID-19 pandemic a significant amount of information about the new coronavirus infection has been disseminated through the Internet. World Health Organization defined fake information about the virus and the abundance of information as an "infodemic". This infodemic is a major threat to public health. The majority of actual evidence based information has been focused on adults, leaving children in anxiety about COVID-19. School closures and distance learning due to COVID-19 pandemic repositioned issues of digital world high on the policy agenda. It is necessary to provide children with Internet resources that they can trust and where they can get the necessary information related to health.

Keywords: COVID-19, syndemic perspective

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RISKS AND OPPORTUNITIES FOR CHILD HEALTH IN THE DIGITAL WORLD

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Abstract: In the report will be presented what has been learned from the latest Russian and international research about child health and outcomes relating to the digital technologies and internet. Results from several studies suggest multiple health risks such as inadequate physical activity, early myopia and blindness, overweight and obesity, long-term metabolic changes, mental disorders. We would like to emphasize that these disorders are preventable. Digital technologies could be used in providing actual health information for children and adolescents as well. It is important to take these findings in account by policy-makers, educators, child-protection specialists, industry and parents on the best evidence.

Keywords: digital technologies, health risks, child-protection

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